

**University of Wisconsin-Madison
Criminal Justice and Legal Studies Field Internship**

GUIDELINES FOR SUPERVISING AGENCIES

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This document is provided to assist criminal & juvenile justice and legal studies agency representatives supervising UW-Madison interns enrolled in Legal Studies/Sociology 694, Criminal Justice and Legal Studies Field Internship.

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SECTION I ABOUT THE FIELD INTERNSHIP

A. Course Description and Goals

The Criminal Justice and Legal Studies Field Internship is accompanied by a 3 credit Legal Studies/Sociology course offered during the fall, spring and summer semesters. Enrolled students are typically required to complete 8-15 hours of work in a criminal/ juvenile justice or legal studies agency in fall/spring and 15-30 hours per week in summer, complete written assignments, and participate in weekly seminars during fall/spring semester and two full day long seminars in summer held on campus.

The field experience and course are designed to foster four broad goals:

The first is to impart a better **understanding of the overall justice or legal system**--delving into how it works, examining underlying influences, and considering interactions between the courts, law enforcement, corrections, victim services and related areas.

The second goal is to encourage a well-informed understanding of the **populations served by the justice and legal system**. The course urges students to review offender demographics, examine diverse value orientations, and victim issues, as well as to study offender issues, such as alcohol and drug abuse, unemployment, poverty, discrimination, and gang membership.

The third goal is to promote a better **understanding of one agency in the justice or legal system**. We urge students to look closely at the agencies in which they are placed and to become knowledgeable about sources of authority, jurisdiction, organization and overall functions, policies, staff, clients, budgets, services and other vital information.

The fourth goal is to **identify and appreciate professionalism, ethics and culturally competent practice** within the system, agency, client interactions, and themselves. We encourage students to recognize currently implemented practices as well as their own competence and development.

Grades for the course are based on placement performance as determined by the agency supervisor, by university staff, course assignments, and seminar presentation and participation.

B. Academic Standing of Interns and Preparation for the Field

All students seeking a criminal justice and legal internship must be enrolled and be making satisfactory progress in the University's Criminal Justice Certificate or Legal Studies Program. Each student must have completed a basic course on the American criminal justice system and a course on the theories of criminal or delinquent behavior or a course focused on legal studies. Many students complete other relevant courses as well.

Students in the Criminal Justice and Legal Studies Field Observation course are expected to show a high level of maturity and responsibility. They are expected to be reliable and to demonstrate good judgment in the field at all times. Advisors and staff of the program reserve the right to refuse any student who appears ill-prepared to accept the obligations associated with professional criminal, juvenile justice, and legal work. An internship can be terminated at any point in the placement should a student be unable to carry out their responsibilities at the expected level.

C. Guidelines for Supervisors

These suggestions are meant to facilitate the process of learning and to make the experience as valuable and productive as possible for both you and the students. Please feel free to share your own experiences and suggestions with the Criminal Justice Program and Legal Studies staff.

Each student brings unique qualities to the internship and therefore must be treated individually. However, students should have an interest in the agency and demonstrate a motivation to learn in common. In addition, the Criminal Justice and Legal Studies staff is available to do in-service training for large or small groups.

1. The Interns are referred to the Agency after an initial interview with the Criminal Justice and Legal Studies staff to explore interests and career aspirations. Prior to placement, students will have information about criminal justice and legal systems and your Agency. Interns are expected to relate their Agency experience to classroom knowledge.
2. A **three-step progression** of (1) the intern **observing a process** (2) then **performing the task under observation with feedback** and (3) then **independent performance of the activity and assessment** seems to work best. Interns are eager for independent activity (within established Agency guidelines), even as there is uncertainty based on inexperience.
3. Prepare students for those times when you as a supervisor will not be available, (vacations, days off, paperwork, or other tasks). This is sometimes a good opportunity for the student to observe other agencies, work with other staff members, or work independently if they are prepared.
4. Professionals within the criminal justice system and legal fields act with discretion and judgment within the limits of authority. Experience with more than one professional within the Agency may help the student understand this and develop their own sense of judgment and discretion. They too will be exposed to and experience conflicts involving professionalism and ethics. They are expected to identify these issues and the resources for mediation and resolution.
5. Assessment is sometimes difficult. If phrased as a positive activity, assessment can add to the repertoire of skills you assist the interns in developing. For example, you will teach them how to set the tone for an open interview, how to ask open-ended questions, etc. Interns are eager for feedback and positive feedback in day to day functioning can be a powerful motivator. Problems addressed sooner are usually smaller. The Criminal Justice and Legal Studies staff is also available for assistance at any time.
6. For most interns this is the first experience with a professional position in criminal justice or legal systems. This makes the supervisor a role model for best practices, imparting knowledge and understanding of boundaries and ethics.
7. The intern is expected to:
 - a. learn to function at a particular task at an Agency (assessment, referral, interviewing and evaluation of people and programs);
 - b. to learn the overall functioning of the Agency, (mission, organization, legal authority, budget, etc.);
 - c. to learn the place of the Agency and the interactions within the criminal justice or legal systems (where does the target population come from, what referrals are made); and
 - d. develop their understanding of professional, culturally competent practice.

*Students have assignments in these areas and will be coming to you for help.

SECTION II

PLACEMENT PROCEDURES AND INTERNSHIP DETAILS

Process and timeline vary by agency. Students seeking placement outside the Madison area are often in contact with agencies, including interviewing, far in advance of the schedule below. We will support the timeline established by individual agencies.

A. Student Orientations

Throughout the year criminal justice and legal studies students meet with program staff to discuss the placement process and course expectations.

B. Agency Contacts, Student Resumes and Cover Letters:

UW-Madison Criminal Justice and Legal Studies staff contact potential placement agencies regarding potential placements. Student resumes and cover letters are sent to agency representatives for review. The resume presents a brief synopsis of each student's work history and may include personal and professional references. Agency representatives should feel free to request references when making decisions about interns. In most cases, the resume and cover letter of each student will be sent to five agencies.

C. Student Interviews in the Agency

Students are given the names and phone numbers of agency personnel and are directed to phone or email them to schedule an interview.

The interview between agency personnel and the criminal justice/legal studies student provides an opportunity for both to assess the appropriateness of a placement. Agency roles, policies, and expectations should be discussed as well as student goals and concerns. It may be helpful and instructive for students to observe staff in action during their visit to the agency, meet an agency client and/or partake in an agency tour.

D. Agency/Student Selections

If possible, all agency and student selections should be made at least one month prior to the upcoming internship semester. Although we urge all agencies to attempt to make their decisions early, we respect the right of agencies to make this decision at a later date. The advisor would appreciate notice of any changes from the proposed schedule.

E. Placement Agreements: Prior to start of placement

Prior to a student starting their placement, a Student/ Agency Agreement Form must be completed via DocuSign. This simple form provides Criminal Justice and Legal Studies Program staff with basic information that is useful for future communications with both the student and the agency. It also establishes the dates that a student will be participating for liability purposes. Once a student has informed program advisors of the secured placements, program advisors will send the agreement via DocuSign to the agency representative. After the agency representatives completes their portion of the form, it will automatically be forwarded to the student for signing. **The student is not permitted to start without completing and submitting this form.** (A copy of the form is at the end of this packet).

F. Starting Dates

Students may begin their internships anytime prior to or within two weeks of the start of the course semester. The exact

starting date is negotiated between the student and agency. This should be the same date that is reflected on the Placement Agreement submitted to the criminal justice/legal studies office.

G. Course Seminars on Campus

All students are required to attend on campus course seminars during the internship semester. During these times, students meet their fellow interns to discuss experiences and exchange ideas. Additionally, students present information and submit written assignments.

H. Student Intern Learning Assessment

The final Student Intern Learning Assessment will be completed online by the agency supervisor at the end of the semester.

A sample Learning Assessment form is found at the end of this booklet and reflects the overall course goals. The form asks supervisors to assess a student's understanding of: the criminal justice system, juvenile justice system, or legal system, the criminal, juvenile, or other populations served by the agency, and of the placement agency.

Because the Assessment accounts for a significant portion of the student's grade in the course, it is critical that the criminal justice and legal studies office receives all Student Intern Learning Assessments in a prompt manner.

A FINAL GRADE CANNOT BE ASSIGNED TO A STUDENT WITHOUT THE COMPLETION OF THIS STUDENT INTERN LEARNING ASSESSMENT.

SECTION III
IN THE FIELD: STUDENTS' RESPONSIBILITIES

A. Learning Plans

Students are required to develop learning plans for their internships. This requirement is designed to bring a focus to a student's placement, and to help offset the feeling many students have of being overwhelmed in their placements by offering direction for the semester and upfront communication with their placement supervisor.

The plans may include duties and activities the student will participate in, experiences expected with other units in the agency, visiting outside agencies, any special projects to be completed, and what they need from their supervisor. Students develop their plans individually but are required to consult and have their agency supervisors sign off on their final copy.

B. Responsibilities on the Job

Once students begin their placements, they are expected to:

1. Become familiar with and follow all agency policies and guidelines;
2. Assume professional behavior throughout the placement;
3. Accept feedback and act on constructive criticism;
4. Complete all assigned tasks from the agency and all course work;
5. Notify the agency supervisor and program staff if for any reason the student must leave the placement prematurely;
6. Complete the agreed upon term or internship.

If for any reason, a student does not live up to these expectations in the field, program staff should be notified as early as possible.

C. Course Assignments & Seminars

In addition to the learning plan mentioned above, students submit written assignments as required throughout the semester. Information may be collected independently or with other students in the placement but the final product must be each student's original work. They will need agency supervisors to help find the information on organization, agency budget, and stakeholders. A journal and/or written reflection of their internship is mandatory.

Attendance at seminars is a required part of the internship experience. Students will share experiences with their peers via Canvas and seminar participation. Students contribute formal presentations, educating their peers on the organization of the agency, stakeholders, services provided, connections to other entities, and ideas for improvement.

SECTION IV
AGENCY'S ROLE IN THE FIELD OBSERVATION

A. Agency Responsibilities

The field observation/internship is most often an undergraduate's first exposure to the criminal or juvenile justice system or legal systems, to the profession and to its clients. Therefore, the quality of the experience is critical to the student's learning and outlook on the system.

To enhance the internship experience for both the student and your agency, we make the following requests.

1. Be aware of the course goals and promote them to the extent possible.
2. Assign your student a supervisor - an individual who is willing to make assignments, monitor the student's progress, works with the intern around problems and concerns and provides professional role modeling.
3. Orient the intern to your agency. Introduce them to fellow staff and share information about the jobs each does. Provide relevant organizational charts. Discuss agency missions, functions and role in the system. Refer the student to the agency's source(s) of authority, e.g., state statutes, administrative rules, etc. Share important policies that the student will need to abide by over the internship. Cite documents the student should review and become more familiar with, within the agency.
4. Spell out agency expectations. Be clear about the student's duties and responsibilities for the semester.
5. Review the student's written goals and objectives for the semester and advise changes as necessary (Learning Plan).
6. Provide training as needed. Past experience has shown that an initial orientation to the overall system in which the agency is operating helps avert questions and problems later in the internship. Tips on approaching and working with clients have also been helpful.
7. When assigning jobs, begin with an initial period of observation and simple tasks and then gradually move toward increasingly complex work activities.
8. Provide exposure to all facets of the agency, including observation of other units, attendance at staff meetings, participation in various agency services (family meetings, client counseling, fingerprinting, evidence collection, etc.) as agency policies allow.
9. Allow students to interact with other agencies within the system as a part of their responsibilities and encourage some visiting of other agencies during "down" times. Students should be responsible for contacting outside individuals and scheduling appointments.
10. Assist students in the integration of knowledge, theory, professional standards, ethics and culturally competent practice.
11. Supply feedback on the intern's performance. Communication is important for ensuring that goals and expectations are met.

We appreciate that criminal, juvenile justice, social service and legal agencies are extremely busy operations and that fulfilling all of the above requests may not be possible all of the time. We ask that agencies carry out the responsibilities to

the extent possible.

A. Student Intern Learning Assessment

As mentioned under Placement Procedures, agency supervisors are asked to fill out an online Student Intern Learning Assessment for each student at the end of the semester. The link will be sent to each agency supervisor. **A sample form is included at the end of this booklet.** It is important that the form be turned in by the designated date. The Learning Assessment closely reflects the goals of the course. Brief additional comments on the form in addition to the numerical grading are helpful in assessment and for future references if requested by the student.

B. Contact with Program Staff

Agency representatives are urged to contact university staff immediately if they are experiencing **any** problems or concerns with the individuals they are supervising.

Sample
CRIMINAL JUSTICE/LEGAL STUDIES FIELD OBSERVATION

This Affiliation Agreement ("Agreement") is Between the Board of Regents of the University of Wisconsin System, on behalf of the University of Wisconsin-Madison, Criminal Justice/Legal Studies Program ("University") and _____ ("Agency") to provide practical learning and Field Observation experiences for the University's student(s) as outlined in this Agreement.

Agency agrees to supervise the below-named student in its facility for the duration of the Field Observation experience. Agency has reviewed a copy of the Field Observation Guidelines for Supervising Agencies. Agency agrees to contact University staff if changes or questions arise. University and Agency agree to the terms outlined within this Agreement, including on the reverse side.

Agency Contact Name: _____ Student Supervisor Name: _____

Agency Contact phone: _____ Student Supervisor phone: _____

Agency Contact email: _____ Student Supervisor email: _____

Agency Address: _____

THIS PLACEMENT IS FOR _____ HOURS A WEEK FOR THE DURATION OF THE SEMESTER.

Starting Date: _____ Ending Date: _____

Will the student be required to complete a Wisconsin Caregiver Background Check? Yes No

- The Agency will conduct the Wisconsin Caregiver Background Check.
- The Agency would like the University to conduct the Wisconsin Caregiver Background Check and share the results.

Agency Contact Signature: _____	Date: _____
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Students Supervisor Signature: _____	Date: _____
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Board of Regents Signatory Name, Date, Signature: Dan Langer, Asst Vice Chancellor, Division of Business Services

I am a student at the University and I am enrolled or intend to enroll in Legal Studies/Sociology 694/Social Work 663, Criminal Justice and Legal Studies Field Observation. I have read the Field Observation Handbook and I accept the requirements within it. I assume responsibility for notifying University staff and my Agency supervisor if, for any reason, I am unable to fulfill the terms outlined in the Handbook.

Student Name: _____ Student Phone: _____

Student Email Address: _____

Student Signature: _____	Date: _____
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Additional Terms for the Criminal Justice/Legal Studies Program Field Observation

- University and Agency shall not discriminate with respect to race, color, sex, creed, national origin, disability, age, public assistance status, marital status, sexual orientation, or religion in their on-going practices.
- University and Agency shall make reasonable accommodations to provide accessibility for students with disabilities. If a student requests an accommodation in his or her assignment to Agency, University will encourage the student to disclose directly to the Agency information in support of the student's request.
- The University's employees and students are not eligible for coverage under the Agency's Workers' Compensation or Unemployment Compensation insurance programs.
- The parties agree that each party is and shall solely be responsible for any claim or damage resulting from its own negligent acts or omissions. This Agreement shall not be construed to require a party to indemnify any other party from its own negligent acts or omissions.
- Either party shall have the right to terminate this Agreement for any reason on sixty days written notice to the other party. In the event of termination, the parties agree that any students placed at Agency shall be permitted to complete their activities in connection with the Field Observation experience.
- A University designee and Agency designee shall coordinate the University's academic requirements for each student at Agency.
- The University, as a unit within an agency of the State of Wisconsin, provides liability coverage for its students, faculty and staff consistent with §§895.46(1) and 893.82(6) of the Wisconsin Statutes. The University's students, faculty and staff who participate in the activities under this Agreement are agents and employees, respectively, of the State of Wisconsin, and while participating in such activities, are acting within the scope of their agency or employment. The liability coverage provided by the State of Wisconsin under §895.46(1) is self-funded and provides funding for claims, demands, losses, and damages of every kind and description, or damage to persons or property arising out of Field Observation activities at Agency and founded upon or growing out of the negligent acts or omissions of any of the employees or agents of the University while acting within the scope of their employment or agency where protection is afforded by §895.46(1) of the Wisconsin Statutes.
- Agency shall provide a planned, supervised program of Field Observation experiences consistent with Field Observation Guidelines for each student's placement.
- Agency shall maintain complete records and reports on each student's performance, providing evaluations to the University as requested.
- In all cases, Agency shall retain ultimate responsibility for the advising and care of its clients.
- University may disclose information from a participating student's educational record, as appropriate, to personnel at Agency who have a legitimate need to know in accordance with the Family Educational Rights and Privacy Act of 1974, as amended (20 U.S.C. 1232g; 34 CFR Part 99). Agency hereby agrees that its personnel will use such information only in furtherance of the Field Observation program for the student, and that the information will not be disclosed to any other party without written notice to the University and with the student's prior written consent.

Center for Law, Society, & Justice

8139 Sewell Social Science Building 1180 Observatory Drive Madison, Wisconsin 53706-1393
608-262-4360

UNIVERSITY OF WISCONSIN – MADISON CRIMINAL JUSTICE & LEGAL STUDIES FIELD OBSERVATION
SAMPLE STUDENT LEARNING ASSESSMENT

Please evaluate the student who interned with your agency using the numerical grade below. The numerical grade will be averaged and will be used to award the final placement evaluation portion of the course grade.

Comments are appreciated and may be shared with students. Some internship placements do not provide for an assessment in all categories. In this case, place a N/A in the appropriate column. Because your evaluation is important to us, a course grade cannot be issued to the student without this information.

Please indicate the level of accomplishment demonstrated as follows:

- 1 - **Unsatisfactory:** does not demonstrate this ability/does not meet expectations
↓
- 2 - **Fair:** sometimes demonstrates this ability/meets expectations
↓
- 3 - **Satisfactory:** usually demonstrates this ability/sometimes exceeds expectations
↓
- 4 - **Exceptional:** consistently demonstrates this ability/consistently exceeds expectations

STUDENT: _____

AGENCY: _____

SUPERVISOR: _____

I. UNDERSTANDING OF SYSTEM:

	Level
Initial understanding of legal or juvenile/criminal justice systems (i.e. components, roles, functions, relationships)	
Current understanding of system/institutions	
Ability to think critically about the larger legal or juvenile/criminal justice systems (i.e. perceives strengths and weaknesses)	
Aptitude for analyzing the impact of your agency's actions on the other agencies and the larger system.	
Exhibits creative thinking about system (not just your agency) improvements.	

Comments:

II. UNDERSTANDING OF STAKEHOLDERS:

	Level
Initial understanding of how stakeholders interact with your agency.	
Current understanding of how stakeholders interact your agency.	
If client based internship, understanding of client/offender/victim issues (e.g. drug/alcohol abuse, lack of employment, previous abuse, poverty, etc.)	
Appreciation of client strengths (e.g., resilience, survival skills, motivation, etc.)	
Aptitude for work with stakeholders from diverse backgrounds (e.g. funding sources, clients, community, race, gender, religion, rural/urban, language, abilities, socio economics, family structure, etc.)	
Ability to recognize own cultural background, values, and beliefs when working with stakeholders	
Exhibits creative problem solving when assisting stakeholders	

Comments

III. UNDERSTANDING OF AGENCY:

Level

Initial understanding of agency missions, functions, and issues	
Current understanding of agency missions, functions, and issues	
Ability to work well with agency staff and other professionals	
Ability to complete tasks, projects, and assignments in a timely fashion	
Skill at making mature judgments in work related matters	
Competency to evaluate effects of own actions on agency	
Practice of professional and ethical behavior	

Comments:

IV. POTENTIAL FOR WORK IN THE FIELD:

Level

Suitability and potential for work in the field	
Aptitude for service work with clients/consumers	
Aptitude for research centered work	
Emotional maturity to work in this field	
Potential for leadership	
Ability to express self appropriately (verbally or in writing)	

Comments:

Additional thoughts or summary comments. (Comments may be used in recommendations with the permission of the student)

This assessment is worth 20% of the student’s grade. Please select the grade you recommend for the student.

- 20 (equivalent to an A)
- 18 (equivalent to an AB)
- 17 (equivalent to a B)
- 16 (equivalent to a BC)
- 15 (equivalent to a C)
- 14 (equivalent to a D)
- 13 or below (equivalent to an F)

In order to promote professional growth and learning, we recommend discussing your assessment with the student.

- I have discussed this assessment with the student.**
- I plan to discuss this assessment with the student.**

Supervisor’s signature: _____

Thank you for filling out this form. It will help us in grading the student and assessing the effectiveness of the field observation course overall. We appreciate your thoughtfulness and time.

SAMPLE STUDENT PLACEMENT EVALUATION

(Students complete these anonymous and confidential placement evaluations to provide future interns with insights that may aid them in their pre-placement internship process)

Placement (Full Agency or Program Name)

List and briefly describe tasks, duties and experiences you had at your placement:

What was the supervision like at your placement?

How involved were you? Did you have enough responsibility?

What agencies and programs did you work with or learn about during your placement?

Other agencies/programs you recommend learning about:

How many hours per week were you involved with your placement?

Was there a set schedule (day/time) required for your placement? How flexible was your agency with respect to scheduling?

Overall, was this internship a good learning experience? Please explain.

What did this internship teach you about the criminal/juvenile justice systems, legal institutions and/or law?

What did this internship teach you about careers in criminal/juvenile justice and legal institutions?

Did you have sufficient information about this agency before interviewing and accepting the placement?

Please select which resources you utilized:

Did you have prior volunteer experience in a criminal justice or a legal institution? If yes, please list

Would you recommend this placement to future interns?

What suggestions or tips about this placement would you like to communicate to interested future interns? Please think about what you would have liked to have known from previous students.

Final parting words of wisdom and comments: