Course Description
This course is designed as an advanced learning opportunity including practical experience at a criminal or juvenile justice agency or service provider addressing the needs of those individuals identified by the criminal or juvenile justice system, their families, and/or those affected by crime or criminal behavior. This intensive, hands-on internship experience requires significant maturity and judgment.

Accommodations
Students with needs that might affect participation, exams, or coursework should speak to the instructor no later than the end of the third week of the course in order for the instructor to provide accommodations in an appropriate and timely manner. The McBurney Resource Center assists in determining reasonable academic accommodations. For additional information please speak to the instructor or contact the McBurney Center at http://www.mcburney.wisc.edu or call at 608-263-2741.

Academic Conduct
The overwhelming majority of students are hardworking and honest about their schoolwork. The instructor has great respect for the effort students put into preparing for this course. Part of the value of a degree from the University of Wisconsin-Madison rests on the standards of academic honesty and integrity maintained by the campus.

To avoid academic misconduct, it is important that students understand how academic misconduct is defined in this course and the expectations the instructor has of each student.

According to University of Wisconsin-Madison academic misconduct policies, academic misconduct is any intentional act “to claim effort for the work of efforts of another without authorization or citation or to assist others in doing so.” This includes (but is not limited to):

- using another person’s ideas, words, or research and presenting them as one’s own without authorization or without proper credit to the originator (for example, copying from your classmate or presenting someone else’s work as your own);
- cutting, pasting, or paraphrasing text from the web or any other source without quotation marks and/or proper citation and attribution;
- helping someone else cheat;
- collaboration that contradicts any other rules created expressly for this course.

Students have the right to expect that they and other students will be graded fairly, and students have rights of due process should they be accused of misconduct. Students also have an obligation to conduct their academic work with honesty and integrity according to University standards. Therefore, it is important that students:

- learn the rules about academic misconduct and procedures; (http://students.wisc.edu/saja/misconduct/UWS14.html);
- learn the rules about quoting and paraphrasing sources (http://www.wisc.edu/writing/Handbook/QuotingSources.html);
- ask the instructor if you are unsure what behaviors constitute academic misconduct in a specific class or assignment;
- let your instructors know if you think you see incidents of misconduct;
- be aware that helping someone else to cheat is a violation of the rules and may result in misconduct charges against you.
Academic Misconduct: What to Do if You See Someone Cheating
Students should feel free to discuss their concerns and observations with the instructor.


COURSE INFORMATION & ASSIGNMENTS

I. Field Instructor Assignments

Students are assigned to one of the following Field Instructors (FI): Nancy Buenger, Randi Celusta, Mike Kass, Carolyn Lesch, Jane Lombardo, Erin Perkins, or Chuck Stonecipher. Field Instructor assignments are listed on pages 3 to 5. Your FI will carry out the site visit and is responsible for various portions of your course grade. If personal or agency problems arise, immediately contact your FI. Contact information is listed below.

Program mailing address: 1180 Observatory Drive, Madison, WI 53706.

Erin Perkins  Chuck Stonecipher  Nancy Buenger
414-520-2200  608-729-1138  847-331-1114
emperkins63@gmail.com  chucks@fsat.org  nbuenger@wisc.edu

Randine Celusta  Jane Lombardo  Michael Kass
608-838-8352  608-209-6449  608-228-3673
rcelusta@wisc.edu  Jane.Lombardo@da.wi.gov  bfreebpeaceful@yahoo.com

I. Course Grade

Legal Studies/Sociology 694 and Social Work 663 each carry three course credits. Your course grade will be based on evaluation of your performance in your placement (by your agency supervisor and by your FI), your performance in the seminars, and your completion of the written assignments and postings at Learn@UW. These grades will be weighted as follows:

Learning evaluation by agency supervisor and FI: 40%
(see last page of syllabus for sample evaluation form)

Assignments: 60%

Assignment 1 Learning Plan (due 21 days after start of placement) 5%
Assignment 2 Sharing on Learn@UW (3 entries) 9%
  First Entry- submitted between Sun, May 19 and Sat, June 8, 2013
  Second Entry- submitted between Sun, June 9 and Sat, June 29, 2013
  Third Entry- submitted between Sun, June 30 and Sat, July 20, 2013
Assignment 3 Agency Organization and Stakeholders (due 6/23/13) 10%
Assignment 4 Seminar Presentation 1 and Seminar Participation 10%
Assignment 5 Professionalism & Cultural Competence (due 7/7/13) 8%
Assignment 6 Summary and Reflection (due 7/21/13) 8%
Assignment 7 Seminar Presentation 2 and Seminar Participation 10%
II. Readings

Readings are limited to those posted on Learn®@UW as stated in this syllabus. If you desire additional readings and information, which are not available at your agency, direct your requests to your FI. Do not hesitate to ask for source materials.

III. Seminars

Students are divided into two groups. Students in Group I attend two days of seminars on Wednesday, June 26 and Wednesday, July 24; students in Group II attend two days of seminars on Thursday, June 27 and Thursday, July 25. Please note your group assignments and do not miss your seminar dates. The seminar room on all dates is 8417, Sewell Social Science Building.

Seminar days begin at 9:00 a.m. and ends at 4:00 p.m. Students are required to attend both days of seminars and stay throughout the program. Attendance is taken and absences will significantly impact your overall grade.

The seminar days will include small group exercises, discussions, and presentations. Seminars are designed to provide you with tools for self-care, a comparative perspective on your field experiences in relation to other students, and to probe deeper into critical criminal justice issues and current practices.
Page left blank. Student names and placements removed.
COURSE ASSIGNMENT DIRECTIONS AND SCHEDULE

If you read all of the assignments prior to beginning the summer, you will save yourself considerable time and effort! The written assignments are directly related to the seminars and small group presentations. Start early and coordinate your assignments! Read through them now. Questions should be directed to your FI.

ASSIGNMENT 1: Learning Plan – due 21 days (3 weeks) after start date of your placement

I. Purpose of this assignment:
   a. To develop an understanding between you, the Agency Supervisor and the University Field Instructor.
   b. To help you communicate your needs.
   c. To help your Agency Supervisor understand what you hope to accomplish.

II. Complete a learning plan. The learning plan should include:
   a. What do you want to get out of this summer?
   b. What experiences do you hope to have?
   c. What skills do you want to work on?
   d. What do you need from your placement supervisor?

III. Go over your learning plan with your agency supervisor. Ask them to sign it. Do this within 21 days of the time you begin your placement.

IV. Submit your plan to your assigned Field Instructor. You may send an unsigned copy via email attachment to your field instructor if you do not have access to a scanner. The field instructor will pick up the signed version at your site visit.
ASSIGNMENT 2: SHARING AT LEARN@UW

You are required to post at least three (3) entries on Learn@UW during the summer. Content of entries detailed below.

A. FIRST ENTRY- must be submitted between Sunday, May 19 and Saturday, June 8, 2013
B. SECOND ENTRY- must be submitted between Sunday, June 9 and Saturday, June 29, 2013
C. THIRD ENTRY- must be submitted between Sunday, June 30 and Saturday, July 20, 2013

WARNING: Under no circumstances are you to include the names of clients, coworkers or any confidential or sensitive information! Remember, students from other agencies may be involved with the same clients and situations as are you and information may have legal if not ethical implications.

The entries should answer, but are not limited to, the questions below.
A. How does what you are doing match what you thought you would be doing?
B. What is happening that is surprising?
C. What are you learning?
D. How is this experience changing or challenging your previous beliefs and knowledge?
E. How is this experience changing or challenging your future goals or plans?
F. How competent do you feel?
G. What are you doing for self-care?

ASSIGNMENT 3: AGENCY ORGANIZATION and STAKEHOLDERS – due 11:59 pm on Sunday, June 23, 2013. Submit at Learn@UW dropbox.

I. Purpose of this assignment:
A. To understand the organizational structure of your agency, the service delivery system, and the relation to other parts of the criminal justice system.
B. To become familiar with the background characteristics, challenges and strengths of the stakeholders of your agency.

II. Requirements to complete this assignment:
A. Identify sources of agency organizational information in mission statements, descriptive pamphlets, tables of organization, records, and reports, requests for funding and other documents.
B. Identify stakeholders and start to become familiar with your agency’s interactions with stakeholders.
C. Research relevant state statutes, laws and jurisdiction
D. Discussion with agency staff as a source of organizational information
E. Answer the questions that follow this introduction. Think of this paper as a formal report on your agency that you are submitting to a state criminal justice commission that is looking into the organization and operation of criminal justice agencies. Papers should be typed.

Note: Criminal justice agencies use numerous abbreviations and acronyms that you will quickly come to know and use. In this assignment, please spell out every title or phrase the first time you use it and enter the abbreviation or acronym in parentheses directly after the first use. Then, in the rest of the paper, you can use the abbreviation or acronym.
III. Areas that must be addressed in this assignment. Your grade is based on complete coverage of each item within each area.

A. AGENCY GOALS & RELEVANT STATUTES

1. Cite the main legal codes and rules that establish your agency's authority to operate and define its jurisdiction. All criminal justice agencies, public and private, derive their authority from public laws. Private agencies are usually not for profit entities and officially operate under delegated public authority. What codes or rules give your agency or another entity authority to create the agency? Briefly quote or paraphrase the relevant passages. Do not simply attach a copy of the statutes. You need to cite your sources, include the specific statutes and/or laws and clearly describe or paraphrase the relevant content. Help: You will probably find this information by searching the state statutes or looking at licenses posted on the agency wall. For example, for a group home to operate, it must be licensed by the state. Your answer would articulate what state statute gives which department the authority to license the group home.

2. What are your agency's official goals, i.e., what is the agency supposed to do? State where you found this information. Help: Official goals may be in laws, but you are more likely to find them in agency mission statements. They often are repeated in reports, especially in requests for funding. Consult your supervisor about getting access to relevant documents.

B. AGENCY STRUCTURE

1. Construct a flow chart of your agency's organization or secure a printed copy. Show the operating units, the authority between them and the number of employees in each unit. Note on the chart where you fit into the table of organization.

2. Include a text description of the chart content and the flow of authority. In your description of the flowchart, note important organizational facts that cannot be shown by a diagram.

C. BUDGET

1. What is the size of your agency's total annual budget from all sources? This information is most likely found in the annual report or the budget requests to funding agencies. Ask to see the documents. You may also need to search the web to secure the information.

2. How is your agency funded? That is, what are sources or revenue?

3. What is the largest expense?

   Note: Information needed to address numbers 1-3 may take time to secure. Do not wait until the week before the assignment is due.

D. AGENCY LINKAGES TO OTHER AGENCIES

1. Create a list of the agencies partnering with your agency. This list should include major criminal justice, social service and private agencies with which your agency must work in order to carry out its goals.

2. Describe the services each agency provides. Incorporate services you provide to other agencies and vice versa. Include agencies or programs you refer stakeholders to, you work closely with, you receive funding from, you receive referrals from, etc. Remember to include the obvious. Create a chart like this:
E. STAKEHOLDER CHARACTERISTICS

Every agency has multiple stakeholders. If you provide a service to them, they count on you, expect things of you, etc., they are stakeholders. Examples might include the community, funding sources, people charged with offenses, people who have been victimized, etc.

1. List the major stakeholders of your agency.

   Once you have noted all of the major stakeholders, choose one group to focus on when completing the remainder of this paper. You must answer all questions below with regard to the stakeholder group you have chosen. Do not change groups as you answer the questions.

2. State which stakeholder group you will be detailing throughout the remainder of this section.
   a. What are the major challenges of your agency's stakeholders?
   b. How does your agency assist the stakeholders with regard to these challenges?
   c. What are the major strengths of your agency's stakeholders?
   d. How does your agency integrate these strengths when working with the stakeholders?

   Note: Stating the stakeholders do not have challenges or strengths will not fulfill the requirement.

ASSIGNMENT 4: Small Group Presentation 1 (Wednesday June 26 and Thursday June 27)

You will be assigned to a small group of students in other criminal and juvenile justice related placements and a small group facilitator. As much as possible, the students in your group will be from agencies unlike your own. The goal is for you to share and teach the other students in your group about your agency in a way textbooks cannot. During that small group time, you will have 15-20 minute to share the information below, along with answering the curious questions of your peers. Please prepare the following information:

   A. The name of your agency and location.
   B. Who has authority over your agency?
   C. The official goals of your agency
   D. How your agency is funded.
   E. Relationships with other agencies.
   F. Describe the agency stakeholders and the services your agency provides to stakeholders.
   G. The strengths and challenges of your stakeholders.
   H. Discuss your experience and interaction with stakeholders to date.

Make your teaching lively. Bring handouts, (agency brochures, fact sheets, statistical tables, outlines of main points, organizational charts, flow charts, graphs, etc.). Use the blackboard and describe events that yield special insights into your agency and your stakeholders. Video segments are welcome. If you require any special equipment, you will need to notify Carolyn no later than the day before. If your presentation requires a computer, we will provide it with 24 hours’ notice. You are welcome to bring your own; an adaptor for Mac computers is not available.
ASSIGNMENT 5: PROFESSIONALISM AND CULTURAL COMPETENCE - due by 11:59 pm on Sunday, July 7, 2013 to Learn@UW dropbox

I. Purpose of this assignment:

A. To recognize the impact and importance of culturally competent practice in professional conduct.  
   *Help:* Cultural competence was a consistent theme in Legal Studies 400: Foundations of Field Education. Relevant reading will be posted on Learn@UW.

B. To become familiar and sensitive to stakeholder's perspective of the agency, and determine how success is defined by stakeholders and by the agency.

II. Areas that must be addressed in this assignment. Your grade is based on complete coverage of each item within each area.

All juvenile and criminal justice agencies subscribe to professional standards and work with culturally diverse stakeholders. Culturally competent practice is a part of professionalism. Speak with your agency supervisor and other professionals regarding the questions below. Include and note their input along with your personal assessment.

A. How are the professional culturally competent standards and expectations communicated with agency employees?  
   Talk about the written standards, unwritten standards and agreed upon expectation, and codes of conduct.  
   *Help:* This section cannot be answered without asking agency staff (plural) directly. There may be required training or orientation of which you are not aware or maybe not.

B. How has your agency addressed professional culturally competent standards and expectations with you as an intern?  
   Discuss written and unwritten expectations.

C. What do you think they could do differently with regard to addressing professionalism and cultural competence with interns and employees?

D. How does your agency address the cultural needs and values of its stakeholders?

E. How does the agency integrate the stakeholders' cultural values, beliefs, traditions and communication, to when working with a stakeholder?  
   [Remember to focus on the cultural competence of the professionals at your agency not the cultural competence of the stakeholders.]

F. Consider a recent work related dilemma faced by you or one of the professionals in your office.  
   [Dilemmas occur when there are two or more justified courses of action that might resolve a situation and the choices conflict.]

   1. Describe the dilemma. Use a specific example not a general dilemma.

   2. What were the procedures for resolving the dilemmas?

   3. What cultural needs and values were involved?
ASSIGNMENT 6: SUMMARY and REFLECTION - due by 11:59 pm on Sunday, July 21, 2013 to Learn@UW dropbox

Throughout the summer you had an opportunity to learn about an agency, work with stakeholders, and be a professional within the criminal justice system. Reflect on your experience. Please address the following in your reflection.

A. CHALLENGES, SUCCESS, SOLUTIONS, PLANS FOR THE FUTURE

1. Juvenile and adult criminal justice related organizations are usually in a constant state of change. Talk to your supervisor and other professionals about the changes they anticipate and how the agency is planning to adjust. Give a summary of what you learned.

2. In Assignment 3, Section E, you chose a stakeholder group to detail. Which stakeholder group did you detail? Continue answering the questions below with regard to that stakeholder group. Describe your agency’s definition of success for stakeholders? Help: Look at agency goals or mission statement. Include your own learning and thoughts.

3. Describe success from the point of view of the stakeholder group.

4. Summarize the similarities and differences between the agencies definitions and that of the stakeholder.

5. From your observations and experiences, what agency strategies are helpful with regard to insuring success?

6. How would you change the resources, services, relationships and professional attitudes, etc. delivered to your stakeholders in order to reach a higher level of success?

   Note: Stating you would not change anything does not answer the question.

B. AGENCY AUTHORITY OVER STAKEHOLDERS

Agencies, thus professionals who work within the agencies, have substantial authority or informal "persuasive pressure" (often called "leverage") over some stakeholders because of the laws and conditions imposed on stakeholders. There are also advantages stakeholders receive by cooperating with the agency.

1. What kinds of “persuasive pressure” or leverage does your agency have? Explain.

2. In your opinion, how effective is the use of persuasive pressure in assisting the stakeholders? Explain your position.

3. What are the drawbacks of this type of leverage? Help: Put yourself in the stakeholders’ shoes. Imagine how you view the status, education, relationships, access to resources, perceptions, uniform, etc., of the professionals in your agency if you were a stakeholder.

C. YOUR EXPERIENCE

In two pages or less, reflect on your internship experience. The following questions and your journal may serve as a helpful guide.

1. What were your expectations going into the internship?

2. What was your actual experience like in your internship?

3. What struck you most about the experience?

4. What did you learn this summer?

5. What was your most memorable learning experience?
6. What experience was most surprising?
7. What was most unpleasant or disturbing?
8. How has this experience changed or challenged your previous beliefs and knowledge?
9. How has this experience changed or challenged your future goals?
10. If you could change one thing about the agency you were placed at, what would that be?
11. If you could change one thing about the juvenile/criminal justice system, what would it be?
12. How will you continue to improve your cultural competence?

E. SUMMARY

At this point in your experience and given an audience of future interns, in four sentences or less, what would you tell future interns about your placement, stakeholders, and professional culturally competent practices?

ASSIGNMENT 7: Small Group Presentation 2 (Wednesday July 24 and Thursday July 25)

You will be with the same group of students as the first seminar. A formal presentation is not required.

Discussion topics may include:

A. The major challenges and strengths or your agency or stakeholders? Yes, this is repeated from the first seminar! You know more now.
B. Your agency's authority over stakeholders; include informal pressure to comply and actions toward non-compliance.
C. Challenge and changes your agency may be facing.
D. Your experience of professional culturally competent practice. Highs and Lows.
E. Your experience and interaction with stakeholders.
F. What were your expectations going into the internship?
G. What was your actual experience like in your internship?
H. What struck you most about the experience?
I. What did you learn this summer?
J. What was your most memorable learning experience?
K. What experience was most surprising?
L. What was most unpleasant or disturbing?
M. How has this experience changed or challenged your previous beliefs and knowledge?
N. How has this experience changed or challenged your future goals?
O. If you could change one thing about the agency you were placed at, what would that be?
P. If you could change one thing about the juvenile/criminal justice system, what would it be?
Q. How will you continue to improve your cultural competence?
R. Whatever else you want to share
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:

- **Unsatisfactory**: does not demonstrate this ability/does not meet expectations
- **Uncomplimentary**: seldom demonstrates this ability/rarely meets expectations
- **Fair**: sometimes demonstrates this ability/meets expectations
- **Commendable**: usually demonstrates this ability/sometimes exceeds expectations
- **Exceptional**: consistently demonstrates this ability/consistently exceeds expectations

| STUDENT:     | ________________ |
| AGENCY:      | ________________ |
| SUPERVISOR:  | ________________ |

### I. UNDERSTANDING OF SYSTEM:

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<th>Level</th>
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<tr>
<td>Initial understanding of juvenile/criminal justice system (i.e. components, roles, functions, relationships)</td>
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<tr>
<td>Current understanding of system</td>
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<td>Ability to think critically about system (i.e. perceives strengths and weaknesses)</td>
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<td>Aptitude for analyzing the impact of your agency's actions and those of other agencies on the system as a whole</td>
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<td>Exhibits creative thinking with regard to program and service improvements.</td>
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**Comments:**

### II. UNDERSTANDING OF STAKEHOLDERS:

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<tr>
<td>Initial understanding of factors/situations leading to criminal/delinquent behavior or victimization</td>
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<tr>
<td>Current understanding of factors/situations leading to criminal/delinquent behavior or victimization</td>
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<td>Understanding of offender/victim issues (e.g. drug/alcohol abuse, lack of employment, previous abuse, poverty, etc.)</td>
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<td>Appreciation of strengths (e.g., resilience, survival skills, motivation, etc.)</td>
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<td>Capacity to work with stakeholders with diverse offense/victimization histories</td>
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<tr>
<td>Aptitude for work with stakeholders from diverse cultural backgrounds (e.g. racial, gender, religion, rural/urban, language, abilities, socio economics, family structure, etc)</td>
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<td>Ability to recognize own cultural background, values, and beliefs when working with stakeholders</td>
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<td>Ability to analyze the effects of own behavior on stakeholders</td>
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<td>Ability to analyzing impact of system on stakeholders</td>
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<td>Exhibits creative problem solving when assisting stakeholders</td>
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**Comments**
### III. UNDERSTANDING OF AGENCY:

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<th>Description</th>
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<td>Initial understanding of agency missions, functions, and issues</td>
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<td></td>
<td>Current understanding of agency missions, functions, and issues</td>
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<td>Ability to work well with agency staff and other professionals</td>
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<td>Aptitude for working with identified agency stakeholders</td>
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<td>Attention to being a good worker (e.g. promptness, reliability, resourcefulness, self-reliance, etc.)</td>
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<td>Ability to complete tasks, projects, and assignments in a timely fashion</td>
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<td>Capacity to handle progressively difficult tasks</td>
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<td>Skill at making mature judgments in work related matters</td>
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<td>Competency to evaluate effects of own actions on agency</td>
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<td>Practice of professional and ethical behavior</td>
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**Comments:**

### IV. POTENTIAL FOR WORK IN THE FIELD:

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<th>Description</th>
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<td></td>
<td>Suitability and potential for work in the justice field</td>
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<td>Aptitude for work with stakeholders (e.g., offenders, those who have been victimized, other agencies, funding sources, etc.)</td>
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<td>Emotional maturity to work in this field</td>
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<td>Potential for leadership</td>
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<td>Ability to express self orally</td>
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<td>Ability to express self in writing</td>
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**Additional thoughts or summary comments.** (Comments may be used in recommendations with the permission of 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.

This evaluation will be conducted online by student supervisors.