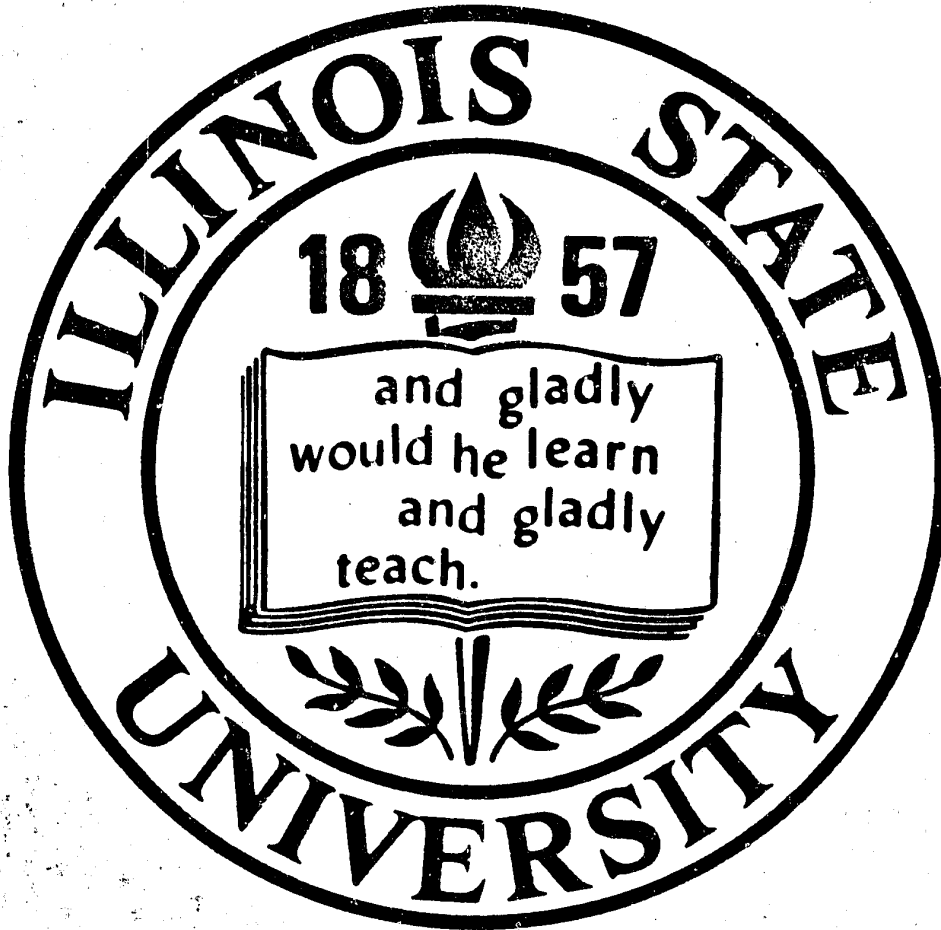


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**Illinois State University
Department of Corrections
College of Applied Science
and Technology**



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**INTERNSHIP
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INTERNSHIP MANUAL

**Department of Corrections
College of Applied Science & Technology
Illinois State University
Normal, Illinois**

1977?

Illinois State University

Department of Corrections

This manual was prepared during the Fall of 1977 with a grant received from the Instructional Development Program and is designed to allow for periodic revisions and updating. My appreciation goes out to the faculty and staff at Illinois State, representatives from cooperating agencies, students, and those faculty from numerous colleges and universities who responded to my request for information when this manual was in the planning stage.

It is hoped that this material will give both the student and the cooperating agency insight into the organization, goals, and expectations of the internship program.

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Internship Coordinator

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Equal Opportunity/Affirmative Action University

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DEFINITION OF UNIVERSITY PROFESSIONAL PRACTICE

PROFESSIONAL PRACTICE, INTERNSHIP, EX-TERNSHIP, CO-OP, PRACTICUM, FIELD WORK, and all other credit-generating supervised work experience in local, state, national and international businesses, agencies, institutions and organizations are experiences PLANNED, ADMINISTERED and SUPERVISED at the academic unit level and COORDINATED through the Office of Professional Practice or, if the site is an educational agency or institution, through the Office of Clinical Experiences.

II UNDERGRADUATE CORRECTIONS MAJOR

a. The Major and Required Courses

The comprehensive major requires the completion of fifty-five (55) semester hours toward graduation. The following are required courses:

- COR 101: Introduction to Criminal Justice Sciences
- COR 201: Psychological Principles Applied to Correctional Rehabilitation
- COR 202: Community-Based Corrections
- COR 203: Probation and Parole
- COR 204: Criminal Law
- COR 205: Correctional Institutions
- COR 395: Criminal Justice Seminar
- COR 397: Criminal Justice Internship I
- COR 398: Criminal Justice Internship II
- POS 215: American Judicial Process
- PSY 111: General Psychology
- SOA 106: Introduction to Sociology

The remaining thirteen (13) hours are selected with the approval of the academic advisor. Recommended electives are listed in the current university catalog. Consult the university catalog for course prerequisites and other limitations.

b. Curriculum

- Introduction to Criminal Justice Sciences
- Psychological Principles Applied to Correctional Rehabilitation
- Community-Based Corrections
- Probation and Parole
- Criminal Law
- Correctional Institutions
- Criminal Justice Statistics
- Evaluative Research of Programs in Criminal Justice
- Juvenile Justice
- Correctional Case Law
- Correctional Counseling
- Issues in Criminal Justice
- Police Attitudes and Behavior
- Victimology
- Women in Crime
- Organized and White Collar Crime
- Crisis and Conflict Management in Criminal Justice
- Criminal Investigation and Interrogation
- Independent Study
- Criminal Justice Seminar
- Criminal Justice Internship I
- Criminal Justice Internship II

III MASTER'S DEGREE PROGRAM

a. The Major

The Department of Corrections offers a program leading to the M.A. or M.S. degree. The primary goal of the program is to provide the practitioner with skills directly applicable to employment agencies. Specifically, students completing the Master's degree in Corrections will have the skills to: (1) undertake supervisory responsibility for administrative units containing entry-level practitioners and volunteers; (2) plan and write grants and implement special demonstration projects; (3) provide technical evaluative services to correctional administrations to enhance program decisions based on valid research findings; (4) work directly and independently with correctional clients in helping relations in a variety of settings—prisons, juvenile institutions, youth service bureaus, court services, post-release programs, alcohol and drug programs, ex-offender employment projects, etc.; (5) participate in staff training programs under the overall supervision of a training director; (6) serve as administrative assistants to administrators of correctional agencies; and (7) critically comprehend ongoing theoretical and research developments in criminal justice, and view the application of these developments within their own particular agency setting.

The curriculum is flexible, permitting students to pursue coursework largely reflective of their individual career needs and goals. This has been accomplished by requiring students to take a small core of basic courses and allowing them, in consultation with departmental advisors, to select their other courses from offerings in the Department of Corrections and other University departments.

b. Program Specializations

A student may specialize in one of the following areas: organization and management of correctional institutions; community-based corrections; correctional research and evaluation; helping approaches to correctional clients; higher education and staff training roles for corrections.

c. Curriculum

300 EVALUATIVE RESEARCH OF PROGRAMS IN CRIMINAL JUSTICE

Course enables students to analyze research in corrections and systematically evaluate the process and outcome of programs in the field of corrections.

301 JUVENILE JUSTICE

The processing and treatment of juvenile offenders. Examines the organization, operation and goals of the individuals, agencies, and institutions that work with youthful offenders.

322 CORRECTIONAL COUNSELING

Development of interpersonal communication, and decision-making skills for direct intervention with correctional clients.

360 ISSUES IN CRIMINAL JUSTICE

May be repeated once if content different

A critical and analytical study of a contemporary issue or controversy in the field of corrections.

390 INDEPENDENT STUDY

Cons. inst. and dept. chprn.

Allows senior undergraduate and graduate students to pursue areas of special interest independently and/or to work on special projects. In order to register, students must submit a proposal outlining the project which they wish to pursue.

401 CORRECTIONAL THEORY

An intensive study and critical analysis of correctional theory; current correctional theories and their contributions to contemporary correctional processes and procedures.

IV THE CORRECTIONS INTERNSHIP PROGRAM

a. Philosophy and Objectives

Although relatively new in the academic world, field experience or internship actually dates back to the idea of apprenticeship—learning by doing. In 1973, the Carnegie Commission addressed the importance and relevance of field experience education (internship) saying that, to promote life-long learning:

Apprenticeship, internship, and in-service training will be used more widely than they are today to prepare persons for their work and many professions, para-professions and occupations. (*Toward a Learning Society*, Carnegie Commission, 1973)

The need for field experience or internship has been documented since the early 1960's. A 1962 study by the Western Interstate Commission for Higher Education revealed that one of the most frequently suggested ways to better prepare the student for work within the criminal justice system was the need to develop internship or field placement.¹ The Joint Commission on Correctional Manpower and Training revealed that, in the fields of probation and parole, juvenile and adult institutions, approximately 46% of the top managers in these areas as well as 34% of the middle managers had done some type of internship or field experience while in the college or university setting.²

A longitudinal study of the career patterns of graduates of criminal justice degree programs in Illinois concluded also that there was a strong need for internships and supervised field experiences.³ The study also indicated that it was not only the correctional agency who benefited from the student's experience. Some of the students interviewed in the study cited their internship as the single most valuable component of their college work, and others indicated that they had gained employment in the criminal justice system via their internship.

The internship program at Illinois State University is designed specifically to better prepare the student to enter the corrections/criminal justice field upon graduation. It will expose students to the qualifications and requirements of various employing agencies and give them the experience to meet those requirements.

It is intended that the student will correlate theory and practice and be stimulated not only to observe and examine, but also to analyze and evaluate their respective agencies, and to recommend areas of change. In this regard, it is not

only recommended, but expected, that students will become sufficiently involved in the work of their agency and, when possible, be permitted to make certain contributions. In reviewing the academic requirements for both Internship I and Internship II as well as the course syllabi, it is important to point out that there are significant differences and expectations within each course.

The major objectives of COR 397 (Internship I) are for the student:

1. to receive an introduction to agencies within the criminal justice system and to gain an understanding of the interrelationship of this system's components.
2. to understand the various management styles exhibited within the agency.
3. to understand the communications, decision-making, and problem-solving mechanisms within the agency.
4. to observe the styles used by staff members in interviewing, report-writing, and interacting with clients and other staff members.
5. to correlate theory with practice within the agency setting using the philosophy and methods obtained from various survey and skill development courses.
6. to develop interviewing, counseling, and report-writing skills.

The major objectives of COR 398 (Internship II) are:

1. to develop in the student an understanding of current problems within the agency and other components of the criminal justice system.
2. to benefit both the student and the participating agency through the completion of a semester project, the purpose of which is to develop a solution to an agency problem, the design and implementation of a new program within the agency, or the development of an expertise in a specific aspect of the agency's organization, management or treatment modality.
3. to allow the agency an opportunity to benefit from objective inquiries by students into the agency's method of operation.
4. to provide the student with intensive agency experience and permit the student to become sufficiently involved with both clients and staff so that input from the student is solicited and received.
5. to allow the student to assume many of the responsibilities of a regular staff member and be able to function with a minimum of supervision.
6. to allow the student to attend staff meetings, conferences, and inservice training sessions.
7. to permit the student to become involved in the decision-making process.

¹William T. Adams, *A Study of Curriculum Content of Juvenile Delinquency Courses* (Boulder City, Colorado: Western Interstate Commission for Higher Education, April 1962).

²Elmer K. Nelson and Katherine H. Lovell, *Developing Correctional Administrators* (College Park, MD: Joint Commission on Correctional Manpower and Training, 1969), p. 102.

³Center for the Study of Crime, Delinquency, and Corrections, *Longitudinal Study of Career Patterns of Criminal Justice Degree Graduates in Illinois* (Carbondale, Illinois: Southern Illinois University, 1974), p. 74.

b. Minimum Requirements for Eligibility

The following minimum standards have been established for acceptance into the Corrections Internship Program (COR 397 and COR 398):

1. Grade point average—2.0, with a minimum GPA of 2.2 in all Corrections courses.
2. Senior status based upon the completion of ninety (90) semester hours toward graduation.
3. The student must be a Corrections major. However, a student with a Corrections minor may elect to take COR 397-398 provided that all prerequisites have been completed prior to enrollment.
4. The completion of the following Corrections courses:

COR 101: Introduction to Criminal Justice Sciences

COR 201 Psychological Principles Applied to Correctional Rehabilitation

COR 202 Community Based Corrections

COR 203 Probation and Parole

COR 205 Correctional Institutions

COR 395 Seminar in Criminal Justice

(Taken concurrent with Internship I. Should COR 397 and 398 be taken during the same semester, COR 395, Criminal Justice Seminar will be required through the entire sixteen (16) week semester.)

5. The student shall not have been convicted or indicted for a felony offense. In the event of a conviction, the student shall be ineligible for placement for at least one full semester. It is recommended that the student postpone internship placement pending the outcome of an indictment. Should a student under indictment choose not to postpone internship placement, the referrals made will include full notification to the cooperating agency that the indictment is pending.
6. The student shall have been off academic probation for one full semester preceding internship placement.
7. The student must be at least 21 years of age or have secured parental permission prior to internship placement.

c. Student Health and Accident Coverage

The University has outlined that the following health and accident coverage is in effect for each full-time undergraduate student (enrolled in 12 or more semester hours) and each graduate student enrolled in nine or more semester hours: 100 percent payment of the first \$500 or reasonable in-patient hospital expenses, and 80 percent of such expenses above \$500. Out-patient emergencies are covered 100 percent to a maximum of \$300. Non-emergency out-patient services are generally covered at 80 percent to a maximum of \$300. Coverage includes 80 percent of the reasonable expenses for a surgeon or certain physician's fees other than those for surgery. There is also an allowance for consultation and ambulance fees. The maximum amount payable for any one accident or sickness is \$10,000. Coverage takes effect on the date on which University classes begin.

This coverage is provided for in the payment of student fees, and any student who can produce evidence of equal or better coverage may apply within ten class days following the first day of regularly scheduled classes for a refund of the insurance fee.

d. Extent of Liability

Liability coverage is extended to all students enrolled in the internship program or any other clinical experience only where intentional negligence of a member of the staff results in an injury to the student. Students enter the internship program with full knowledge of the potential risk of harm which may occur in the course of the program. While enroute to the off-campus site, a student is exposed to the same risks as those encountered while enroute to classes on campus. In these cases, the student assumes the risk of any accident or injury.

e. Refund of Fees

Students whose course of study requires their absence from campus for the entire eight-week summer session or the entire 16-week Fall and Spring semesters may apply for a refund of the activity fee and general service fee as well as the health service fee. If a student is absent from campus for this reason it will be necessary to complete a request form for each semester that the absence will occur.

Students who apply for the refund are not eligible to receive any of the benefits these fees cover, including the use of the health service, free or reduced rates for entertainment or athletic events or participation in campus recreation activities. The health insurance fee, a separate fee from the health service fee, is not refundable through this application. Students who pre-register should pay the total charge as billed and not deduct the amount they believe would be refunded to them.

Applications can be secured from the Office of Admissions and Records.

V THE GRADUATE INTERNSHIP PROGRAM

Each student working towards a Master's in Corrections is required to complete six credit hours of internship in a correctional setting related to his/her area of specialization. This translates into eighteen clock-hours of field-related experience per week. The internship is rooted in the conceptual base of the program, namely, the objective of enabling advanced-level professionals to meet the needs of the correctional field. It will involve placement in agencies which agree to provide supervised experience at a level corresponding to the student's academic development and career goals. Inasmuch as the internship is viewed as an opportunity to integrate concepts acquired on campus with the practical problems of the corrections field, students will normally not be approved for enrollment in internship prior to completion of a minimum of sixteen graduate hours. It is anticipated that, in the case of individuals with occupational experience in corrections, the Department may agree to waive some or all of the internship requirements. In such instances, alternative coursework will be substituted, with the approval of the student's faculty advisor.

VI PLACEMENT PROCEDURES

a. Orientation and Application Procedures

The following procedure should be followed when considering an internship placement:

Orientation Meeting: Students are required to attend the pre-internship orientation session in the semester immediately prior to placement. Students should purchase the Internship Manual prior to the meeting. The goals, philosophy, and requirements of the internship program will be discussed as well as the preparation of a resume.

Completion of Forms: Prior to individual meetings with the Internship Coordinator, the student will be expected to complete the following forms:

Internship Application

Resume—Two original copies

Waiver of Liability—The waiver of liability should be signed in the presence of a notary public

Individual Conferences: Following the orientation meeting, the Internship Coordinator will post a list of available office hours outside Room 212B Schroeder Hall. It is the student's responsibility to place his or her name on the schedule and appear at the appropriate time. During individual conferences with the Internship Coordinator, available placements will be discussed using the student's proven performance and career plan as a guide. Since individual conferences occur prior to registration, the student will receive permission to register for internship at the time of the conference.

Student Referrals: After all students eligible for placement have received an individual conference, the Internship Coordinator will make the appropriate referrals. In all probability, the student will be asked to contact the agency representative and arrange a personal interview. The resume which the student has prepared will be the basis for the interview.

b. Agency Recruitment and Selection

It is the responsibility of the Internship Coordinator to recruit sites for internship placement. A student who is planning an internship can request that the Internship Coordinator determine the acceptability of an agency for placement. An agency interested in participating in the internship program can indicate this desire by forwarding a letter of intent to the Internship Coordinator containing the following information: (Please refer to page 9, Agency Responsibilities, in responding to these items.)

1. A statement that the agency will participate in the internship program at ISU.
2. The name of the staff member who will act as liaison between the agency and the ISU Department of Corrections.
3. The number of students which the program can properly supervise each semester.
4. A plan outlining the type and extent of the experience which the student will receive.
5. The skills which the agency is looking for in determining placement.

VII STUDENT RESPONSIBILITIES

The student will be expected to fulfill all of the responsibilities outlined below. In addition, it is suggested that the student read the sections pertaining to the orientation and application procedures, the academic requirements for both Internship I and II, and the grading system.

Each Student Must:

1. Attend the pre-internship orientation session. This session is held immediately preceding the mid-

semester break of the semester prior to internship placement. Following this session, a schedule for individual appointments with the Internship Coordinator will be posted outside room 212B Schroeder Hall. It will be the responsibility of each student to place his/her name on the appointment schedule at a convenient time.

2. Purchase the Internship Manual in room 401 Schroeder Hall.
3. Complete the necessary forms prior to the individual session with the Internship Coordinator. These forms are: (a) Internship Application; (b) Waiver of Liability (signed in the presence of a notary public); (c) Resume (at least two original copies of the student's resume are required at the time of the individual conference with the Internship Coordinator.)
4. Arrange and appear for a personal interview with the Internship Coordinator.
5. Appear for the agency interview.
6. Arrange a work schedule with the agency representative and report the work schedule to the Internship Coordinator during the first week of the semester.
7. Report to the participating agency dressed and groomed in an appropriate manner.
8. Attend the internship meeting during the first week of the semester.
9. Complete an internship plan at the end of the second week of the semester outlining the desired learning experiences for the remainder of the semester. This plan must be submitted to the agency supervisor for approval.
10. Be punctual and reliable. The agency representative must be contacted if the student will be absent or late. All time absent must be made up.
11. Complete all work, written or otherwise, assigned by the agency.
12. Complete all course requirements (see course requirements and syllabus; Appendices D and E).
13. Become familiar with personnel and agency policy pertaining to security, confidentiality of records, etc.
14. Become sufficiently involved within the agency not only to understand the day-to-day operations, but also to note areas in need of improvement.
15. Suggest recommendations for improvement where appropriate. Students' recommendations should reflect their thorough understanding of the problem as should their suggestions for improvement and change.
16. Become familiar with the laws under which the participating agency operates.
17. Complete the Student Evaluation of Internship Experience and return this form to the Internship Coordinator prior to the end of the semester.

VIII ACADEMIC DEPARTMENT RESPONSIBILITIES

The Internship Coordinator Will:

1. Publicize the internship orientation meeting during the semester immediately prior to placement. This meeting will be held at a convenient time so as to accommodate all students. Announcements will

- be made by direct mail, the *Vidette* (student newspaper), announcements in all Corrections classes, and by the Student Correctional Association.
2. Provide all forms necessary to complete the application process.
 3. Assist the student in developing a resume using the suggested format. This will be discussed during the orientation meeting.
 4. Provide students with the names, locations, and major responsibilities of the participating agencies.
 5. Assist the participating agencies in screening applicants for internship positions; arrange personal interviews, when necessary; and provide the participating agencies with sufficient information as to the background and abilities of each student.
 6. Publicize a meeting for all students in the internship program (usually during the first week of the semester) for the purpose of discussing course requirements, etc.
 7. Maintain regular office hours and be available so that the students can discuss written assignments or problems related to their internship placement. The hours to be maintained by the Internship Coordinator will be posted in room 212B Schroeder Hall.
 8. Maintain regular contacts with the participating agencies. Observe the students performing in these settings when possible. Assist the participating agencies in solving any problems which may develop relevant to student performance.
 9. Provide participating agencies with mid-semester and final evaluation forms.
 10. Maintain accurate records of contacts with participating agencies and also of the students' performance.
 11. Determine a final grade from agency evaluations and written work submitted by the student.
 12. Assist the participating agency in developing a meaningful internship program for the student.
 13. Recruit new internship agencies as the need arises, and maintain contact with inactive agencies.

IX CRIMINAL JUSTICE SEMINAR INSTRUCTOR RESPONSIBILITIES

The following is a list of major responsibilities for the Instructor of the Criminal Justice Seminar:

1. Conduct a weekly seminar, required for all students enrolled in Internship I. For those students enrolled in both Internship I and II simultaneously, the seminar shall be required for the entire sixteen (16) week semester.
2. Facilitate discussion of the students' internship experiences using the general areas listed on the sample syllabus as a guide.
3. Encourage the students to correlate theory with practice by relating their university training to their actual experience in the field.
4. Allow the class to serve as a problem-solving mechanism by discussing both the formal as well as the informal aspect of the agency's operation.

5. Encourage the students to use discussion in the class as a tool to measure their own professional growth and involvement in the agency's work.
6. Provide the Internship Coordinator with feedback from students relating to the quality of their internship experiences.

X PARTICIPATING AGENCY RESPONSIBILITIES

The following is a list of major responsibilities to be used by the participating agencies in the management and supervision of each corrections intern:

1. Allow the student to begin placement during the first week of the semester. The Internship Coordinator will provide the agency with the necessary information about the starting dates as well as any mid-semester breaks or other holidays observed by the University.
2. Develop a formal or informal training program to familiarize the student with the function and operation of the agency and allow the student sufficient exposure to other aspects or departments within the agency.
3. Complete the agency section of the agency/student agreement and return the agreement to the Internship Coordinator after the second week of the semester.
4. Select and assign a qualified staff member to provide supervision for the student during the internship placement.
5. Determine, through mutual agreement, the student working hours; and allow a minimum of 18 hours of work per week except in cases where both Internship I and II are taken simultaneously, in which case a minimum of 36 hours of work is required.
6. Provide the name of the staff member who will be the liaison between the participating agency and the ISU Internship Coordinator.
7. Orient the student as to the agency's expectations of appropriate dress, policies pertaining to confidentiality of records, and any other types of significant behaviors appropriate to that specific agency.
8. Allow the student to become sufficiently involved with the clients served by the agency; and allow the student to participate in home visits, conferences, interviews, training sessions, etc.
9. Familiarize the student with the various community resources and professional services used by staff members.
10. Contact the Internship Coordinator when it is felt that problems are disrupting the student's performance while in placement.
11. Ensure that the agency liaison is available to aid the Internship Coordinator in the observation of the student's performance.
12. Complete both a mid-semester and final evaluation of the student's performance. Generally, the mid-semester evaluation is to be completed prior to the eighth (8th) week of the semester. The final evaluation is to be completed prior to the sixteenth (16th) week of the semester. The Internship Coordinator

ordinator will provide the agency with all necessary forms in this area. The agency representative is to review the contents of the performance evaluation with the student and discuss areas in need of improvement and suggest steps to meet these needs.

13. Participate with the Internship Coordinator in developing a meaningful experience for the student.

XI RANGE OF ACTIVITIES

The following is a list of participating agencies in the ISU Department of Corrections Internship Program. This list is not inclusive and the student is encouraged to suggest other possible placements. It is the University's policy that students are not to arrange their own internship placement but are expected to forward suggestions to the Internship Coordinator who will in turn make the appropriate contact.

a. Adult and Juvenile Institutional/Residential Agencies

Chicago Community Corrections Center (Adult), Chicago, IL
Children's Home (Juvenile), Peoria, IL
Cook County Juvenile Temporary Detention Center (Juvenile), Chicago, IL
Cook County Jail (Adult), Chicago, IL
Crisis Homes (Juvenile), Park Ridge, IL
Dwight Correctional Center (Adult), Dwight, IL
Illinois Youth Center (Juvenile), Hanna City, IL
Illinois Youth Center (Juvenile), Joliet, IL
Illinois Youth Center (Juvenile), St. Charles, IL
Illinois Youth Center (Juvenile), Valley View, IL
Illinois Youth Center VAST (Juvenile), Decatur, IL
Illinois Soldier's, Sailor's, Children's School (Juvenile), Normal, IL
Kaleidoscope, Inc. (Juvenile), Bloomington, IL
Logan Correctional Center (Adult), Lincoln, IL
McLean County Jail (Adult and Juvenile), Bloomington, IL
Metropolitan Correctional Center (Adult), Chicago, IL
Morgan Washington School (juvenile), Bloomington, IL
Peoria Work Release Center (Adult), Brimfield, IL
Peoria County Juvenile Detention Center (Juvenile), Peoria, IL
Pontiac Correctional Center (Adult), Pontiac, IL
Rock Island County Jail (Adult), Rock Island, IL
Sheridan Correctional Center (Adult), Sheridan, IL
Tri-Agency Program, Tinley Park Mental Health Center (Juvenile), Tinley Park, IL
Youth Farm, Inc. (Juvenile), Normal, IL

b. Probation and Parole Agencies

Dewitt County Probation Department (Juvenile and Adult), Clinton, IL
Florida Department of Offender Rehabilitation, Tampa, FL
Illinois Department of Corrections Juvenile Field Services (Juvenile), Champaign, IL, Rockford, IL
Illinois Department of Corrections Adult Field Services (Adult) Peoria, IL, Normal, IL, Rockford, IL
LaSalle County Probation Department (Adult and Juvenile), Ottawa, IL
Livingston County Probation Department (Adult and Juvenile), Pontiac, IL
McLean County Juvenile Probation Department (Juvenile), Bloomington, IL

McLean County Adult Probation (Adult), Bloomington, IL
New Mexico Department of Corrections, Field Services Division, Las Cruces, NM
Peoria County Adult Probation Department (Adult), Peoria, IL
Peoria County Juvenile Probation Department (Juvenile), Peoria, IL
Probation Services (Adult and Juvenile), Champaign-Urbana, IL
Rock Island Adult and Juvenile Probation Department, Rock Island, IL
Sangamon County Juvenile Probation Department (Juvenile), Springfield, IL
Sangamon County Adult Probation Department (Adult), Springfield, IL
Tazewell County Adult and Juvenile Probation Departments, (Adult and Juvenile), Pekin, IL
Winnebago County Juvenile Probation Department (Juvenile), Rockford, IL
U.S. Probation and Parole Office (Adult), Chicago, IL
Vermillion County Juvenile Probation Department (Juvenile), Danville, IL

c. Courts

McLean County Circuit Court, Bloomington, IL
McLean County Circuit Clerk, Bloomington, IL

d. Research, Legal and Planning Agencies

Region 12 Law and Justice Commission, Pontiac, IL
Central Illinois Criminal Justice Commission, Peoria, IL
Central Illinois Regional Commission for Law Enforcement, Decatur, IL

Illinois Valley Crime Prevention Commission, Princeton, IL
Northern Illinois Criminal Justice Commission, Rockford, IL

e. Victim/Witness Services

Witness Information Service, Peoria, IL
Witness Information Service, Danville, IL

f. Diversion Programs

Deferred Prosecution Program, Pekin, IL
Deferred Prosecution Program, Waukegan, IL

g. Law Enforcement Agencies

Normal Police Department, Normal, IL
McLean County Sheriff's Department, Bloomington, IL
Vermillion County Sheriff's Office, Danville, IL

h. Defense and Prosecutorial Agencies

Madison County State's Attorney, Edwardsville, IL
Legal Division, Illinois Department of Corrections, Chicago, IL

i. Offender Counseling Services

Commission on Delinquency Prevention, East St. Louis, IL
Comprehensive Work and Training Program (Phoenix Products), Peoria, IL
Comprehensive Ex-Offender Employment Program, East St. Louis, IL
Court Counseling Program Inc., Peoria, IL
Crisis Outreach, Danville, IL
Illinois Status Offender's Service, Decatur, IL
Project OZ, Bloomington, IL
Unified Delinquency Intervention Service, Chicago, IL
Vocational Alternatives Program, Decatur, IL
Safer Foundation, Chicago, IL
Operation Prep, Chicago, IL

XII OUT OF STATE PLACEMENT

Students who are considering an out of state internship placement should consult the Internship Coordinator far

enough in advance so that all necessary communications and correspondence can be made. When an out of state internship placement is being considered, the Internship Coordinator will provide the names of agency directors and administrators, and it will be the students' responsibility to communicate with the prospective agency and to obtain a commitment from them. It is also the students' responsibility to make whatever housing and travel arrangements that are needed.

XIII PAID INTERNSHIP POSITIONS/FULL-TIME WORK

In most cases, internship agencies will not pay students for their work. The small number of agencies who do reimburse the students for expenses do so on an irregular basis, and payment is made based on the availability of funds within the particular agency. Salaries or reimbursements, where available, can come from one of the following areas:

1. Hourly wage
2. Reimbursement for use of personal car on the job
3. Living accommodations
4. Meals
5. Stipends

In cases where an undergraduate student is working as a part or full time staff member within a correction/criminal justice agency, it may be possible to allow that experience to fulfill the requirements for both Internship I and II. The internship coordinator will examine each case individually. The work performed must involve regular contact with staff and clients.

XIV VOLUNTEER AGENCIES

Students often request that they be allowed to work in a prospective internship agency on a voluntary basis before selecting an internship site. A small number of agencies encourage this. If students are interested in working in an internship agency prior to enrolling in the internship, they should contact the Internship Coordinator.

XV INTERNSHIP ADVISORY COMMITTEE

The Internship Advisory Committee was formed during the Fall 1978 semester for the purpose of advising the Internship Coordinator in a number of areas relating to internship programming. Members selected form a cross-section of those agencies representing the criminal justice system as well as those agencies participating in the corrections internship program.

XVI ACADEMIC REQUIREMENTS

a. Internship I

The student is expected to fulfill all requirements listed on the course syllabus (appendix D) as well as those under "Student Responsibilities" (page 8). It is also expected that the student will complete all work assigned by the agency supervisor. This may include work normally performed by other staff but may also include the assignment of outside readings or papers.

As is indicated in the syllabus for Internship I, sixty (60) percent of the student's grade will be determined from the evaluation conducted by the agency supervisor. The remaining forty (40) percent of the student's grade will be determined from the quality of those papers submitted.

b. Internship II

The second of the two required internships is expected

to be a more intensive examination of the agency's work as well as to provide an opportunity for the student to use those skills developed during Internship I. For this reason, it is expected that the student will be able to function in the agency with little or no supervision. The weighting of the student's grade will be distributed in the same manner as Internship I, and the agency evaluation criteria will also remain the same.

XVII EVALUATION AND GRADING SYSTEM

The student will be evaluated twice by the agency supervisor during the semester. For those students enrolled in both COR 397 and 398 during the same semester, a mid-semester evaluation will be used in determining sixty (60) percent of their final grade for Internship I (COR 397). A second evaluation will be done by the agency supervisor at the end of the semester and will be weighted in a similar manner to provide sixty (60) percent of the final grade for Internship II (COR 398). For those students enrolled in both Internship I and II, the grade for Internship I will be given following the mid-semester break.

The mid-semester evaluation for those students enrolled in Internship I or in Internship II will not be graded but used only to assist the student in identifying strong areas as well as those areas where improvement is needed. Only the final evaluation will be used in determining the final grade.

During the internship experience, the student's grade will be determined in the following manner:

Internship I

- 60%—agency evaluation
- 40%—two (2) activity summaries

Internship II

- 60%—agency evaluation
- 40%—semester project

Internship I and II (During the same semester)

Internship I

- 60%—agency evaluation
- 40%—first activity summary and first half of semester project

Internship II

- 60%—agency evaluation
- 40%—second activity summary and second half of semester project

Minimum Requirements

Though no grade is determined arbitrarily, general guidelines for receiving grades (A through C) are set out below. It should be understood that fulfilling the minimum requirements in each of these areas does not necessarily assure that student of the particular grade. The major emphasis will be upon the quality of the work performed. Below average and inferior performance will receive a letter grade of either a "D" or an "F".

Requirements for a Letter Grade of "C":

By fulfilling the minimum requirements outlined on pages 19 and 21 (Syllabus D and E), the student can expect to receive a grade of "C". This grade is based on the completion of all required assignments and regular attendance at the internship site.

Requirements for a Letter Grade of "B":

A student can generally expect to receive a grade in this area by meeting expectations in all areas indicated above. In addition:

1. Students must submit all required projects, logs, papers, reports, etc. at the appropriate times. These assignments should reflect above average effort and quality as well as growth.
2. The agency's final evaluation should reflect the students' rapport with clients and staff and their general understanding of the agency's function and organization. The depth of involvement and the amount of responsibility taken will be key indicators.

Requirements for a Letter Grade of "A":

A student can generally expect to receive a grade in this area by meeting expectations in all areas indicated above. In addition:

1. The agency evaluation and all written work should reflect exceptional abilities, i.e. personal growth, amount of responsibility taken, and involvement with clients and staff.
2. The student should show involvement in and/or aid in the development of a special project or program within the agency not related to normal course requirements.

Appendix a.

**ISU Department of Corrections
Internship Application Form**

This form is to be completed and filed with the Internship Coordinator at the same time your resume is filed.

Name _____ Date _____
last first middle Soc. Sec. No. _____
Present Address _____ Phone _____
Home or Permanent Address _____ Phone _____
Date of Birth _____ Place of Birth _____
Sex: M _____ F _____ Ht _____ Wt _____ Marital Status _____

1. Do you have any health problems which may affect placement? _____
If yes, please specify. _____
2. Do you have any physical conditions which may affect placement? _____
If yes, please specify. _____
3. Do you use nonprescribed drugs? _____
4. Have you been convicted of a felony? _____ If so, please give details. _____
5. Are you now under indictment for any offense? _____
If yes, please specify. _____
6. Period of Internship: Fall 19 _____ Spring 19 _____ Summer 19 _____
7. Other than Corrections Seminar, do you plan to enroll in any other coursework? Yes: _____ No: _____
8. Desired type of placement:
Institutional base _____ Community base _____ Open _____
Juvéniles _____ Adults _____ Open _____
9. Type of Internship planned:
Internship I _____ Internship II _____ Both I and II _____

10. Location Preferred:

A. ISU base _____ Live at home _____

B. Please note 1st, 2nd, 3rd, choices to below:

- Bloomington-Normal area _____
- Peoria area _____
- Chicago area _____
- Chicago south & west area _____
- Decatur area _____
- Danville area _____
- Springfield area _____
- Other: _____
- Open to alternatives _____

11. Do you have a car? _____ Willing to join a car pool? _____

12. Current GPA _____ Total hours completed at the start of this semester _____

13. Current GPA in Corrections major _____

14. Corrections courses completed _____

I am aware that providing false information will be subject to disciplinary action including possible dismissal from the internship program. As some agencies require criminal record checks and character references prior to accepting an intern, this application gives consent to such a check as may be necessary.

Signed _____

WAIVER OF LIABILITY

I, _____, being eighteen (18) years of age or older, do hereby affirm and swear as follows:

1. I have voluntarily chosen and elected to participate in the Department of Corrections Internship Program at Illinois State University.
2. I am fully aware of the potential risk of harm which may rise in the course of this program.
3. I willfully and freely assume complete responsibility for any injuries, physical or mental, which I might sustain by participating in the Internship Program.
4. I will hold Illinois State University harmless and not liable for any injury which may befall me as a result of my participation in the Internship Program, except that injury which may be sustained by me as a direct result of a willful or negligent act of an employee or agent of Illinois State University.

Signed _____

Date _____

State of Illinois
County of _____

_____ personally appeared before me, A Notary Public in and for said County, and acknowledged the execution of the above Waiver.

Notary Public

My Commission Expires _____

Resume

John J. Doe

Local Address
City, State, Zip Code
Phone

Home Address
City, State, Zip Code
Phone

Personal

Age:

Date of Birth:

Sex:

Career Objectives

A 2-3 sentence statement of your employment plans immediately following graduation and, generally, what type of position you would like to have approximately five (5) years after graduation.

Education

Dates Attended:

School and Location:

Degree and Major (e.g. B.S. Corrections: Anticipated
May, 19 ____)

Employment/Volunteer Experience

Dates:

Employer and Location:

Position:

Extra Curricular Activities

Include clubs, memberships in professional organizations, committee assignments, panel discussions, etc. Include dates of participation.

References

Furnished upon request.

DEPARTMENT OF CORRECTIONS

**Corrections Internship I
COR 397**

Thomas Ellsworth
Internship Coordinator

Office 212B Schroeder
Office Phone: 436-8729

Office Hours—Tues. 9 a.m. - 2 p.m.
Thurs. 8 a.m. - 2 p.m.

Nature and Scope of Course

Corrections Internship I is a field placement in a corrections-related agency. The student works with designated agency personnel and receives an overview of agency functions.

Objectives of the Course

The major objectives of COR 397 (Internship I) are for the student:

1. to receive an introduction to agencies within the criminal justice system and to gain an understanding of the interrelationship of this system's components.
2. to understand the various management styles exhibited within the agency.
3. to understand the communications, decision-making, and problem-solving mechanisms within the agency.
4. to observe the styles used by staff members in interviewing, report-writing, and interacting with clients and other staff members.
5. to correlate theory with practice within the agency setting using the philosophy and methods obtained from various survey and skill development courses.
6. to develop interviewing, counseling, and report-writing skills.

A major portion of the student's grade will be based on the agency evaluation conducted at mid-semester and again at the end of the term. This evaluation is weighted at 60% of the final grade. Though no grade is determined arbitrarily, the internship coordinator is totally responsible for determining the student's grade. Regular contacts will be made with the agency supervisor in assessing the student's performance, and this information will also be used in considering the student's final grade. The areas to be formally evaluated are listed in Appendix G of the internship manual.

The remainder of the grade will be determined by the quality of activity summaries submitted on a regular basis throughout the semester. The dates on which these reports are due will be given at the start of each term. Generally reports will be due at mid-semester and prior to the end of the semester. The summaries should stress the student's orientation, observation, and participation at the internship site. Students should look for similarities and inconsistencies between their university training and what they find to exist in the criminal justice field. In preparing each report, it is recommended that students consider topics discussed in COR 395, Criminal Justice Seminar. Each report is to be typewritten and grammatically correct. Reports will be forwarded to the University Writing Center for review, and students will be required to attend the Writing Center when necessary to improve their skills. The reports will be weighted at 40% of the final grade.

Students enrolled in both COR 397 and 398 will be expected to complete the first half of the semester project outlined in the requirements for Internship II. This amounts to the completion of a 20 page semester project, the first half of which (Table of Contents, Introduction, and Review of the Literature) will be due at mid-semester. The remaining sections will be due during Internship II. The actual due dates will be assigned at the beginning of the semester. This paper is to be typewritten and contain proper footnotes and reference formats.

DEPARTMENT OF CORRECTIONS

**Corrections Internship II
COR 398**

Thomas Ellsworth
Internship Coordinator

Office 212B Schroeder
Office Phone: 436-8729

Office Hours—Tues. 9 a.m. - 2 p.m.
Thurs. 8 a.m. - 2 p.m.

Nature and Scope of Course

In-depth study of agency organization with a view toward program design and implementation.

Objectives of the Course

The major objectives of COR 398 (Internship II) are:

1. to develop in the student an understanding of current problems within the agency and other components of the criminal justice system.
2. to benefit both the student and the participating agency through the completion of a semester project, the purpose of which is to develop a solution to an agency problem, the design and implementation of a new program within the agency, or the development of an expertise in a specific aspect of the agency's organization, management or treatment modality.
3. to allow the agency an opportunity to benefit from objective inquiries by students into the agency's method of operation.
4. to provide the student with intensive agency experience and permit the student to become sufficiently involved with both clients and staff so that input from the student is solicited and received.
5. to allow the student to assume many of the responsibilities of a regular staff member and be able to function with a minimum of supervision.
6. to allow the student to attend staff meetings, conferences, and in-service training sessions.
7. to permit the student to become involved in the decision-making process.

Course Requirements

Students are expected to treat the Corrections Internship II experience in the same way as if they were full-time paid staff members. Promptness and regular attendance are required, with a minimum of 18 hours work each week. The only exception to this is when students are enrolled in both Internship I and II during the same semester, in which case a minimum of 36 hours of work is required.

Sixty percent (60%) of the student's final grade will be determined from written evaluations conducted by the agency supervisor at mid-semester and again at the end of the semester. Periodic contacts made by the Internship Coordinator with the supervisor will also be used in determining the percentage of the student's grade in this area.

The remaining portion of the grade (40%) will be determined from the completion of a semester project. This project should average 20 pages in length and be typewritten with proper documentation, footnotes and reference formats. This project should relate to the student's particular placement and be either the design of a new program within the agency or an examination of an existing program, theory, treatment approach, etc. If the student has not already done so, it would be helpful to become familiar with both the Abstracts on Criminology and Penology and the Criminal Justice Abstracts (formerly called Crime and Delinquency Literature). Both can be found on the 4th floor of Milner Library and in most public libraries. The Project should adhere to the following:

- Table of Contents
- Introduction
- Review of Literature
- Major Findings (or program design)
- Summary, Conclusion, Implications

For students enrolled in both Internship I and II during the same semester, the first three (3) sections will be due at mid-semester with the remaining two (2) sections due prior to the end of the term.

ILLINOIS STATE UNIVERSITY
Department of Corrections
COR 395.091
CRIMINAL JUSTICE SEMINAR
(Teleconferencing)

Nature and Scope of Course

The Criminal Justice Seminar will focus on common concerns in the major areas of corrections and criminal justice, utilizing readings on topics which directly and indirectly affect various professionals working in corrections. Aspects of organizational behavior will be considered, to enable the student to better understand on-the-job experiences, as well as to have an opportunity to relate theory to practice.

The teleconferencing of the Criminal Justice Seminar has been designed for those students enrolled in internships who have relocated in other parts of the state of Illinois for the purpose of accepting an internship placement which is consistent with their career objectives or is located in areas where they intend to seek employment following graduation.

This class is part of a unique telephone network called the Instructional Teleconferencing System (ITS) which links Illinois State University with Danville Junior College, Joliet Junior College, Kankakee Community College, Peoria Public Library, Pontiac Evenglow Lodge, Richland Community College (Decatur), Thornton Community College (Harvey), and Illinois Valley Community College (LaSalle-Peru). A classroom at each center is equipped with a speaker and microphones which, when activated, permit a student in any location to interact with the instructor and students in other classrooms and correctional work settings.

As would be expected a greater emphasis will be placed on presentations and the discussion of the various topics. It is hoped that we will be able to bring in several outside "Consultants" to assist in certain areas. Since the material in the course is directly related to their placement, students will be expected to review the readings and assess the relationship and applicability to their respective agencies.

Course Requirements

Not only will students observe and analyze the organization and operation within their own agencies, but also, through required readings (text and journal articles) and the presentations of other students, students will be asked to make similar observations regarding other components of the criminal justice system.

1. **EXAMINATION** (Total 100 pts.)—A four question essay examination will be given midway through the semester. It will be a take-home exam and will relate text material to situations within the cooperating agency. This exam must be typed.
2. **TASK ANALYSIS** (Total 50 pts.)—Students will be asked to write a job description for an intern within their agency. This will include duties and specific requirements for the position, as well as validation of the requirements. This is explained further in the syllabus.
3. **DISCUSSION** (Total 50 pts.)—Each person will be assigned a role as a discussion leader or a co-leader for the various topics listed. They will be expected to utilize required and supplemental reading and to submit an outline of their presentation material at least one week in advance. Presentations should average 20-30 minutes in length.
4. **ATTENDANCE, PARTICIPATION AND EVALUATIONS** (Total 100 pts.)—Attendance is mandatory. If students will be absent, they need call only if they are scheduled to be a discussion leader for that night. Student participation in discussion of the various topics would dominate this course. Lectures will be used only to establish the groundwork for that evening's discussion topic.

Students will also be asked to evaluate the presentations of their peers. Forms will be provided for this purpose. Each evaluation should be returned within a week following the presentation.

Grading Scale

TOTAL POSSIBLE 300

270-300 = A

240-269 = B

210-239 = C

180-209 = D

Below 180 = F

Required Texts

Bartollas, Clemens and Miller, Stuart. *Correctional Administration: Theory and Practice*. New York: McGraw-Hill Book Company, 1978.

Tannenbaum, Arnold S. *Social Psychology of the Work Organization*. Belmont, California: Wadsworth Publishing Company, 1966.

Reprints

1. Model for Determining Decision-Making Methods
2. Styles of Management: Implications for Change
3. A Proposal for Job Analysis Focusing on Jail Guards
4. Hogan and Steinhurst article, Managing Change in Corrections, *FEDERAL PROBATION*, June, 1976.
5. Meyer article, Change and Obstacles to Change in Prison Management, *FEDERAL PROBATION*, June, 1972.
6. Russo article, Strategies for Organizational Change by Working with Administrators, *FEDERAL PROBATION*, December, 1977.

Course Outline

- Week 1** Introduction to Teleconferencing system
Assignment to Local Centers
Course Requirements and Objectives. Relationship between seminar and internship.
- Week 2** Careers in Corrections
- Week 3** Careers in Corrections
- Week 4** Lecture: Administration, Management and Supervision within the Justice System
Discussion: Agency Goals and Program Execution
Readings: Bartollas, Chapters 4-5, Tannenbaum, Chapters 1-3
- Week 5** Lecture: Management Styles of Correctional Supervisors
Readings: Styles of Management (handout)
Managerial Grid Interpretation (handout)
- Week 6** Lecture: Staff Relationships and the Formation of Groups
Discussion: Inter Office Relationships and Staff/Client (or public relationships)
Readings: Tannenbaum, Chapters 4-5
- Week 7** Lecture: Supervisory Function in Correctional Agencies
Discussion: The Supervisor's Role
Readings: Bartollas, Chapters 6-7, Tannenbaum, Chapter 6
- Week 8** Lecture: Communications
Discussion: Intra- and Inter- agency communications
Readings: Tannenbaum, Chapters 7-8
- Week 9** Lecture: Decision-Making and Problem Solving
Discussion: Same
Readings: Bartollas, Chapter 3
- Week 10** Lecture: Managing Change in Correctional Agencies
Discussion: Changes within the Agency
Readings: Hogan-Steinhurst Article, Russo Article, Bartollas, Chapter 11
Examination #1 Due
- Week 11** Spring Break—NO CLASS
- Week 12** Lecture: Collective Bargaining and Unionism in Corrections
Discussion: Kuhl-Rogers Article
Readings: Mills-Culbertson Article (description of task analysis)
- Week 13** Lecture: Training and Staff Development
Discussion: In-Service Training within the Agency. Problems of recruitment, selection and training
Readings: Bartollas, Chapter 12
- Week 14** Lecture: Organizational Effectiveness and Performance
Discussion: Same
- Week 15** Lecture: Open
Discussion: Open
- Week 16** Discussion: Review of Internship Experience, Intern Duties and Responsibilities

**ILLINOIS STATE UNIVERSITY
DEPARTMENT OF CORRECTIONS
STUDENT PERFORMANCE EVALUATION**

_____ Midsemester _____ Final (check one)

STUDENT NAME: _____

AGENCY NAME: _____

MAJOR RESPONSIBILITIES: _____

TO ALL AGENCY REPRESENTATIVES: Please evaluate the student in each of the following areas. Upon completion of the evaluation, please review the results with the student. The review should emphasize major strengths as well as areas in need of improvement and the student's potential for continued work in the field. In the area provided under each evaluation factor, please write a brief justification for each rating that is placed in the "Needs Improvement" or in the "Exceeds Expectations" category.

FACTORS	NEEDS IMPROVEMENT	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
1. QUALITY OF WORK:			
Completeness; neatness; accuracy in			
a) Oral expression	_____	_____	_____
b) Written expression	_____	_____	_____

2. QUANTITY OF WORK:			
a) Amount of work completed			
b) Promptness in completing assigned tasks	_____	_____	_____
	_____	_____	_____

3. INITIATIVE:			
a) Resourcefulness; ability to seek out assignments			
b) Self-reliance	_____	_____	_____
c) Amount of responsibility taken and supervision needed	_____	_____	_____

4. DEPENDABILITY:			
a) Reliability			
b) Promptness and attendance	_____	_____	_____
c) Ability to follow agency rules and regulations	_____	_____	_____

(Over)

5. RELATIONSHIP WITH PEOPLE:

Ability to get along with and effectiveness in dealing with:

a) Clients

b) Staff

6. JOB KNOWLEDGE:

Understanding of job and agency functions and assigned tasks.

AGENCY REMARKS:

SIGNATURE: _____

Agency Representative (Evaluator)

DATE: _____

STUDENT REMARKS:

SIGNATURE: _____

Student

DATE: _____

UPON COMPLETION TO BE MAILED TO: INTERNSHIP COORDINATOR
DEPARTMENT OF CORRECTIONS
ILLINOIS STATE UNIVERSITY
401 SCHROEDER HALL
NORMAL, ILLINOIS 61761

Appendix h.

**ILLINOIS STATE UNIVERSITY
Department of Corrections
Internship Program**

AGENCY STUDENT AGREEMENT

To the student: Following two weeks of experience within your internship agency, you are to complete this contract outlining those experiences which you would like to receive over the remainder of the semester. This plan is to be approved by your agency supervisor and returned to the Internship Coordinator.

To the agency supervisor: Following the completion of the student plan, please review it with the student and make whatever suggestions or adjustments are necessary. In addition to outlining those learning experiences available to the student, please indicate the student's tentative working schedule.

Desired Student Learning Experiences

Agency Plan

Agency Supervisor: _____

Student Intern: _____

Date: _____

STUDY QUESTIONS FOR FIELD EXPERIENCE

A primary aim of your experience is to understand how your organization "ticks", including the day to day routine and the effect which that routine has on the organization and its staff. The following questions are not exhaustive but are designed to stimulate your own analysis of how your agency operates.

Program Operation and Execution

- A. What is the stated official purpose or aim of the agency? Refer to office policies, manuals of operation, etc. Ask various administrators or supervisors their opinion. Ask staff the same question. How is this purpose interpreted by staff or administrators? What does your agency want others to think they are doing? Has program purpose or philosophy changed over the last five or ten years? If so, how? Is this change due to the type of personnel working in the agency or are external forces involved?
- B. What is the relationship of the agency to the rest of the Criminal Justice System? What type of agencies does your agency have the most contact with? Are all criminal justice agencies in the area working together? If not, what problems appear evident? Are there other agencies performing a similar function in the same geographic area? If so, what type of relationship, if any, exists between them? Does "empire-building" appear prevalent in your agency or with other agencies in the area?
- C. Are there divisions of labor among staff? Does an official table of organizations exist? Unofficially, is it the same? Who is responsible for making decisions within each division? How do these individuals make decisions? Do staff participate in this process? If so, to what extent? If not, why? Would excessive staff participation lead to a "watering-down" of the program's goals or objectives? How are decisions communicated by division leader to staff? How are they interpreted by staff? Are decisions merely suggestions to staff or are they put in the form of a directive? How do staff respond in either way? Do staff attempt to subvert the decision made through non-compliance or rejection?
- D. What type of communications system exists within the agency? What form does it take? What is the chain of command for the communications process? Do others play an "unofficial" role in facilitating communications? Are clerks or secretaries directly or indirectly involved in the process? Who communicates with outside agencies? Is information "screened" or "protected" by agency staff or supervisors? Do staff adhere to the laws of confidentiality or is information shared "unofficially"?
- E. What type of problems are evident within the agency? Who is responsible for their solution? Do staff see a different set of problems compared to administrators and supervisors?
- F. What personnel practices exist for hiring, firing, and promotions? Why do staff accept positions within the agency? Why do they leave? Are avenues to promotion open or closed? What is the extent of turnover? Is it a problem? Does the agency pay a salary competitive with private business or agencies performing similar work?

Staff Relationships

- A. What types of experiences do staff bring with them when they come to work? What about formal education?
- B. What is the official ranking order? Is it the same unofficially? Where does responsibility fall internally? Are staff members functionally interrelated in achieving agency goals? Do staff members' efforts support or subvert the efforts of others, either overtly or covertly?
- C. How is supervision of staff handled? What methods of evaluation are used? Is supervision based on performance toward program goals? Do staff review each other? Do staff attempt to "look good" by minimizing problems?
- D. Are social groups present within the agency? Who belongs? Who doesn't? What behaviors or attitudes must be present in order to belong? Are groups formed based on individual units within the organization? What are group attitudes toward the agency, administrators, and clients? Are "unofficial" levels of performance established by the group? How are staff who do not adhere to this level dealt with? Does the group insulate a deficient staff member from pressures from above? How do staff characterize the agency's clients? What terms, if any, are used? Is this attitude different from the one shown formally?

- E. What are the staff's relationships with clients? How does the staff view the problems of clients? Causes? Clients' efforts at change? What is considered a "good" and "bad" client? How do staff respond to each? Is "goodness" equated with client compliance? Is it related to the program aim? Do staff impose their values on clients or moralize about good deeds? Are staff optimistic or fatalistic about their cases and the system in general? What type of rewards or punishments exist? What is the effect on the clients and their environment? On the agency? What are the approved methods and techniques of handling clients? Do staff members comply with client needs? If so, at what point? When? Why?

Client (or public) Relationships

Use the ideas listed in Section E (above) and apply these questions to client/staff, staff/public, and client/client relationships.

- A. What is the public's perception of your agency and its work? How do staff respond to this? Do "outsiders" participate in the agency's operations? Are they encouraged or discouraged in their efforts? Are volunteers active? What role do they fill? What are their limits and expectations?
- B. What are the agency's funding sources? What is the political reality of the funding and budgeting processes? Do public pressures increase or decrease the amount of the appropriation? Who coordinates the budgetary process within the agency? Are appropriations in various budget categories consistent with agency goals or objectives?
- C. What are client relationships among themselves? Do they share staff's goals? How do these conflicting goals affect program ends? What do clients see as good? Do they emphasize compliance or resistance with staff? What are their attitudes toward treatment? What is the "pecking order" among clients? Who is looked at as the leader? Why? What type of client social system exists within the agency? What do clients disapprove of? What do clients understand as prohibited? How do clients view themselves? Do they feel they get adequate treatment or bad deals? What attitude do clients think the public have of them?

**ILLINOIS STATE UNIVERSITY
Department of Corrections**

STUDENT EVALUATION OF INTERNSHIP EXPERIENCE

To the student: Each student will be expected to complete the evaluation of internship experience prior to the end of the semester and return it to the internship coordinator. This information will be used to support or restructure the internship program within your internship agency.

Supervision—Has your supervisor provided enough structure? Has he/she been available to answer questions and to review your work? Has he/she met with you and given you feedback on your performance?

Orientation—Did your supervisor adequately acquaint you with the work of the agency? Were you introduced to all staff members? Was your orientation period adequate enough to allow you to perform significant activities during the remainder of the semesters? Were relevant reading materials provided during the orientation period? Were agency rules and regulations explained to you?

Activities—Did you feel that you received a “real” experience? Were you allowed to participate in many of the same activities as regular staff? Were you allowed to attend staff meetings and to participate? Were staff members helpful in providing you with a relevant experience? Did staff solicit your comments and/or suggestions? Were you given a proper amount of responsibility? Were your skills used adequately?

Changes—What changes would you recommend take place within the agency so that other students would have a better experience?

Strengths—What were the outstanding attributes of the supervisor and the staff which made this a successful placement? What were the significant learning experiences which you will take with you?

Name: _____

Agency Name: _____

Agency Supervisor: _____

Date: _____

END