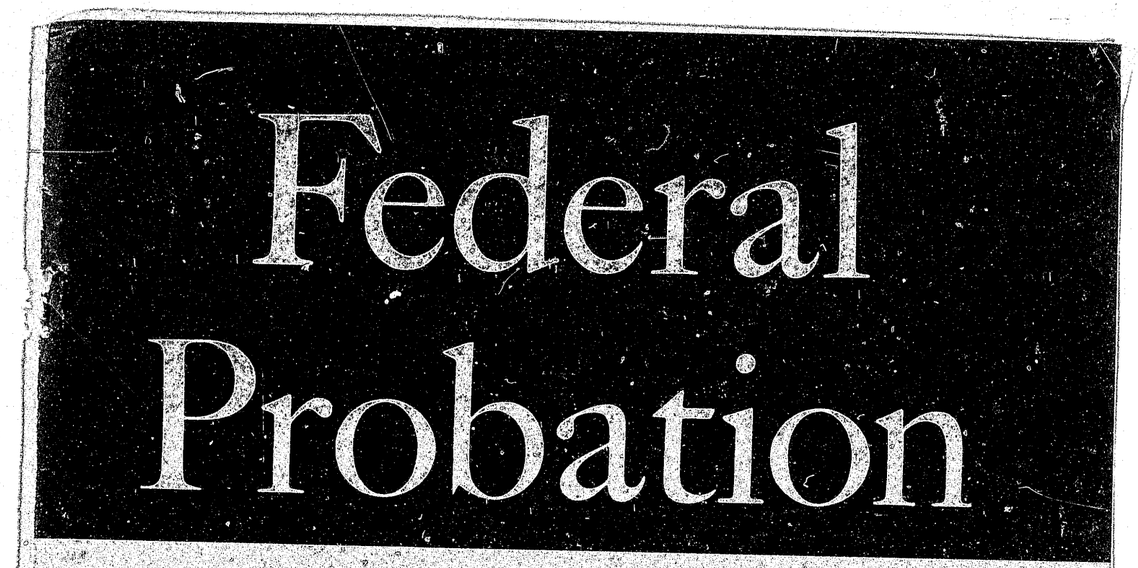

DECEMBER 1979

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All phases of preventive and correctional activities in delinquency and crime come within the fields of interest of FEDERAL PROBATION. The Quarterly wishes to share with its readers all constructively worthwhile points of view and welcomes the contributions of those engaged in the study of juvenile and adult offenders. Federal, state, and local organizations, institutions, and agencies—both public and private—are invited to submit any significant experience and findings related to the prevention and control of delinquency and crime.

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Federal Probation

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This Issue in Brief

The War on Crime: A Thrice-Told Tale.—Parole as part of public policy is currently receiving mixed reviews—some bad and some terrible, asserts Nathaniel W. Perdue, vice chairman of the Virginia Parole Board. It has reached the slightly enviable position of being denounced by both liberals and conservatives; prosecutors and defenders; police officers and prisoners; professionals, nonprofessionals, and unprofessionals, he adds. Why all the fuss? This fable suggests the state of things past, things to come, and things to come again—as we continue our war on crime.

Assignment in Mexico: The Experience of United States Magistrates in the Mexican Prisoner Transfer Program.—In December 1977 a number of United States magistrates were named verifying officials to conduct hearings in Mexico at which qualified Americans serving Mexican jail sentences had the opportunity to consent to return to the United States to complete those sentences. This article by Richard W. Peterson, describes the treaty between the United States and Mexico by which this prisoner transfer was authorized and the implementation of the treaty. The roles of the Department of Justice attorneys, Federal Public Defenders, personnel from the Bureau of Prisons and Probation Division to the transfer program are explained. The article concludes with the history making elements of the prisoner transfer program and its importance as a precedent for future treaties with other nations.

The Development of the Federal Prison System.—This article by Gregory L. Hershberger presents a historical overview of the Federal Government response to those incarcerated for violating Federal law. Events discussed include the establishment of the first Federal prison facilities in the late 19th century; the formation in 1930 of the Bureau of Prisons within the Department of Justice; the early attempts at programming and the subsequent development of those efforts; and facility acquisitions, institution closings, and mission changes of various institutions up to the present day.

Urinalysis: Issues and Applications.—Despite the wealth of material written about the various aspects of urinalysis, U.S. Probation Officer Philip

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J. Bigger asserts that there is a need to compile the pertinent highlights of that material into one general essay in order to provide the layman with a working knowledge of the subject. Hence, the purposes of urinalysis and the background issues are discussed, followed by a descriptive review of the types of analysis applied by toxicologists to specimens. Finally, the author provides a guide to the interpretation of test results for use in the field.

Community Interventions for Reluctant Clients.—The people with the greatest need for services are often reluctant to participate in community programs, write James D. Kloss and Joan Karan. Within corrections, a number of intensive probation programs have been developed to meet this need, but these have not demonstrated their effectiveness. The Complex Offender Project developed procedures to obtain and maintain the participation of persons with long histories of legal and psychological difficulty. The combined use of outreach, rapport building techniques, negotiated treatment contracts, and financial incentives proved effective in maintaining the involvement of this very difficult client group, and these procedures may be useful in other community programs working with reluctant clients.

The Development and Administration of a Correctional Internship Program: A Model.—Over the last decade and a half there has been a dramatic increase in the number of colleges and universities offering corrections-related programs, according to Dr. Jeffrey L. Schrink. Such curricula have focused student attention of corrections at an unprecedented level and consequently large numbers of students are now interested in serving internships in some type of correctional setting. Unfortunately, there is a dearth of publications in the professional literature aimed at providing detailed guidelines or blueprints to assist the correctional administrator in the establishment and administration of a correctional internship program. This article attempts to fill this void by proposing a model internship program which can be modified to reflect the unique circumstances of most correctional settings.

Home Supervision: Probation Really Works.—San Diego County has the most acutely overcrowded Juvenile Hall in California, reports County Supervising Probation Officer William G. Swank. In 1977 a new concept of Home Supervision became law and San Diego discovered that minors can successfully be detained under "house arrest" without committing further crimes. The key is intensive surveillance. Minors are personally seen 7 days a week: mornings, afternoons, nights (unannounced). If they are not where they are suppose to be, they are arrested. The County probation officers are also involved in crisis counseling and the program has proven to be highly therapeutic, rehabilitative—and it has reduced overcrowding.

Management Classification for Young Adult Inmates.—Since May 1977, the Federal Correctional Institution at Tallahassee, Florida, has used a system which assigns young adult males to one of three general categories of potential violence and is based primarily on the Minnesota Multiphasic Personality Inventory (MMPI). Results comparing periods before and after introduction of the system showed a decrease in serious incidents and assaults, reports Dr. Martin J. Bohn, Jr., chief of the Psychology Department. This management classification system has the advantages of being economical of staff personnel and time, and it has categories related to extensive psychological research. The results from the Tallahassee study suggest that the system has contributed to making the institution safer and has facilitated management decisions.

Interviewing Techniques in Probation and Parole: The Initial Interview (Part 2).—In the final article of this reprinted series on interviewing techniques, Dr. Henry L. Hartman continues a discussion of the initial interview. Methods of converting a directive to a nondirective technique are discussed. In a recapitulation of the entire series of four articles, Dr. Hartman reviews those techniques which are of particular use to the probation and parole officer in his counseling relationships with the probationer and the parolee. He updates the article at the end with current comments.

The Development and Administration of a Correctional Internship Program: A Model

BY JEFFREY L. SCHRINK, ED.D.
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UNTIL quite recently, correctional interns were relatively rare and created few serious or lasting problems for the average correctional administrator. However, this situation has changed dramatically over the last decade and a half because of the spectacular proliferation of colleges and universities offering corrections, criminology, or criminal justice programs. Such curricula have focused student interest on corrections at an unprecedented level and consequently large numbers of students are now interested in serving internships in some type of correctional institution, facility, agency, or division.[1] A correctional administrator recently put the situation into perspective by stating that "Interns descend on us every semester like plagues of locusts."

Seldom has a topic of such inherent importance to the university community been occasioned by such a paucity of publications. And, the few publications which are available all too often relate to some specific application or to some other component of the criminal justice system. For example, Schrink[2] describes the development of a student correctional research program for

[1] The term "agency" will be used throughout the rest of this article to refer to all possible correctional settings.
[2] Jeffrey L. Schrink, "Structuring a Student Correctional Research Program," FEDERAL PROBATION, December 1972, pp. 42-47.

an entire state department of correction, Polisky[3] discusses an interdisciplinary internship program in a state division of probation and parole, Kazorsoki and Territo[4] detail the establishment of a graduate student internship program in a sheriff's department, and Schrink and Grosskopf[5] outline the major ingredients of a law enforcement internship.

This general lack of information on correctional internship programs and the serious increase in the number of students interested in serving correctional internships have greatly taxed the ingenuity of many correctional administrators. This is particularly true for administrators of correctional agencies which happen to be located close to colleges or universities having corrections-related curricula. It is evident that there is a need for some type of detailed guidelines or blueprints on the development and administration of a viable internship program which can be adapted to widely differing correctional agencies. This article attempts to fill this void by proposing a general model which can be altered to meet the unique circumstances of most correctional agencies. Since there is no one absolutely correct method of establishing and maintaining a correctional internship program, this model is intended to be illustrative rather than definitive.

Developing the Internship Program

False starts.—There should be a maxim in the field of corrections which states that interns always come at inopportune times. In part, this is because there are few tranquil moments in any correctional agency. There always seems to be some major or minor crisis which requires the immediate and undivided attention of the correctional administrator. While some of these crises can be anticipated, they all too often cannot be eliminated. However, in the majority of instances the inopportune arrival of the intern can be directly traced to poorly planned or inadequately articulated procedures for the placement of interns. Where this is the case, safeguards can usually be developed which will forestall the untimely arrival of interns.

Specifically, while there are sometimes mitigating circumstances, placements should be resisted which result from last minute telephone calls from harried university internship coordinators or from unexpected visits from students desperately searching for placements. The same holds true for those situations where a correctional administrator calls a university internship coordinator and makes a fervent plea for one or more interns. This is not to suggest that all such requests should be denied as a routine matter, of course. Certainly, one-time placements do not require elaborate planning and documentation. However, for on-going programs, the chances of failure are greatly increased where little attention is given to the type of intern the placement can accommodate and where responsibilities of the agency, the university, and the intern are not carefully thought out and articulated before the internship commences.

Documenting the program.—One's initial reaction when faced with the question, how does one go about establishing an internship?, is to contact a university internship coordinator and ask him to structure an internship program. However, this is not the most ideal method of establishing an internship program, because it places far too much power and responsibility in the hands of the university coordinator, and he may not be knowledgeable enough about the potential placement and its various resources to take into account special interests, needs, and/or problems of the agency. Certainly, the internship coordinator of one or more universities should be contacted. However, the best results will accrue where the correctional administrator, or one or more of his staff, and the university coordinator jointly develop the documentation on the internship program several weeks or even several months before the first intern is allowed to start.

Nominally, the program documentation should include:

(1) The major purposes and benefits of the program. Kazorsoki and Territo[6] suggest that the agency ask and answer to its own satisfaction such questions as: What will its benefits be? What resources will be required? And, will the program compromise sensitive information or prove embarrassing or lead to liability situations? Schrink and Grosskopf[7] discuss the overall purpose of an internship program and list possible benefits to each of the parties in the internship.

(2) The types of activities and projects to be performed by interns. Some programs develop elaborate intern job descriptions while others

[3] R. J. Polisky, "Student Interns Seen As Valuable Resource," *American Journal of Correction*, November-December 1973, p. 24.
[4] Ron Kazorsoki and Leonard Territo, "The Graduate Intern As a Management Resource," *The Police Chief*, July 1978, pp. 32-34 and 73.
[5] Jeffrey L. Schrink and Edmund W. Grosskopf, "The Law Enforcement Internship," *The Police Chief*, October 1978, pp. 37-42.
[6] *Op. cit.*, p. 32.
[7] *Op. cit.*, p. 38

merely list activities. Polisky[8] offers a list of tasks which probation-parole interns were and were not allowed to perform in his program.

(3) The number and types of students who will serve as interns. Generally, the activities the interns are expected to perform will dictate the number and types of interns desired. The possible criteria are nearly infinite, e.g., age, sex, size, grade point average, grade level, completion of a certain course(s), access to an automobile, maturity, and skills in writing, counseling, or research. Kazorsoki and Territo[9] and Polisky[10] discuss the utilization of students from various disciplines. Except in very special cases I feel students from corrections-related programs are more appropriate because they can often move more quickly into the agency's operations and they generally have a deeper interest in the placement.

(4) The duration of the placement, i.e., the number of hours per week and the total number of weeks.

(5) The mechanics of the program. These will be discussed throughout this article.

(6) The names, addresses, and telephone numbers of the major parties in the internship. Minimally, this will include the university internship coordinator and the agency liaison who will serve as the contact persons at the two institutions. In larger agencies there may also be supervisors who will work directly with the interns. This function may or may not be served by the liaison in smaller agencies. Schrink and Grosskopf[11] and Kazorsoki and Territo[12] describe desirable qualifications and duties of these individuals.

(7) And, the specific responsibilities of the placement, the intern, and the university. These will be identified throughout the rest of this article.

It is essential that the content and language of the program be approved by both the agency staff and the university internship coordinator. Once this has been accomplished, both parties should retain a copy for their files. If the program is to remain viable it must adjust to changing needs, so modifications should be expected from time to time. However, the document is a joint effort, so any modification of the content and language, no matter how minimal, should also be a joint endeavor.

[8] *Op. cit.*, p. 24.
[9] *Op. cit.*, p. 73.
[10] *Op. cit.*, p. 24.
[11] *Op. cit.*, p. 38.
[12] *Op. cit.*, p. 34.

Staff support.—Agency staff support is critical for the success of any internship program, and staff cannot support what it is not aware of or does not understand. Therefore, it might prove beneficial to share copies of the program description with all agency staff. In addition, a series of staff meetings or portions of one or more staff meetings might be devoted to a discussion of the internship program. If staff has had an opportunity to voice concerns and to provide input throughout the planning and documentation stages, staff uncertainty and/or resistance to the program should be minimal. Selection of a liaison and supervisors who are liked and respected by the staff will also assist in garnering staff support.

Administering the Program

Prescreening of interns.—Once all of the above has been accomplished the agency is ready for the first intern. The coordinator has the responsibility for setting the wheels in motion. He must apprise potential interns of the possibility of serving a placement with the agency. This can be done by maintaining a list of possible placements along with certain necessary information on each of them, so that students can indicate the agency or agencies where they might be interested in serving placements. Then, the coordinator must eliminate the obviously unqualified students. This can be accomplished by having the students fill out personal information forms which require data relative to each of the various placements, and then holding one or more interviews or group meetings with the students to try to direct them toward the most appropriate placements. And, finally, the coordinator must contact the liaison to discuss each student's strengths and liabilities and to arrange a final selection interview for the most appropriate students.

Student resume.—As a simple matter of policy, the coordinator should require each intern to complete a resume. The resume may be as short as one page and still include all vital information concerning the student's employment and academic background as well as certain personal information. Once the agency liaison agrees to interview the student, the resume should be sent to the agency so the liaison can have ample time to study it before he interviews the prospective intern.

Placement interview.—The internship is a learning experience and every phase of it is important. Therefore, agency evaluation and supervision should begin with this first interview. Consistent with good interview practice, the student should be seen alone. It is normally helpful for the liaison to clear his calendar for the interview period and to designate someone else to handle any emergencies. It is also important to realize that the interview represents an opportunity for the liaison and the student to present themselves in the best possible light and to carefully examine each other. Therefore, the liaison will want to be well prepared. This means knowing the nature and sequence of questions he wishes to ask. For example, he might want to: clarify sections of the resume or request information which is not covered in the resume, determine how well developed the student's career plans are, and/or examine the student's knowledge of the field in general and the agency in particular.

Final selection.—In spite of the best efforts of the coordinator, not every student who comes for a placement interview will be suitable for the placement. Consequently, immediately after the interview the liaison, and any other staff members who are involved with the internship program, might want to conduct a postmortem to determine whether or not the student will be invited to serve a placement with the agency. The liaison should then telephone the coordinator to discuss the interview and to inform him of the placement decision. If the liaison is interested in the student, a time and date for the intern to report can be arranged. However, the placement cannot be finalized until the coordinator has had an opportunity to determine that the student is still interested in the placement.

Introduce the intern.—If the agency is very large the liaison will need to prepare a memorandum of introduction which identifies the intern and recites the parameters of the internship. If someone other than the liaison will be supervising the intern, the name of this individual should also be included in the memorandum. A copy of the student's resume can be attached to the memorandum which is then routed to the various staff members who might come into contact with the intern. In smaller departments less formal measures can be utilized to acquaint the staff with the intern.

Student file.—It is an excellent idea for the liaison to begin to develop a comprehensive file on each intern. The coordinator always keeps such a file, and the liaison will soon find that an intern file can be helpful in conducting periodic reviews of the intern's progress, evaluating the overall program, and answering requests for letters of reference. The file will be most useful if it includes all correspondence relative to the internship, notes on all meetings concerning the intern, and copies of any documents the intern produces. The intern should of course be informed of all additions to the file, have access to the material, and be allowed to challenge any and all material therein. How long the file will be maintained is largely a matter of agency preference, but 2 or 3 years is probably a reasonable period.

Orientation.—Orientation is an essential ingredient of any correctional internship program although the size and complexity of the agency will largely dictate the time required for the activity. The major objective is to acquaint the intern with the staff, the clientele, the agency, and any rules and regulations as efficiently and effectively as possible. The danger is in assuming that the orientation is merely a necessary preliminary to the internship rather than constituting a critical phase of the internship per se. Under such circumstances there is a tendency for the orientation to develop into a hurried and uncoordinated affair. This leaves the impression that the internship is not a serious matter and that the agency is rather simple and uncomplicated, neither of which is usually the case.

A far more satisfactory arrangement is for the liaison and the coordinator to get together ahead of time to determine what the intern needs to know at each step of the internship and who is in the best position to supply the information. In this case, the coordinator should already have provided the intern with a thorough briefing of the overall internship program and a general review of the particular placement. At a minimum the agency orientation should now include:

(1) A leisurely tour of the agency with ample opportunity for questions and answers.

(2) Introductions to all, or as many, of the staff as possible, beginning with the top administrator and moving down. Talking to "key" personnel is especially important in reinforcing the value of the internship program to the intern.

(3) If available and not otherwise occupied, the intern may also be introduced to a few of the clientele. This provides the liaison with a first hand observation of how the intern initially reacts to offenders.

(4) Next, the intern should be taken to a quiet

area where he can discuss his observations up to this point.

(5) And, if the agency has a handbook, it is now helpful for the student to be issued one. However, he should be required to sign for it and be informed that he is responsible for keeping it in good condition and returning it at the end of the internship. If possible, he should also be given an identification card which has his picture on it.

In addition, it is usually helpful to offer an overview of the agency handbook, or in the absence of a handbook, to cover any important information relative to the placement. This might include such things as the following:

(1) Review the philosophy and translate it into expected behavior. For example, if the philosophy states that "we believe in the worth and dignity of the individual offender," the intern might be apprised of what this suggests concerning employee and intern attitudes and behavior.

(2) Discuss rules and regulations. For example, institutions often have trafficking laws which must be explained to the intern. One just cannot assume that the intern will appreciate the ramifications of giving cigarettes to or carrying out letters for inmates. In addition, the intern needs to be reminded of the importance of confidentiality and the consequences of its violation.

(3) Copies of all of the rules and regulations, plus any other required reading material, may be given to the intern and a reading schedule developed.

(4) The student should sign a waiver of liability form. In addition to the obvious legal stipulations of the form, the act of signing emphasizes to the intern the seriousness of his present undertaking.

(5) Review the intern's insurance coverage. It is essential that the agency require intern insurance if the university does not routinely do so. Normally, most universities can provide such insurance at a reasonable rate. The agency might also want to request a copy of the receipt for insurance which can be placed in the intern's file in case of future difficulties.

(6) Discuss the dress code. The intern does not always realize that how he dresses may reflect positively or negatively on the agency. Consequently, he should be told that he is expected to dress like a regular employee. This also reinforces the idea that the internship is not just another class.

(7) At this point, some agencies have the intern complete a regular application for employment which gives the intern some practice and provides the agency with important information in the event it should later decide to offer the intern a regular position.

(8) Although the intern should be well versed on how the internship operates by now, it is still worth the time to review the mechanics of the internship to see that there is no confusion in the intern's mind.

(9) And, finally, introduce the intern to his immediate supervisor if it is to be someone other than the liaison.

Goals and objectives.—It is not uncommon for an intern to submit a report at the end of his placement lamenting the many things he wanted to do but did not have the time to accomplish. Upon closer analysis one usually finds that the intern had ample time to accomplish all of the desired activities but simply did not utilize his time effectively or efficiently. In almost every case, the time/activity discrepancy results from the intern's failure to develop realistic goals and objectives.

Developing priorities is usually the farthest thing from the intern's mind when he is embarking on an internship. He has waited a long time for the opportunity to serve in a correctional agency and now that the moment has arrived he is understandably eager to get on with it and does not want to "waste" time planning what he should be doing. Students often say that they "want to get their feet wet" before they decide what they want to achieve at the placement.

While one hates to be a wet blanket, the liaison and the coordinator do have an obligation to inform the intern that he is only deluding himself. Once he really gets into the internship he simply will not have the time nor proper perspective to do such planning. Lacking well-defined and carefully thought-out goals and objectives, the intern may be forced to improvise as he goes along. Such improvised goals and objectives may turn out to be in conflict with each other and/or be largely unrelated to the intern's real interests and needs. Therefore, the intern should be required to identify his goals and objectives before he is allowed to immerse himself in the placement.

Unfortunately, all too often the entire matter of the development of the goals and objectives is left to the intern. Such an arrangement leaves the intern with the impression that the liaison and coordinator do not really care what he does at the placement. It also deprives the intern of the valuable input which the liaison and coordinator can offer. Just as undesirable, however, are those situations where the liaison and/or coordinator decide the goals and objectives for the intern, because this precludes the intern's valuable input and may diminish the intern's motivation to work on the goals and objectives. Consequently, the most ideal situation is where all of the parties to the internship work on the development of the goals and objectives.

It does not matter very much whether the intern's goals and objectives would satisfy a management specialist's definition of the terms. What is important is that they mean something to the intern, supervisor, liaison, and coordinator. For the purposes of this discussion a goal might be defined as a broad and long-term desired state of affairs and an objective as more specific and measurable against a shorter dimension of time.[13] Using these definitions an intern might have several major goals, each of which would be broken down into a number of objectives.

Once all parties are satisfied with the statement of goals and objectives the intern can begin to work on them. The intern's progress can now be monitored on a daily or weekly basis, and the intern will be able to tell at all times whether or not he is on schedule. This will greatly reduce the incidence of interns rushing around the last few weeks trying to take care of loose ends.

To reduce future problems, all parties to the internship should retain a copy of the goals and objectives as finally agreed upon, and copies should be placed in the intern's file. Any future alterations should be agreed upon by all parties.

Daily activity schedule.—The next major consideration involves the development of a daily activity schedule, i.e., translating the objectives into a daily routine. Generally, the schedule should specify the days of the week and the hours of the days that the intern will work, as well as, exactly what duties are to be performed. This schedule should be developed by the intern, liaison, and/or supervisor and meet the approval of the coordinator. Allowing the intern to take part in this activity increases his motivation, and the schedule itself offers another device for evaluating the intern's performance. Copies should be retained by all parties.

[13] Michael E. O'Neill, Ronald F. Rykowski, and Robert S. Blair, *Criminal Justice Planning: A Practical Approach*, Justice Systems Development, Inc.: San Jose, California, 1976, p. 44.

The most valuable internship provides the intern with a variety of duties rather than just one activity, and except under the most unusual circumstances one must question the value of having an intern just sitting and watching. The intern will be learning something in such instances, however, he will not be contributing anything to the agency and will not have an opportunity to discover his performance boundaries. Therefore, careful thought should be given to the details of this schedule.

Accounting for time and activities.—Generally, the internship requires a specific number of placement hours for so many hours of academic credit. For example, a university might require a minimum of 120 placement hours for every three semester hours of credit (i.e., 8 hours per week for 15 weeks). It is of course vital that some mechanism be developed for determining that the required number of hours have been served at the placement, and that the time has been productively spent. Perhaps the simplest method of doing this is to require time sheets and a daily log from each intern.

Most universities have some type of time sheets for student workers and these forms can be easily adapted to the internship. To impress upon the intern the significance of accountability, the time sheets should be signed by both the intern and the supervisor or liaison (the same procedure may be used with all written requirements of the internship), and should be given to the coordinator at least every 2 weeks. An intern who falls behind schedule can then be quickly identified and interviewed by the liaison and/or coordinator.

The daily log specifies the date of a contact or activity, the type of contact or activity, the amount of time spent on the contact or activity, and the intern's initial reactions to the activity or contact. The intern must have the log with him at all times when he is at the placement and should make his entries throughout the day. A small spiral notebook is excellent for this purpose because it is easy to carry and since pages cannot be added the intern cannot edit his entries at a later time. Periodically throughout the placement, the liaison, supervisor, and coordinator should review the log book to ascertain the intern's progress.

The log is normally submitted to the coordinator at least a week before the end of the placement. To insure that the agency personnel have an opportunity to review it, the liaison might want

to set an earlier submission date for his office.

Required meetings.—It is impossible for everyone to remain informed of the intern's activities and progress without periodic meetings. The number and type of meetings will vary from program to program as a function of distance from the university and agency demands. The important thing is that an agreement be worked out ahead of time concerning the meetings, and that a list of all scheduled meetings be posted at the university and the agency. Although most programs probably fall far short of this, the most ideal arrangement is to require three distinctly different types of meetings:

(1) *Agency-intern meetings.* Many agencies routinely schedule a short meeting each week in which the intern and various agency personnel discuss the intern's performance and review and possibly revise planned activities. While it is not critical that a meeting be held every week, best results do accrue where at least a few meetings are routinely scheduled over the course of the semester in order to motivate the intern to remain current in his activities.

(2) *University-intern meetings.* The coordinator should try to have at least three mandatory meetings: an orientation meeting to discuss requirements and procedures, a mid-term meeting to discuss problems and to monitor progress, and a final meeting to conduct a postmortem of the internship. In addition, interns should be encouraged to arrange individual conferences with the coordinator whenever needed.

(3) *Combination meetings.* If the internship is to be a concerted effort, it is imperative that regular, planned meetings between all parties to the internship be scheduled. It is most productive to have one such meeting near the beginning of the placement and another one near the end.

Supervision.—Immediate supervision of the intern is the responsibility of the supervisor, and his skills of observation, explanation, and instruction strongly influence the overall success of the internship. In the larger sense, however, supervision is also the responsibility of the liaison and the coordinator. The fact that these individuals spend less time with the intern than does the supervisor in no way diminishes the importance of their contributions. Therefore, it is essential that all three individuals realize they have responsibilities for supervision so they can strive to be consistent with and supportive of each other, rather than trying to compete with each other.

Of course, it goes without saying that one cannot effectively supervise from the comfort of one's office. Further, as more than one liaison and coordinator have discovered, an unannounced visit often provides a totally different perspective of the intern than does the standard visit. And, reviewing an intern's first presentence report at a probation office is much more meaningful to the intern than reviewing the same document in the coordinator's office. Unless such activities are discussed fully and agreed upon ahead of time by all three individuals, however, the result can be confusion, threat, and resentment. In short, supervision like all other aspects of the internship is a joint enterprise which is simply too critical to leave to chance.

Examinations and article/book reviews.—Some internship programs stipulate that the intern take examinations over assigned reading material sometime after the mid-term of the internship, and/or read and review books or articles related to the placement. The value of such activities is beyond question, but before the liaison or coordinator requires such activities he should be certain that the other required activities leave the intern with sufficient time to study for examinations or to read and review. Generally, the more credit hours earned in the placement, the more such activities the intern can be expected to perform.

Self-evaluation paper.—It is important for the intern to have an ample opportunity to offer his personal views concerning his internship performance. An excellent method of stimulating intern input is to require the intern to write a 5- to 10-page self-evaluation paper which is due near the end of the semester. The liaison and the coordinator should each receive a copy.

Agency evaluation.—Some programs also require the intern to evaluate the agency. Personally, I think it is presumptuous for an intern to believe that he can learn enough about an agency in a few short weeks to be able to critically evaluate it, so I discourage such papers by an intern unless he has been specifically requested to do so by the liaison. An agency evaluation may also shift attention from the intern to the agency which is normally not desirable since it is the intern who is being graded. If the agency needs to be evaluated, I believe the coordinator and the liaison should be charged with that responsibility.

Term paper.—To emphasize the academic aspects of the internship, some type of scholarly paper should be required. Normally, such a paper will take one of several forms: a term paper devoted to a topic closely related to the placement, a research project related to the placement, or a significant written document prepared for the agency, e.g., a policy manual or program description.

The length of the paper will be largely dictated by the nature of the project, but some minimum and maximum lengths should be established for undergraduate and graduate interns earning a specific number of credit hours. Further, the project should be planned and agreed upon by the intern, supervisor, liaison, and coordinator. Where this is the case, the final report will more likely be of significance to the agency. And finally, the paper should be due early enough so that both the liaison and the coordinator will have sufficient time to read and grade it. To expedite grading, the coordinator and the liaison should each receive a copy of the paper.

Termination interview.—The vast majority of placements enjoy some degree of success, progressing as expected and terminating naturally. However, occasionally unforeseen events do occur which demand that the internship be modified, suspended temporarily, or even terminated. Therefore, provisions should be made for the liaison, coordinator, and intern to effect such changes. Best results are usually achieved where any party to the internship can initiate action but the final decision is reached only after a joint discussion.

Regardless of how the placement ends, the intern should meet individually or jointly with the supervisor, liaison, and coordinator. The purpose of these termination interviews will of course vary from case to case. For example, with a successful placement, the interview might be conducted to assist the intern in gaining a better perspective of his achievements. On the other hand, the purpose of the interview with an unsuccessful intern might be to help gain a clearer picture of the reasons for the failure so that future failures can perhaps be averted.

Intern's grade.—Since the internship is a joint venture, the responsibility for determining the intern's grade should be shared. One possible approach is for the liaison to evaluate the placement performance and the coordinator to evaluate all of the academic aspects. However, grading is a serious matter that has far-reaching ramifications, so unless the liaison is willing to make difficult decisions in this matter he would do well not to become involved in the grading of the intern in the first place. If a liaison wants to give every intern an "A" so he will be remembered fondly or give every intern a low grade because no one can satisfy him, then he probably should not take part in the formal grading procedure. Regardless of who determines the grade, however, the evaluation should consider every aspect of the internship from the moment of the first agency interview.

Summary

Over the last decade and a half there has been a dramatic increase in the number of students interested in serving correctional internships. Unfortunately, there is a dearth of publications in the professional literature aimed at providing detailed guidelines to assist correctional administrators in dealing with these students. This article attempts to fill this void by proposing a model internship program which can be altered by correctional administrators to reflect the unique circumstances of most correctional agencies. Specifically, this article emphasizes the importance of carefully planning and documenting the program prior to accepting the first intern. It also discusses the nature and sequence of the major elements of a viable internship program.

THE CRIMINAL justice system is not highly automated, it depends on people. If the system is to be improved, the people who work in it must be upgraded and professionalized.—GAD J. BENSINGER, PH.D.

END