

## CJ 487: Internship

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**Instructor:** Joe Allen, Ph.D.

**FD16-17**

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**Office:** Behavioral Sciences #109

**Office Hours:** As scheduled; by apt.

**Course Prerequisites:** Approval of instructor & program director.

### **CATALOG COURSE DESCRIPTION:**

Field work experience in an approved criminal justice agency.

### **PROGRAM LINKING STATEMENT:**

This course provides competencies to meet the program outcome to allow students to demonstrate an understanding of providing service to the community and preparing for careers in criminal justice. Departmental approval is required prior to enrollment.

### **COURSE DESCRIPTION:**

A minimum of 40 clock hours per credit hour of work experience related to criminal justice is required. In addition to the field work, the student will be required to write a paper, be evaluated by the agency, and complete an oral interview with a faculty member.

### **STUDENT LEARNING OUTCOMES:**

Upon successful completion of this course, the student will have a demonstrable understanding of:

1. The work setting and duties required of the specific agency in which the internship is served.
2. Proper conduct, procedure, and knowledge as provided from the professionals at the agency.
3. The goals and mission of the agency, and how these are accomplished.
4. Critically assessing strengths and weaknesses within the agency in terms of accomplishing its desired goals and fulfilling its overall mission.

### **ASSESSMENT:**

- **Activity Log.** Student will keep a log of dates and hours worked, including activities performed on those dates. Per credit hour, the student must perform 40 hours of internship activities.
- **Experiential & Assessment Paper.** The student will prepare a final paper on their internship experience with the agency, including: referral, obtaining and processing into the internship, history of the agency, activities/duties/responsibilities, reflection on professional growth from internship, and assessment of the agency's strengths and weakness (in a general sense).
- **Presentation.** The student will present this paper as an invited lecture topic in another course or at a professional meeting, or minimally produce the materials for presentation. This presentation will be assessed in the following areas: presentation of findings and methodology, delivery and presentation style, and use of media/handouts (e.g., PowerPoint).

**GRADING SYSTEM:**

A standardized grading system will be used:

A = 90-100% (of highest point total received)

B = 80-89%

C = 70-79%

F = 69% and below

**POINT DISTRIBUTION & SCORING SYSTEM:**

Activity/Assignment	% of Final Grade
Activities Log/Hours Maintenance/Agency Approval of work performed	75%
Final Paper	20%
Oral Presentation to Instructor	5%
	100%

**MEETING DATES:**

The Instructor and student will communicate weekly to appraise progress on the internship and material. Time of the meetings to coincide with student-instructor schedules.

**STUDENTS WITH DISABILITIES:**

Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact **Dr. June Yasuhara, 735-4845**, at the Counseling Center (office next to Security) in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

**University Statement on Academic Honesty**

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

## **MARIANIST EDUCATIONAL VALUES**

The five characteristics of a Marianist Education are:

### **1. Educate for Formation in Faith**

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provides a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

### **2. Provide an Excellent Education**

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

### **3. Educate in Family Spirit**

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

### **4. Educate for Service, Justice, and Peace**

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

### **5. Educate for Adaptation to Change**

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary's University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

## SCIENTIFIC METHOD DEFINITIONS

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

**SCIENCE** is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design in Counseling  
Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method in Social Relations  
Kidder

**THEORIES** are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>

**GENERAL COURSE SCHEDULE****CJ 487**

<b>Week(s)</b>	<b>General Topic</b>
<b>1-3</b>	Internship Hours/Journal Entries
<b>4-5</b>	Journal Entries/Begin Working on Final Paper
<b>6-13</b>	Internship Hours/Final Paper Writing
<b>14-15</b>	Internship Hours/Final Paper Writing <ul style="list-style-type: none"><li>• Submit Final Paper</li><li>• Submit Journal Entries</li><li>• Submit Hours Log along with Supervisor letter confirming completion of hours</li></ul>