

## INTERNSHIP LEARNING AGREEMENT

The Internship Learning Agreement (ILA) is intended to encourage student self-reflection, create a framework to connect the student learning objectives (SLOs) of the criminal justice curriculum with the learning experience of the internship, and support the student in developing the professional identity and skills necessary to work with and on behalf of people who are impacted by or involved in the system or at risk of such.

**The student and supervisor complete the two-part ILA together, sign it, and return it to the internship coordinator (Barb Toews, [btoews@uw.edu](mailto:btoews@uw.edu)). Please also attach the student's internship job description.** Student course work that accompanies the internship will draw on these SLOs and the CJ internship coordinator's assessment of student learning.

### Part 1: Personal Reflection

The student reflects on and record their strengths and areas for personal or professional growth as well as identify the methods through which they learn best.

### Part 2: SLO Learning Activities

Each internship focuses on four (4) of eight SLOs. Two SLOs are required: 1) ethics and professionalism and 2) oral and written communication. The student and site supervisor chose the remaining two SLOs to focus on (see below). In total, students will focus on four (4) different SLOs. Together, identify three (3) specific and measurable learning activities that lead to the development and maturation of each the four SLOs.

## **Student Learning Objectives**

### ***With example learning activities (in italics)***

#### 1: Demonstrate ethical and professional use of self

- a) Students will articulate ethical implications of decision making in a professional capacity.
- b) Students will demonstrate a professional demeanor (e.g. in behavior and communication).

- *Observe two staff members as they provide services, discuss the qualities and skills you observed with that staff person afterward, and consider where you need to grow in those areas*

#### 2: Demonstrate the ability to think critically and communicate effectively

- a) Students will demonstrate writing proficiency.
- b) Students will demonstrate oral communications skills.

- *Write 2 volunteer profiles for the organization's monthly newsletter.*

#### 3: Gain an understanding of policies, agencies, and delivery of criminal justice systems and how to effect change to bring about social justice

- a) Students will identify ways in which oppression, privilege, discrimination, and social and economic disadvantage contribute to inequalities and injustices within criminal justice systems.
- b) Students will demonstrate the capacity to design innovative approaches to dealing with social injustices and social harms within criminal justice systems.

- *Attend monthly meetings of a coalition of Tacoma-area human service organizations serving people who are unhoused*

#### 4: Use an interdisciplinary ecological systems approach to understanding crime and the consequences of crime

- a) Students will demonstrate an understanding of the origins of criminal behavior, society's response to crime, and the consequences of crime to our society, utilizing multiple perspectives.

- *Facilitate the intake process for women entering the crisis shelter.*

#### 5: Demonstrate understanding of and appreciation for differences based on gender, age, ethnicity, religious creed, sexual orientation, class, and physical, mental, and developmental disabilities

- a) Students will develop and demonstrate sufficient critical self-awareness to understand the influence of personal biases and values when interacting with diverse groups.
- b) Students will recognize and dialogue with others about the role of difference and the multiple intersections of oppression and privilege in shaping a person's identity and life experiences.

- *Keep a journal to explore what motivates you to do justice work and how those motivations have the potential to help or hurt the people who receive services from the organization.*

#### 6: Understand and critically apply theoretical frameworks to individual and social behavior, the interactions among individuals and social systems and their relationships to crime and justice

- a) Students will apply theoretical frameworks to understanding the causes and prevention of crime, the processes of criminalization, and crime enforcement.

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- *Interview 2 staff members about what they think the best crime prevention strategies are and why.*

7: Gain an understanding of criminal justice as an applied science where there is an integration of theory, scientific method and practice application

- a) Students will understand qualitative and quantitative research methods to collect and analyze data.
- b) Students will articulate the link between research, theory, and practice.

- *Create a digital library of up-to-date research articles that can be used to support the organization's work.*

8: Understand the use of evidence-based methods and policy for special populations within and affected by criminal justice systems

- a) Students will understand the dynamics, causes, and treatment programs available for special populations.
- *Research states' policies about how transgender individuals are incarcerated – e.g., by their gender assigned at birth or their affirmed gender – and articulate the pros and cons of these policies.*

## INTERNSHIP LEARNING AGREEMENT

**Student name:**

**Student email:**

**Organization:**

**Supervisor name:**

**Supervisor phone number and email:**

### STUDENT REFLECTION

**1. Identify at least three (3) areas of strength that you bring to this internship.**

1.

2.

3.

**2. Identify at least three (3) areas for personal or professional growth that you want to develop in the internship.**

1.

2.

3.

**3. Identify the methods through which you learn best (e.g., observation, extensive reading and discussion, hands-on involvement in tasks, etc.).**

### LEARNING ACTIVITIES

**1: Demonstrate ethical and professional use of self (SLO 1)**

1.

2.

3.

**2: Demonstrate the ability to think critically and communicate effectively (SLO 2)**

1.

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2.

3.

**3: Learning objective (SLO):** Click here for a dropdown list of options

*Select an SLO from the dropdown list above*

1.

2.

3.

**4: Learning objective:** Click here for a dropdown list of options

*Select another SLO from the dropdown list above (must be different from the one chosen above)*

1.

2.

3.

Student signature: \_\_\_\_\_

Supervisor signature: \_\_\_\_\_