

FIELD WORK (CJ 491 and 492)  
and  
INTERNSHIP (CJ 293/493/590)

***PROCEDURES***  
*and*  
***APPLICATION PROCESS***

*Department of Criminal Justice*

**APPLICATION DATES**  
**For Priority Consideration and Placement**

*Fall Semester: First week of March*  
*Spring Semester: First week of October*  
*Summer Semester: First week of February*

**DO NOT CONTACT AGENCIES! ALL PLACEMENTS ARRANGED BY  
FIELD WORK/INTERNSHIP COORDINATOR.**

Application packets will be considered after the Priority Dates BY PERMISSION OF THE **FIELD WORK/INTERNSHIP COORDINATOR** but are subject to availability of placements AND WILL NOT BE AFFORDED PRIORITY STATUS.

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# INTRODUCTION

This manual will assist students in preparing for participation in a **Field Work or Internship** in a private or public organization. It contains forms, guidelines and information essential to register for the courses. It will also assist Agency coordinators in designing Field Work and Internship experiences for students.

*It is essential that the entire manual is read with care.*

Although there is an assigned FIELD WORK/INTERNSHIP COORDINATOR for this field experience, much of the initiation of the process will be the student's responsibility. The student is expected to have a thorough understanding of the contents of this manual. Failure to meet this basic requirement will delay the process of applying for agency placement.

The field experience can be one of the most informative and rewarding activities of your undergraduate years. The Field Work/Internship Coordinator works closely with the student and the agency to ensure that this time is professionally rewarding and beneficial to the organization. The experience gained, the contacts made, and the letter of recommendation provided by the agency at the end of the experience can all prove invaluable.

The Field Work/Internship Coordinator is always available to assist you in this educational endeavor. If you have questions regarding any part of the process, are uncertain about the type of work experience available in a given agency, or encounter difficulties with your work situation, do not hesitate to confer with the

**FIELD WORK/INTERNSHIP COORDINATOR,**

**Dr. Bob Marsh, 426-3451**

or e-mail [bmarsh@boisestate.edu](mailto:bmarsh@boisestate.edu)

To Register for: **Field Work CJ 491 and 492**  
**(3 credits each)**

Or

**Internship CJ 293/493/590**  
**(Variable 1-6 credits per semester)**

Each academic credit hour equals 50 hours in an agency setting.  
A weekly 1-hour on-campus class is also required for both Field Work  
and Internships

*Before you begin: Make sure you are being realistic in your goals – don't overextend – it will not benefit you or the agency. Setting up an internship requires a lot of time and resources for agencies and faculty. If you are not able to fulfill your commitment, it reflects poorly on the CJ department and may affect another student's ability to receive an internship with that agency.*

- Step 1:** Obtain a copy Field Work and Internship Manual from the Criminal Justice website (<http://cja.boisestate.edu>). Read the manual – the student is expected to have a thorough understanding of the manual's contents.
- Step 2:** Discuss your interest with your Academic Advisor and the Field Work/Internship Coordinator.
- Step 3:** Complete the *Application for Field Work and Internship* found on page 5.
- Step 4:** Complete a personal **résumé** (See guidelines and example).
- Step 5:** Print out a current unofficial **transcript** on BroncoWeb.
- Step 6:** **Compile a packet with all items in Steps 3 through 5 (use Packet Checklist, pg. 6) - INCLUDE A COVER LETTER.** Submit packet to FIELD WORK/INTERNSHIP COORDINATOR by Priority Dates listed. **Incomplete packets will not be accepted.**
- Step 7:** Schedule an appointment with the Field Work/Internship Coordinator.

**DO NOT CONTACT AGENCIES WITHOUT PERMISSION of the  
FIELD WORK /INTERNSHIP COORDINATOR.**

***ALL APPLICATION DOCUMENTS ARE TO BE NEATLY  
AND ACCURATELY PREPARED***



Boise State University  
Department of Criminal Justice

Packet Checklist for  
Internships (CJ 293/493/590) and  
Field Work (CJ 491 and 492)

- \_\_\_\_\_ Application Form (pg. 5)
- \_\_\_\_\_ Cover Letter ('Dear Internship Supervisor' Letter)
- \_\_\_\_\_ Résumé
- \_\_\_\_\_ BroncoWeb Transcript
- \_\_\_\_\_ To Dr. Bob Marsh by priority placement deadline

***Priority Placement Deadlines:***

***Fall Semester: First week of March***

***Spring Semester: First week of October***

***Summer Semester: First week of February***

**FIELD WORK (CJ 491 AND 492)**

**and**

**INTERNSHIP (CJ 293/493/590)**

**GUIDELINES**

**FIELD WORK/INTERNSHIP GUIDELINES**  
*Department of Criminal Justice*  
*Boise State University*

The Field Work/Internship experience is for Criminal Justice majors to gain practical experience, develop insights into the problems of agency operation and provide the opportunity to blend theory and practice. Field Work is taken either as CJ 491, or CJ 491 and 492. Students who are taking 6-credits of Field Work need to take CJ 491 and CJ 492 in sequential semesters (e.g., Fall and Spring, Spring and Summer, or Summer and Fall). An *Internship* is a *variable credit (1-6 credits per semester @ 50 hours per credit)* practical experience in an agency. Internships can be taken at three different levels: CJ293 – for undergraduate students with less than 58 credits, CJ493 – for undergraduate students with more than 58 credits completed, and CJ590 – for those students in the graduate program.

**AGENCY RESPONSIBILITIES**

1. Develop a **Job Description** for the Field Work/Internship student. (The student must register for 1 credit for each 50 hours of actual work in the agency)
2. Develop a **selection process** to select students for the placement.
3. Assign the student to a work program which can realistically benefit the student in gaining experience into field and organizational procedures and problems. **INTERNSHIPS AND FIELD WORK STUDENTS ARE NOT PLACED IN CLERICAL OR SECRETARIAL POSITIONS.**
4. **Provide supervision** adequate to insure that the student acquires and practices proper agency procedures. **The level of supervision should be the same as with any new employee.**
5. Expect the same **quality of performance** as would be required of any new employee with similar experience with that particular agency and the procedures. Study of code, ordinance, agency Standard Operating Procedures or other appropriate material and familiarization should be assigned routinely.
6. The supervisor will objectively **evaluate** the student regarding personal and professional qualities related to his/her effectiveness of performance at the midpoint and end of the fieldwork period using **forms provided** by the Criminal Justice Department of BSU.
7. Administer an **exit interview** at the end of the Field Work/Internship and objectively discuss the evaluation. Both strong and weak points should be discussed. This interview is for the student's benefit and can only be worthwhile if good and bad points are openly and frankly reviewed.
8. A copy of the written evaluation is to be forwarded to the appropriate BSU FIELD WORK/INTERNSHIP COORDINATOR of student/agency activities at the following address:

Department of Criminal Justice  
Boise State University  
1910 University Drive  
Boise, ID 83725

Telephone: (208) 426-3451

Fax: 426-4371

9. Approximately 60% of the student's grade will be based on the agency supervisor's evaluation which is representative of the caliber of the student's capability during his/her time with the agency. The remaining 40% of the grade will come from the written assignments and class attendance.

**Agencies must allow students to attend the mandatory one-hour class meeting per week.**

**Approximate rating and evaluation of performance should be as follows:**

**Excellent:** Judgment, knowledge, attitude and activities of extremely high quality; assigned tasks carried out with minimal supervision. A rating given only to those whose performance is exceptional.

**Above Average:** Evaluated qualities are better than average but not exceptional; room for improvement; or one area is only average or less.

**Average:** Satisfactory, but the total of field performance was without special merit; significant amount of supervision is required.

**Unsatisfactory:** Non-acceptable performance; quality of work did not significantly benefit the agency or meet supervisor's expectations.

Note: We assume all of the students to be capable of "average" performance. **Higher ratings should be the result of demonstrated superior job performance.**

## **STUDENT RESPONSIBILITIES**

1. Give absolute dedication and effort to your work and to the agency. Your Field Work obligations are the same as those of a permanent employee. **THIS AUTOMATICALLY IMPLIES ACCEPTANCE OF SUPERVISION AND FULL COMPLIANCE WITH ALL RELEVANT DEPARTMENTAL REGULATIONS AND POLICIES INCLUDING CONFIDENTIALITY.**
2. Use maximum good judgment and proper field practice in accordance with the law and agency procedures. As a minimum standard of preparation, become familiar with those laws—local and state—which are applicable to the agency in which you are working.
3. Remember that organizational activities are often confidential and not to be discussed with unauthorized personnel during, or after, your Field Work or Internship.
4. Remember that this is an opportunity to prove yourself capable in your career field. If you do well, you will receive a positive agency recommendation. Poor performance or attitudes will, on the other hand, result in a poor reference and could restrict employment opportunities in the future.
5. When you encounter a situation where you need help and advice, don't hesitate to seek it from your supervisor. Proceeding in ignorance can only make circumstances worse.
6. Accept advice and constructive criticism for what they are--another individual's attempt to help you.
7. You will meet with your **FIELD WORK/INTERNSHIP COORDINATOR** on a weekly basis, and the academic written and reading assignments must be completed and turned in no later than the date the Coordinator assigns. Failure to complete these requirements will result in a lower grade.

**FINAL EVALUATION FORM**  
**FIELD WORK/INTERNSHIP**  
**BSU DEPARTMENT OF CRIMINAL JUSTICE**

Name of Student \_\_\_\_\_ Date Evaluated \_\_\_\_\_  
 Student's Job Description/Title \_\_\_\_\_  
 Agency \_\_\_\_\_ Address \_\_\_\_\_  
 Telephone \_\_\_\_\_ Supervisor Signature \_\_\_\_\_

**PERFORMANCE**

	Unacceptable	Marginal	Average	Above Average	Excellent	Not Observed
Quality of Work (Accuracy, neatness, completeness, quality)						
Quantity of Work (Appearance/ demeanor)						
Work Habits (Organization of work, industry, punctuality, dependability)						
Relationship with Others (Ability to get along with supervisors, fellow employees, cooperation)						
Initiative (Resourcefulness, willingness to carry out duties in absence of regular supervision)						
Leadership Abilities						
Job Comprehension (Ability to readily learn and understand assignments)						
Professional Integrity						

PROFESSIONAL INTEGRITY:

HOW MUCH SUPERVISION DID THIS STUDENT REQUIRE?

ADDITIONAL COMMENTS TO BE SHARED WITH STUDENT:

\_\_\_\_\_  
Signature of BSU Field Work/Internship Coordinator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Agency Supervisor

\_\_\_\_\_  
Date

RÉSUMÉ

and

COVER LETTER  
PREPARATION

## INTRODUCTION

The wise job hunter does not rely on advertisements for openings or spontaneous opportunity. The well-prepared person increases the chances of finding a good job by using an organized, informed, and focused approach. Often job hunters add to their own frustration through lack of planning and direction. Frequently, great amounts of time and energy are expended with little result. The remainder of this section outlines a plan which has been used by many successful job seekers. Even in the most difficult economic times there are jobs available. In order to reduce frustration and be successful in the job hunt....

## KNOW YOURSELF

Before you can begin talking to prospective employers you must know what you want and what you have to offer. This critical information is necessary before you even begin drafting a résumé. Until you make a careful assessment of yourself you cannot determine who you should be applying to and what to communicate to them. You must be able to communicate the results of your self-evaluation effectively to employers. Be prepared to discuss, in objective and concrete terms, what you want and what you have to offer.

### WHAT DO YOU WANT?

Define what you mean by a “good job.” Make yourself verbalize clearly YOUR criteria for a “good job.” Consider such things as the kind of relationships you want, any geographical and travel restrictions or preferences, the type of supervision you prefer, the amount and types of responsibilities you want, and the amount of detail with which you are comfortable. Think about your priorities for salary, security, prestige, and advancement.

While it is desirable to define your criteria for the perfect job, remember that you will have to prioritize your wishes and make some trade-offs. Know what you want, but be willing to make some compromises.

No position will completely meet all your expectations. Remember that your preferences will change over time.

You may find it helpful to divide your list of criteria into “requirements and preferences” making sure that those listed as requirements are those you are unwilling to sacrifice. The following are some questions to help you begin to **identify your criteria** for a good job:

- Is there someone whose job you think you’d like to have? If so, what about the job appeals to you?
- What are your geographical requirements and preferences? Would you relocate? If you would move, where are you willing to go?
- What are your salary objectives and requirements? How important are such factors as security, prestige, public service, etc? What are your priorities regarding these factors?
- What are your long term goals? What expectations do you have regarding the type of employment you will have five and ten years from now?

## **WHAT DO YOU HAVE TO OFFER?**

What are your qualifications? Why should someone want to hire you?

Too often applicants tend to focus on only one or two qualifications. Unfortunately, the tendency is to neglect those qualities which may make the critical difference for the employers' decision. College graduates often focus only on their degree. Other people may focus too narrowly on one aspect of their experience. Every individual has many qualifications – skills, interests, talents, traits, etc. A job seeker needs to be aware of all of these as well as any liabilities.

Your qualifications include skills learned through formal schooling. Don't limit yourself to thinking only in terms of your major. Special skills or knowledge acquired through electives are important to consider too. Additional courses could open other doors; language training will definitely enhance your opportunities.

Inventory your skills and expertise gained from both work and “non-work” experiences. Analyze your experiences. What were the components of each experience? Watch for examples of organizing, developing, implementing, supervising, counseling, researching, etc. think about how you have worked with people. Consider what special knowledge you may have gained. For example, if you were raised on a farm, your knowledge of that industry will be valuable to any organization which provides a product or service to person engaged in agriculture. Focus on those qualifications which support the type of work you want.

Be prepared to support the qualifications you claim to have. If you are going to present yourself as a leader, be ready to cite examples of where and how you have successfully demonstrated your leadership abilities.

Here are some questions to help you get started:

- If your most recent boss, your best friend or one of your references was asked to discuss your assets and liabilities, what would they say?
- What knowledge or skills have you gained from your hobbies/activities? What honors or awards have you received? What did you do to earn them?
- If someone had a problem and told you that you were the best person to help them. What problem(s) would they likely be talking about?
- In which classes did you do best in school? In which, if any, did you do poorly?
- Are you a person who is able to work well with detail?
- Do you respond well under pressure?

The questions above are only suggestions. Spend time over a period of days or weeks analyzing your qualifications and determining the ones you most want to utilize in your future job.

## THE RÉSUMÉ

Now that you have a good idea of what you want and what you have to offer, you should prepare a résumé. Basically, a résumé is a brief summary of your qualifications presented in a way that will best support getting the job you want.

Write your own résumé. Professional résumé writers tend to produce standard, stereotyped résumés that are easy for employers to pick out (and usually eliminate). There is no single style or format that is correct. You should appear as a unique person with qualities of interest to the reader. Several basic approaches are discussed in later paragraphs. Choose the one that allows you to best present yourself.

Effective résumés must get the employer's attention in a positive way and provide information that would make the employer want to consider you a top prospect for a position. It is NOT an autobiography.

Many factors in your life of which you are rightfully proud may not be relevant. In fact, it is always advisable to review your résumé prior to submission to a given employer to consider whether there are entries which should be added or omitted. Sometimes even the terminology should be changed in order to make a better impact on the particular employer. A minor responsibility in your last job may be a critical consideration in another job. The terminology utilized in a high technology industry may be unbecoming to a retail firm. Thus the same experience or qualification could be described differently to be understood by a variety of employers.

Résumés should be brief, one or two pages. They must be pleasing to the eye and entirely void of spelling and typographical errors. Your résumé should be formatted with ample margins and ample space to avoid a cluttered, hard-to-read appearance. Use quality 8 ½" x 11" paper in white or off-white color.

Regardless of the format you choose, there are several items essential to every résumé:

- ✓ Make sure your name is on all pages.
- ✓ List your current phone number and address in a prominent place at the beginning of the résumé.
- ✓ List your cell phone or alternate phone number as well.
- ✓ Remember that every impression counts. If needed, change your voice mail message, etc., to something that would be considered appropriate to potential employers.

*Items of personal information which should NOT be included: age, sex, date of birth, weight, height, marital status, race and religion.*

Some résumé guides suggest you list references. Others recommend that you indicate, “References furnished on request.” This allows you to match your references to a given organization or opportunity. You might find it advantageous to use as a reference a given person for one position but not for another.

*Always obtain permission from those you use as references regardless of whether they are listed on your résumé or not.*

Many résumés have a “Career Objective” statement. If you plan to produce a number of résumés to fit different circumstances, you may wish to incorporate an objective.

Make your objectives realistic (supported by the qualifications you list on the résumé). Use meaningful, fairly specific statements and not broad generalizations such as “management position” or “challenging position leading to increased responsibilities.”

## ***RÉSUMÉ FORMATTING***

The two basic résumé formats are chronological and functional.

**Chronological**-This format is the one most commonly used. Data is presented in descending order with most recent events listed first. This type of résumé is easier to prepare and is especially useful when applying for positions directly related to your education, training, and/or experience.

**Functional**- These are harder to write but can be very effective. This is especially true when changing career fields since you can more effectively demonstrate that your skills are transferable to the position sought. Teachers, persons which mostly volunteer experience, public employees, and those just out of the military service should consider this approach if they are attempting to obtain a position in private industry.

The functional résumé presents qualifications by skill clusters such as “Administrative and Management Skills.” The cluster title is then followed by brief supporting phrases listing experience supporting the cluster...”supervised clerical staff, developed and controlled department budget, and coordinated office purchasing.”

Using the same general rule, education should be listed before experience when education is the primary qualification, as is typically the case for those just graduating. Those with a strong experience background may find it better to list experience first. In the functional résumé, list the important skill cluster first.

Try to utilize action verbs to describe yourself. The following are especially helpful.

achieved	decided	implemented	organized
administered	defined	improved	persuaded
analyzed	delegated	increased	planned
assisted	designed	influenced	researched
budgeted	developed	instructed	reviewed
compared	directed	integrated	solved
composed	engineered	interpreted	stimulated
conceived	established	interviewed	supervised
conducted	evaluated	led	succeeded
consulted	expanded	managed	summarized
contributed	facilitated	marketed	trained
controlled	generated	motivated	unified
coordinated	handled	negotiated	updated
counseled	headed	operated	wrote

**NEVER mail a résumé without a letter of application or cover letter.** The sample on the following page is intended to provide a general illustration to guide you in preparing your own résumé.

## SAMPLE RÉSUMÉ - CHRONOLOGICAL

Joe Ray Student  
707 Sample Circle  
Boise, ID 83706  
Phone: (208) 555-1212

CAREER OBJECTIVE: Boise City Police Department-Patrol Division

### EDUCATION

B.S. Criminal justice-Boise State University  
May, 20\_\_ GPA 3.5

M.A. Criminal justice-Boise State University  
May, 20\_\_GPA 3.7

Significant courses: Administration of Justice, Law of Arrest, Search and Seizure, Criminal Law, Corrections in the Community, Accounting, Advanced Statistics

### EMPLOYMENT RECORD

October, 1998 – Current	Boise State University Security Department
December, 1993 – August, 1998	Sears Security Staff
May, 1990 – April, 1990	Canyon County Sheriff's Dept. Reserve Program
August, 1989 – April, 1990	Payless Security Staff
May, 1987 – August, 1987 Intern/Patrol	Ada County Sheriff's Dept.

### EXPERIENCE

1993- Conducted major statistical research project on child abuse in Ada County, Boise, Idaho.

1992- Supervised telephone research project on impact of new drug laws for State of Idaho.

1991- Collected survey data on drug abuse in local high school system.

1990- Assisted in traffic survey research for Traffic Court Fourth Judicial District Court, State of Idaho.

#### COMMUNICATION SKILLS

- Presented paper “Sentencing Guidelines-the Objective Approach” to the Northwestern Research Society.
- Prepared Demonstration of Statistical Analysis and Computers to the Idaho Sheriff’s Association.
- Lectured in undergraduate classes at Boise State University. Teaching Assistant M.A. Program in Criminal Justice.

#### TECHNICAL SKILLS

Minor in mathematics with statistical emphasis. Field experience in survey research, computer programming.

#### EXTRACURRICULAR ACTIVITIES

M.A.D.D. Mothers Against Drunk Drivers  
President of Boise State University Criminal Justice Association

#### INTERESTS

Reading, Hunting, Fishing, Skiing, Travel, Photography

#### REFERENCES

Robert Marsh Ph.D., Associate Professor  
Department of Criminal justice  
Boise State University (208) 426-3451  
[bmarsh@boisestate.edu](mailto:bmarsh@boisestate.edu)

Anthony Walsh Ph.D., Professor  
Department of Criminal justice  
Boise State University (208) 426-3240  
[twalsh@boisestate.edu](mailto:twalsh@boisestate.edu)

Ted Hopfenbeck, Associate Professor  
Department of Criminal Justice  
Boise State University (208) 426-4237

**RÉSUMÉ WORKSHEET**  
**(to assist in developing résumé)**

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Last Name	First	Initial
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Current Street Address	City	State	Zip
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Permanent Address (If Different)	City	State	Zip
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Telephone Numbers:	Local	Permanent
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**PERSONAL DATA:**

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Citizenship	Country
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CAREER OBJECTIVE:

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EDUCATION:

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WORK EXPERIENCE:

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MILITARY EXPERIENCE:

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EXTRA-CURRICULAR ACTIVITIES:

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OTHER (Interests, skills, publications, conferences, attended, papers given, Community Service:

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HONORS & AWARDS:

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## ***ONLINE RESOURCES FOR COVER LETTERS AND RÉSUMÉS***

For further assistance in preparing a cover letter and résumé, a simple Internet search will bring up many sites.

Boise State University's Career Center has helpful handouts you can access online:

<http://career.boisestate.edu/HandoutsJobSearch.htm>

For samples of different types of cover letters:

<http://www.csuchico.edu/plc/coverltr-ex.html>

<http://career.bellevue.edu/covrlet3.htm>

<http://jobsearch.about.com/od/coverlettersamples/a/coverlettsample.htm>

Career Services at Sam Houston State University offers many examples of the different types of résumés and letters:

[http://www.shsu.edu/~ccp\\_www/students/otherservices.html](http://www.shsu.edu/~ccp_www/students/otherservices.html)

# **REPRESENTATIVE AGENCIES**

## PAST INTERN AND FIELD WORK PLACEMENTS

ADA COUNTY:	Juvenile Justice Center Sheriff's Department Juvenile Detention Prosecutor's Office Public Defender's Office Court Administration Marshal's Office Victim/Witness Program (both Sheriff's & Prosecutor's Office)
CANYON COUNTY:	Juvenile Detention Sheriff's Office Court Administration
CITY OF BOISE:	City Attorney Police Department
CITY OF CALDWELL:	Police Department
CITY OF NAMPA:	Police Department
GARDEN CITY:	Police Department
DIVORCE MEDIATION PROJECT	
HAYES HOUSE	
STATE OF IDAHO:	Attorney General's Office Board of Pharmacy <b>Department of Law Enforcement</b> State Police Bureau of Support Services Bureau of Criminal Investigation Peace Officer Standards and Training
<b>Department of Corrections</b>	Administration Community Work Centers Institutions Legal Department Probation and Parole Training Department of Fish and Game – Enforcement

