

## A Perspective of Taiwanese Interns on Professional Skills and Psychological Preparation for Fieldwork in Criminal Justice Settings

Chu-chun Chen,  
Taoyuan District Prosecutor Office

Mei-hua Chien  
National Chung Cheng University

### **Abstract**

Waiting for field placement is a process full of anxiety and uncertainty. However, relatively little research attention has been paid to this topic. The current study examined the unexplored area of psychological and intellectual preparation for upcoming fieldwork in criminal justice settings. The Delphi method was adopted to gather information regarding needed preparation before fieldwork from a panel of 40 Taiwanese interns in three rounds of questionnaires. The results identified more than 20 capacities needed for fieldwork in four groups of criminal justice agencies, and both Active Learning and Taking Responsibility were rated as the top priority capacities for the four groups of criminal justice agencies. The three most important forms of psychological preparation for the four groups of agencies included Understanding Types of Clients, Understanding Job Descriptions, and Being Active. Suggestions for future studies, theory building, and course design were addressed.

**Keywords:** capacities for fieldwork, psychological preparation for fieldwork, criminal justice

## Introduction

The educational purpose of fieldwork in criminal justice is to develop awareness of students' values and attitudes towards the criminal justice system and the community, to learn to work with the agency's clients, and to provide experience that is beneficial for obtaining employment in the future (Taylor, 2012). The ways in which academic training programs assist students in applying for an internship are still largely unknown (Madson, Aten, & Leach, 2007). Few studies have addressed the important elements of professional skills and psychological preparation for fieldwork in criminal justice settings.

The intensive internship provides a context for career clarification as well as employment opportunities (Breci & Martin, 2000; Ross & Elechi, 2002; Sgroi & Ryniker, 2002), and also reflects the realities of professional experience at criminal justice agencies (Ross & Elechi, 2002). For years, internship programs have needed to resolve student challenges such as lack of previous experience with self-directed learning, lack of a concept of theory in practice, little knowledge of working in a complex organization, and uncertainty about career plans (Sgroi & Ryniker, 2002).

As studies have suggested (Madson, Aten, & Leach, 2007), students find the application process to be stressful and anxiety provoking. Moreover, waiting for decisions regarding field placement is a process filled with anxiety and uncertainty. There is a need for greater understanding of students' preparation for internship; however, the process by which undergraduate students prepare themselves is an unexplored area in criminal justice education.

The criminal justice internship bears similarities to the structured intensive field placement in social work, which is designed to promote experiential learning (Reed & Carawan, 1999). Internships have been regarded as experiential learning because of the nature of interns' subjective experiences and reflections on everyday experiences (Neill, 2005). The intensive internship provides a crucial transitional experience in the learning process, falling between academic education and entry into the professional world (Breci & Martin, 2000; Reed & Carawan, 1999; Sgroi & Ryniker, 2002).

In Taiwan, the fieldwork program is intended to prepare junior students for beginning criminal justice practice. Taiwan's students in the criminal justice program must take a minimum of 200 hours of agency practice, earning one credit, in the junior year. Students are required to take 11 prerequisite courses, including a preparation course known as Practicum (I). The students are then placed in the field over the summer after the junior year to complete Practicum (II).

Kelley's (2004) study of criminal justice training in the United States indicated that internship was one of the more interesting electives for undergraduate students. Another study indicated that, although most training programs in criminal justice (87.8%) have an internship element, 81.4% use it as an elective course (Stichman & Farkas, 2005). For example, at the State University of New York, students are required to complete fieldwork experiences for three credits (120 hours of fieldwork) or six credits (240 hours of fieldwork; Sgroi & Ryniker, 2002). It seems that internship programs in Taiwan and in the United States differ significantly in the emphasis they place on internship. (Explain more about in what ways internship

experiences are different in both countries and the implications of these differences for this study.

There are also some similarities between the approaches in Taiwan and the United States. For instance, in both countries the placement process includes choosing an appropriate site, writing a resume, completing the internship interview, and obtaining insurance (Baird, 2008; Gordon & McBride, 2011). Stichman and Farkas (2005) indicated that few internship programs had written policies or handbooks for interns on how to deal with difficulties. This phenomenon may also be seen in Taiwan. Stichman and Farkas found that most programs perceive the need for prerequisites to filter out the less motivated students. This further highlights the idea that students need to be aware of their professional skills and psychological preparation before beginning intensive fieldwork.

In addition, in both Taiwan and in the United States, most preparation-for-internship courses include visits to fieldwork sites; development of a professional portfolio; and study of a number of topics, including criminal justice and treatment theories, public perceptions of criminal justice agencies, the concept of confidentiality and responsibilities regarding confidentiality, organizational management, decision-making processes of organization, and the process of moving from theory to practice (Sgroi & Ryniker, 2002). Nonetheless, studies (e.g., Madson, Aten, & Leach, 2007) have suggested that most programs do not adequately prepare students for the more specific tasks related to the application process. Students may need more training about professional skills and psychological preparation before they are ready for fieldwork.

Nelson and Friedlander (2001) found that many interns underwent extreme stress and self-doubt regarding practice without proper supervision. Ax and Morgan (2002) defined correctional internships programs as those based in prison/jail settings, and distinguished them from more traditional forensic internship programs, such as those operating from federal medical centers that had missions to serve federal inmates. They found that correctional internships tended to operate with fewer staff and a lower staff-to-intern ratio than forensic internships. Their study also indicated that both correctional internships and forensic internships programs rarely included experiences in public policy or administration. The studies by Nelson and Friedlander (2001) and Ax and Morgan (2002) suggest a need for specific skills, knowledge, and even psychological preparation for internships in criminal justice agencies.

Having professional skills and psychological preparation before fieldwork will help students feel more confident and adaptable. Ax and Morgan's (add year) study reminds us that professional skills and psychological preparation are necessary, but it also shows the differences in requirements that occur even in different criminal justice agencies. Students need to be aware before they choose field sites.

In the field of social work, role modeling is a crucial component of students' socialization to the profession, and students regard teachers and field instructors as role models (Barretti, 2007). Considering the similar features of internships between social work and criminal justice, we suggest that studying how students in criminal justice fieldwork perceive role modeling is an area that should also be addressed.

An attachment theory framework (specify the theory) may help both supervisors and interns understand the complex dynamics in the relationships between the intern and the supervisor (Bennett, 2008). Is attachment theory application to an adult mentor and mentee relationship?

Is there a more appropriate theory that can be applied as a framework?) At the outset of intensive internships, the relationships among the student, the supervisor, the faculty, and the agency all need to be acknowledged and identified. These relationships may then help or hinder the learning experience of fieldwork students.

The mission of field education may be understood by linking self-efficacy theory and the strengths perspective (Wilson, 2006). Fieldwork provides students with opportunities to experience learning as a social practice and to experience the actual practice of criminal justice before they graduate (Side & Mrvica, 2008). The strengths perspective helps students to be aware of their strengths and capacities that apply to fieldwork. The viewpoint of self-efficacy can be enhanced through enactive mastery experiences, vicarious experiences, verbal persuasion, and awareness of physical and affective states (Bandura, 1997). Having positive (self-efficacious) viewpoints helps Taiwanese students to endure the process of fieldwork, which begins with Practicum (I) and continues through the whole academic year until the end of fieldwork. (Although, these statements appear to be true, how do you integrate the concepts of self-efficacy and strengths perspective in this study?)

Students have the responsibility to prepare for internship, which involves taking the needed professional courses; preparing oneself emotionally for a challenging career; finding potential sites; finding ways to meet the financial demands that an unpaid, full-time internship places on students; fully participating in the preparation course; and developing the maturity to function in a fieldwork setting (Side & Mrvica, 2008). However, little is known about the students' needs in the process of anticipating fieldwork, especially regarding their professional skills and psychological preparation. Thus, the current study examined preparation needs for fieldwork from the perspective of Taiwanese interns. Why is this study particularly important for Taiwanese students?

The research design should be clear at this point and is not. State how you planned to examine student preparation for internship. Say more about Delphi method and any other data collection methods and theoretical approach being used to guide this study.

## **Method**

The Delphi method was adopted to gather information regarding preparation needs for anticipating fieldwork from a panel of interns in a series of rounds. The Delphi method is a meaningful method of collecting important opinions in a limited time (Linstone & Throff, 2002). The significance of cost, convenience, and time made the Delphi method appropriate for the current study. Two research questions were proposed:

1. What kinds of professional skills should be developed in preparation for fieldwork?
2. What psychological preparation is needed for fieldwork?

A purposive sampling method was used to recruit interns from a Taiwan university which is famous for its criminal justice major. The two inclusion criteria were (a) having a fieldwork experience in a criminal justice, and (b) being willing to participate in three rounds of questionnaires. Forty interns were recruited and classified into four groups based on the type of agency in which they had completed field placement: court, adult probation, corrections, and protection.

To fully understand the preparation needs for fieldwork, every intern was asked to answer questions for all four groups of agencies. Forty interns were invited for Round 1, and the return rate was 90% ( $n = 36$ ). The return rate was also high for Rounds 2 ( $n = 34$ ) and 3 ( $n = 33$ ).

Round 1 included 36 interns (29 females and 7 males). Nineteen of the 36 interns indicated that they expected to remain in the professional discipline after fieldwork. Eleven of 36 interns were senior students, 10 were graduate students, and five were suspending their schooling for employment. Eight of the remaining 10 interns were currently working at criminal justice settings.

The process of data collection for Rounds 1, 2, and 3 lasted more than 2 weeks. The Round 1 questionnaire asked open-ended questions regarding the needed professional skill preparation for field placement and the needed psychological preparation. A content analysis approach was used to categorize all statements gained from Round 1. All items were then used to construct the Round 2 questionnaire.

Every item on the Round 2 questionnaire was graded using a five-point Likert scale (*very unimportant* = 1, *unimportant* = 2, *neither unimportant nor important* = 3, *important* = 4, and *very important* = 5). All participants were asked to rate the degree of importance of each item for each of the four groups of agencies. Any comments that were given by the participants in Round 2 were added to the Round 3 questionnaire for rating.

On the Round 3 questionnaire, all interns rerated the degree of importance for each statement using the same five-point Likert scale. To aid in their reconsideration of each item, interns were shown the mean, medium, and mode for each item that had resulted in Round 2.

## Results

The results for Rounds 1 through 3 are presented in Tables 1 to 4. Table 1 shows the professional skills that were listed by the participants in Round 1 for each of the four types of agencies, as well as the number of interns endorsing each item. Table 2 shows the importance ratings from Rounds 2 and 3 for these items. Table 3 shows the psychological preparations listed by the participants in Round 1 for each of the four types of agencies, and Table 4 shows the importance ratings from Rounds 2 and 3 for these items. For Round 3, the mean scores for all items were above 3.15, and the majority of items were rated above 4.00.

### Professional Skills Needed to Adapt to Field Placement

For court agencies, 16 skills emerged in Round 1 (see Table 1). The results of Round 3 (see Table 2) indicated that 19 of 22 capacities were rated with average scores greater than 4. The top five capacities were Taking Responsibility ( $M = 4.79$ ;  $SD = 0.42$ ), Active Learning ( $M = 4.76$ ;  $SD = 0.44$ ), Observing ( $M = 4.70$ ;  $SD = 0.47$ ), Controlling Emotion ( $M = 4.70$ ;  $SD = 0.47$ ), and Interpersonal Communication ( $M = 4.64$ ;  $SD = 0.55$ ). These five capacities also earned the five highest ratings in Round 2, although the rating scores were different.

For correction agencies, 17 skills emerged in Round 1. Results of Rounds 2 and 3 indicated the same top five capacities, but each skill was rated somewhat differently across the two rounds. The top five skills were Crisis Intervention ( $M = 4.76$ ;  $SD = 0.44$ ), Observing ( $M = 4.76$ ;  $SD = 0.50$ ), Active Learning ( $M = 4.70$ ;  $SD = 0.53$ ), Taking Responsibility ( $M = 4.70$ ;  $SD = 0.86$ ), and Personal Safety Protection ( $M = 4.70$ ;  $SD = 0.64$ ). Interestingly, Controlling Emotion was rated as sixth most important, and this was a new choice that was added based on the results of Round 2.

For adult probation agencies, 19 skills emerged in Round 1. Results of Rounds 2 and 3 indicated the same top five capacities, but each skill was rated somewhat differently across the two rounds. The top five capacities were Active Learning ( $M = 4.73; SD = 0.45$ ), Interpersonal Communication ( $M = 4.73; SD = 0.45$ ), Using Resources ( $M = 4.73; SD = 0.45$ ), Taking Responsibility ( $M = 4.70; SD = 0.53$ ), and Integrating Social Resources ( $M = 4.58; SD = 0.56$ ). These results showed the importance of social resources and spontaneous learning. Similar to findings for correction agencies, Controlling Emotion was a new capacity, which was ranked as seventh most important.

For protection agencies, 22 capacities emerged in Round 1. In Round 3, the top five skills were Active Learning ( $M = 4.85; SD = 0.36$ ), Observing ( $M = 4.85; SD = 0.36$ ), Interpersonal Communication ( $M = 4.85; SD = 0.36$ ), Taking Responsibility ( $M = 4.79; SD = 0.42$ ), and Controlling Emotion ( $M = 4.79; SD = 0.42$ ). Controlling Emotion was rated significantly higher for Round 3 than in Round 2. The other four capacities were also the top rated items in Round 2. Active Learning was also rated as the most crucial capacity in Round 2. These top five capacities emphasize the skills that students felt they needed to work on.

Comparison of the skills needed for the four groups of agencies indicates that most of the skills were given average ratings greater than 4 for each group. It appears that students felt they needed to build and enhance these capacities before doing fieldwork. No matter what agencies students choose, the current study highlights at least 20 skills that are seen as necessary. For all four groups of agencies, two of the top five capacities include Active Learning and Taking Responsibility. The results highlighted the importance of maturity and spontaneity.

Looking into the most important skills cited for the four groups of agencies, we note five skills that were mentioned for all four types of agencies: Taking Responsibility, Active Learning, Observing, Controlling Emotion, and Interpersonal Communication. Again, the emphasis on these common capacities indicated that maturity was seen as an essential capacity for adjusting to fieldwork.

Special attention should be given to four capacities that received ratings that varied considerably across the four agencies: Controlling Emotion, Crisis Intervention, Thorough Thinking, and Frustration Tolerance. Controlling Emotion was not identified in Round 1 for either correction or adult probation agencies. Crisis Intervention was rated as the most significant for correction agencies, but not for other agencies. Thorough Thinking achieved the sixth highest ratings for court agencies; however, it was only 14th for protection agencies. Frustration Tolerance was rated seventh highest for both protection and court agencies, while it was rated 15<sup>th</sup> highest for adult probation agencies and ninth highest for corrections agencies.

### **Psychological Preparation for Field Placement**

For court agencies, 14 skills emerged in Round 1 (see Table 3). Findings from Round 3 (see Table 4) indicated that the top aspects of psychological preparation included Understanding Types of Clients ( $M = 4.82; SD = 0.47$ ), Understanding Job Descriptions ( $M = 4.79; SD = 0.42$ ), Being Active ( $M = 4.79; SD = 0.42$ ), Clarify One's Own Expectation of Fieldwork ( $M = 4.67; SD = 0.48$ ), and Learning Problem-Solving Skills ( $M = 4.67; SD = 0.48$ ). Results of Rounds 2 and 3 differed significantly, especially for Understanding Types of Clients, which was rated the highest in Round 2. Clarify One's Own Expectation of Fieldwork was also recognized as important for Round 3.

For correction agencies, 14 items were identified in Round 1. In Round 3, the five most important areas were Understanding Job Descriptions ( $M = 4.76; SD = 0.44$ ), Being Active ( $M = 4.73; SD = 0.52$ ), Understanding Types of Clients ( $M = 4.70; SD = 0.53$ ), Learning to Protect Personal Safety ( $M = 4.70; SD = 0.59$ ), and Learn to Cope with Stress ( $M = 4.67; SD = 0.48$ ). Findings of Rounds 2 and 3 showed dramatic variation; however, Understanding Job Descriptions remained the highest rated.

For adult probation agencies, 16 items were identified in Round 1. In Round 3, the five highest rated aspects were Understanding Job Descriptions ( $M = 4.85; SD = 0.36$ ), Being Active ( $M = 4.76; SD = 0.50$ ), Understanding Types of Clients ( $M = 4.73; SD = 0.52$ ), Clarify One's Own Expectation of Fieldwork ( $M = 4.70; SD = 0.47$ ), and Learning to Use Social Resources ( $M = 4.70; SD = 0.47$ ). The results of Rounds 2 and 3 did not vary much. Both Understanding Job Descriptions and Being Active were rated as very significant in both Rounds 2 and 3. Learning Problem-Solving Skills and Clarify One's Own Roles as Intern earned increased ratings from Round 2 to Round 3.

For protection agencies, 21 items emerged in Round 1. In Round 3, the five highest rated aspects included Being Active ( $M = 4.85; SD = 0.36$ ), Understanding Job Descriptions ( $M = 4.85; SD = 0.36$ ), Understanding Types of Clients ( $M = 4.82; SD = 0.39$ ), Clarify One's Own Expectation of Fieldwork ( $M = 4.79; SD = 0.42$ ), and Learning Problem-Solving Skills ( $M = 4.79; SD = 0.42$ ). The top four preferences in Rounds 2 and 3 were the same, but Learning Problem-Solving Skills earned a higher rating, moving from 13<sup>th</sup> to 5<sup>th</sup>.

Comparison of the aspects of psychological preparation needed for the four different types of social agencies identified three common priorities: Understanding Types of Clients, Understanding Job Descriptions, and Being Active. Six items were rated in the top 10 for all four groups: Understanding Types of Clients, Understanding Job Descriptions, Being Active, Clarify One's Own Expectation of Fieldwork, Learning Problem-Solving Skills, and Clarify One's Own Roles as Intern. These skills were seen as important for all four groups. Interns felt that they needed more knowledge related to fieldwork to reduce their uncertainty and do a good job of psychologically preparing for fieldwork. These items highlight the idea that students need to prepare themselves psychologically for fieldwork and to be more active in the fieldwork setting.

Variations in the importance ratings for different aspects of psychological preparation also indicated different features of the four types of agencies included in this study. For example, Awareness and Coping in Practical Setting was rated in the top seven or eight for three of the four types of agency, but was not rated high for adult probation agencies. Awareness and Coping in Practical Setting was not even mentioned as important for adult probation agencies from Rounds 1 to 3. It appears that interns do not see Awareness and Coping in Practical Setting as influential for work in adult probation agencies. Leaning to Use Social Resources was rated as the fifth and sixth priorities in adult probation and protection agencies; however, it was not identified as important for internships in correction agencies. This may reflect the features of internship placements in correction agencies, where emphasis is placed on mandated treatment and there is less need for social resources. On the other hand, Leaning to Protect Personal Safety earned the fourth highest rating for correction agencies, but earned the lowest rating for other agencies. This finding indicates that personal safety was a major concern for interns working in this specific type of criminal justice placement.

## Discussion

The current study identified more than 20 capacities needed for fieldwork in criminal justice. For all four groups of agencies, two of the top five capacities were Active Learning and Taking Responsibility. Fieldwork is an experiential learning process (Sgroi & Ryniker, 2002). These ratings indicate that interns understand the significant role of active learning and taking responsibility in preparing for participation in this experiential learning process.

Five skills were rated among the 10 top capacities for all four groups of agencies: Taking Responsibility, Active Learning, Observing, Controlling Emotion, and Interpersonal Communication. These shared capacities underscore the importance of mature personality and good interpersonal relationships for students entering fieldwork. For the first fieldwork experience, most of the focus will be on observation, and the students will then learn to accept responsibility in practical activities (Baird, 2008). The results of this study may help future interns to be aware of the need to prepare themselves in terms of communication skills and self-awareness. Students must be spontaneous and active and participate fully in the fieldwork activities in order to get their work done.

Variations in the top 10 skills for the four groups of agencies also remind students that different agencies may demand different capacities. For instance, Crisis Intervention was seen as the most essential skill for interns to build upon for correction agencies. In fact, crisis intervention has been a crucial treatment model in criminal justice (Greenstone, 2011; Roberts & Yeager, 2009), and should be part of the students' specialty. Similarly, Thorough Thinking was viewed as necessary for court agencies, and Using Resources, as well as Frustration Tolerance were seen as crucial for interns in adult protection agencies.

This study also classified the top three aspects of psychological preparation needed for the four groups of agencies, which included Understanding Types of Clients, Understanding Job Descriptions, and Being Active. No matter which type of agency the student chooses, it is crucial to acknowledge that willingness to fully participate in fieldwork is an important starting point. When students make efforts to understand the mission and the mandated characteristics of criminal justice settings, they will be able to reduce some of their anxieties as they are anticipating fieldwork.

Another significant finding was that five out of the top 10 priorities for psychological preparation were consistent across the different types of fieldwork agency. In addition to Understanding Job Descriptions and Being Active, three items including Clarify One's Own Expectation of Fieldwork, Learn Problem-Solving Skills, and Clarify One's Own Roles as Intern were also seen as vital for the four types of agency. Interns recognized the importance of independence and showed awareness of specific features of different criminal justice settings. Students needed to acknowledge their own roles as interns in mandated agencies and their function of providing services for involuntary clients.

An interesting finding was that Being Flexible was rated as the least important for each of the four types of criminal justice agency. For helping professionals, flexibility is always necessary for survival in professional work. However, the participants in this study did not emphasize the importance of this capacity. For these students, there were so many things needed to be prepared for fieldwork, that perhaps they overlooked the importance of flexibility. Without a specific experience to highlight its importance, flexibility may not have

been seen as a top priority, and did not easily show its urgency.

On the other hand, the current results may remind us that students need more concrete help to develop their skills and to make psychological preparation before entering the field. As academic institutions ask students to be active and energetic, at the same time, we must not forget the needs of students who are just students.

One limitation that the current study faced in examining the skills and psychological preparation needed for field placement was the difficulty of putting psychological needs into words. In Chinese culture, people often do not show emotions directly, instead describing their needs indirectly. The current findings suggest that this cultural characteristic may have played a role in the students' perceptions. It appeared that these students needed to rely on answers from others, such as the lists of items from Round 1 or the results of Round 2 in this Delphi study. Thus the terminology that surfaced in the study may not necessarily represent the interns' own perspectives. Additionally, the experience of internship in only one site may have narrowed the interns' viewpoints regarding needs for other groups of agencies. It may not have been easy for them to refer their personal experiences of fieldwork to different agencies.

The present study found that students need more help in building their capacities and enhancing their psychological awareness. The results of the study also identify important elements of course design for fieldwork, including crisis intervention, using resources, frustration tolerance, and thorough thinking. In terms of psychological preparation needed, this study suggests a need for more concrete help from faculty instructors and administrators, such as providing information regarding types of clients and services and roles of interns, so that students will face less uncertainty. If provided more information that allows them to prepare, students may feel more comfortable becoming interns.

From the perspective of stress and coping theory, an intern needs coping skills and abilities to adjust to a new environment or to be more mature in order to do well in an internship. The current findings showing the students' priorities for adjustment to fieldwork among four types of agencies may provide base knowledge for the development of stress and coping strategies for students undertaking internship. Thus, prior to undertaking fieldwork, students benefit from academic courses or training in the skills of active learning, taking responsibility, observing, controlling emotions, and interpersonal communications. Evaluation of these abilities may serve as a basic tool to assess whether students would adjust well to fieldwork.

The present study identified needed psychological preparation using a cross-sectional approach. A longitudinal study may further explore which types of psychological preparation help to minimize the anxieties of uncertainty and even maximize the achievement of field learning in the long run. The findings of the current study focused on the students' perceptions regarding necessary psychological preparation. Future studies might examine the perspectives of instructors and administrators regarding the needed psychological preparation for interns in criminal justice settings. The focus may also be put on professional identity development as it is affected by fieldwork. With greater awareness of professional identity, more undergraduate students may be willing to devote themselves to the profession of criminal justice.

Table 1. *Results of Round 1 for Professional Skills Needed*

Court agencies			Correction agencies		
Order	Skill	n (%)	Order	Skill	n (%)
1	Interpersonal communication	12 (33.33)	1	Interpersonal communication	10 (27.78)
2	Active learning	7 (19.44)	2	Computer/office processing	6 (16.67)
3	Empathy	5 (13.89)	3	Active learning	5 (13.89)
4	Computer/office processing	5 (13.89)	4	Judgement	4 (11.11)
5	Program designing	4 (11.11)	5	Observing	4 (11.11)
6	Frustration tolerance	4 (11.11)	6	Language and speaking	3 (8.33)
7	Judgement	3 (8.33)	7	Frustration tolerance	3 (8.33)
8	Observing	3 (8.33)	8	Crisis intervention	2 (5.56)
9	Crisis intervention	2 (5.56)	9	Empathy	1 (2.78)
	Controlling emotion	2 (5.56)		Managing commuting distance	1 (2.78)
10			10	Personal safety protection	1 (2.78)
11	Language and speaking	2 (5.56)	11	Taking responsibility	
	Managing commuting distance	2 (5.56)	12		1 (2.78)
12			13	Time management	1 (2.78)
13	Accepting challenge	2 (5.56)	14	Accepting challenge	1 (2.78)
14	Taking responsibility	1 (2.78)	15	Using resources	1 (2.78)
15	Using resources	1 (2.78)	16	Independence and autonomy	1 (2.78)
16	Thorough thinking	1 (2.78)	17	Thorough thinking	1 (2.78)

Table 1. *Results of Round 1 for Professional Skills Needed (continued)*

Adult probation agencies			Protection agencies		
Order	Skill	n (%)	Order	Skill	n (%)
1	Interpersonal communication	12 (33.33)	1	Interpersonal communication	11 (30.56)
2	Active learning	6 (16.67)	2	Empathy	8 (22.22)
3	Judgement	4 (11.11)	3	Computer/office processing	4 (11.11)
4	Using resources	4 (11.11)	4	Active learning	3 (8.33)
5	Computer/office processing	4 (11.11)	5	Frustration tolerance	3 (8.33)
6	Crisis intervention	3 (8.33)	6	Crisis intervention	2 (5.56)
7	Integrating social resources	3 (8.33)	7	Accepting challenge	2 (5.56)
8	Program designing	2 (5.56)	8	Observing	2 (5.56)
9	Empathy	2 (5.56)	9	Using resources	2 (5.56)
10	Language and speaking	2 (5.56)	10	Program designing	1 (2.78)
11	Frustration tolerance	2 (5.56)	11	Controlling emotion	1 (2.78)
12	Accepting challenge	2 (5.56)	12	Judgement	1 (2.78)
13	Observing	2 (5.56)	13	Language and speaking	1 (2.78)
14	Managing commuting distance	1 (2.78)	14	Managing commuting distance	1 (2.78)
15	Personal safety protection	1 (2.78)	15	Personal safety protection	1 (2.78)
16	Art designing	1 (2.78)	16	Art designing	1 (2.78)
17	Taking responsibility	1 (2.78)	17	Taking responsibility	1 (2.78)
18	Time management	1 (2.78)	18	Time management	1 (2.78)
19	Independence and autonomy	1 (2.78)	19	Problem solving	1 (2.78)
			20	Creativity	1 (2.78)
			21	Integrating social resources	1 (2.78)
			22	Independence and autonomy	1 (2.78)

Table 2. Results of Rounds 2 and 3 for Professional Skills Needed

<b>Court agencies</b>				
Skill	Round 3		Round 2	
	Order	M (SD)	Order	M (SD)
Taking responsibility	1	4.79 (0.42)	2	4.85 (0.36)
Active learning	2	4.76 (0.44)	1	4.88 (0.41)
Observing	3	4.70 (0.47)	3	4.82 (0.39)
Controlling emotion	4	4.70 (0.47)	5	4.76 (0.50)
Interpersonal communication	5	4.64 (0.55)	4	4.79 (0.48)
Thorough thinking	6	4.61 (0.50)	10	4.59 (0.56)
Frustration tolerance	7	4.61 (0.56)	6	4.68 (0.59)
Empathy	8	4.61 (0.61)	12	4.53 (0.71)
Accepting challenge	9	4.58 (0.50)	11	4.56 (0.56)
Crisis intervention	10	4.58 (0.61)	9	4.65 (0.54)
Problem solving	11	4.55 (0.56)	--	--
Judgement	12	4.50 (0.67)	8	4.65 (0.54)
Using resources	13	4.39 (0.75)	7	4.65 (0.49)
Independence and autonomy	14	4.30 (0.53)	--	--
Personal safety protection	15	4.27 (0.76)	--	--
Time management	16	4.24 (0.71)	--	--
Managing commuting distance	17	4.24 (0.87)	14	4.15 (0.86)
Integrating social resources	18	4.18(0.64)	--	--
Program designing	19	4.06 (0.90)	13	4.24 (0.78)
Computer/office processing	20	3.97 (0.68)	15	4.03 (0.80)
Language and speaking	21	3.73 (0.80)	16	3.74 (0.83)
Creativity	22	3.45 (0.91)	--	--

Table 2. *Results of Rounds 2 and 3 for Professional Skills Needed (continued)*

<b>Correction agencies</b>				
Skill	Round 3		Round 2	
	Order	M (SD)	Order	M (SD)
Crisis intervention	1	4.76 (0.44)	2	4.76 (0.50)
Observing	2	4.76 (0.50)	4	4.62 (0.65)
Active learning	3	4.70 (0.53)	3	4.74 (0.57)
Taking responsibility	4	4.70 (0.59)	1	4.79 (0.48)
Personal safety protection	5	4.70 (0.64)	5	4.59 (0.82)
Controlling emotion	6	4.67 (0.60)	—	--
Interpersonal communication	7	4.52 (0.57)	9	4.24 (0.82)
Problem solving	8	4.48 (0.57)	—	--
Frustration tolerance	9	4.45 (0.75)	6	4.56 (0.93)
Judgement	10	4.42 (0.75)	7	4.53 (0.66)
Problem solving	11	4.27 (0.72)	11	4.24 (0.89)
Accepting challenge	12	4.27 (0.76)	12	4.21 (0.98)
Independence and autonomy	13	4.15 (0.80)	8	4.32 (0.84)
Managing commuting distance	14	4.15 (0.91)	13	4.06 (0.81)
Time management	15	3.94 (0.79)	10	4.24 (0.82)
Using resources	16	3.91 (0.77)	14	3.82 (0.90)
Empathy	17	3.88 (0.86)	15	3.79 (0.98)
Computer/office processing	18	3.64 (0.70)	17	3.62 (0.85)
Language and speaking	19	3.58 (0.71)	16	3.71 (0.97)
Creativity	20	3.15 (0.80)	—	--

Table 2. *Results of Rounds 2 and 3 for Professional Skills Needed (continued)*

<b>Adult probation agencies</b>				
Skill	Round 3		Round 2	
	Order	M (SD)	Order	M (SD)
Active learning	1	4.73 (0.45)	1	4.85 (0.36)
Interpersonal communication	2	4.73 (0.45)	4	4.71 (0.58)
Using resources	3	4.73 (0.45)	3	4.76 (0.43)
Taking responsibility	4	4.70 (0.53)	2	4.79 (0.48)
Integrating social resources	5	4.58 (0.56)	5	4.68 (0.48)
Observing	6	4.58 (0.61)	7	4.50 (0.66)
Controlling emotion	7	4.52 (0.67)	—	--
Crisis intervention	8	4.48 (0.62)	8	4.50 (0.71)
Empathy	9	4.48 (0.67)	11	4.26 (0.75)
Judgement	10	4.45 (0.56)	6	4.56 (0.61)
Thorough thinking	11	4.45 (0.62)	—	--
Problem solving	12	4.42 (0.56)	—	--
Accepting challenge	13	4.36 (0.70)	12	4.26 (0.83)
Personal safety protection	14	4.36 (0.70)	15	4.15 (0.93)
Frustration tolerance	15	4.30 (0.64)	9	4.50 (0.90)
Time management	16	4.27 (0.52)	14	4.15 (0.74)
Independence and autonomy	17	4.24 (0.61)	10	4.29 (0.80)
Managing commuting distance	18	4.18 (0.77)	13	4.18 (0.80)
Computer/office processing	19	4.00 (0.61)	16	4.03 (0.67)
Program designing	20	3.94 (0.79)	17	3.85 (0.89)
Language and speaking	21	3.85 (0.80)	18	3.74 (0.83)
Art designing	22	3.48 (0.80)	19	3.15 (0.93)

Table 2. *Results of Rounds 2 and 3 for Professional Skills Needed (continued)*

<b>Protection agencies</b>				
Skill	Round 3		Round 2	
	Order	M (SD)	Order	M (SD)
Active learning	1	4.85 (0.36)	1	4.88 (0.41)
Observing	2	4.85 (0.36)	5	4.79 (0.41)
Interpersonal communication	3	4.85 (0.36)	3	4.82 (0.39)
Taking responsibility	4	4.79 (0.42)	2	4.85 (0.44)
Controlling emotion	5	4.79 (0.42)	13	4.65 (0.60)
Using resources	6	4.73 (0.52)	7	4.74 (0.45)
Frustration tolerance	7	4.70 (0.47)	4	4.82 (0.39)
Empathy	8	4.70 (0.47)	6	4.76 (0.43)
Problem solving	9	4.70 (0.47)	12	4.65 (0.49)
Accepting challenge	10	4.70 (0.53)	11	4.68 (0.48)
Crisis intervention	11	4.70 (0.59)	8	4.74 (0.45)
Integrating social resources	12	4.67 (0.48)	10	4.71 (0.52)
Judgement	13	4.64 (0.55)	9	4.71 (0.46)
Thorough thinking	14	4.58 (0.56)	—	--
Time management	15	4.45 (0.62)	17	4.26 (0.71)
Program designing	16	4.42 (0.66)	15	4.35 (0.88)
Managing commuting distance	17	4.42 (0.75)	18	4.26 (0.75)
Personal safety protection	18	4.42 (0.75)	14	4.44 (0.66)
Independence and autonomy	19	4.36 (0.65)	16	4.35 (0.88)
Computer/office processing	20	3.94 (0.66)	19	4.09 (0.71)
Language and speaking	21	3.82 (0.77)	21	3.79 (1.00)
Creativity	22	3.61 (0.79)	20	3.79 (0.85)
Art designing	23	3.36 (0.70)	22	3.09 (0.93)

Table 3. *Results of Round 1 for Psychological Preparations*

Court agencies			Correction agencies		
Order	Skill	n (%)	Order	Skill	n (%)
1	Being active	9 (25.00)	1	Being active	8 (22.22)
2	Seeking help from experienced schoolmates	6 (16.67)	2	Understanding job descriptions	7 (19.44)
3	Enhancing professional confidence	5 (13.89)	3	Understanding types of clients	4 (11.11)
4	Understanding types of clients	5 (13.89)	4	Seeking help from experienced schoolmates	3 (8.33)
5	Understanding job descriptions	4 (11.11)	5	Enhancing professional confidence	2 (5.56)
6	Seeking help from experienced practitioner	3 (8.33)	6	Seeking help from experienced practitioner	2 (5.56)
7	Clarify one's own expectation of fieldwork	3 (8.33)	7	Clarify one's own expectation of fieldwork	2 (5.56)
8	Be flexible	2 (5.56)	8	Learning to protect personal safety	2 (5.56)
9	Discuss with agency supervisor	2 (5.56)	9	Be flexible	1 (2.78)
10	Learn to cope with stress	1 (2.78)	10	Discuss with agency supervisor	1 (2.78)
11	Learning to protect personal safety	1 (2.78)	11	Learn to cope with stress	1 (2.78)
12	Refine professional attitude	1 (2.78)	12	Clarify what the placement expects from the intern	1 (2.78)
13	Refine skills of interpersonal interaction	1 (2.78)	13	Managing commuting and boarding	1 (2.78)
14	Enhancing self-understanding	1 (2.78)	14	Learning problem-solving skills	1 (2.78)

Table 3. *Results of Round 1 for Psychological Preparations (continued)*

Adult probation agencies			Protection agencies		
Order	Skill	n (%)	Order	Skill	n (%)
1	Understanding job descriptions	8 (22.22)	1	Understanding job descriptions	7 (19.44)
2	Understanding types of clients	7 (19.44)	2	Being active	6 (16.67)
3	Being active	6 (16.67)	3	Seeking help from experienced schoolmates	4 (11.11)
4	Seeking help from experienced schoolmates	6 (16.67)	4	Understanding types of clients	4 (11.11)
5	Clarify one's own expectation of fieldwork	3 (8.33)	5	Be flexible	2 (5.56)
6	Seeking help from experienced practitioner	2 (5.56)	6	Enhancing professional confidence	2 (5.56)
7	Discuss with agency supervisor	2 (5.56)	7	Seeking help from experienced practitioner	2 (5.56)
8	Be flexible	1 (2.78)	8	Learn to cope with stress	2 (5.56)
9	Enhancing professional confidence	1 (2.78)	9	Clarify one's own expectation of fieldwork	2 (5.56)
10	Learn to cope with stress	1 (2.78)	10	Awareness and coping in practical setting	2 (5.56)
11	Clarify what the placement expects from the intern	1 (2.78)	11	Discuss with agency supervisor	1 (2.78)
12	Managing commuting and boarding	1 (2.78)	12	Refine skills of interpersonal interaction	1 (2.78)
13	Learning problem-solving skills	1 (2.78)	13	Enhancing self-understanding	1 (2.78)
14	Learn to use social resources	1 (2.78)	14	Clarify what the placement expects from the intern	1 (2.78)
15	Collecting information regarding policies and regulations for fieldwork	1 (2.78)	15	Managing commuting and boarding	1 (2.78)
16	Clarify one's own roles as intern	1 (2.78)	16	Learning problem-solving skills	1 (2.78)
			17	Learn to use social resources	1 (2.78)
			18	Collecting information regarding policies and regulations for fieldwork	1 (2.78)
			19	Clarify one's own roles as intern	1 (2.78)
			20	Enhancing professional knowledge	1 (2.78)
			21	Discuss with faculty supervisor	1 (2.78)

Table 4. *Results of Rounds 2 and 3 for Psychological Preparations*

Skill	Court agencies			
	Order	Round 3	Round 2	
		M (SD)	Order	M (SD)
Understanding types of clients	1	4.82 (0.47)	7	4.68 (0.59)
Understanding job descriptions	2	4.79 (0.42)	1	4.85 (0.36)
Being active	3	4.79 (0.42)	2	4.82 (0.39)
Clarify one's own expectation of fieldwork	4	4.67 (0.48)	9	4.65 (0.54)
Learning problem-solving skills	5	4.67 (0.48)	—	--
Enhancing professional knowledge	6	4.64 (0.49)	—	--
Awareness and coping in practical setting	7	4.61 (0.50)	—	--
Learn to cope with stress	8	4.61 (0.56)	8	4.65 (0.49)
Refine skills of interpersonal interaction	9	4.58 (0.56)	6	4.68 (0.54)
Clarify one's own roles as intern	10	4.58 (0.56)	—	--
Seeking help from experienced practitioner	11	4.52 (0.57)	3	4.76 (0.43)
Enhancing self-understanding	12	4.45 (0.62)	13	4.41 (0.78)
Refine professional attitude	13	4.45 (0.67)	4	4.74 (0.45)
Seeking help from experienced schoolmates	14	4.42 (0.66)	10	4.62 (0.55)
Clarify what the placement expects from the intern	15	4.39 (0.56)	—	--
Learn to use social resources	16	4.39 (0.66)	—	--
Enhancing professional confidence	17	4.36 (0.74)	5	4.71 (0.46)
Be flexible	18	4.27 (0.67)	12	4.53 (0.62)
Discuss with agency supervisor	19	4.27 (0.88)	11	4.56 (0.56)
Learning to protect personal safety	20	4.18 (0.77)	14	4.12 (0.88)
Managing commuting and boarding	21	4.15 (0.91)	—	--

Table 4. *Results of Rounds 2 and 3 for Psychological Preparations (continued)*

Correction agencies		Round 3		Round 2	
Skill	Order	<i>M (SD)</i>	Order	<i>M (SD)</i>	
Understanding job descriptions	1	4.76 (0.44)	1	4.79 (0.48)	
Being active	2	4.73 (0.52)	8	4.47 (0.75)	
Understanding types of clients	3	4.70 (0.53)	11	4.35 (0.95)	
Learning to protect personal safety	4	4.70 (0.59)	3	4.59 (0.66)	
Learn to cope with stress	5	4.67 (0.48)	9	4.41 (0.70)	
Clarify one's own expectation of fieldwork	6	4.67 (0.54)	2	4.76 (0.43)	
Awareness and coping in practical setting	7	4.61 (0.50)	—	--	
Learning problem-solving skills	8	4.61 (0.56)	7	4.47 (0.66)	
Clarify one's own roles as intern	9	4.61 (0.56)		--	
Enhancing professional knowledge	10	4.55 (0.62)		--	
Seeking help from experienced practitioner	11	4.45 (0.62)	4	4.56 (0.56)	
Seeking help from experienced schoolmates	12	4.45 (0.62)	5	4.53 (0.56)	
Clarify what the placement expects from the intern	13	4.42 (0.62)	14	4.06 (0.95)	
Refine skills of interpersonal interaction	14	4.36 (0.65)	—	--	
Managing commuting and boarding	15	4.33 (0.74)	10	4.38 (0.82)	
Enhancing professional confidence	16	4.30 (0.77)	6	4.53 (0.66)	
Discuss with agency supervisor	17	4.24 (0.90)	12	4.15 (0.89)	
Be flexible	18	4.21 (0.70)	13	4.06 (0.85)	

Table 4. *Results of Rounds 2 and 3 for Psychological Preparations (continued)*

Skill	Adult probation agencies			
	Order	Round 3 <i>M (SD)</i>	Order	Round 2 <i>M (SD)</i>
Understanding job descriptions	1	4.85 (0.36)	1	4.76 (0.55)
Being active	2	4.76 (0.50)	2	4.65 (0.54)
Understanding types of clients	3	4.73 (0.52)	4	4.59 (0.74)
Clarify one's own expectation of fieldwork	4	4.70 (0.47)	3	4.65 (0.54)
Learn to use social resources	5	4.70 (0.47)	5	4.53 (0.75)
Learning problem-solving skills	6	4.67 (0.54)	10	4.32 (0.73)
Clarify one's own roles as intern	7	4.58 (0.61)	12	4.24 (0.74)
Enhancing professional knowledge	8	4.48 (0.62)	—	--
Refine skills of interpersonal interaction	9	4.45 (0.56)	—	--
Seeking Help from Experienced Practitioner	10	4.45 (0.67)	7	4.44 (0.75)
Seeking help from experienced schoolmates	11	4.42 (0.66)	6	4.50 (0.71)
Learn to cope with stress	12	4.36 (0.65)	9	4.32 (0.68)
Enhancing professional confidence	13	4.36 (0.70)	8	4.41 (0.70)
Clarify what the placement expects from the intern	14	4.33 (0.65)	15	3.94 (0.89)
Discuss with agency supervisor	15	4.33 (0.85)	13	4.21 (0.73)
Collecting information regarding policies and regulations for fieldwork	16	4.27 (0.63)	16	3.91 (0.90)
Be flexible	17	4.27 (0.67)	11	4.26 (0.71)
Learning to protect personal safety	18	4.27 (0.67)	—	--
Managing commuting and boarding	19	4.21 (0.78)	14	4.03 (1.00)

Table 4. *Results of Rounds 2 and 3 for Psychological Preparations (continued)*

Skill	Protection agencies			
	Order	Round 3	Round 2	
		M (SD)	Order	M (SD)
Being active	1	4.85 (0.36)	1	4.88 (0.33)
Understanding job descriptions	2	4.85 (0.36)	2	4.85 (0.44)
Understanding types of clients	3	4.82 (0.39)	3	4.76 (0.43)
Clarify one's own expectation of fieldwork	4	4.79 (0.42)	4	4.76 (0.43)
Learning problem-solving skills	5	4.79 (0.42)	13	4.56 (0.62)
Learn to use social resources	6	4.70 (0.47)	14	4.56 (0.75)
Refine skills of interpersonal interaction	7	4.67 (0.48)	7	4.71 (0.52)
Awareness and coping in practical setting	8	4.67 (0.48)	10	4.65 (0.49)
Learn to cope with stress	9	4.64 (0.49)	8	4.68 (0.54)
Clarify one's own roles as intern	10	4.64 (0.56)	18	4.26 (0.75)
Enhancing professional knowledge	11	4.61 (0.50)	9	4.65 (0.49)
Seeking help from experienced practitioner	12	4.58 (0.56)	6	4.74 (0.45)
Clarify what the placement expects from the intern	13	4.55 (0.56)	19	4.21 (0.77)
Seeking help from experienced schoolmates	14	4.52 (0.62)	11	4.62 (0.60)
Enhancing professional confidence	15	4.48 (0.62)	5	4.74 (0.45)
Enhancing self-understanding	16	4.45 (0.62)	16	4.44 (0.66)
Be flexible	17	4.39 (0.66)	15	4.50 (0.71)
Collecting information regarding policies and regulations for fieldwork	18	4.36 (0.60)	21	3.97 (0.76)
Learning to protect personal safety	19	4.36 (0.74)	—	--
Discuss with agency supervisor	20	4.33 (0.85)	12	4.53 (0.56)
Discuss with faculty supervisor	21	4.30 (0.64)	17	4.41 (0.74)
Managing commuting and boarding	22	4.30 (0.77)	20	4.18 (1.00)

## References

- Ax, R. T., & Morgan, R. D. (2002). Internship training opportunities in correctional psychology: A comparison of setting. *Criminal Justice and Behavior, 29*, 332-347. <https://doi.org/10.1177/0093854802029003005>
- Baird, B. N. (2008). *The internship, practicum, and field placement handbook: A guide for the helping professions*. Upper Saddle River, NJ: Pearson Higher Education.
- Bandura, A. (1997). *Self-efficacy: The experience of control*. New York: Freeman.
- Barretti, M. A. (2007). Teachers and field instructors as student role models: A neglected dimension in social work education. *Journal of Teaching in Social Work, 27*, 215-239. [https://doi.org/10.1300/J067v27n03\\_14](https://doi.org/10.1300/J067v27n03_14)
- Bennett, C. S. (2008). Attachment-informed supervisor for social work field education. *Clinical Social Work Journal, 36*, 97-107. <https://doi.org/10.1007/s10615-007-0135-z>
- Breci, M. G., & Martin, M. S. (2000). Mentorship programs: Bridging the gap between theory and practice. *Journal of Criminal Justice Education, 11*, 135-147. <https://doi.org/10.1080/10511250000084811>
- Gordon, G. R., & McBride, R. B. (2011). *Criminal justice internships: Theory into practice*. Waltham, MA: Elsevier Science.
- Greenstone, J. L. (2011). *Elements of crisis intervention: Crisis and how to respond to them*. Belmont, CA: Brooks/Cole.
- Kelley, T. M. (2004). Reviewing criminal justice baccalaureate curricula: The important of student input. *Journal of Criminal Justice Education, 15*, 219-237. <https://doi.org/10.1080/10511250400085961>
- Linstone, H. A., & Throff, M. (2002). *The Delphi method: Techniques and applications*. Newark, NJ: New Jersey Institute of Technology.
- Madson, M. B., Aten, J. D., & Leach, M. M. (2007). Applying for the predoctoral internship: Training program strategies to help students prepare. *Training and Education in Professional Psychology, 1*, 116–124. <https://doi.org/10.1037/1931-3918.1.2.116>
- Neill, J. (2005). *What is Experiential Learning?* Retrieved from <http://wilderdom.com/experiential/ExperientialLearningWhatIs.html>
- Nelson, M. L., & Friedlander, M. L. (2001). A closer look at conflictual supervisory relationships: The trainees' perspective. *Journal of Counseling Psychology, 48*, 384-395. <https://doi.org/10.1037/0022-0167.48.4.384>
- Reed, J. G., & Carawan, L. W. (1999). Beyond sibling rivalry: Criminal justice internship on a social work model. *Journal of Criminal Justice Education, 10*, 153-170. <https://doi.org/10.1080/10511259900084511>
- Roberts, A. R., & Yeager, K. P. (2009). *Pocket guide to crisis intervention*. New York: Oxford University Press.
- Ross, L. E., & Elechi, O. O. (2002). Student attitudes towards internship experiences: from theory to practice. *Journal of Criminal Justice Education, 13*, 297-312. <https://doi.org/10.1080/10511250200085491>
- Sgroi, C. A., & Ryniker, M. (2002). Preparing for the real world: A prelude to a fieldwork experience. *Journal of Criminal Justice Education, 13*, 187-200. <https://doi.org/10.1080/10511250200085411>
- Side, C., & Mrvica, A. (2008). *Internships: Theory and practice*. New York: Baywood.
- Stichman, A. J., & Farkas, M. A. (2005). The pedagogical use of internships in criminal justice programs: A nationwide study. *Journal of Criminal Justice Education, 16*, 145-179. <https://doi.org/10.1080/1051125042000333523>
- Taylor, D. L. (2012). *Jumpstarting your career: An internship guide for criminal justice*.

- Upper Saddle River, NJ: Pearson Higher Education.
- Wilson, S. Z. (2006). Field education: Linking self-efficacy theory and the strengths perspective. *The Journal of Baccalaureate Social Work*, 12(1), 261-274.