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Volunteer Opportunities in the Criminal Justice Area

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CERTIFICATE OF ORAL EXAMINATION

Susan Pritchard, having been admitted to the Carl and Winifred Lee Honors College in 1987, has satisfactorily completed the senior oral examination for the Lee Honors College on December 1990.

The title of the paper is:

"Volunteer Opportunities in the Criminal Justice Area"


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VOLUNTEER OPPORTUNITIES IN THE CRIMINAL JUSTICE AREA

Susan Pritchard
Honors College Senior Thesis
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Introduction

The popularity of volunteerism and community service is quickly growing. Not only is volunteerism more prevalent in communities, there is also an increased number of college students making volunteer work, not only a part of their lives, but a part of their education (New York Times, 1988). Aronstein (1974) says that "Today we realize as never before that practical citizenship must be the very heart of democratic education." Volunteer work in a student's chosen field can provide valuable and necessary exposure to their area of study. In this paper I will: 1) examine the possibilities of, 2) the involvement in, and 3) the necessity for volunteer work in the criminal justice area for criminal justice majors at Western Michigan University.

I took an interest in this project not only because I am a criminal justice major, but because of my great interest in volunteer work and community service. I have volunteered in many areas, but never in criminal justice before this year. As I approach graduation, I realize that I have had relatively little hands-on experience in my field. Both my interest in criminal justice volunteer work and my feeling that such an experience would be valuable for all criminal justice majors prompted me to examine the problem.

I call it a problem because there is no suggestion or requirement for volunteer work in the undergraduate criminal justice program at WMU. A

certain number of unpaid internships for credit are available for criminal justice programs, but I would like to recommend that a certain number of hours of volunteer work be a strongly suggested part of the criminal justice major/program at Western. This could be done by adding a community service aspect to the current internship program available for varying credit.

I approached this topic in four ways. First, I talked with several persons involved with volunteer work--Martha Means at the Voluntary Action Center, Julie Wyrwa at WMU Student Volunteer Services, and John Ray at the Juvenile Court--to research the following: 1) the volunteer programs available in the Kalamazoo area, 2) how the programs operate and 3) what the volunteer work entails. I posted a compilation of criminal justice volunteer opportunities so that interested students can contact Student Volunteer Services and become involved (see Appendix A).

Secondly, I contacted other schools with criminal justice programs to see which, if any, have volunteer work as a part of the curriculum. I think it is important to know how other schools operate in regards to internships.

Third, I polled WMU criminal justice students, by written questionnaire, to measure their involvement in and awareness of volunteer criminal justice activities. And finally, I volunteered in a criminal justice program in the Kalamazoo area and kept a journal about my experiences and feelings about the program.

The value of volunteer work

The value of volunteer work extends beyond the value to the student in furthering their education. Kohler (1983) says that they [students] are making an impact on others that extends beyond themselves.

For the student, the value goes beyond mere exposure to their chosen field. Volunteer work provides for an active, organizational commitment to service. The student can gain a better understanding of the role the programs play in the community as well as a better understanding of the community in general. More specifically, the student can learn about particular neighborhoods and groups of people within the Kalamazoo area.

The student can also acquire valuable interpersonal skills through volunteering. The skills include: communicating important ideas, counseling those in need, being an effective manager, expressing concerns, learning to speak confidently and listen well. The many skills gained by volunteering are helpful for future situations when demonstrating job competency is necessary. And by offering a service to the community, they develop needed skills and learn their way around the "business." (Kohler, 1983).

Volunteering, whether a few hours, days, weeks or months can provide exposure to possible careers. The volunteer can gain exposure to the work through the direct observation of professionals in the institution or organization.

The volunteer also learns the processes of interviewing and the laws and procedures for hiring and employment. Most importantly, volunteer work allows the student a source for application of their classroom knowledge. The volunteer experience provides the student with an opportunity to expand their education.

It also gives the students a sense of responsibility and challenges them into action for the common good. Volunteering promotes a sense of responsibility for the student because he/she develops self-confidence, organizational and time-management skills. Hanlon (1989) says that service in combination with education provides a sense of accomplishment for students. Volunteerism in combination with an education also says something about a student's sense of caring and desire to help those in need.

National surveys have determined that more than five and a half million people have been involved in criminal justice volunteer work since 1968. These volunteers have prevented some three million convictions and have saved billions of tax dollars that it would cost to pay workers (Leenhouts, 1989). Quality of service increases with volunteer work in the criminal justice area because, unlike paid workers, the volunteer can spend more time working one on one as a role model with persons. For example, a volunteer can take the time to determine what a defendant's problem really is and how to deal with that problem and administrative volunteers can take the time to coordinate those services for the offenders.

Leenhouts (1989) states that "no other practice, procedure or methodology even comes close to the effectiveness of volunteers." For example, when volunteers and probation officers work together, 6 to 12 hours per case, per month can be given in rehabilitative services. With only a probation officer, a mere three to thirty **minutes** can be afforded per month. This limited time consists of supervision instead of working with the offender one on one.

My volunteer experience

One of the aspects of doing a project on volunteer activities in the criminal justice area was discovering what volunteer possibilities are available in the Kalamazoo area. I decided that it was important for me to actually volunteer in a program; not only to give me the exposure I feel to be necessary for my field, but also to understand more about the programs offered in Kalamazoo.

I learned of the volunteer opportunities through three major sources: The Voluntary Action Center, Student Volunteer Services at Western, and Volunteer Services at the Juvenile Court. I compiled a list of existing programs offered for volunteers interested in the criminal justice field and posted it on the bulletin board outside of the criminal justice office. Of the options, I chose to participate in one involving juveniles because of my interest in both juveniles and the juvenile system.

The S.T.O.P. Program

The program I participated in is called S.T.O.P., an acronym for Stop Taking Others Property. It was designed by the Kalamazoo County juvenile court in response to the increasing number of larceny offenses, usually involving retail fraud (formerly called larceny in a building, shoplifting). Court records show that in the majority of the referrals made to the juvenile court for such crimes, the juveniles involved were first-time offenders. The program is meant to prevent those first-time offenders from becoming repeat offenders.

The role of the volunteer includes several duties. Initially, the volunteer must make contact with the minor's family and make an appointment to meet at the minor's home. During the meeting, the volunteer must educate the family about the crime, its impact on the minor (consequences for further incidents), the minor's family and society as a whole. The volunteer must also assess the child's attitude regarding the incident - for example, his/her degree of regret and his/her understanding of the crime and its future consequences. Assessment of the parents' attitudes is also necessary, for example, whether the parent(s) have taken any action at home as a result of the incident.

The program focuses on bringing the whole family together to evaluate the situation. Delinquency normally disrupts traditional social relationships such as the family. However, the S.T.O.P. program attempts to maintain or improve the family relations by involving the family in the action taken regarding the

situation.

The parents' role in the child's life is examined. Importance is placed on the parents' feelings, reactions and the relationship to their child. The S.T.O.P. program volunteer must evaluate aspects of the child by examining what Walter Reckless calls containments (Siegel 1986). The inner containments include self-concept, and goal orientation. Does the child seem to have goals? Outer containments include effective supervision and discipline, reinforcement of norms, values, goals. Do the parents monitor the child's behavior? Has the child been taught what kind of behavior is right and wrong?

A child's internal pulls must also be examined. This includes the degree of rebellion, hostility, discontent or anxiety the child demonstrates. What is the child's attitude regarding his/her behavior? Relatively uncontrollable external pressures like poverty, deprivation and minority status must also be taken into consideration. Lastly, the external pulls such as deviant companions or membership in deviant groups must be weighed during the evaluation. Was the child coerced into behaving this way?

By examining all these factors and determining the child's degree of both the understanding of the crime and remorse for committing the offense, an appropriate evaluation can be made.

One of three choices must be made regarding the case. The volunteer can decide to close the case if it seems the child and guardian/parent(s) have

handled the situation well. With this decision, there is no further court action and the juvenile has no record. Around 90 percent of the cases are handled this way. The volunteer may also decide to put a ninety day hold on the case to see if any further crimes are committed. After three months, if no further incidents have occurred, the child's case will be closed. If the child has been involved in another crime, he/she will be ordered to a preliminary hearing on both charges. The last option is for the volunteer to recommend to put the case through the system. This choice is usually made by the volunteer if either the child or the guardian/parent(s) refuse to meet with the volunteer or are verbally abusive or uncooperative during the visit.

Training

Upon my initial visit to the juvenile court, I met with John Ray, Director of Volunteer Services at the court. I filled out an application that asked for personal references and asked a few personal interest and background questions. I also gave him my driver's license and social security numbers so that he could do a check on my background and criminal record. We scheduled another appointment for my training. My training consisted of going through a 15 page booklet explaining the program, appropriate interviewing tactics, and a breakdown of various types of larceny and the monetary impacts on both the owners and society in general. John Ray then demonstrated different methods of

interviewing and appropriate questions to ask. He told me how to handle the various reactions I might get from parents and children during interviews.

After training was finished, the next step was picking cases. I was referred to Frank Weichline, Director of the Intake Department. In 1989, the S.T.O.P. program volunteers were responsible for a total of 170 first-time offenders whose offenses involved taking property under \$50.00 (Retail Fraud I). In fact, most of the cases I dealt with involved the taking of property valued at much less than \$50.00. None of my cases involved stealing anything over twenty dollars.

The monetary value of the items stolen was not the only factor in common to the cases I chose. I found that although the minors may not have had the same socio-economic backgrounds, they all seemed to have supportive, caring families who were concerned for their child's well-being. Motives for stealing ranged from "wanting to see if I could get away with it" to succumbing to pressure from older friends and relatives.

The interactionist view of criminal behavior seems to explain the reasoning behind the juveniles I dealt with in the S.T.O.P. program. This view holds that 1) people act in accordance with their own idea of reality and their own meanings for certain things, 2) the meaning of things is learned through the positive or negative reaction of others and 3) they redefine and evaluate their behavior according to the learned meanings from others. The interactionist view labels

someone criminal because of a societal definition, not necessarily because the act was inherently evil (Siegel, 1986).

The general attitudes of the juveniles seemed to be fear. For them, it was a scary experience to be arrested and have to explain to a parent or guardian why they had been arrested. By not automatically prosecuting the child, I think that the S.T.O.P. program gives the child a second chance to realize that a mistake was made. The S.T.O.P. experience usually makes a significant impact on the child, due to being temporarily labeled as deviant, so he/she will not repeat their mistake.

The labeling theory, an interactionist view of criminality, explains this idea further. Criminal and deviant acts are defined by societal reactions to the act and the following effects of the act. The juveniles are portrayed as criminal or deviant because others, such as the police, have labeled them as such.

Becoming labeled, as explained by Walter Gove (in Siegel, 1986), can be attributed to several factors. The person may belong to subcultures that expect that certain law-violating behaviors will take place. Conflicting responsibilities or loyalties may lead to the violation of laws to adequately carry out another task. The act could be committed unintentionally due to unawareness of the rules. A final reason suggested, and the most indicative in most the cases I worked with is a person's desire to gain something coupled with a belief that they will not be caught violating the law.

Focus for the labeling theory is not on the motivation for committing the offense, but the consequence of labeling. The label is likely to have an effect on the offender's future. The theory holds that agencies of social control i.e. police, courts, correctional facilities, can produce a stigma as a result of labeling. Sometimes the label is a self-fulfilling prophecy that leads to further crime. The label produces a dramatization of evil where the traits identified with the label are evoked by the person. The offenders self-image is reevaluated to fit the image of a deviant person.

In the case of the juvenile, if he/she is labeled as a delinquent or a criminal, admission to the college of choice, enlisting in the military, or being offered a good job may not be possible. This public condemnation of the offense produce what Harold Garfinkel (in Siegel) calls "successful degradation ceremonies." Siegel (1986) asserts that "Public record of the deviant acts causes the denounced person to be ritually separated from the outside world occupied by citizens of good standing."

I think the S.T.O.P. program does not permanently label the child as a criminal or deviant. Because many of the first-time offenders are young and impressionable, the experience is enough to deter them from committing any further crimes. I think one of the aims of the S.T.O.P. program is to avoid the stigma and negative effects of a criminal label. Through the education by a S.T.O.P. program volunteer about the crime and its consequences, the stigma of a

criminal label and future criminality are avoided.

The responses I received from the children were not what I expected. I had a preconceived notion that the older children would be more concerned because they are closer to the age where the crime they had committed could put them in jail for up to 2 years. However, it was the younger children who seemed most affected.

The general attitude of the parents seemed to be concern and surprise. Most of the parents seemed appreciative that the juvenile system had taken the time to follow through with their child because many children do not think of or believe in possible consequences of crime, especially stealing something worth so little money. One mother, however, was upset and confused because both civil and criminal action was taken. The store where her child was caught stealing agreed to drop charges in exchange for a fine. When the juvenile court followed through with criminal charges, she was somewhat upset because she felt as though the fine was enough action to be taken for her son and her ADC supported family.

There are good reasons to follow through on these cases involving a seemingly small amount of money. Both parents and children seemed surprised with the facts regarding larceny in the United States. It seems unreal that as much as \$37,000 per day is taken from Kalamazoo County alone. In fact, the average family pays up to \$300 per year in price increases to make up for retail

losses. And as an adult, stealing something that costs less than \$100 can result in a jail sentence of up to 93 days. For repeat offenders of Retail Fraud or any larceny, the penalty is up to two years in jail and/or a \$1000 fine.

Volunteering for the S.T.O.P. program did provide me with the sense of working for the common good. I felt as though I was doing something important. The program is run solely by volunteers, and I feel that my contribution is important to both the operation of the program as well as helping to give the juveniles a chance to avoid going through the criminal justice system and being labeled as delinquent or criminal.

The program also made me understand more of what the word responsibility means. The first responsibility was to schedule appointments to meet with the family. However, a more important aspect of the responsibility I have as a volunteer is the power to decide how and why to make a certain choice for the juvenile offender. I have to effectively communicate with the child and the family and assess the situation based on my knowledge and feelings. This requires me to be an effective speaker and listener.

For the first few cases, I felt as though this would be difficult. The first woman I called referred to me as "Honey" on the phone, an indication to me that she thought I was young. I had to learn how to (and convince myself) to speak more assertively to overcome the fear that they would not take me seriously because I felt they thought I was just a "kid". When one woman raised her voice

with me because she thought her son had been mistreated, I had to respond diplomatically and tactfully. Through my volunteer experience, I can say that I have become a more assertive, confident person. I also gained knowledge about the criminal justice system that I could never learn in the classroom.

Although I think the parents in my cases took appropriate actions with their children (grounding, discussions), I think the S.T.O.P. program is successful and worthwhile in dealing with first-time offenders. In the five years it has been operating, somewhere between 150-170 cases have been through the program. Of those cases, there is less than a forty percent recidivism rate according to the program director, Frank Weichline. It is an effective deterrent by exposing juveniles to the realities of the consequences of crime and its impact on both the juvenile and society.

Criminal Justice Programs at Other Schools

In deciding which schools to contact regarding their criminal justice programs, I narrowed the choices down according to geography. I decided to contact ten schools in the Midwest, six of which are in Michigan, three in Indiana and one in Ohio. Only three have mandatory volunteer internships/practicums as a part of the curriculum, although a practicum/internship is available in all programs. Listed below in alphabetical order are the schools that offer, but do

not require an internship/practicum along with a brief description of their program.

Adrian College - Adrian, MI. The student can earn up to twelve hours of the required 34-38 hours needed for graduation through an internship. Students have opportunities to intern with police departments, local juvenile centers, community action centers, local counseling agencies, the Chicago Urban Life Center and a family planning agency in Toledo, Ohio.

Eastern Michigan University - Ypsilanti, MI. The students can earn three credits by working 8 hours a week for 15 weeks in a government, private agency, business, or advocacy program. Students also attend scheduled seminars, keep logs and complete several small exercises. The student must be a junior or senior and have a minimum G.P.A. of 2.75.

Indiana University - Bloomington, IN. Junior and senior students can receive 3 credits for working 10 hours per week and submitting a 10 page paper on the experience. Some of the internship opportunities include: Middleway House, Monroe County Sheriff's Office, the Public Defender's Office, and the Prosecutor's Office.

Michigan State University - East Lansing, MI. Senior level students can work 10-40 hours per week for one semester to earn 3 to twelve credits toward their major. MSU offers placement in 50 states in a variety of agencies for over 200 students each year.

Purdue University - West Lafayette, IN. Senior level students serve as an intern for one day per week or its equivalent under the supervision of agency personnel. Students meet once a week to discuss the application of research findings to field problems. Students can earn up to four credits.

University of Detroit - Detroit, MI. At the University of Detroit, students who are interns have a 90 hour supervised experience under the direction of a faculty member.

Of the ten schools contacted, only three have a requirement for an internship.

Ball State University - Muncie, IN. Of the twenty-four hours of required core credits for the criminal justice major, nine are to be internship credits. Students with senior standing are assigned full-time under field supervision in one of a variety of criminal justice settings.

Bowling Green University - Bowling Green, OH. Along with the various courses required for students to complete a major in criminal justice, a 480 hour internship in one or two agencies of the students choice must be completed. The student earns twelve hours of credit.

Calvin College - Grand Rapids, MI. The 1990-91 academic year is the first year for the required internship for criminal justice majors. Previously, it was an elective. Time spent observing and volunteering and senior standing are the prerequisites for the internship.

I decided to call the criminal justice advisor at Calvin, Ted Rottman, to find out more details about their program. Previously, the internship program had been optional as a part of the completion of the requirements for a major in criminal justice. However, the advisors for the program felt that the exposure was valuable and necessary so they created a new aspect to the major - a mandatory unpaid internship.

At the end of the junior year, criminal justice majors are required to do some observation of the criminal justice system in preparation for the internship in their senior year. The students are then required to take 1 unit per semester as internship credit after doing their field observation. All the placements are made by the criminal justice department. They are placed in many areas, usually courts or law enforcement. This program is still in the process of transition so an evaluation of the change in requirement at Calvin has not been made as of yet. The advisor did feel that the internship would be important for the students.

In both the mandatory and optional internship programs, a variety of options are available. The schools offer anywhere from three to twelve credits, depending on the program. Though most of the programs are not required, these internships seem to be considered an important part of the criminal justice major.

Survey of volunteerism related to criminal justice

In the interest of documenting the extent of criminal justice students'

involvement in volunteer work, Hanlon (1989) says that there are four steps to follow. First is defining what to document. I documented student participation in criminal justice volunteer activities through my questionnaire (see Appendix B). Second and third are identifying and recording volunteer participation. I have also done these by questionnaire. Finally, Hanlon (1989) suggests that experiences be reported to a volunteer services office. Not only does the documentation of activity provide statistics about the involvement presently, it can help Student Volunteer Services in evaluating past involvement, assess the programming so that planning for any needed improvement can be taken into account. Hanlon (1989) believes that this will be important also because in requiring volunteer work of criminal justice students, the programs must be responsive to the volunteer and the community to be successful.

Sampling Method

Due to the poor return rates of surveys sent by mail and the extensive time phone surveying can take, I decided to distribute my surveys in several upper-level criminal justice classes. The survey was designed to take about 10 minutes and could easily be distributed and collected in classes. The number of registered persons in those classes exceeded the number of usable surveys. I can attribute this to the fact that attendance was low due to the proximity to Thanksgiving break and that many of the same students were in all of the classes

surveyed. Of the surveys I distributed, 108 were usable. This constitutes approximately one quarter of all criminal justice majors. Because the sample is relatively small, statistics may not be accurate enough to make generalizations about the entire population of upper-level criminal justice majors.

Overview of the Sample

My sample consisted of .9% freshman, 2.8% sophomores, 49.5% juniors and 46.7% seniors. The survey was written in the interest of documenting upper-class, criminal justice majors' input, therefore the representation of the various classes was adequate. Fifty-seven percent of the sample are males and 42 percent female (1.8 percent missing data). Almost nineteen percent of my sample are African-Americans, a possible over-representation in regards to the entire population of the University. Seventy-four percent are Caucasian, two percent Asian/Pacific Islander, or Oriental and almost five percent Other (1.9 percent missing data).

The primary purposes of this survey were to 1) determine awareness of volunteer possibilities, 2) determine involvement in volunteer work and 3) determine interest in volunteer work. The data in my survey show that 24.1% of criminal justice majors are aware of the volunteer possibilities in Kalamazoo. Only 19.4% of students are aware of the Student Volunteer Services Office at Western and a mere 4.6% of the students know about the Voluntary Action

Center in downtown Kalamazoo.

Of the students in my sample, 48% have ever volunteered. Of those who have ever volunteered 54 percent are female, about 46 percent male.

Surprisingly, due to apparent lack of awareness of possibilities in the area, 71.4 percent of all the students who volunteered did it sometime during their college years (see Table 1). Breakdowns of how often males versus females volunteer can be seen in Table 2.

Table 1.

V5		HOW RECENTLY			
Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
THIS SEMESTER	0	15	13.9	26.8	26.8
SPRING OR SUMMER 199	1	6	5.6	10.7	37.5
WINTER 1990	2	9	8.3	16.1	53.6
PREVIOUS COLLEGE SEM	3	10	9.3	17.9	71.4
HIGH SCHOOL	4	14	13.0	25.0	96.4
BEFORE HIGH SCHOOL	5	2	1.9	3.6	100.0
	.	52	48.1	MISSING	
	TOTAL	108	100.0	100.0	

Table 2. Crosstabulation of V6 HOW OFTEN A VOLUNTEER
By V14 SEX

V14-	Count Col Pct	V6		Row Total
		MALE	FEMALE	
		0	1	
V6				
WITHIN MONTH	2	10 32.3	12 48.0	22 39.3
A FEW TIMES A YR	3	7 22.6	10 40.0	17 30.4
ONCE YR OR LESS	4	14 45.2	3 12.0	17 30.4
	Column Total	31 55.4	25 44.6	56 100.0

30.4% of the students who have volunteered have done so in an area related to criminal justice. This constitutes only 15.4% of the total sample. However, 71.7% of the total sample feel that a mandatory internship involving community service for the completion of a major in criminal justice at Western would provide valuable exposure. The survey results showed that volunteering related to criminal justice may be related to the student's grade point average. More than half of all the students who have volunteered related to criminal justice have grade point averages above a 3.0. However, 81.1% of the entire sample said they were interested in volunteering related to criminal justice.

The first two open-ended questions in my survey were designed for the respondent to give more in depth answers as to where they volunteer and what they feel was gained through their experience. Areas that persons in my sample

have volunteered in include: Big Brothers/Big Sisters, Special Olympics, working at a summer camp for delinquent boys, working at the juvenile court and its diversion programs, serving as a reserve police officer, tutoring at Academy Hall (a halfway house for juveniles), working with the Victim's Assistance Program, the Domestic Assault program and Sexual Assault program in Kalamazoo. A summary of the reasons for volunteering and input about what the volunteers gained from their experience are listed in Table 3.

Table 3.

<u>REASON</u>	<u>NO. OF RESPONDENTS</u>
Ability to work with and help people	9
Feeling of self-worth and satisfaction	7
Valuable field experience	7
Understanding people and their needs	2
Resume padding	1
Fun and Friends	1

A final open-ended question was aimed at determining why some of the respondents do not volunteer. The most consistent response to this question (62%) was time constraints due to any combination of school, work, extra-curricular activities, and family demands. Thirty-one percent of the respondents stated that their reason for not volunteering was due to a lack in

information about the possibilities. From this, it could be inferred that if volunteer possibilities and agencies were made more apparent to students, the amount of volunteer work may increase because as stated above, the interest in such programs does exist.

For those students who listed time constraints as a reason for not volunteering, it is possible that they may have over-calculated the time that volunteer work would require. A survey conducted by Hembroff and Zonia (1990:32) expresses this idea further. They found that both volunteers and non-volunteers spent approximately the same amount of time per week on class, homework, work and other paid services. Hembroff and Zonia found that

While many non-volunteers claimed that a shortage of time or scheduling difficulties prevented them from volunteering at a time, the average time obligation of non-volunteers was no greater than that of volunteers.

Overall, students volunteer because they feel it is a valuable, helpful experience that contributes to feelings of self-worth. For students who have not volunteered, time constraints are given as the primary reason for choosing not to volunteer.

Conclusion

Through my survey results, it has been generally established that there is interest in volunteer work related to criminal justice (81.1%) as well as a belief that a mandatory internship involving community service would be valuable for criminal justice majors (71.7%). The opportunities must be made known to students because there is so little awareness of possibilities. If community service opportunities available for varying credit are formally encouraged to students, it would not only help to further meet the needs of the community, but enhance the student's education. As is with the current internship program at WMU, student volunteers should meet weekly or bi-weekly, as coordinated by either faculty or Student Volunteer Services, to discuss experiences.

There are several factors to consider in determining whether a strongly urged criminal justice internship program would be possible. First is the logistical problem - can all the students be placed? If there are approximately 400 criminal justice students, and approximately 100 volunteer at a time i.e., students volunteer in a specific year in school and all years have the same number of students, then there should be enough internship opportunities. The Kalamazoo area has many internship possibilities, certainly as many as the areas around Bowling Green and Muncie, towns of comparable size to Kalamazoo. It

is possible that more programs could be implemented if agencies in the area knew there would be more students volunteering due to the addition of community service aspect (with varying credit) to the internship program.

A second question is whether students have enough time to commit to internships. Students typically expect to graduate in four years, interning for 10-40 hours a week, on a volunteer basis, can deprive students of needed classroom time. However, with careful planning it is possible. Programs such as the S.T.O.P. program in which I volunteered do not require a set schedule. It should be noted that problems do occur if students are expected to commit a certain amount of time to a volunteer program. A year, for example, would be difficult because it may be impossible for a student to stay in the Kalamazoo area during the spring or summer.

The question remains whether a strongly suggested volunteer program with varying credit would be too difficult to implement. I conclude that such a program is possible with the help of agencies such as the Voluntary Action Center and WMU Student Volunteer Services. Assignment of volunteer placements could be handled by those agencies, with faculty advisors determining credit options. In addition, the criminal justice department's process of assigning internships would remain a viable option for those majors who are able to commit 16 hours per week, as is currently required to receive internship credit.

Although implementing volunteer work/internships as a part of the criminal justice curriculum would take time and organization, it would be a valuable addition. After examining internship programs at other schools and discovering many different formats, a program like Calvin's involving both observation and hands-on experience seems like a suitable approach.

Many other programs at WMU currently require internships/community service as a part of the major. Most of the majors listed under Consumer Resources and Technology require a class called Field Experience for one to three credits in which the student gets experience in their chosen area with departmental supervision. An addition to the criminal justice major suggesting community service for criminal justice majors involving a program of this type or a program like Calvin's involving observation and hands-on experience would be an appropriate addition to the criminal justice major.

There are currently many options available for criminal justice students through the internship program. However, for those who have less time to commit, a community service placement could be possible. There are limited internship possibilities through the department, but there are abundant opportunities and needs in the Kalamazoo community for volunteers in the field of criminal justice.

Through my volunteer experience I have gained knowledge I could never have learned in the classroom. I learned to become more assertive and deal with

people more effectively. Some programs, such as the S.T.O.P. program, are run solely on volunteers so for that reason it is important for the system to have volunteer workers. Volunteer work is important for the volunteer because he/she learns to help others, be responsible, and contribute to feelings of self-worth. Volunteer work provides students valuable exposure to the field while developing their job competencies and interpersonal skills by building a bridge between theory and practice.

Bibliography

Aronstein, Laurence W. and Edward G. Olsen, Action Learning: Student Community Service Projects. Washington D.C.: Association for Supervision and Curriculum Development, 1974. 37 pp.

This is a small booklet on community service projects. It is broken down into three parts: 1) planning, 2) implementing and 3) evaluating the projects. Use for some reference.

David, Anne, A guide to Volunteer Services. New York: Cornerstone Library Publications, 1970. 191 pp.

This book was written by a person with extensive volunteer experience. It addresses questions about volunteers locally and nationally in areas such as education and medicine.

"For Student Volunteers, a Dual Role on Campus." The New York Times, February 10, 1988, p.16N, 89L, col.1.

An article stressing the increase in college students doing more volunteer work. It also stresses the value of combining community service with a college education.

Hanlon, Ed. "Effective Volunteer Group Leadership." Voluntary Action Leadership, pp.24-26, Spring 1989.

This article has broken down volunteer group leadership into eight steps. It helps define what makes the existing programs work so well by examining the group relations and motivations. Useful reference.

Hanlon, Ed. "Documenting Volunteer Participation." Voluntary Action Leadership, pp.20-22, Spring 1989.

This article breaks down the steps for reporting volunteer work in a community into four steps: 1) Defining, 2) Recording participation, 3) Collecting data and 4) Reporting to volunteer services. This should be extremely helpful for surveying volunteers.

Hanlon, Ed. "Ten Principles to Guide Successful Volunteer and Community Service Programs." Voluntary Action Leadership, pp.28-29, Summer 1989.

This article is very short and does not contain much information. The useful part concerns the principles of good practice combining volunteer work and learning, such as the case for college volunteers.

Hembroff, Larry A. and Susan C. Zonia. "Campus Compact Survey of Student Volunteer Activity Final Report: 1989-1990."

This study was conducted by the Center for Survey Research at Michigan State University. It measures the amount of volunteer work in some private and public Michigan schools.

Kohler, Mary Conway, Young People Learning to Care: Making a Difference Through Youth Participation. New York: Seabury Press, 1983. 120 pp.

A book about youth learning to care and making a difference in their community. It includes the definition and value of youth participation as well as organizational techniques for overseeing groups.

Leenhouts, Judge Keith. "Volunteers in Prevention, Probation, and Prisons, Inc." Published by Judge Leenhouts office, Royal Oak, Mi., Jan 1989.

Updated information on a pilot program in Michigan designed to stimulate citizen involvement in the juvenile and criminal justice programs. Described are reasons for the program and the positive results of the program based upon a comparison of a city with the program to a city without the program.

Moskos, Charles C., A Call to Civic Service. New York: The Free Press, 1988. 226 pp.

This book was written in regards to national service being a citizen's duty. A large portion of the book is irrelevant to my research, but the chapters on Youth Service at State and Local Level and Education and National Service are helpful.

National Association on Volunteerism in Criminal Justice. Guidelines for an Effective Design and Management of Volunteer Involvement in Juveniles and Criminal Justice. Milwaukee, WI, 1988. 77 pp.

A manual on volunteerism in the juvenile and criminal justice areas. It includes the philosophy of volunteerism, guidelines and training of criminal justice personnel. It gives examples of volunteer involvement. A good resource for criminal justice volunteer programs and the way they work.

Public Leadership Education. Dayton, Ohio: the Charles F. Kettering Foundation, 1990. 36 pp.

A collection of articles about volunteer work/civic service in combination with education.

Siegel, Larry J., Criminology, second edition. St. Paul, MN: West Publishing Company, 1986. 608 pp.

An informative text that outline criminological theory about behavior, punishment, and crime in general.

Service-Learning: A Guide For College Students. Washington D.C.: National Center For Service Learning, 1980. 100p.

A book discussing the importance of service learning. It helps to determine interest and availability, planning and project initiation. It serves almost as a workbook used to decide on a service learning project related to field of study.

Volunteer: Crime Victim Assistance, published by the prosecutor's office, Kalamazoo County, July 1988.

A pamphlet describing a criminal justice volunteer program in the community of Kalamazoo. It describes the role of the volunteer in victim and witness services.

APPENDIX A

VOLUNTEER OPPORTUNITIES IN THE KALAMAZOO AREA

***IF YOU ARE INTERESTED IN ANY OF THESE POSITIONS CONTACT STUDENT VOLUNTEER SERVICES AT 387-3230.

KALAMAZOO COUNTY JUVENILE AND PROBATE COURT
ADDRESS: 1400 GULL ROAD

TITLE OF VOLUNTEER POSITION: CASA (COURT APPOINTED SPECIAL ADVOCATE)

MINIMUM AGE: 21

DESCRIPTION OF DUTIES: MEET WITH NEGLECTED CHILDREN ON A REGULAR BASIS, MAINTAIN CONTACT WITH FOSTER PARENTS, TEACHERS, CASEWORKERS AND ATTORNEYS AND FILE WRITTEN REPORTS WITH THE COURT.

MINIMUM COMMITMENT: 1 YEAR

TRAINING/BACKGROUND: 23 HOURS OF TRAINING

TITLE OF VOLUNTEER POSITION: FRIENDSHIP PROGRAM

MINIMUM AGE: 18

DESCRIPTION OF DUTIES: ACT AS A RESPONSIBLE ROLE MODEL WHILE SHARING ACTIVITIES, DISCUSSION, AND SOMETIMES TUTORING YOUNG (9-12) DELINQUENT OFFENDERS.

MINIMUM COMMITMENT: 2-3 HOURS PER WEEK FOR 6 MONTHS TO ONE YEAR

TRAINING/BACKGROUND: 6 HOURS OF TRAINING OVER TWO EVENINGS

AND SWEARING IN PROCEDURE

TITLE OF VOLUNTEER POSITION: PROBATE ADVOCATE

MINIMUM AGE: 21

DESCRIPTION OF DUTIES: TO WARD UNDER GUARDIANSHIP OR CONSERVATORSHIP THROUGH THE PROBATE DIVISION. WILL HELP GUARDIANS IDENTIFY COMMUNITY SERVICES AND AID WITH KNOWLEDGE OF LEGAL REQUIREMENTS.

MINIMUM COMMITMENT: 1 YEAR

TRAINING/BACKGROUND: 9 HOURS OF TRAINING

TITLE OF VOLUNTEER POSITION: S.T.O.P. (STOP TAKING OTHERS PROPERTY) VOLUNTEER

MINIMUM AGE: 20

DESCRIPTION OF DUTIES: TO MAKE APPOINTMENTS TO VISIT THE HOME OF A RETAIL FRAUD OFFENDER TO EDUCATE THE FAMILY ABOUT THE CRIME AS WELL AS MAKE AN ASSESSMENT OF THE MINOR'S ATTITUDE AND BEHAVIOR TO FILE IN A REPORT THAT SPECIFIES ONE OF SEVERAL ALTERNATIVES FOR COURT ACTION.

MINIMUM COMMITMENT: NONE

TRAINING/BACKGROUND: 6 HOURS OF TRAINING

TITLE OF VOLUNTEER POSITION: TUTOR

MINIMUM AGE: NONE

DESCRIPTION OF DUTIES: TUTOR AND SUPERVISE DELINQUENT YOUTHS SUSPENDED FROM SCHOOL OR FAILING CLASSES.

MINIMUM COMMITMENT: 1 SEMESTER; (ENOUGH VOLUNTEERS NEEDED

MINIMUM COMMITMENT: 1 SEMESTER; (ENOUGH VOLUNTEERS NEEDED TO SET UP A ROTATING SCHEDULE TO COVER PARTS OF ALL FIVE WORK DAYS)

TRAINING/BACKGROUND: 1 HOUR OF TRAINING WITH DIRECTOR AND SUPERVISOR

TITLE OF VOLUNTEER POSITION: VOLUNTEER PROBATION OFFICER

MINIMUM AGE: 21

DESCRIPTION OF DUTIES: TO PROVIDE ROLE MODELING, EXTRA ATTENTION, AND ASSESSMENTS OF A MINOR PLACED ON PROBATION.

MINIMUM COMMITMENT: 1 YEAR

TRAINING/BACKGROUND: 6 HOURS OF TRAINING AND A CRIMINAL RECORDS CHECK

KALAMAZOO EASTSIDE NEIGHBORHOOD ASSOCIATION
ADDRESS: 1426 EAST MAIN

TITLE OF VOLUNTEER POSITION: CRIME PREVENTION ASSISTANT

MINIMUM AGE: 18

DESCRIPTION OF DUTIES: ASSIST ENA DIRECTOR AND NEIGHBORHOOD LIAISON OFFICER IN ORGANIZING NEIGHBORHOOD WATCH AND NEIGHBORHOOD CRIME PREVENTION MEETINGS.

MINIMUM COMMITMENT: TIMES TO BE DETERMINED

TRAINING/BACKGROUND: BACKGROUND IN SOCIOLOGY, CRIMINAL JUSTICE OR RELATED FIELD.

LEGAL AID BUREAU OF SOUTHWESTERN MICHIGAN
ADDRESS: 201 WEST KALAMAZOO AVENUE

TITLE OF VOLUNTEER POSITION: OFFICE AIDE

MINIMUM AGE: 18

DESCRIPTION OF DUTIES: ASSIST ATTORNEYS, PARALEGALS AND SUPPORT STAFF IN CASE AND DOCUMENT FILING; ASSIST IN GENERAL OFFICE WORK AND/OR PARALEGAL ACTIVITIES AND CASE PREPARATION. SOME RESEARCH AND CLIENT SERVICE POSSIBLE, DEPENDING ON EXPERIENCE.

MINIMUM COMMITMENT: OPEN

TRAINING/BACKGROUND: WILL BE TRAINED BY ATTORNEYS OR PARALEGALS.

**YWCA DOMESTIC ASSAULT PROGRAM
ADDRESS: 353 EAST MICHIGAN**

TITLE OF VOLUNTEER POSITION: OPEN

MINIMUM AGE: 18

DESCRIPTION OF DUTIES: WIDE RANGE OF ACTIVITIES FROM ASSISTING WITH CLIENT NEEDS TO SORTING DONATED TOYS AND CLOTHING; POSITIONS DETERMINED BY PREVIOUS EXPERIENCE AND AREA OF INTEREST.

MINIMUM COMMITMENT: NEGOTIABLE

TRAINING/BACKGROUND: MUST HAVE INTEREST IN THE DYNAMICS/PROBLEMS OF DOMESTIC VIOLENCE; TRAINING PROVIDED.

**YWCA SEXUAL ASSAULT PROGRAM
ADDRESS: 353 EAST MICHIGAN**

TITLE OF VOLUNTEER POSITION: SUPPORT SERVICES WORKER

MINIMUM AGE: 18

DESCRIPTION OF DUTIES: TAKE ON-CALL SHIFTS AS A SUPPORT/CRISIS INTERVENTION WORKER. CARRY A BEEPER AND BE AVAILABLE TO GO TO HOSPITAL, POLICE STATION, COURT, PROSECUTOR'S OFFICE. PROVIDE CRISIS INTERVENTION SERVICES, INFORMATION, AND REFERRALS TO VICTIMS OF SEXUAL ASSAULT AND THEIR FAMILIES AND FRIENDS.

MINIMUM COMMITMENT: 2 TO 3 SHIFTS PER MONTH FOR SIX MONTHS.

TRAINING/BACKGROUND: 30 PLUS HOURS OF EMPATHY TRAINING COMBINED WITH INFORMATION ABOUT SEXUAL ASSAULT, IN-SERVICE, AND THE MEDICAL/CRIMINAL JUSTICE SYSTEM.

TITLE OF VOLUNTEER POSITION: "YOU ARE SPECIAL VOLUNTEER"

MINIMUM AGE: 18

DESCRIPTION OF DUTIES: PRESENT THE "YOU ARE SPECIAL" PROGRAM TO CHILDREN AGES 4 TO 13 IN THE KALAMAZOO AREA SCHOOLS AND PROVIDE THEM WITH INFORMATION REGARDING THE PREVENTION OF SEXUAL ASSAULT. A PARENT COMPONENT AND A PROGRAM FOR MIDDLE AND HIGH SCHOOL STUDENTS ARE ALSO PRESENTED.

MINIMUM COMMITMENT: 2 TO 3 SESSIONS PER MONTH FOR 9 MONTHS

TRAINING/BACKGROUND: 18 HOURS OF TRAINING, INCLUDING CONTENT TO CHILDREN AND PARENTS, AND EMPATHY SKILLS TRAINING.

VICTIM ASSISTANCE PROGRAM
ADDRESS: 227 WEST MICHIGAN AVENUE

TITLE OF VOLUNTEER POSITION: VICTIM ASSISTANCE VOLUNTEER

MINIMUM AGE: 18

DESCRIPTION OF DUTIES: TO HELP VICTIMS RETURN TO THEIR NORMAL WAY OF LIFE; TO PROVIDE INFORMATION, SUPPORT AND AID IN APPEARING IN COURT, IF NECESSARY.

MINIMUM COMMITMENT: NEGOTIABLE

TRAINING/BACKGROUND: TRAINING WILL BE PROVIDED

APPENDIX B

SURVEY OF VOLUNTEER ACTIVITIES IN CRIMINAL JUSTICE

THIS SURVEY IS BEING USED FOR AN INDIVIDUAL PROJECT. THE INFORMATION OBTAINED FROM THIS SURVEY WILL ONLY BE USED IN THE PROJECT. PLEASE ANSWER QUESTIONS WITH NUMBERED ANSWERS ON THE SCAN SHEET PROVIDED. PLEASE NOTE THAT THE NUMBERED ANSWERS START WITH 0. THIS SHEET CAN BE USED FOR THE OPEN-ENDED QUESTIONS. PLEASE DO NOT INCLUDE YOUR NAME.

1. Are you aware of volunteer possibilities in the Kalamazoo area?
 0. no
 1. somewhat
 2. yes

2. Are you aware the Student Volunteer Services office at Western?
 0. no
 1. somewhat
 2. yes

3. Are you familiar with the Voluntary Action Center in Kalamazoo?
 0. no
 1. somewhat
 2. yes

4. Have you ever volunteered or done any community service?
 0. no (skip to question #10)
 1. yes

5. How recently did you volunteer?
 0. during this semester
 1. during Spring or Summer session (1990)
 2. during last semester (Winter '90)
 3. in a previous college semester
 4. in high school
 5. before high school

6. Generally, how often do you do volunteer work?
 0. once a week
 1. once every two weeks
 2. once a month
 3. a few times a year
 4. once a year or less

7. Have you ever volunteered in an area related to criminal justice?
 0. no
 1. yes

8. If yes, what was your volunteer experience?

9. What do you think you gained by volunteering?

(SKIP TO QUESTION 11)

10. If not, are there any special reasons why you have not?

11. Do you think a mandatory internship involving volunteer work for completion of a criminal justice major would provide valuable exposure to the criminal justice field?

- 0. no
- 1. yes

12. Would you be interested in doing volunteer work related to criminal justice?

- 0. no
- 1. yes

13. What is your year in school?
0. freshman
 1. sophomore
 2. junior
 3. senior
14. What is your sex?
0. male
 1. female
15. What is your racial/ethnic group?
0. Afro-American
 1. Asian/Pacific Islander/Oriental
 2. Caucasian
 3. Hispanic
 4. Other
16. What is your cumulative G.P.A.?
0. 1.5-1.99
 1. 2.0-2.49
 2. 2.5-2.99
 3. 3.0-3.49
 4. 3.5-4.00
17. How many credit hours are you taking this semester?
0. 1-2
 1. 3-6
 2. 7-9
 3. 10-12
 4. 13-15
 5. 16-18
 6. more than 18