

# Program of Instruction for Criminology Internship Course at Mountain Province State University

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**ABSTRACT:** *This study examines the instructional program for the criminology internship course, specifically (1) the experiences of the intern coordinator and the intern supervisors, (2) the instructional program to be developed for school-based settings, and the partner agencies. The study was conceived due to the lack of an instructional program. The data collection method was interview approaches, A qualitative technique to analyze the data. findings indicated that the intern coordinator's experience involves administrative duties and problem-solving, whereas partner agencies share the responsibilities, challenges, issues, and concerns related to internship implementation. The instructional program to be developed for schools aligns with the requirements for the intern's deployment to partner agencies, whereas the instructional program for the partner agencies differs due to the specific nature of their work and functions. The instructional program functioned as a guide by coordinating activities to be conducted during the entire internship period. The proposed recommendations are; Develop a formalized Program of Instructions (POI). A partnership with the collaborating agencies to establish a cohesive and improved institutionalized instructional program for each agency; A foundational document on the program of instruction (POI) provided to partner agencies.*

**KEYWORDS:** *Criminology Internship, Experiences, MPSU, program of instruction,*

## I. INTRODUCTION

### Background of the Study

Internship courses provide students a taste of what it's like to work in a professional field. Criminology interns on the job for the "On the Job Training" (OJT) is like a mirror of the school they are affiliated. They embody the concept of service within the law enforcement framework, as they fulfill their obligations and responsibilities during their daily interactions with agencies and the community for the entirety of their internship program.

As students, they learned how to figure out how valuable their ideas are in a real-world setting during the internship course. They also learned how to use free help from partner agencies, see how well they can apply what they learned in school, and strengthened ties between schools and law enforcement agencies similar to what Schrink mentioned in his 1978 study. The purpose of an internship in criminology is to learn more about how law enforcement works and how it affects how people act in society while also getting some hands-on experience in the subject. The internship helps students improve and build on the analytical abilities they learned in class. Also, when they are at their internships, they are in a professional setting. (Garcia, 2011).

It is important to have a good internship course for the institution's criminology program, (Narra, 2014). However, it takes some judgment to accept institutionalization of the program of instruction so that it can run

more smoothly, systematically, and efficiently. Something that is good for the student interns, the school, the course coordinator, and the people from the many agencies who are in charge.

Internship programs are comparable in practically every sector, whether they are local or worldwide. The University of Cabrini in Pennsylvania, USA, has a Department of Criminology and Sociology that offers internships for juniors and seniors. While other prerequisites are being met and followed before the actual internship, instructions for the junior internship are being made (Cabrini University Manual, 2020).

Similar to Bond University in Queensland, Australia, the Criminology Department offers internships to academically successful students who have completed the necessary prerequisites, including "prior knowledge." This means that the prospective intern must have gone through a series of related orientation activities, instructions, and other requirements before the intern coordinator approves the student's enrollment in the actual internship (Watt, 2019).

Many colleges and universities in the Philippines offering a course on criminology have adopted and put into action a program of instruction for their internship courses. For example, the Western Mindanao State University (WMSU) College of Criminal Justice Education makes sure that all of the requirements are in place before students can enroll in OJT. Prior activities encompass adherence to instructional programs, orientation, organizational tasks, physical fitness training, seminars, and other pertinent activities.

Bonila's (2025) study found that the implementation of a program of instruction significantly contributed to personal development by enhancing core values, attitudes, and professional growth, particularly in administrative and field operational skills.

A similar study by Balares (2025) examined the experiential learning and workplace satisfaction of criminology interns during their internship in the tri-bureaus, reporting high levels of workplace satisfaction. Key factors contributing to the successful learning of student interns included mentorship, effective communication, relevant training, career guidance, and proper implementation of the program of instruction.

Heyrosa's (2025) study on criminology students' experiences during an internship program found that a structured program of instruction, immersive field exposure, and supportive environments improve students' skills and readiness. This led to recommendations for improving curricula, encouraging partnerships between schools and agencies, and promoting holistic, competency-based training.

The University of the Cordillera (UC) uses the history of excellence and a program of daily activities to guide the implementation of its internship program. These will make sure that learning is fun and easy to execute and effective, (Cawi. 2024).

Additionally, in the course of police and military operations, instructions are integral to their workplace routine. Consequently, when troops are dispatched for a mission, operation, or related activities, instructions are clearly specified, including what actions are to be taken, who is responsible, the execution timeline, the location of the activity or mission, the mission's objective, and the procedural steps to be followed (PNP Manual, 2013).

The sagacity of this study deems it prudent to adopt in this era of innovation, trends, and efficacy for the optimal benefit and convenience of all stakeholders involved. It should be noted that the prior internship courses during the last many years were conducted without a formal instructional curriculum. Because of this, it is clear that the unstructured activities put the burden on handlers to come up with their own ideas for how to execute jobs that are handed to them at random.

It can be noted in the Philippine setting, among others, that internship programs have been carried out inadequately in the absence of an educational framework. As a consequence, the execution of the internship is very unstructured like in Mountain Province State University (MPSU), in the course of which the participants have to formulate their own approach. As a result, the lack of an educational framework can generate the need to execute the internship program in an uninteresting manner or in duplication in order to have varied outputs despite the lack of significant conceptual development to make the participants more prepared for the workforce.

## **II. Theoretical and Conceptual Frameworks**

In the study, the Experiential Learning Theory (Kolb, 1984) serves as the basic paradigm underpinning the explanation of how the criminology interns increase their knowledge and develop their professional skills in

the internship program based on practical experience. The study explains how the reflective practice, active experimentation, concrete experience, and abstract conceptualization lead to impressive learning results under the impact of positive interactions between the criminology interns, the program coordinators, and the partner organizations.

The Organizational Learning Theory, proposed by Argyris and Schön in 1978, describes how organizations, like higher education and its cooperating partners, and individuals within those organizations, like coordinators and cooperating partners, can adjust and improve their methods by drawing upon a shared body of knowledge and the reflective process.

At this juncture, the delivery component of the institutions' educational mission, values, and theory of learning complement the program of instruction for the criminology interns, which shall be designed around "what a student should learn" and "how a student can best learn." It shall be an interactive system of instruction and learning with specific goals, contents, and strategies. The desired outcome shall be the successful transfer and development of knowledge, skills, and attitudes.

With the above-mentioned justification, the criminology interns shall be prepared and ready for the course. Being ready states that learning will be more certain to occur—and more efficiently accomplished—if the learner is ready to tackle the task at hand (Hall, 2019).

### **Statement of the Problems**

The study would like to explore the program of instruction for criminology internship of MPSPC particularly the following problems;

1. What are the experiences of the internship coordinator and the partner agencies in implementing the internship course for criminology?
2. What are the programs of instruction to be developed for the criminology internship course at the school base instruction phase?
3. What are the programs of instruction to be developed for the criminology internship course for agencies base instructions phase? Considering;
  - a. PNP
  - b. BFP
  - c. MPDJ

### **Significance of the Study**

The importance of this study can be found in its potential contribution to upgrading the quality and importance of the criminology internship program for MPSU.

Moreover, the school and agency-based learning will help to form curricula tailored to meet the needs of students and to partner with agencies such as PNP, BFP, and MPDJ to provide learning for students that will result in competent and adequately prepared graduates from Criminology courses once they have finished their internship.

In short, this research study will benefit the body of knowledge in the field of criminology education and internship programs, as well as influence the development of educational and law enforcement partnerships.

## **III. RESEARCH METHODOLOGY**

### **Research Design**

This study was conducted using the guidelines of qualitative research approaches. This method embraces openness and thus utilizes means such as in-depth and focus group interviews and participant observation (Lim, 2024). In this light, the research study shall make use of an interview technique as a method of the data-gathering activities. The qualitative aspect provided in-depth discussion regarding the experiences of the intern coordinator and the partner agency as well as its implication for the formulation of a program of instruction.

### **Locale and Participants of the Study**

The investigation was conducted in Bontoc, Mountain Province. The partner agencies where criminology interns complete their "On the Job Training (OJT)" were located in the vicinity.

The agencies' base instructions pertained to the prescribed plans of activities, instructions, and undertakings to be performed by the students when assigned to the agency concerned. The agencies available in the locality included the Philippine National Police, Bureau of Fire Protection, and the Mountain Province District Jail. The participants included only personnel from the mentioned agencies, particularly those who were directly involved in the internship as handlers and mentors. For the interview and focus group discussion, three (3) participants from each agency were sufficient to supply the necessary information.

### Data Gathering Procedure

The data gathering undertaking was carried out in order to ensure the collection of all the crucial data required in the formulation of the instructional program. The participants, who belonged to the different agencies, were selected first. Then the purpose of the research study was conveyed to the participants via the proper channel. The undertakings were made easy by taking into account convenient timings as well as locations for the execution of the data gathering. A personalized instructional format designed for the different agencies by the researcher was to be filled in by the research participants. The format served as the background for the interviews, in which the researcher made it sure that the data provided by the research participants was comprehensively explained. Moreover, formulation of efficient instructional programming regarding the agency as well as academy-based teaching phases in educational institutions like the PNP-MPPPO, BMPS, BFP, as well as MPDJ agencies were also included.

Below is a conceptual flowchart for the data gathering procedure based on the described process:

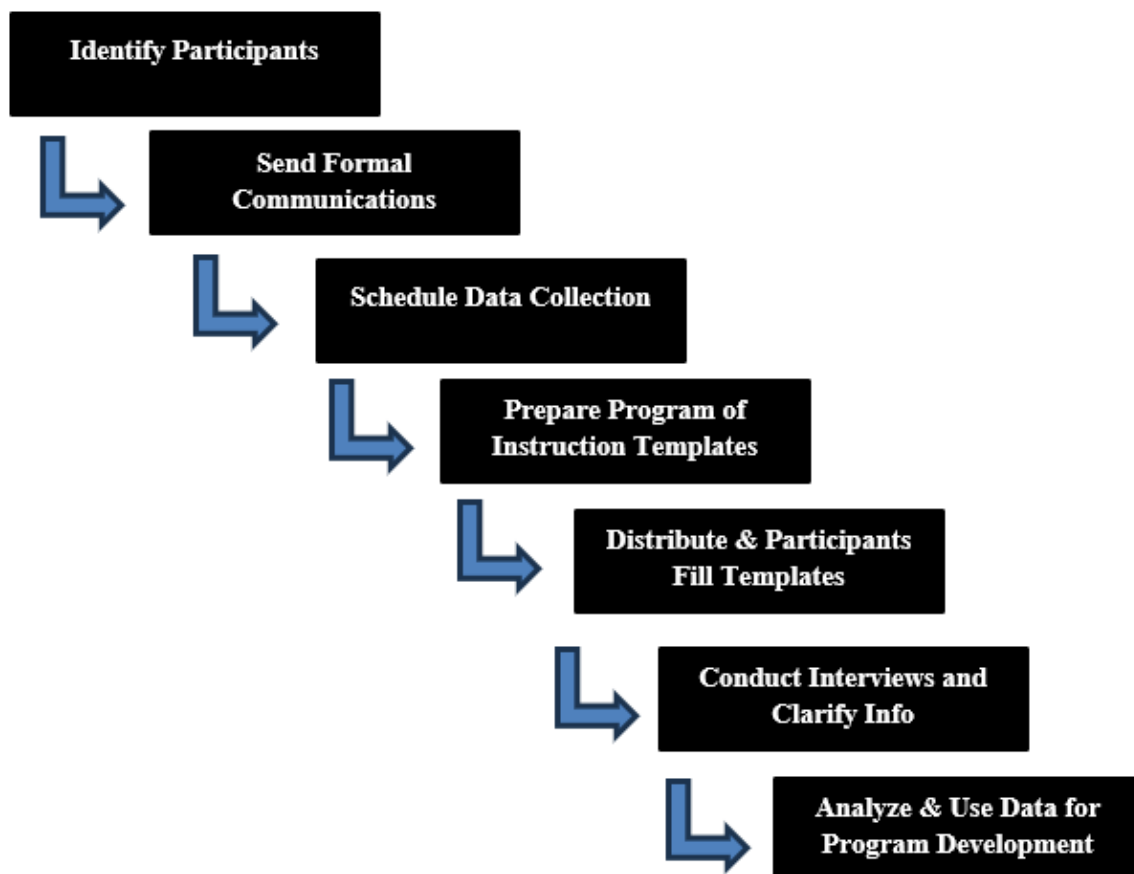


Figure 2. Data Gathering Procedure Flowchart

### **Instrumentation**

The interviews became the main source of data collection for this research. The data collection technique employed semi-structured interviews with participants. The aim of the interviews was to get the participants sharing ideas with each other in a manner that enabled the participants to express their thoughts, feelings, and experiences on a detailed manner.

The interview questions used were developed and tested in advance to ensure that the technology used for data gathering would function properly and give the correct results. Respondents used in the study were selected based on purposeful selection criteria to ensure that the data collected had importance and scope. The interviews took place in the most appropriate setting to encourage candor and completeness.

The method was selected since it provides a detailed information that is not attainable by surveys and other means. The researcher asked questions with the aim of ensuring that all of them were conversant with what was being asked. The information gathered from the interview process was subsequently written down, processed, and analyzed for relevant information based on the subjects being investigated.

### **Analysis of data**

The collected data has been carefully scrutinized in line with the major goal of this analysis study, which focused on the creation of a program of instruction as a strategic road map for the internship course. The data analysis required scrutinization of the data for the purpose of determining the thematic and informative elements that would be applicable in the creation of the program designed to address the anticipated requirements and expectations within the internship program. The data analysis has been performed in line with a systematic review of the data collected for the study with the aim of determining the strategic elements that would be applicable in the creation of a program of instruction as a strategic road map for the internship course. The program has been informed by the goal of addressing the requirements and expectations that would be applicable within an organized internship program.

### **Ethical consideration**

This study was pursued with utmost diligence and accountability, and more specifically in the data gathering phase. Before the data was gathered, the researcher scheduled appointments with the respondents that would serve as resource persons in order to gain consent and verify that they were available. The individuals participated in the study were well-informed in regard to the true intent and purpose of the study, and that it strictly served academic and research ends. In order for the integrity of the data gathered to be maintained, the researcher pledged that the data would remain in its true and trustworthy form immediately upon its gathering. Finally, the confidentiality and anonymity of the individuals who participated in the study were protected, as code names were used in order for them to be cited in the data analysis.

## **IV. RESULTS AND DISCUSSIONS**

This chapter discusses the experience that the intern coordinator, as well as the intern handlers.

### ***Experiences of intern coordinator and intern handlers in the implementation of internship course?***

#### ***On Intern Coordinator Experiences***

The function of an intern coordinator is multifaceted; it involves a range of responsibilities to ensure the smooth operation of an internship program. Hereunder are the common experiences encountered by the coordinator in the implementation of internship course, which are herein classified as follows.

#### **A. On Administrative Duties**

The intern coordinators are faced with administrative duties and instructional responsibilities to ensure the smooth and efficient operation of the internship. In the perspective of the intern coordinator, the tasks often involve managing the organizational systems.

##### ***Lack of Program of Instruction***

Initially, the challenges that the intern coordinator faced at the start of the internship were the difficulties of coming up with a synchronized activity due to the absence of the so-called “Program of Instruction” (POI). This implies that the coordinator shall initiate any activities and meetings at random, at any time and place, to accommodate the process and preparation for deployment to the partner agencies. In other words, there are no organized guidelines on how things should be done and how instruction should proceed in an orderly manner. In the performance of administrative duties, the experiences of the intern coordinator, noted hereunder, include, among others, but are not limited to, the following: organizing (Mintzberg, 1989); strategic planning (NEOGOV, 2020); monitoring; and regular meetings.

## **B. On Issues**

### *Discipline*

It is noted that criminology interns during their on-the-job training showed some behaviors and conduct unbecoming of interns. It ranges from a simple inability to address personnel as a sign of respect, inappropriate behavior when talking to any officers, and other forms of conduct that are considered improper. "Delinquent interns" refers to behaviors that violate social norms, laws, or rules; it encompasses a range of actions that can be illegal or simply against societal standards, often leading to actionable consequences like (a) violation of internal policies, rules, and regulations; (b) infraction of laws and ordinances; and (c) violation of special laws.

### *Health*

It is a crucial concern that needs to be addressed; it ranges from any physical conditions that affect them in performing the required tasks. The common health issues range from heart problems, respiratory-related illnesses such as asthma, previous surgery issues, psychological problems, and others. Pregnancy (for female interns) among criminology interns is an issue that concerns particularly the female students. While it is a policy that female interns should refrain from any sexual relationship, there are some who forgot to stand by the instructional policy.

### *Communication skill*

This is a problem among student interns, since this skill is supposed to be a tool when making written reports and when engaging in interactions with others, but it seems to be among the identified weaknesses among criminology students. This was corroborated by the study of De Los Santos (2010) on the communication skills of criminology students; it was found out that this course is among the weaknesses of criminology students. They find it difficult to communicate both orally and in writing.

## ***Experiences of Interns handler – PNP- MPS Bontoc***

### *Instructional Challenges*

The personnel of this office manage to act as instructor and mentors to the students interns inside their office and or field activities. As the intern handler (Mar.P1) said:

“First of all, *ket seyempre isoro me nu anya dagijay nadumaduma nga opisina ti kapulisan ditoy municipyo ken jy trabaho ti tungal opisina, masapol metlang nga pati dagi personnel ket efamiliarize da tapno amo da nu mentor da ken amuen da metlng ti expectarean da nga trabaho*”. (We teach them to familiarize the different offices and their respective works; there is a need also to familiarize personnel for them to know their mentors and the work that they expect).

At this point, the given responsibility in the hands of the handlers is a challenge. At anyhow, the handlers further said, (Mar. P1):

“[...] though we are not a teacher by profession, we can manage to teach basic knowledge about police works to the best of our ability, that is services always ready for any tasks.”

#### *Police Work*

Having their internship in the PNP office means that the criminology interns shall perform the duties of police. As enunciated by (Jo.P3):

*[...] they are allowed to do police works under close supervision, examples, they will be assigned to direct traffic, join patrol, observe the conduct of investigation, arrest and other tasks that are available in the office.*

#### *Various Personality Encounter*

The handlers noticed personality differences from the interns, such that some are showing good behavior while others manifest misbehavior. Participant 2 said:

*“Naduma ti ugali ti ubing tatta, ngem kasapulan nga bagaan tapno macorrect jy kamali da.* (young people have different personality but we need to correct them from their mistakes).

This group of interns is a convergence of classes of different types of students who often exhibit various personalities shaped by their cultural backgrounds, societal expectations, and personal experiences. Mixed behavior is observed, so much so that these students are at the higher level of their educational career, where aggression and assertiveness are prevalent. This is supported by a study that revealed that as students' progress through their college years, they tend to develop higher levels of assertiveness (Sumathi, 2020).

A similar study was conducted by Lyceum of the Philippines University Batangas about criminology interns, which identified various factors influencing their performance. Supervisors noted that while many interns exhibited strong job performance and adhered to company rules and regulations, some interns struggled with personal characteristics and attitudes towards work that hindered their effectiveness. Issues such as low motivation, poor time management, and inadequate communication skills were commonly reported. These attitude problems can negatively impact not only the interns' performance but also the overall dynamic within the workplace (Anoyo et al., 2018).

At the outset, an intern handler handling these groups of people must equip themselves with a huge pack of patience. The handler said, (Ben.P2) *“to become an intern handler, you should have patience to face the different attitude of the interns”*.

#### *Time Management*

This crucial in police work due to the demanding nature of the job and the need to handle various responsibilities which include internship responsibility. Hence, as an intern handler, time management is a significant part of routine tasks in the performance of duty which the officer must have to attain. The intern handler said, (Mar. P1):

*“you should balance your time to handle your work and the intern as well”, there must be a time allotted for every task and see to it that there are no jobs neglected because of time issues.*

The personnel of the BMPS said, we, in the station have to report early to the office so that we can assist traffic specially during rush hours. In the same way, (Mar.P1) said:

*“dagijay interns ket masapol nga agreport da nga masapa tapno tumolong da nga agdirect ti traffic ken ag assist ti pedestrian karkaro ejay location ti skwelaan nga ado ubing”.*  
(the intern must report early to help direct traffic and assist pedestrian located in the school).

#### *Lack of Program of Instruction*

This is one of the concerns of the Bontoc Municipal Police Station. Initially the handler has to come up with their personal on-the-spot program day after day to accommodate the interns every time the student interns report for duty. In other words, due to the absence of a program of instruction, the handler comes up with a random activity, whichever is available, that they may provide. In one of the conversations with the handler, in their vernacular dialect, Ben.P2 said, *“ngag kay akesh nan pagaeb ka interns ay nay cha.*(what will be the tasks that I will give to these interns).

Furthermore, (Ben.P2) said, *“there are times that extra activities may be included in their daily tasks, an example is, responding to traffic accident, conduct random mobile patrol, conduct routine checkpoint and others”.* These activities are not included in their program of instructions but it is a part of police works which the intern may expose and learn.

#### *Lack of Assessment*

The intern handler evaluates interns' performance to ensure they learned during their office stay. It is a great accomplishment on the part of the handler if the student has learned or may have collaborated and confirmed the theories that they learned from the classroom. In a conversation the handler once said, (Jo. P3) *“omanay nga ada naadal da, manayonan to nu makasrek da nga police”* (it is enough that they learned something; they will soon learn more when they become police).

### ***Experiences of Intern Handler – BFP Bontoc In the Implementation of Internship Program***

#### *Knowledge Imparting Challenge*

The tasks of an intern handler are challenging because these students are prospective applicants of the profession. As Chi. P1 mentioned:

*“Most of these students are not only our kababayans, kailyan, but at most they are our relatives, younger brothers and sisters, iso nga dakami nga inmona ditoy ket masapol nga isoro mi ti kasapulan nga maomoan da tapno ready da in case ditoy da nga ag aply.”* (which is why we who are here must teach everything they need to know so that they will be ready in case they apply here).

These prompted the handler to exert their effort to impart the necessary knowledge and skills that the intern should know as it prepares them to become members of law enforcement someday.

#### *Expectations*

*“The office of the BFP expects the interns to corroborate their knowledge with what they learned in the classroom.”* This is the statement of the handler (Chi.1), in which he further added that *“our personnel are service-oriented and always ready to teach everything about the basic works and functions of the bureau to our interns as far as time permits.”*

#### *Lack of POI*

Another challenge is to come up with their temporary program of instructions and subsequently to implement it accordingly. As enunciated by the handler (Cle.P2):

*“though we have our own program of instruction but it is not intended for interns, and one thing more, when the next shift take place, the sequence of the implementation may change because the personnel sometimes may consider other tasks for the interns to do.”*

### *Safety of Students*

Cle.P2 mentioned:

*“[...] from the time that interns are put in our custody, it brings with it the responsibility to ensure their safety because firefighting is inherently dangerous, and BFP personnel must ensure that interns are always safe, especially during training exercises and real-life fire scenarios.”*

### *Comprehensive Training*

In the form of sessions and hands-on activities, the intern handler and BFP personnel provide thorough and comprehensive training that covers a wide range of topics, from fire prevention and suppression techniques to emergency medical services and rescue operations.

### *Learning Output*

With the experience, dedication, and effective strategies utilized by the BFP personnel, the activities are all carried out properly. As mentioned by one of the personnel (Pon. P3), he stressed that *“oray kaskas-ano ket successful ti activities nga naicondcut para kadagiti intern”* (at any rate, the activities conducted for the interns are successful). This implies that despite the limitations and lack of resources, the personnel teach the students in the best possible ways available.

### *Dilemma of Instructors*

Some of the personnel must act as instructors, but who among them will take the instructors' tasks because all of them have designations? However, this issue was addressed with proper coordination. In other words, it takes the willingness of the whole station personnel to help each other.

Most often, the junior personnel of the BFP are assigned to do mentorship for the interns. At this point, they teach, train, and learn while teaching the interns. This initiative will benefit everybody, the supervisor (Chi-P1) said. *“They train while they are being trained too.”* At the end of the activity, a return demo shall be performed by the interns with the supervision of the handlers and superior officers.

### *Factors That Affect Implementation*

There are factors that affect the implementation of the internship program as far as the BFP is concerned, such as lack of tools/equipment to be utilized in their routine activities, especially during operations. This is true for the entire BFP station in the region as cited by authorities, like the finding of the COA, which stated that the Bureau of Fire Protection (BFP) offices in many areas face challenges due to a lack of tools and equipment. This shortage can significantly impact their ability to respond effectively to emergencies, perform firefighting duties, and carry out rescue operations (Bajo, 2018).

## ***Experiences of Interns Handler– BJMP Bontoc in the Implementation of Internship Program***

### *Instruction Orientation*

The initial phase would be more on the giving of instructions, do's and don'ts inside the facility, and the operational protocols to remind the interns of their behavior inside the facility. This is because their experience during the previous batch of interns has noted some misbehavior that is considered conduct unbecoming. An example of intern behavior that the orientation would like to address is the violation of internal rules and regulations within the jail. The handler (Mel.P1) said:

*“there are stubborn interns who are pasaway (hardheaded) sneaking their cellphones despite their knowledge that it is prohibited inside the jail.”*

Tre.P2 added:

*“Criminology interns allow themselves to be used by the PDL to run errands despite persistent reminders from BJMP personnel; interns take the risks of interacting with the PDL, especially those high-risk inmates.”*

Furthermore, Tre.P2 stated that

*“Criminology Interns are not punctual in reporting for duty; Criminology Interns are making excuses just to go out from the jail during the tour of duty;*

This observation was confirmed by informal reports from the co-interns and team leader that there are really some interns who made excuses to go out for some personal reasons. When given the opportunity to confront the concerned interns, the honest answer was, *“apan ko sinabat jy paw-it ko nga abasto nagapo ili”* (I just went to pick up my food supply at the town from home).

#### *Instructional Challenge*

The personnel of the bureau are face with a challenge on how they can impart knowledge to the interns. As the handler said (Tre.P2):

*“One thing for sure is the good output that despite their limitation of our personnel still manage to teach the young ones the basic works perform inside the facility such as gate keeper, escorting inmates, searching, executions of OPLANS, computing GCTA, and others. The interns are big help for us because they augment our manpower.”*

#### *Lack of Interest*

At some point during class sessions, Tre.P2 said *“there are some criminology interns who are not interested when it comes to lectures, but they are active when it comes to actual demonstrations and drills.”* This observation from the personnel of the BJMP is common in most classroom settings. It implies that the learning style of the students is more on active learning; there are studies that show that students generally preferred a multi-modular learning style, with both kinesthetic and visual learning styles being the most preferred, while reading/writing was the least preferred (Alkooheji, 2018).

Tre.P2 added: *“Criminology interns are sometimes afraid to ask questions, especially when they are given a task/assignment.”* This observation is common among college students in the locality, and most of the instructors have experienced students who obviously have questions about the class or their homework but don't ask even when given the opportunity, and the same can be true for whole classes. This statement is similar to one of the studies, which found out that the reasons why students are reluctant to ask questions are mainly connected to shyness, language problems, relevance, and the teacher's and students' roles (Case, A. 2022).

#### *Learning Output*

In the course of their deployment, there are Positive comment, the Intern handlers applauded the criminology interns for being a keen-observers especially when they are assigned as a Gate Keeper, Duty Searcher and Escort with the supervision of the Duty Personnel. Ali. P3 mentioned that *“alibtak da met piman nu panggep ti maited nga trabaho* (they are smart in doing their tasks).” This implies that most if not all of the interns are dedicated and determined to fulfill their tasks as an intern assigned to them.

#### *Attitude Challenges*

There is diverse attitude observe among interns who exhibited behavior I different ways, as noted by the handler in which Ali.P3 said:

*“[...] maawatan atyo dagita ta nagapo da ti nadomadoma nga ili, kultura, ken kaugalian ngem masapol nga maecorrect dagijy maikaniwas iti paglintegan* (we understand it since we came from different place, culture and personality but we have to correct behavior that are in conflict with the rules).

It is really difficult to handle people especially young people generally known of their characteristic with aggressive behavior (Mukesh, 2023). So much so that the students in the locality came from diverse cultural upbringings. With this group of students, it needs a broad understanding,

### **Lack of Program of Instruction**

The implementation of internship program for criminology interns at the BJMP is worthy of accomplishment for having succeeded in providing learning experience to the criminology student who took their OJT at their office. On the other hand, however, in order to serve and provide a better internship experience in the BJMP, the intern handler (Tre.P2) said, *there is a need to have a calendar of activities for the Criminology Interns*, which implies that the program of instruction (POI) needs to be prepared.

### **Experiences of intern handler – PNP- MPPPO**

#### **Leadership skills**

It all what an intern handler should possess in order to provide proper guidance to the student interns. The handler said, *(Gon.P1) leadership is a basic quality in order to guide the student interns effectively*. This implies that being a handler is attached therewith the title as a leader, and being a leader must have the leadership skills, and leadership skills be constantly refined in order to create a positive impact on the group (Oldman, 2023).

#### **Mentorships**

It is great help for interns to succeed in the future, both in their studies and future employment. The words of support and encouragement from the handlers can help the interns adapt faster learning on the workplace culture. This was supported by the statement from Alu. P2 who shared his experience said:

*“nakatolong piman jy insoro ni handler mi idi intern kami ta idi nakapasok kami ti servisyo ket iso ti mapapanot mi nga eapply. (the piece of advice from our handler when we were still intern is a great help that we apply when I entered into the service).”*

With the above-mentioned statement, the handler (Gon.P1) said:

*“it is for this reason that internship program must be assigned to an experience supervisor so that proper guidance is delivered as it should be for the welfare of the student interns.”*

#### **Responsibility**

Another positive breakthrough in the internship implementation is the sense of professional responsibility. In the context of the intern handlers, it may be termed as *“fostering professional growth.”* (Ryo.P3), it said, *“Learning is a continuous process; you should push through the ladder of education and training opportunities. Workshops and seminars help you stay updated with the professions’ trends and advancements.”*

#### **Health Condition**

Another concern of the personnel and handlers from the MPPPO is the health condition of the interns because of the unavoidable physical activities involves. The handlers suggested medical examination prior to the start of the internship for the safety of everyone. Handler (Gon.P1) *“saan man nga ekarkararag nga ada mangyari ngem jay agsigorado tyo lang”*. *(its not that we are praying for something wrong but we just want to be sure)*. It is the nature of the profession that requires activities like morning reveille, and regular physical exercises with the PNP.

### **Program of Instruction**

The daily activities of the interns at MPPPO are guided by the program of instructions made and implemented by the handler as a road map in mentoring the student interns. The focus is on introducing the various units and offices while simultaneously providing sessions on their specific functions. At this point, the students with the guidance and supervision of the handler may either participate, perform a return demo, or observe, depending on the nature of the work performed within the office.

### **Program Of Instructions to Be Developed for Criminology Internship Course at The School Base Instruction Phase.**

The program of instruction to be developed for the Interns-School based on the experience of the intern coordinator.

*Table 1. Program Of Instruction- School Base*

<b>DAYS/ACTIVITY</b>	<b>EXPECTED OUTPUT</b>
DAY 1 – Initial list	secured the list of prospective interns from the admission office. all fourth-years who completed their academic course
DAY 2 – Call for meeting	Meeting conducted with the agenda as presented by the coordinator
DAY 3 – Organization	Set of officers and staff were elected by the body
DAY 4 - General Assembly meeting	discussed and present important matters related to the organization's governance, operations, and future direction.
DAY 5 – Strategic Planning	Planned long-term goals, identifying the necessary actions to achieve those goals, and determining how to mobilize resources.
DAY 6 - Profiling	Its just like a 201 file of interns which maintains a set of documents containing a person’s comprehensive profile, including all information about the individual (Garfin, 2021).
DAY 7 – Policy enactment	Came up with policies applicable to the organization. Without a set of policies, the organization may drift in an unintended direction and fail to achieve its objectives (Jones, 2022)
DAY 8 – Requirements	The interns complied with the requirements of the course
DAY 9 – Orientation phase 1	Orientation conducted by the different office, such as, by the SIPP, departmental, others
DAY 10 – Orientation phase 2	Conducted by the Cooperating partners, the PNP , MPPPO, (BFP), and BJMP
DAY 11 – Psychological test	Psychological tests conducted in the form of are written, visual, or verbal evaluations administered to assess the cognitive and emotional functioning (APA.2022)
DAY 12 – 13 Seminar	Seminar conducted on forensic courses, and “ <i>basic courtesy and discipline</i> ”, technical report writing, others
DAY 14 – Spiritual Rejuvenation	The interns took part in the spiritual activity to boost and enlighten their moral obligation toward the almighty, fellowmen and country.
DAY 15 – Turnover	Turnover conducted through a simple ceremony participated by all incoming interns.
DAY 16 – Deployment/ send off	The interns are officially sent to their respective agency.

As seen in the table, the initial process started from Day 1, where a list of potential interns was gathered from the admission office, concentrating on fourth-year students who had accomplished their educational requirements. Day 2 entailed a meeting where agenda items, as submitted by the coordinator, formed the basis of organizational planning. Day 3 covered the election of officers and organizational personnel to constitute the organizational entity. The next day, a General Assembly meeting occurred where decisions on governance, organizational operation, and organizational strategies for the future were discussed and deliberated. Day 5 covered strategic planning where overall organizational objectives, actions, and mobilization of organizational resources were organized. Day 6 focused on the development of intern profiles, a process similar to a filing process that organized personal details (Garfin, 2021). Day 7 incorporated the implementation of policies that regulated organizational behavior, ensuring organizational objectives (Jones, 2022).

By Day 8, interns were able to meet the requirements of the course and prepare for upcoming activities. The days from 9th to 10th were utilized for induction presentations from different offices and partner agencies such as PNP, MPPPO, BFP, and BJMP, among others, introducing interns on what needed to be done on a daily basis. By Day 11, psychological testing of interns' intellectual and emotional condition took place (APA, 2022). Then, on Days 12 and 13, seminars on different forensic courses, basic courtesy and discipline, and technical report writing took place. Day 14, on the other hand, was utilized for a spiritual recharge activity, aiming at enhancing spiritual and moral conduct and awareness of interns. By Day 15, turnover ceremonies attended by all incoming interns took place, a simple activity signifying the turnover of interns. Finally, on Day 16, interns started working within different agencies as they were deployed and sent away formally.

***Program of Instruction to be developed for Criminology Internship Course- PNP-MPPPO***

The program of instruction to be developed for the “on the job training” at the Mountain Province Police Provincial Office.

*Table 2. Program of Instruction For MPPPO*

<b>DAYS/ACTIVITY</b>	<b>EXPECTED OUTPUT</b>
DAY 1-Orientation introduction	familiarized with the organizational culture, operational procedures and expectations at MPPPO-PHQ-PNP.
DAY 2. Provincial Administrative and Record Management unit (PARMU)	The interns applied their basic knowledge about administrative processes and procedures of the divisions, including the maintenance of record management.
Day 3- 4 Provincial Intelligence unit	learned about intelligence gathering techniques and procedure, assisted in analyzing intelligence report and data, participated in surveillance activities under supervision.
DAY 5. Provincial operation Management unit	Observed activities like, shadow operational officer during patrol and field operation, assisted in planning and executing operational activities, learned about crime prevention strategies and simulations.
Day 6. Logistic and supply office	assisted in inventory management, Learned about procurement processes and procedure, Help maintain equipment and facilities
Day 7. Provincial community affairs development unit	engaged with community members and stake holders, assisted in organizing community outreach program and events, participated in community policing initiative
Day 8 -9 Provincial investigation and detection management unit	observed investigators during crime scene examination and evidence collection; assisted in conducting interview and interrogation; learned about forensic techniques and procedure.
Day 10 - Provincial strategic Management Unit	Obtained insights on the PATROL PLAN 2030, observed strategic planning meeting, performance monitoring and evaluation activities
DAY 11 – 12 Mountain Province Provincial Mobile Force Company (MPPMFC)	observed various police operations, particularly in situations that require heightened security and tactical expertise.
Day 13 -14 Scene of Crime Operation	Learned to SOCO operation, Overview of the roles and functions of the SOCO. principle of crime scene investigation, evidence collection preservation and documentation.
DAY 15. Explosive Ordnance Disposal	Equipped with the knowledge necessary to identify, handle and mitigate explosive threats.

From the above table, during the orientation process, the interns were exposed to different elements of the Mountain Province Police Provincial Office (MPPPO) and its functions. The first day attuned them to the organizational culture, operational procedures, and requirements of the police organization. While the second day allowed them to apply their basic understanding of administrative procedures and record management principles at the Provincial Administrative and Record Management Unit (PARMU). The third and fourth days entailed understanding methods of intelligence gathering, report analysis, and surveillance. The fifth day gave them an understanding of operational management procedures. On the sixth day, tasks related to inventorying and procurement work at the Logistics and Supply Office. The seventh day featured community engagement activities. They assisted in designing outreach activities and helped in implementing community policing.

Days eight and nine were geared towards observing crime scene investigation/forensics in the Provincial Investigation and Detection Management Unit. Day ten allowed the interns to learn more about strategic planning, especially the PATROL PLAN 2030, in the manner by which they observe the planning sessions as well as the performance evaluations. Days eleven and twelve were centered on the observation of specialized operations carried out by the Mountain Province Provincial Mobile Force Company. The thirteenth and fourteenth days included the Scene of Crime Operations, which involved the collection, preservation, and documentation of evidence. Finally, on the final day, the interns were given knowledge on explosive ordnance disposal.

**Program of Instruction for Criminology interns, PNP-BMPS**

Here is the program of instruction for internship at the Municipal Police Station.

Table 3. Program of instruction for BMPS

DAYS	EXPECTED OUTPUT
Day 1 – General orientation	familiarized them with the organization's structure, culture, policies, procedures, and expectations, orientated the <i>don'ts</i> and <i>do's</i> in the office.
Day 2 – Deployment by section	Learned insights from the different sections or division within the municipal station.
Day – 3 – Investigation of Violence Against Women and Children (VAWC)	Observed and reflect dimensions of their previous knowledge learned during their classroom days.
Day 4 – 6 , Traffic direction and control	directed traffic at intersections, especially during peak hours, emergencies, or when traffic direction is needed, managed traffic flow along crossing areas, school zone, and public events.
Day 7 – Investigation Section	participated in whatever investigation activities at the police station.
Day 8, Patrol	joined the PNP personnel conducting patrol within the locality either on foot or using mobile patrol.
Day 9- Arrest	observed the processes of making an arrest in the field by joining the personnel in the conduct of the activity.
Day 10, Traffic Accident investigation	joined in responding to Traffic Incidents, such as attending to road accidents, providing assistance to the injured person, and assist in Investigating the causes of accidents and preparing reports.
Day 11 Records and administrative works	Applied the knowledge on record management.
Day 12 Community relation	joined, assisted and participated through observation on the conduct of such activity with the personnel of the PNP concern.
Day 13. Check points	Observe actual scenario in the conduct of checkpoints.
Day 14-Gun safety and live firing Activity	Enhance knowledge on gun safety; Safe Handling and Storage, Basic Firearm Operation, Accident Prevention,

Day 15- Makakalikahan program.	Joined the <i>Makakalikahan Program</i> of the Philippine National Police (PNP) is a key component of its community and environmental protection initiatives, aligned with its core values of Makatao, Makakalikahan, Makabansa, and Makadiyos.
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As reflected in the table above, provides an outline of the different activities and learning experiences undertaken over a two-week period. It started with a general orientation on Day 1, where the participants were introduced to the structure of the organization, culture, policies, procedures, and behavioral expectations. Then on Day 2, it was deployment to different sections within the municipal station to get acquainted with their particular functions. On the third day, participants observed investigations related to Violence Against Women and Children, enabling them to reflect on their classroom knowledge through real-world exposure. Days 4 to 6 focused on traffic management, where they learned to direct traffic during peak hours, during emergencies, and during public events. Day 7 provided hands-on participation in investigative activities at the police station. Day 8 involved them in patrol duties, thus having fieldwork exposure. The following day involved observing arrest procedures, while Day 10 was for traffic accident investigation, which they did on response and preparation of reports.

Day 11 involved activities related to record-keeping and administrative duties. Community relations activities were engaged on Day 12 to encourage them to interact with the community freely. Day 13 provided knowledge of activities involved at the checkpoints, and these were followed by activities related to gun safety and live firing exercises on Day 14 to make them knowledgeable and safe when using firearms. Then on Day 15, they were involved in the Makakalikahan program as a community and environment engagement activity which corresponds to the core values of the PNP: Makatao (compassion), Makakalikahan (environmental care), Makabansa (patriotism), and Makadiyos (faith). (ASN, 2012)

**Program of Instruction for Criminology Internship Course - BFP**

The program of instruction for interns at the Bureau of Fire Protection

Table 4. Program of Instruction For BFP

DAYS	EXPECTED OUTPUT
Day 1- Briefing and orientation	Oriented on the agency's operations, policies, and procedures, the vision mission of the BFP, fire safety prevention, firefighting equipment, emergency response and rescue operation, and other related matters.
Day 2 Introduction firefighting tools and utilities	orientated on the various tools and equipment used in fire suppression, rescue operations, and emergency response.
Day 3 Safety management	Learned Safety as approach to ensure the well-being and effectiveness of the personnel, the interns as well (Ankit. 2023)
Day 4 Fire and truck operation	Observed Fire truck operations, the effective utilization of specialized vehicles equipped to respond to various emergencies, including fires, rescues, and other emergency situations.
Day 5 Patient carriages	Able to conduct a return demonstration on the patient carriages.
Day 6, Hose Connection	performed the so-called return demo for the purpose of assessing their learning output.
Day 7 Ladder Management	Perform return demo on the topic though about Ladders.
Day 8 First Aid Techniques	Perform return demo for purpose of assessing the skill and knowledge of the interns

Day 9 Splint management	Able to perform return demo.
Day 10 CPR/AR management	Able to perform return demo on CPR and AR techniques. (AHA, 2024)
Day 11 FBAO management	Obtained knowledge on Management of Foreign Body Airway Obstruction (FBAO)
Day 12 CPR/AR/FBAO activities	Participated in the activities relative to CPR/AR/FBAO, Hands-On Practice - AED Training and others.
Day 13 – 14 – Review sessions on Related laws on Fire	Participated in the conduct of session relative to The Philippines laws and regulations related to fire safety, prevention, and protection.
Day 15, Fire investigation	Participated in whatever task assigned to them in their level as a student interns. (Gorbett. 2015)

As reflected in the table, the training course takes over fifteen days to complete and covers a vast area of firefighting and rescue and safety processes. The first part of the program includes orientation for interns to brief them about the workings of the agency and the associated policies and mission statements that aim to deliver fire safety prevention and response. The rest of the program involves entry-level training in firefighting equipment, fire safety management associated with fire trucks, enabling the interns to deliver demonstrations of various critical firefighting processes such as patient transfer, connection processes for hoses, managing ladders, and first aid processes. While the interns move to the final stage of the program, they have the opportunity to take part in various processes such as AED and law review lectures concerning the fire prevention law within the Philippines, culminating in involvement in fire investigation processes. The program provides interns with all the knowledge and expertise in firefighting that they need to acquire.

**Program of Instruction to be developed for Criminology Internship Course – BJMP.**

The program of instruction at the Bureau of Jail Management and Penology

Table 5. Program of Instruction For BJMP

DAYS	EXPECTED OUTPUT
DAY 1 – Orientation/Briefings	The interns are informed about the policies and procedures of the BJMP include the rules and regulations, code of conduct and ethical guidelines and, the security protocols. (Hall.T. 2023)
DAY 2 -Demonstration on office etiquettes	The interns understood the importance of professional behavior, leading to a more effective, respectful, and secure working environment. (Ananth, 2024)
DAY 3 Observation on the operational management of the BJMP	The interns obtained an idea on the nature and functions of the BJMP.
DAY 4 - Posting/Designation	Performed tasks on the Post or designation assigned efficient and effectively.
DAY 5- Safety and Security Control	Implemented safety and security control measures, created orderly environment within its facilities, and contributing to the rehabilitation and reintegration of inmates into society (BJMP Manual,2015).
DAY 6 - Escorting	Performed escort of inmates for the safe and secure transportation of inmates to various destinations, such as courts, hospitals, or other correctional facilities.

DAY 7 Searching	Joined, participated or assisted the BJMP personnel during search, OPLAN Greyhound, Galugad and other similar activities. (Bonita, 2017).
DAY 8 -Execution of OPLANs	Observed, assisted, participated in the conduct of OPLAN with in the bureau.
DAY 9 – The application of GCTA	Apply knowledge in the policy, and computation of GCTA among inmates
DAY 10- Marksmanship and gun safety	Participated in the activity which include, Safety and Security,
DAY 11- Defense tactics Skills Enhancement	Applied skills in defense
Day 12 Therapeutic community Modality	The Interns involved in various aspects of the therapeutic process, including group therapy sessions, conflict resolution, and behavior modification, (Blank, N. 2023)
Day 13 Character formation	Supplemented their knowledge on Character formation particularly on the aspect of values. honesty, respect, and some moral and ethical virtues to students. (Pumecha, 2024)
Day 14 - Community Relations	Interns gained exposure, observed and experienced interaction through public information campaigns, media engagements, and community events.
DAY 15 Exit Call of Criminology Interns	The interns express gratitude for the accommodation and experience gained from the office.

As shown in the table, the internship program lasts for fifteen days, giving the interns an in-depth knowledge and exposure to different aspects of the functions performed by the Bureau of Jail Management and Penology (BJMP). Day one is utilized for an orientation program that deals with the policies, procedures, rules, regulations, code of conduct, ethical guidelines, and security procedures, giving the interns a background knowledge on the different functions of the organization (Hall, 2023). Day two introduces the interns to the demonstration of office etiquette, making it crucial to learn professional behavior to ensure the creation of a respectful as well as an efficient office environment (Ananth, 2024). Observation regarding operational management on the third day will help the interns to understand the overall functions and responsibilities of the BJMP. Practical duties regarding the designated roles on the fourth day will give the interns an opportunity to apply their duties in practice. Safety and security procedures were emphasized on the fifth-day program, in which the interns were made aware of maintaining order within the society as well as assisting in the rehabilitation program for the inmates (BJMP Manual, 2015).

Day Six included escort activities that facilitated the transfer of inmates safely to different places, and day seven included search activities such as OPLAN Greyhound and Galugad. Day eight experienced observers and participators in the execution of operational plans (OPLANs). Day nine applied knowledge related to the policy of the Allowance of Good Conduct Time (GCTA) of inmates. Day ten included firing and gun safety techniques that taught security skills. Defense skills were practiced by the intern on day eleven. Day twelve included activities that demonstrated involvement in therapeutic communities that utilized modalities such as group and behavioral interventions. This aimed at understanding how the correctional and rehab processes work in facilities (Blank, 2023). Day thirteen included intern involvement in character development, including moral values such as honesty and show of respect (Pumecha, 2024). Day fourteen included intern involvement in BJMP activities that facilitated community relations through public information campaigns. Finally, day fifteen saw the intern make an exit call in which they showed appreciation for the valuable learning encounter at BJMP.

## V. CONCLUSIONS AND RECOMMENDATIONS

### Conclusions

Based on the study's results, the following conclusions were reached:

The intern coordinator's experiences in implementing the internship course are marked by problems in fulfilling administrative duties and addressing various concerns that must be resolved before interns are dispatched to partner organizations. This means that the interns have met the basic requirements of the internship program, which shows that they are ready to enter the real world of employment.

The partner agencies have different experiences when it comes to putting the internship course into action, depending on what they do and how they do it. While teaching interns about similar topics is a frequent experience, problems, issues, and concerns can come up when supervising them. This means that the handlers have more than just their normal jobs and obligations to deal with at work.

The program of instruction for school-based learning will be based on the students' previous experiences, which will also be the starting point for creating the program. All of this is meant to get them ready for their deployment to the partner agencies. It means that the school, especially the intern coordinator, is mostly in charge of getting the student interns ready for their on-the-job training.

The program of instruction to be created for the partner agencies will be different for each one, depending on the type of work they do and the role they play. So, based on what they had learned, they developed a plan of activities to keep the interns busy. This means that the handlers require a complete and organized set of lessons that all the agencies may use.

### Recommendations

Based on the study's findings and conclusion, the following recommendations are made;

1. Create an institutionalized program of instructions (POI) that will be checked and used as a guide for the actions of school-based interns.
2. Working with the partner agencies, it may be possible to create a unified and improved institutionalized program of training for each agency that can be used as a guide for the people who work for each agency.
3. A primer on the program of instruction (POI) that will be checked and then sent to the partner agencies to utilize in the criminology internship course.

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