Practicum Application Procedure for All Justice Studies Students

This is for students wanting to take JS 290 or JS 490. Please follow these steps and you will most likely have a successful practicum placement registration. Failure to complete any of these steps will result in you being removed from JS 290 or 490.

***Application for the Winter 2025* Practicum Placement Starts from September 15th to October *15th*:**

NO EXCEPTIONS!!!

Steps to Follow	Winter 2025 Practicum Registration Procedures *The Winter 2025 practicum registration procedure will be done manually.* ***Please take note and follow the steps below:*** ***We may transition to new software for the Fall 2025 practicum placement registration procedures.***
STEP 1	**1. Determine your eligibility for Practicum (Introductory – JS290 or Advanced – JS490 Practicum)** ***JS 290 Prerequisite for the Practicum I (Introductory): Field Placement*** - *65.00% PGPA & 60.00% UGPA; or permission of the Department Head.* - *JS 090, JS 100, and JS 291;* - *Completion of 30 credit hours* ***JS 490 Prerequisites for the Practicum II (Advanced): Field Placement*** - *65% PGPA and 60% GPA or permission of the department head* *- JS 090, JS 100, 291* *- Completion of 90 credit hours* *– Successful completion of the Introductory Practicum (JS290)* **2. Meet with your Academic Advisor for assistance in your course sequencing or eligibility (If needed, but not required)** **3. Complete all the required documents/information below and email them to Js.Practicum@uregina.ca:*** **a. Cover letter** **b. Resume (**Click on the CESL Resume Writing Guide - https://www.uregina.ca/arts/justice-studies/cesl-resume-guide-2024.pdf) **c. A description of a least four (4) to five (5) learning goals and how you plan to achieve each one (see below sample goals) **** **d. Identify 2-3 general areas of interest for your field placement (e.g. corrections, advocacy, working with women or youth, etc.). **** **4. For assistance with writing a resume and a cover letter, visit the student success centre -** https://www.uregina.ca/student/ssc/ *** To be completed BEFORE registering for either JS 290 or JS 490** ****Send all required documents in a Word Document Format Only – See pages 3 to 7 for directions**

Step 2	1. **Schedule a meeting with the Justice Studies Practicum Coordinator (PC) via email at Js.Practicum@uregina.ca to go over your documents & determine practicum placement options** 2. **Register online (UR Self-Service) in either JS 290 or JS 490 as you do for your other courses** - If you discover you can't register, contact the JS Dept. Admin or your Academic Advisor immediately for assistance.
STEP 3	**Prepare for Practicum:** 1. **Once all of your practicum application documents are received and vetted, they will be sent to a placement agency, and you will be notified via email.** 2. **Contact your practicum placement agency to book an interview/meeting for your practicum.** 3. **Confirm your practicum with your practicum coordinator** 4. **Attend the required *"Practicum Information Sessions"* (check your email later for details) before you start your practicum.**
Important Notes	- Practicum placements are based on **first-come-first-serve** and there is **no guarantee** that you'll be placed with the agency of your choice! - **Police Studies majors** only need to do the JS290 Practicum *(See your Academic Advisor for details)* - *For **Winter** practicum application: complete steps 1 &2 before **October 15th.*** NO EXCEPTIONS!!!

Sample Cover Letter

January 1, 201X

Chris Churko
Email address
Phone number

If you don't create a letterhead at the top, write your name and contacts in block form under the date

To Whom It May Concern:

Margins: 2.54 cm all around the page

Statement of Motivation: state reasons for your interest in the position.

Enclosed is my resume for a position as an **Introductory or Advanced** (*choose the practicum type)* Practicum student in your organization. I am especially interested in such a position as_____ . I have completed some, most, a majority of the curriculum requirements of my degree and believe I am prepared to effectively participate in your organization.

As shown in my resume, I am currently completing my_____year of studies for a Bachelor of Human Justice or Bachelor of Arts, or Police Studies Degree. Through my studies, I have acquired foundational knowledge and skills related to identify examples such as interviewing individuals related to criminal code offenses, substance abuse, mental illness, domestic violence, and suicide ideation.

I have (XX) years of experience working with individuals and groups of diverse abilities and backgrounds. For example, as a volunteer with identify an organization, company or service. I had the opportunity to provide an example. In my role as a pre-service professional, I provide an example.

Thank you for your consideration of my application. Given my interest, qualifications, and related experience, I am confident that I can successfully fulfill this position. I welcome an interview to further discuss my suitability and can be reached at (306) 555-1234 or via email at (your email address here).

Sincerely,

Your signature but not necessary if you're submitting your application online

Chris Churko Enclosure

Highlight your knowledge, skills and abilities (KSAs) and accomplishments that are relevant for the position. Quantify your accomplishments when possible (e.g. years of experience).

Option: Present some information using headings and bullets:

Community Development

- Over 3-years' experience as_____.

Guide to Writing a Resume (See the CESL Resume Writing Guide)

Guide to Writing SMART Learning Goals for Practicum Placement

Your learning goals serve to highlight your area of interest in justice and identify the knowledge, skills, and attitudes you wish to attain during your practicum placement. In addition, your learning goals serve as a basis for the organization's evaluation of your performance and achievements. To assist you write SMART goals, please refer to the below ***"How Do We Set Goals for Work?"*** Examples of learning goals are offered below in the document. Use it to write ***at least five*** *g*oals as part of your practicum placement application package.

How Do We Set Goals for Work?

Whereas an assessment process establishes the overall problem and strengths areas in a client's circumstances, and resource requirements, contracting and **goal-setting** are important processes in establishing priorities for intervention and for our future career development, both from the client and worker perspectives. **Goal-setting** also allows us to measure our goals and determine when and where to focus our attention when working on a project. That is, when you have explored with your project or client the key themes of their difficulties, priorities need to be set as areas for work. It is not possible to address everything at once and a process of goal-setting enables a plan to be developed around the tasks and timelines.

The goals for the kind of project or intervention need to be articulated and ultimately, even if in only a small way, mutually satisfactory.

Goal-setting occurs in a number of ways, depending on the context and the theoretical orientation of the worker. Goal-setting is also influenced profoundly by the client's engagement in the change process. Some general views on the nature of the goal/s are expressed by Marsh and Doel (2005: 117):

> "*In common with the selected problems, the chosen goal should be one that is feasible and desirable for the person to achieve within the agreed time limit, relatively specific, something he or she feels motivated about, and a clear understood link between the problem and how the goal will alleviate it".*

Breaking this process of goal-setting down further, an emphasis is often placed on developing **SMART** goals (Marsh and Doel, 2005: 36), where the well-known acronym **SMART** stands for **Specific, Manageable, Achievable, Realistic, and Timely.**

1. **Specific** – Goals should be focused on particular issues, not generalized states of being, for example. This may involve transforming the following statements, where the worker is talking with his client about his goals in moving in with his new partner and her two

children from another relationship:

> **Worker:** What would your goal be with these kids?
> **Client:** I really want to be a good dad to these kids [goal statement 1].
> **Worker:** How will you know when you're being a good dad?
> **Client:** I'd be doing things that would be natural, like taking them to the park that's just around the corner, and those things that I know we already share. But I'd also be able to be clear with them when they start fooling around and not have to worry that they're 'not mine' [goal statement 2].

The first goal statement is global and it may be hard to know when it has been achieved. Notice that the second goal statement is much more specific to certain situations, so the client will know when he has, by his criteria, met his goals.

2. **Manageable** – Manageable goals involve small steps about the changes people want to see. Many people set unmanageable goals, in a number of different ways. They may take too long, or require resources that are unattainable, for example. Goals need to be manageable in the sense that adequate resources are available – be they time, energy, condition, or personal resources (Hobfoll, Ennis, and Kay, 2000).

3. **Achievable** – Many people set unachievable goals that are incompatible with where they are at. The goal may be too ambitious or may require too much of a major change in too many dimensions of the person's life. For women leaving situations of violence, a major barrier is the prospect of leaving so many dimensions of their lives – including, sometimes, children – to ensure their own safety.

4. **Realistic** – This client is talking about realistic goals; visiting a park is probably possible in a local community during the course of a week. Realistically, he recognizes that differences in parenting style may be a source of difficulty in the new family arrangement. He is not setting ambitious goals, for example, by promising a trip to Disneyland or that he is always going to be able to maintain his commitment without fail.

5. **Timely** – His goals seem to be appropriate in terms of timing in that he is anticipating moving into a new situation. If he was presenting in the midst of a high-conflict situation around parenting issues, these goals may not be so timely. They may be too late! The timeliness of goals is an important determinant of their success.

Reference List

Harms, L., & Pierce, J. (2020). Working with people: interviewing and assessment skills for human services and social work practice. Oxford University Press, Don Mills, ON.

Hobfoll, S., Ennis, N. & Kay, J. (2000). Loss, resources and resiliency in close interpersonal relationships. In J. Harvey & E. Miller (Eds), Loss and trauma: General and close relationship perspectives (pp. 267 – 85). Philadelphia: Brunner-Routledge.

Marsh, Doel, M., & MyiLibrary. (2005). The task-centred book developing, learning, sustaining, and reviewing task-centred social work. Routledge.

Please pay very close attention to details – make it a habit to check your practicum documents & messages regularly☺