

Practicum Application Procedure for All Criminology Students

This is for students who want to take **CRIM290** or **CRIM490**. Please follow these steps, and you will most likely have a successful practicum placement application. Failure to complete any of these steps will result in your removal from **CRIM290** or **CRIM490**.

Application for the Winter 2027 Practicum Placement Starts on September 15th and ends on October 15, 2026.

NO EXCEPTIONS!!!

Steps to Follow	Winter 2027 Practicum Application Procedures <i>The Winter 2027 practicum application procedure will be done manually.</i> <i>Please take note and follow the steps below:</i>
STEP 1	1. Determine your eligibility for Practicum (CRIM290 or CRIM490) <u>CRIM290 Prerequisite for Practicum I (Introductory): Field Placement</u> - 65.00% PGPA & 60.00% UGPA; or permission of the Department Head. - CRIM090, CRIM101, CRIM190 and/or CRIM289; - Completion of 30 credit hours <u>CRIM490 Prerequisites for the Practicum II (Advanced): Field Placement</u> - 65% PGPA and 60% GPA or permission of the department head - CRIM289 and CRIM390, Successful completion of CRIM290 - Completion of 90 credit hours 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 CRIM.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 at 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 <u>BEFORE</u> registering for either CRIM290 or CRIM490 **Send all required documents in a <u>Word Document Format Only</u> – See pages 3 to 6 for directions

Step 2	1. Schedule a meeting with the Justice Studies Practicum Coordinator (PC) via email at CRIM.Practicum@uregina.ca to go over your documents & determine practicum placement options
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. Register online (UR Self-Service) in either CRIM290 or CRIM490 as you do for your other courses If you discover you can't register, contact the Criminology Dept. Admin or your Academic Advisor immediately for assistance. 5. Attend the required "<i>Practicum Information Sessions</i>" (check your email later for details) before you start your practicum.
Important Notes	- Practicum placements are based on <u>first-come-first-serve</u> and there is <u>no guarantee</u> that you'll be placed with the agency of your choice! - <u>Police Studies majors</u> only need to do the CRIM290 Practicum (<i>See your Academic Advisor for details</i>) - For <u>Fall practicum application</u>: complete steps 1 & 2 before October 15th. <u>NO EXCEPTIONS!!!</u>

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

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

To Whom It May Concern:

Margins: 2.54 cm all around the page

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, or 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 identifying 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 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 on the Department of Criminology

Guide to Writing SMART Learning Objectives/Goals for Practicum Placement

Additional Resources for Developing Individual Learning Objectives and Learning Activities:

Learning Objectives: Learning objectives describe what a student will learn, do or demonstrate as a result of their practicum experience and learning activities. Individualized learning objectives are personalized goals a student sets that reflect each student's unique learning needs, interests, and practicum context. The initial practicum goals/objectives that the student develops form part of their practicum application portfolio. The goals are developed generically, not designed for a specific organization; however, it is intended to give the practicum organization a representation or idea of the student's future career plans.

Learning Activities: Learning activities outline the practice experiences and tasks that students engage in to develop the knowledge, skills, and abilities needed to achieve their learning objectives.

Brainstorming Questions

Note: Students are not required to complete these questions. They are intended to support reflection and assist students in developing their Learning Activities.

Reflect on your initial self-assessment.

- What are you hoping to learn or achieve during this practicum? What are some of your areas of interest? (in relation to criminology or human services work knowledge, skills, ethics, values)
- What values, knowledge, skills, experiences, and strengths do you bring to this practicum?
- What potential challenges do you anticipate? Are there particular aspects you expect to find challenging?
- If applicable, what areas of growth or learning needs were identified in your first practicum by you or your field instructor?
- What areas of growth have been identified through your criminology coursework?
- What tasks or activities within your agency setting will support you in meeting the minimum learning objectives?
- What specific actions can you take to achieve the learning objectives?
- What resources, supports, or tools can you draw upon to help you achieve your learning objectives?

The SMART Framework

It is recommended that students use the SMART framework when developing their learning activities. The SMART framework helps ensure that learning goals are clear, realistic, and meaningful to students' professional development. It also supports both students and Field Instructors in monitoring progress, providing feedback, and evaluating growth throughout the practicum.

S - Specific

- Clearly state what skill or knowledge you want to develop

M - Measurable

- Identify how you will know you have achieved it or are making progress

A - Achievable

- Make sure the goal is challenging, yet realistic given your role, time, and agency setting.

R - Relevant

- Connect the goal to criminal and social justice practice, the agency's mandate, and your personal learning needs.

T - Timebound

- Set a clear time frame (e.g. by midterm or end of the practicum)

Verbs to Consider

When writing learning goals/objectives, it is most effective to use observable, measurable action verbs from the Revised Bloom's Taxonomy, shown below, focusing on higher-order thinking like Apply, Analyze, Evaluate, and Create.

01	02	03	04	05	06
KNOWLEDGE:	UNDERSTAND:	APPLY:	ANALYZE:	EVALUATE:	CREATE:
Define, Identify, Describe, Recognize, Tell, Explain, Recite, Memorize, Illustrate, Quote	Summarize, Interpret, Classify, Compare, Contrast, Infer, Relate, Extract, Paraphrase, Cite	Solve, Change, Relate, Complete, Use, Sketch, Teach, Articulate, Discover, Transfer	Contrast, Connect, Relate, Devise, Correlate, Illustrate, Distill, Conclude, Categorize, Take Apart	Criticize, Reframe, Judge, Defend, Appraise, Value, Prioritize, Plan, Grade, Reframe	Design, Modify, Role-Play, Develop, Rewrite, Pivot, Modify, Collaborate, Invent, Write

Note. Six levels of cognition from the revised Bloom's Taxonomy and examples of action verbs connected to each.
 From *Design Learning Objectives*, by International Training Centre of the ILO, 2025 (<https://www.itcilo.org/design>).

Verbs to avoid

It is recommended that students avoid, or limit the use of, action verbs identified by Potter and Kustra (2012) as “The Sinister Sixteen: Verbs that are Passive, Internal, and/or Otherwise Unobservable” (p. 4).

• Understand	• Be aware of
• Appreciate	• Be conscious of
• Comprehend	• Learn
• Grasp	• Perceive
• Know	• Value
• See	• Get
• Accept	• Apprehend
• Have a knowledge of	• Be familiar with

Samples of Individualized Learning Objectives and Learning Activities:

Note: Students should not copy the examples below directly but may use relevant elements to inform their learning contracts in line with their agency setting and personal goals.

Outcome 1: To function efficiently and effectively within field setting and community context.

Learning Activities:

- Participate in four agency visits to enhance knowledge of interagency roles, service delivery models, and referral processes, and to identify how these agencies can respond to the needs of service users.
- Review the Truth and Reconciliation Commission of Canada’s Calls to Action and identify how these principles are or can be integrated into service delivery and practice approaches.
- Strengthen culturally grounded professional practice by learning from Indigenous perspectives, protocols and community-led knowledge within [practicum setting engaging with Indigenous communities].
- Attend orientation and learning sessions focused on the organization’s history, community relationships, governance, and cultural expectations.
- Learn from Elders, Knowledge Keepers, and community partners through appropriate and respectful engagement.
- Observe and practice culturally respectful communication strategies, including [list communication methods], under supervision and independently.
- Reflect regularly on personal learning and professional growth, with particular attention to Indigenous worldviews and ethical practice.
- Demonstrate an understanding of the organizational structure, roles, and interprofessional and community collaborations
- Map the organization’s structure, including internal roles and external partner agencies.
- Shadow staff from different professional backgrounds (e.g. [short list of roles])
- Participate in interdisciplinary and community meetings to understand collaborative case management.

Outcome 2: To function effectively within a teaching and learning context

Learning Activities:

- Prepare and submit an agenda in advance of field instruction sessions to guide learning discussions.
- Actively participate in field instruction by bringing questions, challenges, and identified learning goals.
- Reflect on feedback from the field instructor, team members, and self-assessments, and incorporate recommendations and insights into practice.
- Review the effectiveness of field instruction and provide constructive feedback to the field instructor to support ongoing learning.
- Apply relevant prior work, educational, or life experiences to human services work practice while maintaining professional boundaries and ethics.
- Reflect on previous experiences and identify transferable skills relevant to human services.
- Discuss in field instructions how prior experiences influence perceptions and practice decisions.
- Apply at least one previously developed skill (e.g., communication, problem-solving, conflict resolution) in service user interactions.
- Seek feedback on the appropriateness and effectiveness of using prior experience in practice.

Outcome 3: To function effectively integrating theory in practice

Learning Activities:

- Apply Systems Theory in assessments to understand family and environmental influences.
- Write critical reflection journals focusing on how theory guided assessment, intervention, and evaluation and discuss further with the field instructor.
- Apply trauma-informed care principles when engaging with individuals experiencing homelessness.
- Participate in trauma-informed care training or review articles related to trauma and homelessness.
- Observe experienced staff using trauma-informed approaches during service user interactions and reflect on observations in critical reflection journals and field instruction.
- Practice grounding techniques, provide choices, and use respectful language when working with service users in crisis.
- Identify how trauma-informed care principles are embedded (or not) into the policies and culture of the agency.
- Use knowledge of social policies and structural inequities to advocate effectively for service users within the organization.
- Research local, provincial, and federal housing and public assistance policies that impact people experiencing homelessness.
- Identify systemic barriers encountered by service users and discuss advocacy strategies and policy-based responses during field instruction.
- Participate in community meetings, networks, or coalition initiatives focused on homelessness and housing access.

Outcome 4: To function with appropriate self-awareness

Learning Activities:

- Complete at least one critical reflection journal focused on personal and professional values and beliefs related to illness, disability, aging, mental health, and end-of-life care
- Research self-care plan frameworks and develop a holistic self-care plan.
- To recognize and regulate emotional responses when working in high-stress, fast-paced, or emotionally charged health care environments.
- Identify common emotional triggers encountered in placement (e.g., medical crises, death, ethical dilemmas).
- Develop and implement a personal emotional regulation plan (e.g., grounding techniques, debriefing).
- Participate in case debriefings following challenging service user encounters.
- Reflect on how stress and emotions influence decision-making and communication (e.g. through critical reflection journals).
- Reflect on how social location influences interactions with service users and team members and discuss further with field instructor.
- Attend interdisciplinary team meetings, noting the criminal justice perspective.
- To develop intentional and ethical use of self when engaging with service users experiencing acute or chronic health issues.

- Observe experienced human service workers and other team members during service user assessments and interactions and note how they use empathy, boundaries, and self-disclosure.
- Practice service user engagement under supervision and independently, focusing on tone and non-verbal communication.
- Reflect on emotional responses to service users' stories involving trauma, grief, or loss.
- Review relevant agency policies on professional boundaries and therapeutic relationships and ethics.

Outcome 5: To function within a professional context

Learning Activities:

- Discuss cultural humility and anti-oppressive practice in documentation during field instruction.
- Discuss role (student and criminal justice) challenges and professional confidence during field instruction.
- By the end of the placement, I will consistently complete client case notes that are accurate, objective, and compliant with agency policies and legal standards.
- Review agency documentation policies, templates, and legislative requirements (e.g., criminal justice legislation, privacy laws).
- Shadow my field instructor while they complete case notes and discuss decision-making around wording and content.
- Draft case notes for service user contacts and submit them for review and feedback during field instruction.
- Revise documentation based on feedback to improve clarity, accuracy, and compliance.
- Conduct supervised and independent service user interactions, focusing on clear, respectful, and culturally sensitive communication.
- Participate in team meetings and case discussions, contributing appropriately and professionally.
- Apply criminal and social justice ethical principles and organizational policies when making professional decisions in a refugee service context.
- Review the organization's code of conduct, confidentiality policies, and ethical guidelines.
- Identify ethical dilemmas encountered in practice (e.g., dual relationships, conflicts of interest, informed consent) and discuss them during field instruction.
- Use an ethical decision-making framework to analyze at least one practice situation in a critical reflection journal and during field instruction.
- Attend any orientation and ethics training offered by the agency.

Reference List

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- 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.
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- Marsh, Doel, M., & MyiLibrary. (2005). The task-centred book: developing, learning, sustaining, and reviewing task- centred social work. Routledge.
- Potter, M. K., & Kustra, E. (2012). A primer on learning outcomes and the SOLO taxonomy. Centre for Teaching and Learning. Windsor, Canada. Retrieved from <https://www.uwindsor.ca/ctl/sites/uwindsor.ca.ctl/files/primer-on-learning-outcomes.pdf>

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