Department of Justice Studies

Justice Studies Practica Field Placement Application Information for JS 290 & JS 490 Students

Faculty of Arts
Justice Studies Practicum Application Guide

**PRACTICUM REGISTRATION - STUDENT CHECK LIST**

- Have you contacted your Academic Advisor for assistance and course sequencing?
- Do you meet the prerequisites for each practicum?
- Do you have the information to login to your www.placeprocanada.com account?
- Have you contacted the Practicum Coordinator to arrange for a practicum placement?
- Have you registered for JS290 or JS490 on “UR Self-Service”?

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**Before Completing the Application Documents**

**Do you have the prerequisites for each practicum?**

<table>
<thead>
<tr>
<th>JS 290 Prerequisite for the Practicum I (Introductory): Field Placement</th>
<th>JS 490 Prerequisites for the Practicum II (Advanced): Field Placement</th>
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<tr>
<td>- 30 credit hours, including JS 090, JS 100</td>
<td>- 65% PGPA and 60% GPA</td>
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<td>- 65% PGPA and 60% GPA or permission of department head</td>
<td>- JS 090, JS 100, 291</td>
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**PlacePro Login Information**

**To Login to PlacePro Follow These Instructions**

1) Students considering a practicum field placement must apply on line at [www.placeprocanada.com](http://www.placeprocanada.com). First time student applicants login by using the following:

- **Login:**
  - FIRST NAME INITIAL + LAST NAME + LAST FIVE (5) DIGITS OF YOUR STUDENT NUMBER

- **Password:**
  - LEAVE BLANK (ADD A PASSWORD ONCE YOU ARE IN THE SYSTEM)

- **Access Code:**
  - UREGINA

- **Save Access Code**
**Completing the Application Requirements**

1) Complete the **MY PROFILE** sections:
   a. Personal Information
   b. Academic Information
   c. Career Plans
2) Go to **MY MANAGER** and click on **ONLINE FORMS & INFORMATION**
3) Generate a **PORTFOLIO** by creating and then uploading the following documents in the **DOCUMENTS/PORTFOLIO** section of PlacePro. Use the **TYPE** drop down menu to identify your document.
   a. **A cover letter and resume** (a sample cover letter and resume follows these instructions: p.5 & 6)
   b. A description of a least four (4) to five (5) **learning goals** and how you plan to achieve each one (sample goals follows these instructions: p.8)
   c. Identify 2-3 general **areas of interest** for your field placement (e.g. corrections, advocacy, working with women or youth, etc.).
   d. **Contact the Practicum Coordinator** at 306-585-5237; or **jsprac@uregina.ca** to arrange an appointment or for practicum placement.

**To Be Accepted**

1) You will meet with your **Academic Advisor** (**arts.studentservices@uregina.ca**) to discuss your course sequencing and preliminary eligibility for practicum placement.
2) Upload your most recent program outline to Place Pro before your meeting. Contact **arts.studentservices@uregina.ca** for assistance with your program outline.
3) The Practicum Coordinator will discuss your field placement options with you to determine your best practicum placement.
4) The contact information of your prospective field supervisor and his/her organization will then be sent to you via email following your placement.
5) Arrange an interview with your supervisor to discuss:
   a. The work you will be doing;
   b. The supervision you will receive and who you will be reporting to;
   c. The performance expectations of the supervisor and your learning goals;
   d. Start and end dates of your field placement (usually the first and last day of classes);
   e. **Schedule of hours** (for **JS 290** the total required hours are **292.5** and for **JS 490** the total hours required are **392.5**);
   f. What to do in case of absences; and
   g. Inform the Practicum Coordinator of the results of your interview (i.e. accepted or not accepted).

**Upon Acceptance**

1) Prepare for practicum by attending the practicum information sessions (Details will be sent to you via email or you can visit the **JS Department** Practicum webpage for
more details).

2) An **ORIENTATION** to your practicum field placement will be presented a week before the start of the semester by the JS Practicum Coordinator and/or on the first day of the practicum class by your practicum placement organization.

3) Read your **Practicum Manual** before the start of your practicum placement

### Preparing for Field Placement

Fitting into an organization’s culture is of the utmost importance for the successful completion of a student’s practicum. Organizations are likely to interview for: **competencies, maturity, flexibility, problem-solving skills** and whether you will be an asset. You should leave the interviewer with the impression that, although you’re a student, you can contribute to the work, take direction, demonstrate flexibility, and show a willingness to learn. The following suggestions will assist students in their preparation for their interview:

- Research your prospective field placement – ask for a job description and/or talk with someone who is already doing the job.
- Take a copy of your resume, and goals and objectives to the interview.
- Be punctual – first impressions are important. Always arrive a little early.
- Dress for the interview – dress for the interview, not the job, to show that you can present yourself professionally.
- Practice being interviewed. Ask a friend or family member to interview you.
- Facial expressions are important, smile when you greet someone.
- Speak clearly, do not mumble.
- Respond to the interviewer politely, regardless of whether the questions appear appropriate or confusing.
- Listen carefully to the questions before replying.
- Provide brief answers and be succinct - get to the point.
- *Thank the interviewer for his/her time and address them by their names.*
January 1, 201X

Chris Churko
Email address
Phone number

To Whom It May Concern:

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, 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 _______ . 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,

Chris Churko
Enclosure
KELLY TREVENA  
Phone: (360) 555-1234  
Email: *kelly.trevena@uregina.ca*

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**Objectives**

Optional section: State the specific position. If you could, state the general type of work that you’re seeking. Consider adding a phrase that highlights some of your related experience, knowledge and / or skills.

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**Knowledge and Skills Profile:**

**General Transferable Skills:**
- Prepared well organized and clear intake reports (20-30) and case documentation.
- Computer: Microsoft Office (Excel, Power Point, Word), Internet.
- Languages: Proficient in English and French
- Take initiative, assertive, and.
- Actively seek professional and personal development.

**Educational Credentials:**
2010 – Present: **Bachelor of Human Justice** (Candidate), University of Regina, Regina, SK. (Completion Apr. 2011) Courses include: ---------

2007: **Grade 12 Diploma**, Composite High School, Yorkton, SK.

**Scholarships and Awards**
- 2008: Youth Leadership Award, Building Better Communities, Yorkton, Saskatchewan.
- 2007: Entrance Scholarship, John W. Trakter Award, Regina, Saskatchewan.
- Professional Development & Certificates (selected)

**Work Experiences/Employment History:**
2011 – Present: **Teaching Assistant**, University of Regina

2009- 2011: **Risk Assessment and Intervention for Youth at Risk**, Prince Albert, Saskatchewan. Responsibilities included but were not limited to:
- Coaching level II, Volleyball, Moose Jaw
- Assessing clients risk for safety

2006 – 2009: **Individual & Group Counselling**
- Interviewed clients to obtain case history, assess needs and_____.
- Counselling clients for concerns related to_______.
- Assessed risk and intervened as ethical and appropriate in crisis situations.
- Applied multicultural counselling competencies for working respectfully with diverse clients


**Administration**

**Community Development & Program Planning**, Vancouver Island, British Columbia. Responsibilities included but were not limited to:
- Collaborated with community stakeholders to assess community needs for_______.
- Over________________________years of experience developing and facilitating employment programs and events.
  For example, ____________________
Trained and coordinated 30 volunteers for 2 mentoring programs.
Evaluated programs using qualitative and quantitative methods (e.g. conducted survey on _____)

References: References are available upon request (Most organization may request for reference following your interview. A sign that they are interested in hiring or accepting you for practicum placement.

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 goals 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**


*Revised: June 22, 2022*