

**Columbia College**

**Justice and Public Safety Professional Program Diploma Practicum (CRIM241)**

**Facilitation 1**

**Course Outline**

Semester Dates: January 2017 to December 2017

Facilitator: Lonnie C. Croal MA, ACC, CACE

Email: lonniec@columbia.ab.ca

Class Time: 3:00 PM – 5:00 PM (Mons)

Room: 805-113

Credit: 3.0

Co-Prerequisite: CRIM242 Practicum Capstone

---

Note: It is the student's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator.

**Course Description:**

This course offers Learner Researchers an invaluable opportunity in developing self-directed learning skills needed for a justice and public safety career. It has been our belief that gaining practical experience in an area of specialization provides a key learning experience that will continue long after leaving our college. Learner Researchers will be engaged in regular scheduled on-campus workshops involving professionals in all aspects of justice serving Calgary and our province. The practicum program increases the potential in understanding of the complexities of the criminal justice system and public safety; government and non-government organization opportunities.

Under the supervision of the Director or the Practicum Coordinator this initial phase of this multi-phased practicum will provide strategies navigating through this rewarding career. Attendance at all scheduled workshops and practicum assignments is essential. Successful completion of assigned courses with a standing G.P.A. of 2.0 and higher. It should be noted that in this course, you may be asked to attend external presentations and workshops which are regularly be scheduled during your program.

**Learning Outcomes:**

As a result of active participation in these sessions, a student can expect to:

- Develop skills in the planning stages and making preliminary contacts with social and criminal justice organizations through a social media, media, and personal contacts and connections
- Increase the ability to network with key stakeholders in the community and profession
- Demonstrate knowledge of organizational objectives and processes used in the workplace setting
- Explain the duties and responsibilities associated with your practicum career choice
- Identify opportunities and challenges that may arise in given work situations, and propose appropriate responses that could be taken by a worker in the Learner Researcher's work role
- Apply the criminal justice theory and competencies into actionable next steps during practicum

### Course Format:

This course will bridge classroom methodologies of discussion, personal reflection, experiential exercises, presentations, role-play, group activities and case studies applied to the experiential learning of practicum. Our faculty and practicum host aims to create an environment where the learner is actively engaged in inquiry, critical thinking and problem solving. This experiential-based course is designed to help Learner Researchers prepare for their future career.

This practicum course is a co-requisite to the second phase of your 276-hour practicum requirement. This phase (CRIM241 Practicum) is the start to the pathway for success in the program.

CRIM241 Practicum (100 hours)		
<b>Step 1</b>	<ul style="list-style-type: none"><li>Plan for application to practicum organizations</li><li>Resume and cover letter complete with feedback</li></ul>	Prior to the end of semester 2
<b>Step 2</b>	<ul style="list-style-type: none"><li>Application to practicum host organizations</li><li>Follow up conducted</li><li>Alternative plan completed for other practicum host organizations (if necessary)</li></ul>	Prior to the end of semester 3
<b>Step 3</b>	<ul style="list-style-type: none"><li>Attend all practicum workshops as directed</li><li>Provide the Practicum Coordinator/Director with the Practicum Contract signed by the practicum host and Learner signature (before practicum begins)</li><li>Track practicum hours as worked (100 hours) and complete the Practicum Log Sheets</li></ul>	Continual
<b>Step 4</b>	<ul style="list-style-type: none"><li>Complete the required practicum hours (100 hours)</li><li>Upon conclusion of the practicum hours, return the following documents signed and dated by 1) practicum host, 2) Learner and 3) Director/Practicum Coordinator:<ul style="list-style-type: none"><li>Practicum logged hours</li><li>Student Performance review document</li></ul></li></ul>	Prior to the end of semester 10

### Required Textbooks and Equipment:

McBride, R. (2017). Criminal justice internships: Theory into practice (9<sup>th</sup> Edition). New York: Anderson Publishing.

Justice and Public Safety Professional Program Learner Researcher Practicum Handbook

### Recommended Readings and Resources:

*Learner researchers may access these sources from the College and from home.*

Career Cruising

- [www.careercruising.com](http://www.careercruising.com)  
Username: columbia  
Password: discovery

ALIS – Alberta Learning Information Service

- [www.alis.alberta.ca](http://www.alis.alberta.ca)

Alberta Wage Info (OCCinfo) – Occupations and Educational Programs

- [www.alis.alberta.ca/occinfo/](http://www.alis.alberta.ca/occinfo/)

### *Further Recommended Readings and Resources:*

- Internet (Job Banks, industry specific professional associations, and other resources)
- City of Calgary Public Library
- Alberta Career Development Centre
- Canada – Alberta Service Centre
- ProQuest
- Gale (Info-Trac)

### **Practicum Process**

Learner Researchers are required to complete a total of 276 hour practicum process in the following sections:

- **Phase 1:** Attend the CRIM241 practicum workshops/seminars as scheduled in the course outline totalling 14 hours
- **Phase 2:** Complete the 100 hour experiential learning practicum under the supervision and direction of a justice practicum host organization
- **Phase 3:** Complete a second 100 hour phase which the Learner has the option of one or a combination of the following opportunities:
  - Option 1 - An additional 100 hour experiential learning phase as a **continuation or a separate practicum** under the direction of a practicum host organization
  - Option 2 - An additional 100 hour **volunteer opportunity** within a volunteer organization connected or separate from a justice organization (See addendum for specific volunteer hour log sheets and sworn affidavit of completion)
  - Option 3 - Complete a **SARA problem-solving project** based on the theoretical and practical opportunities while in the Learner Researchers first 100 hours of experiential learning (See addendum for specific rubric)
  - Option 4 – Complete a **research paper** that captures the essence of the practicum experience and synthesizes the theoretical nuances of criminology, social and criminal justice or related topics (See addendum for specific rubric)
- **Phase 4:** Complete the final 50 hour requirement in the PolicePrep online course as directed through [www.policeprep.com](http://www.policeprep.com)
- **Phase 5:** Present findings of all phases in a concise poster presentation designed to highlight the salient points of your overall practicum experience (See addendum for specific rubric)

### **Practicum Expectations**

1. It is expected that the Learner Researcher will display a high degree of maturity, sense of responsibility, and a good attitude and work ethic. Required attendance at workshops/seminars will be considered, along with the quality of participation at these sessions. All academic coursework must be satisfactorily completed and a minimum G.P.A. of 2.0 maintained. If a Learner Researcher's GPA falls below 2.0, they will not be permitted to begin or continue a practicum until the GPA is maintained at 2.0 and higher.
2. It is highly recommended that Learner Researchers will undertake their practicum placement on a part-time basis of four to eight hours per week. Although most practicum placements are performed on a voluntary basis in order to gain valuable experience, some employers may pay a modest hourly wage to the Learner Researcher in line with company policy, but do not expect to be paid. **If there is remuneration (payment), the Learner Researcher must inform the Director Justice and Public Safety Professional Programs in order to secure the correct agreement form as the contract for a paid practicum is different.**

3. **It is the Learner Researcher's responsibility to arrange a suitable practicum placement.** It is important that the Learner Researcher begin a practicum search within the first 2 – 3 months of the program. Learner Researchers already employed may complete a practicum placement with their employer, providing the work is clearly program related. The site and the type of work being performed must be approved by the Director Justice and Public Safety Professional Programs in order to qualify as a practicum placement in terms of this course. Only work performed during the period of study will be considered to meet the requirements of the course. If a Learner Researcher wishes to have previous or current employment considered for practicum experience, please discuss with the Director; Justice and Public Safety Professional Programs. This work may qualify under a Prior Learning Assessment and Recognition (PLAR) opportunity.
4. If a Learner Researcher is having difficulty securing a practicum site, the Director or Practicum Coordinator will provide coaching and support. It is the Learner Researcher's responsibility to ask for help.
5. A Learner Researcher who has identified an organization in which they would like to obtain their practicum experience will be responsible for informing the Director of the necessary information and securing approval for the placement site prior to beginning to work at the practicum placement. This may mean that the Director will need to visit the placement host site prior to granting approval.
6. Once approval is secured, **the Learner Researcher will arrange for signing of the practicum agreement with the practicum host organization and the College prior to the start of any practicum placement.** This is necessary due to the legal conditions surrounding a practicum placement. The agreement for a non-paying practicum placement includes Workers' Compensation coverage provided by Columbia College. Without a signed agreement, Worker's Compensation coverage is not available to the Learner Researcher, and the Learner Researcher is working at his/her own risk.
7. **Should the Learner Researcher be working at the practicum placement without all documents completed, the Learner Researcher does this as volunteer work** that will not be counted towards his/her Practicum hours. Columbia College assumes no responsibility for this decision.
8. **The Learner Researcher is responsible for ensuring that the Student Performance Evaluation form is completed by the Practicum Host Organization at 100 hours.** Evaluations along with the approved Log Hours Form are to be handed in to the Practicum Coordinator/Director as per established timelines.
9. If a Learner Researcher does not complete their practicum course by the end of their program, they will have met the requirements for graduation. The Learner Researcher may request an extension by submitting the Practicum Extension Form. This is an administration fee required for all extensions. Payment must be made at the time the form is submitted to the Registrar's Office. A request to have the fee waived may be made Learner has demonstrated every effort from the first month of the program that demonstrates an action plan for practicum placement but has been unable to secure one. The Learner Researcher will fill out the practicum extension form and submit it to their Director/Practicum Coordinator for consideration. This form is available on Columbia's website under Forms and from the Administration Office in Building 802.
10. If a Learner Researcher does not complete his/her practicum course by the end of the 2<sup>nd</sup> extension period, the Learner Researcher will be required to repeat the course and pay the tuition fee as assessed by the program. In unusual circumstances, a further extension may be permitted.
11. Regardless of the learning outcome in the experiential learning phase, the Learner Researcher shall formally acknowledge and thank the practicum host supervisor as soon as practicable.

### **Evaluation - Assessment of Learner Researcher Performance**

Grading in this course is on a pass-or-in progress basis, subject to the Learner Researcher's satisfactory completion of the practicum requirements as outlined in this course syllabus. The practicum host evaluation and the Program Director's overall evaluation of the Learner Researcher's participation in such areas as demonstrating initiative in securing a Practicum placement, attendance at appointments, attendance at practicum seminars, participation at these meetings, general professional behaviour, provision of documents and journal entries, all play a significant role in the evaluation of the Learner Researcher. The Learner Researcher should demonstrate personal growth through the practicum experience.

In order to meet all requirements AND prior to the conclusion of the final semester, the Learner Researcher must:

1. provide the Director with the Student Performance Evaluation form and Practicum Log Hours form completed by the student, practicum host and prepared for final signature by the Director or designate
  - a. provide the Director with the additional Student Performance valuation form and Practicum Log Hours form completed by the student, practicum host and prepared for final signature by the Director or designate
  - b. or, provide the Director with the Volunteer Log Hours form signed by the student with details of volunteer assignments
  - c. or, provide the Director with the documentation that supports the SARA project including any notes, presentation material and/or lesson plans
  - d. or, provide the Research Paper following the APA formatting with included title page, bibliography, table of contents and research outcomes
2. provide the Director a copy of the certificate of completion of the online PolicePrep course
3. present findings of the Learner Researchers practicum experience in a poster presentation

### **Submission and Completion of Assignments:**

You are expected to submit any assignments by the due date. If you are unable to submit an assignment on the due date, you must request an extension **before** the due date by filling out an *Application for Assignment Extension form (SSPP-F012)* that is to be submitted to the Director of Justice and Public Safety Professional Programs for approval. This form is available on Columbia's website under Forms and from Building 802 – Main office and from the Practicum Supervisor.

### **Attendance Requirements:**

Columbia College believes that Learner Researchers are committed to their program and learning experiences. However, it is understood that there are times when Learner Researchers may be absent. Any absences can be viewed as a potentially serious disruption of the learning process and necessary achievement of the learning objectives. Being late is also considered unacceptable as it interferes with the learning opportunities of others. Unavoidable absences or lateness must be reported to the Director of Justice and Public safety Professional Programs in advance. Please refer to Columbia College's *Attendance Policy and Regulations (ADM-P151)* for detailed information on Attendance Requirements. **Attendance for all practicum workshops is mandatory and attendance is recorded.**

### **Academic Integrity:**

Academic dishonesty is a serious offence and can result in suspension or expulsion from Columbia College.

There is no tolerance for academic dishonesty and any Learner Researcher caught plagiarizing is subject to serious sanctions as outlined in the Learner Researcher in Columbia's *Student Code of Conduct Policy (ADM-P229)*. Learner Researchers are encouraged to familiarize themselves with this policy and avoid any behavior that could possibly be seen as cheating, plagiarizing, misrepresenting, or putting into question the integrity of one's academic work.

### **Student Conduct:**

The Learner Researcher may find that the hosting practicum organization may or may not have clear policies surrounding ethical guidelines and conduct. In many situations, you will have to make your own judgments based on college and professional expectations and the Learner Researcher's core values.

This may not be an easy process or without careful consideration. The Justice Learner Researcher remains a representative of Columbia College and the organization with which they are engaged as a practicum Learner Researcher. The moral and ethical conduct reflects on all who are associated with. At all times, the Learner Researcher will conduct themselves with the highest degree of moral and ethical practice. During the Learner Researchers practicum he/she may witness or be tempted by the following:

- acceptance of meals at a discount or without payment;
- receipt of merchandise from merchants at discount rates;
- admission to sporting and entertainment events without charge or discounted benefit;
- questionable use-of-force;
- acceptance of gifts;
- use of confidential information for private gain or to impress others;
- operating motor vehicles and other equipment illegally;
- accessing mail, email, copiers, computers, and other services for personal use.

At no time will Learner Researchers representing themselves, Columbia College and the host organization engage in questionable practices that will reflect poorly on the professionalism of the program and themselves. It is the responsibility of each Learner Researcher to uphold the expectations and responsibilities outlined for the Learner Researcher in Columbia's *Student Code of Conduct Policy (ADM-P229)*, Columbia's *Commitment to Human Rights and Diversity Policy (ADM-P029)*, and any additional requirements established by your program.

Generally, each Learner Researcher will:

- be respectful and courteous toward others;
- demonstrate appropriate and supportive communication skills, and coach, assist, advise and otherwise support other Learner Researchers in their studies;
- manage any personal stress and conflict in a positive and resourceful manner, and assist others to do the same;
- be dressed in a manner appropriate for their workplace or learning environment, as established by the program;
- conduct themselves in a professional manner with regard to their communication with others and their behavior in class;
- conduct themselves with academic integrity in all of their learning activities, tests, exams, and assignments
- keep up with day-to-day workshop and course expectations.

**Important Dates:**

<b>Description</b>	<b>Date</b>
Last to add/drop courses	5 school operating days from the start of the semester OR before the third scheduled class, whichever is greater
Last day to withdraw without academic penalty	50% or less of the semester has been completed
Final Examination	A final exam may take many formats. If a final exam is scheduled, it will be taken in an assigned room under the supervision of a Test Proctor. <u>Learner Researchers must be on time as they will not be permitted to enter once the exam has started.</u> Exam schedules are available in each building on a bulletin board, as well as online at <a href="http://www.columbia.ab.ca/exams">www.columbia.ab.ca/exams</a> . <u>It is the Learner Researcher's responsibility to check this exam posting.</u>

**Appeals:**

Please refer to the *Student Appeal Policy (ADM-P177)*.

**Learner Researchers with Temporary or Permanent Disabilities or Medical Conditions:**

Learner Researchers with temporary or permanent disabilities or medical condition may apply for accommodations. To be considered for an accommodation, a Learner Researcher must register with Columbia College's Accessibility Services by making an appointment with an Accessibility Services Advisor – Main Office – Bldg. 802 or emailing [accessibilityservices@columbia.ab.ca](mailto:accessibilityservices@columbia.ab.ca). The Department Chair or facilitator is not able to provide you with any accommodations without you taking this step. Please refer to Columbia College's website to review *the Accommodation Policy and Handbook (ADM-P188)*.

**Learner Researcher Support:**

Learner Researchers should be aware that Life Coaching, Counseling, Career and Accessibility Services, and Learner Researcher Support Services (i.e. tutoring, academic strategists, etc.) are provided by Columbia College. Inquire how to request these services at the Main Office in building 802. It is the Learner Researcher's responsibility to discuss their specific learning needs with the appropriate service provider.

**Participation and Engagement in Seminar/Workshops:**

Please note that this schedule is subject to change. Any changes or cancellations will be emailed to you. It is your responsibility to check the email address you have given to the school on a daily basis for any messages from the Practicum Supervisor, Justice Director, or College Administration. It is the Learner Researcher's responsibility to be familiar with the information contained in the Course Outline and to clarify any areas of concern with the facilitator. Learner Researchers are expected to be prepared for each seminar and be actively and thoughtfully engaged.

<b>Workshop Session</b>	<b>Topics</b>	<b>Assignment</b>
1 Monday January 23, 2017	<ul style="list-style-type: none"> <li>• Job and career fairs</li> </ul>	
2 Monday February 13, 2017	<ul style="list-style-type: none"> <li>• Orientation to practicum</li> </ul>	
1 hour - booked by Learner Researcher with faculty ***Practicum plans should be initiated now***		
3 Monday March 20, 2017	<ul style="list-style-type: none"> <li>• Practicum process in the age of transparency</li> </ul>	
4 Monday April 24, 2017	<ul style="list-style-type: none"> <li>• Placement Process</li> </ul>	
5 Wednesday May 10, 2017	<ul style="list-style-type: none"> <li>• Poster Presentation Day</li> </ul>	<ul style="list-style-type: none"> <li>• Foxtrot Poster Presentation Day</li> </ul>
6 Monday June 26, 2017	<ul style="list-style-type: none"> <li>• Professional ethics in practice</li> </ul>	
7 Monday July 10, 2017	<ul style="list-style-type: none"> <li>• Practicum host supervision and the role of the organization</li> </ul>	
8 Tuesday August 22, 2017	<ul style="list-style-type: none"> <li>• Poster Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Golf Poster Presentations</li> </ul>
9 Monday September 11, 2017		
10 Monday October 16, 2017		
11 Monday November 13, 2017		
12 Monday December 04, 2017	<ul style="list-style-type: none"> <li>• Poster Presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Hotel Poster Presentations</li> </ul>



## **Appendix 1 Assignment Outlines**

### **Practicum Phase: Practicum (Initial 100 hours with practicum host)**

**Due Date: Prior to poster presentation date**

**Weight: Pass/In Progress**

Description: This practicum experience supervised by a practicum host requires the initial 100 hours of the practicum in criminal justice or social justice host organizations. Please provide the Director with the Student Performance Evaluation form and Practicum Hours form completed by the student, practicum host and prepared for final signature by the Director or Designate.

### **Option 1: Practicum Continuation (final 100 hours with practicum host)**

**Due Date: Prior to poster presentation date**

**Weight: Pass/In Progress**

Description: This continuation of the practicum experience or an additional practicum experience supervised by a practicum host requires the final 100 hours to satisfy the requirements of the practicum. Please provide the Director with the additional Student Performance Evaluation form and Practicum Hours form completed by the student, practicum host and prepared for final signature by the Director or Designate. In some cases where the student locates a second practicum organization an additional contract will be required and signed by the practicum host, the student and Director or designate prior to starting this practicum.

### **Option 2: Community Volunteerism Opportunity (final 100 hours self-directed)**

**Due Date: Prior to poster presentation date**

**Weight: Pass/In Progress**

Description: This continuation of the practicum experience is an unsupervised volunteer opportunity that requires the final 100 hours to satisfy the requirements of the practicum. The student may select a single volunteer organization or may prefer a variety of volunteer opportunities. Volunteering can occur formally within any organization or informally ad hoc as the Learner can allow. Please provide the Director with the Volunteer Hours form completed by the student and prepared for final signature by the Director or Designate.

### **Option 3: SARA Project (final 100 hours self-directed)**

**Due Date: Prior to poster presentation date**

**Weight: Pass/In Progress**

Description: This continuation of the practicum experience requires the final 100 hours to satisfy the requirements of the practicum. This practicum experience places the Researcher in partnership with the practicum host organization. Through interviews, media, relationships and your personal experience the student will identify a problem, issue or project that he/she will apply the SARA problem-solving model. This process is a self-directed opportunity working through to possible solutions but **is not the focus of your practicum**. In selecting a SARA each student will be required to present, their process (what they did), the results (what happened) and recommendations (what needs to happen next). This will take place on the final practicum workshop date (as per the workshop schedule). Please provide the Director with the supporting notes, presentation material and/or lesson plans for final signature by Director or Designate.

**Option 4: Research Paper (final 100 hours self-directed)**  
**Due Date: Final Workshop – Learner Researcher Poster Presentations**  
**Weight: Pass/In Progress**

Description: This research and writing experience invites you to submit a paper that describes your study and practicum experience. This research paper should be based your personal experiences in practicum and linked to one or more of the following sub-themes:

- Crime and criminality
- Punishment and corrections
- Women in justice
- Community health and wellness
- Immigration and new Canadians in justice
- Justice career opportunities
- Trends and issues in justice
- Technology and crime
- Civilianization in policing and corrections
- Marginalized populations in justice

This for-credit phase requires a research paper that follows the APA format that synthesizes the programs coursework and practicum experiences. This research paper is between 5000 to 7500 words and will include a title page, bibliography, table of contents and research outcomes. It is strongly suggested that the Researcher identify a challenge, problem, or project to narrow the focus of the research outcomes. This paper will conclude with a “recommendations” section for consideration by attendees.

**PolicePrep® Online Course**  
**Due Date: Final Workshop – Learner Researcher Poster Presentations**  
**Weight: Pass/In Progress**

This online course prepares the Researcher with the assessment and testing requirements for recruitment in most government and justice specific career choices in Alberta. This mandatory requirement of the practicum is a self-regulated learning and assessment opportunity. The student’s personal account code and material is provided on page 5 of *PolicePrep: Comprehensive Guide to Canadian Police Officer Exams* textbook that you have received. Upon conclusion of this online course the Researcher will provide the certificate of completion to the Director or Designate for credit to this course.

**Poster Presentation Phase**  
**Due Date: Final Workshop – Learner Researcher Poster Presentations**  
**Weight: Pass/In Progress**

This practicum experience places the Learner Researcher in partnership with all three phases of the practicum process. During this important phase the Learner Researcher will experience a whole host of potential opportunities in the poster presentation. Problems, challenges, issues or even a project will surface for you as a change opportunity allowing you to see it critically and work through to a solution or solutions.

Through interviews, media, relationships and your personal experience the Learner Researcher will identify a poster presentation topic, design a professional poster presentation and be evaluated and is a requirement for success in this course but **is not the focus of your practicum**. It is highly recommended that the Learner Researcher’s practicum host be well informed of the details of the poster presentation as it is encouraged that they attend this event.

**Columbia College**  
**Department of Justice and Public Safety**

**SARA Research Rubric**  
**Last Revised: March 08, 2017**

Learner Researcher Name	Course Code	Date	Peer/Host/Facilitator/ Evaluator's Name		
<b>Phase</b>	<b>A</b> 5-4	<b>B</b> 3	<b>C-D</b> 2	<b>F</b> 1-0	<b>Score</b>
<b>Scanning Phase</b>	<ul style="list-style-type: none"> <li>• Problem, project, issue or gap is <b>clearly identified</b> answering the question - what is the project being presented?</li> <li>• A title to your project is clear, concise and directly linked to the SARA presentation.</li> <li>• Utilized at least 3 data sources that support your need to highlight this as a problem, project, issue or gap (Why do you think that this need attention?)</li> <li>• Incorporates a historical and current review (Why is this important today?)</li> <li>• Utilize at least one interview that the learner researcher personally conducted.</li> <li>• Includes sub-problems, projects, issues or gaps that are interconnected and related</li> </ul>	<ul style="list-style-type: none"> <li>• Problem, project, issue or gap is <b>reasonable clear</b> answering highlighting several of the over-arching questions.</li> <li>• A title to your project is directly linked to the SARA presentation</li> <li>• Utilized at least 2 data sources that supports the project</li> <li>• Utilize an interview provided by the internet and/or media source</li> <li>• Has identified one or two sub-problems, projects, issues or gaps</li> </ul>	<ul style="list-style-type: none"> <li>• Problem, project, issue or gap is <b>somewhat clear</b> highlighting questions that may be relevant</li> <li>• A title to your project is somewhat linked to the SARA presentation</li> <li>• Utilized a data source that supports the project</li> <li>• Has identified one sub-problem in the presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Problem, project, issue or gap <b>lacks clarity or relevance</b></li> <li>• Title is not linked to the SARA presentation or the outcomes to the project</li> <li>• No other data sources provided other than opinion or hear-say</li> <li>• Presentation shows little to no logical organization</li> <li>• Content is difficult to follow</li> </ul>	____/5

Phase	A 10-9	B 8-7	C-D 6-5	F 4-0	Score
<b>Analysis Phase</b>	<ul style="list-style-type: none"> <li>• Correctly and succinctly identifies the analysis phase</li> <li>• Directly links the Scanning phase into the Analysis phase</li> <li>• Refines this phase to identify a focused problem, project, issue or gap</li> <li>• Correctly identifies a COMMUNITY problem...not a practicum host problem</li> <li>• Shows cause of the problem and the effect that it is having on the community</li> <li>• Makes adjustments and can demonstrate what those refinements were</li> <li>• Evaluates best approach/practice (victim/offender/community/etc.)</li> <li>• Uses electronic mapping, hot spot mapping or crime analysis mapping (free on the CPS website)</li> <li>• Incorporates the practicum host mission, vision and value statement into presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Reasonable identifies the analysis phase</li> <li>• The Scanning phase was reasonably introduced</li> <li>• Correctly identifies a COMMUNITY problem</li> <li>• Shows cause and effect to the community</li> <li>• Limited adjustments but does demonstrate the changes in analysis</li> <li>• Has made a good effort in introducing a best practice approach</li> <li>• Has introduced some mapping or internet sources</li> <li>• Supplies some context to the practicum host's mission, vision and value statement</li> </ul>	<ul style="list-style-type: none"> <li>• Is vague for the analysis phase to be understood</li> <li>• Referencing the Scanning phase is apparent but not obvious</li> <li>• Correctly identifies a community problem but may be confused with practicum host problem</li> <li>• Has made little effort in introducing a best practice approach</li> <li>• Supplies some context to the practicum host's mission, vision and value statement</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis phase is not apparent and cannot be understood</li> <li>• No reference to the Scanning phase</li> <li>• Has identified a practicum host problem</li> <li>• No effort at the introduction of best practice approach</li> <li>• No reference to the practicum host's mission, vision and value statement</li> </ul>	____/10

Phase	A 10-9	B 8-7	C-D 6-5	F 4-0	Score
Response Phase	<ul style="list-style-type: none"> <li>• Correctly identifies the Response phase</li> <li>• Directly links the Analysis phase into the Response phase</li> <li>• Pursues a strategic, tactical and purposeful response</li> <li>• Incorporates 3 or more community and other agencies and stakeholders into Response actions</li> <li>• Learner researcher is the facilitator and focal point to the Response Phase</li> <li>• The project is sustainable beyond the end of the project</li> <li>• Cost effective</li> <li>• Notifies all stakeholders as to the response and implications to the response</li> </ul>	<ul style="list-style-type: none"> <li>• Reasonable identifies the Response phase</li> <li>• The Analysis phase was reasonably introduced</li> <li>• Pursues a balanced approach to a SARA response</li> <li>• Incorporates 1 or 2 community and other agencies and stakeholders into Response actions</li> <li>• Learner researcher is the facilitator and focal point</li> <li>• The project is sustainable but lacks long term considerations</li> <li>• Notifies several stakeholders as to the response and implications to the response</li> </ul>	<ul style="list-style-type: none"> <li>• Does identify the Response phase but lacks clarity</li> <li>• The Analysis phase was reasonably introduced</li> <li>• Pursues somewhat of an approach to a SARA response</li> <li>• Incorporates 1 other community or other agency or stakeholder into Response actions</li> <li>• Learner researcher is the facilitator</li> <li>• The project is somewhat sustainable</li> <li>• Notifies one stakeholders as to the response and implications</li> </ul>	<ul style="list-style-type: none"> <li>• Uses words such as by-chance, hope or wishful thinking in presentation with no response phase clarity</li> <li>• Learner Researcher is a by-stander in this process with little or no influence</li> <li>• Responds with an enforcement or one-size fits all approach to the Response phase</li> </ul>	____/10

Phase	A 10-9	B 8-7	C-D 6-5	F 4-0	Score
Assessment Phase	<ul style="list-style-type: none"> <li>SARA project was complete and thorough with all phases incorporated</li> <li>Evaluation is obvious and clear through each phase for the audience</li> <li>Theory, models and tools for problem-solving are applied and obvious</li> <li>Three or more recommendations for practicum hosts and fellow learners are clearly articulated both verbally (presentation) and in text (handout)</li> <li>Learner Researcher provides a resume/cover letter for hand out to all guests that clearly identifies your professional highlights AND your SARA project title</li> <li>Presentation is unique, includes props such as audio, visual, 3D artifacts in a creative, well-defined and easy to follow trip-fold and presentation</li> <li>It is obvious that the effort of 100 hours is attached to the: <ul style="list-style-type: none"> <li><b>SARA investigation</b> (the part that the audience can't see),</li> <li><b>Tri-fold display</b> (the part that the audience can see),</li> <li><b>Presentation</b> (the part that the audience can see, hear and understand) is equal to no less than 100 hours work</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>SARA project includes all the phases for completion</li> <li>Evaluation concise throughout each phase</li> <li>Theory, models and tools for problem-solving are incorporated</li> <li>Two recommendations for practicum hosts and fellow learners are articulated both verbally (presentation) and in text (handout)</li> <li>Learner Researcher provides a resume/cover letter for hand out to all guests that clearly identifies your professional highlights AND your SARA project title</li> <li>Presentation is clear and thorough with reasonable steps that paint a picture of what happened during practicum</li> <li>It is reasonable that the effort of 100 hours is well defined throughout the practicum:</li> <li><b>SARA investigation</b> (the part that the audience can't see),</li> <li><b>Tri-fold display</b> (the part that the audience can see),</li> <li><b>Presentation</b> (the part that the audience can see, hear and understand) is equal to no less than 100 hours work</li> </ul>	<ul style="list-style-type: none"> <li>SARA project represents the phases</li> <li>Evaluation is reasonable complete with each phase represented</li> <li>Problem-solving is somewhat evident in presentation</li> <li>One recommendation for practicum hosts and fellow learners is provided both verbally (presentation) and/or in text (handout)</li> <li>Learner Researcher provides a resume/cover letter for hand out to all guests that clearly identifies your professional highlights AND your SARA project title</li> <li>Presentation has been articulated with steps being followed in a fashion that indicates a process for problem-solving and sustainability during practicum</li> <li>It is somewhat evident that the effort of 100 hours is defined in the SARA investigation, Tri-Fold display and Presentation</li> </ul>	<ul style="list-style-type: none"> <li>The project presentation does not indicate the SARA phases</li> <li>Evaluation of the problem is unclear and requires more emphasis in 2 or more of the SARA phases</li> <li>Problem-solving is not evident and has not satisfied the purpose of the exercise</li> <li>No obvious recommendations were presented or provided to practicum hosts and fellow learners</li> <li>No resume or cover letter was provided</li> <li>The effort demonstrated does not reflect 100 hours of self-directed practicum work required for success for this course</li> </ul>	____/10

**Total Score out of 35: \_\_\_\_\_/35**

**Peer assessment prompting questions:**

- 1. If given the same resources and time, what steps would you have considered that are not in your presentation?**
- 2. What did you enjoy most about your practicum experience?**
- 3. What steps have you followed in honouring your time with your practicum host?**

**Facilitator/Evaluator's Comments:**

**Columbia College**  
**Department of Justice and Public Safety**

**Poster Presentation Rubric**  
**Last Revised: March 08, 2017**

Learner Researcher Name	Course Code	Date	Peer/Host/Facilitator/ Evaluator's Name		
<b>Phase</b>	<b>A 5</b>	<b>B 4</b>	<b>C-D 3</b>	<b>F 2-0</b>	<b>Score</b>
<b>Make a five-minute presentation on findings from research for paper</b>	<ul style="list-style-type: none"> <li>• Outstanding presentation employing multiple visual aids and superior presentation skills.</li> <li>• Took up full 5 minutes for presentation.</li> <li>• Clearly passionate about the learning of the practicum.</li> <li>• Well defined and explained practicum experience and relevance to the study of justice.</li> </ul>	<ul style="list-style-type: none"> <li>• Outstanding presentation employing several visual aids.</li> <li>• Good presentation skills.</li> <li>• Took up full 5 minutes for presentation.</li> <li>• Clearly defined and explained practicum experience with some relevance to the theory and study of criminology.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation made with no more than two visual aids.</li> <li>• Good presentation skills but lacked presence (ei., eye contact, unable to answer questions, struggles with key concepts)</li> <li>• Took up full 5 minutes for presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation not made and/or not within time limit.</li> <li>• No visual aids used.</li> <li>• Presentation does not adequately demonstrate the understanding of the practicum.</li> </ul>	____/5

**Plagiarism:** A "0" grade will be given to a presentation where significant sections of it is copied from other, unattributed sources.

**Peer assessment prompting questions:**

4. If given the same resources and time, what steps would you have considered that are not in your presentation?
5. What did you enjoy most about your practicum experience?
6. What steps have you followed in honouring your time with your practicum host?

**Facilitator/Evaluator's Comments:**



**Columbia College**  
**Department of Justice and Public Safety**

**Research Rubric**  
**Last Revised: September 21, 2016**

<b>Student's Name</b>	<b>Course Code</b>	<b>Date</b>	<b>Facilitator/Evaluator's Name</b>		
<b>Area</b>	<b>A 5</b>	<b>B 5</b>	<b>C-D 3</b>	<b>F 2-0</b>	<b>Score</b>
<b>Research Paper</b>	<ul style="list-style-type: none"> <li>• Easily identifiable, believable, original, well-developed, clear thesis that states a definite point to be argued.</li> </ul>	<ul style="list-style-type: none"> <li>• Good thesis, but slightly unclear in parts. Or, while not incorrect, lacking in originality or insight.</li> </ul>	<ul style="list-style-type: none"> <li>• Promising thesis is somewhat unclear or contains vague terms. Or, largely unoriginal, or offering relatively little that is unique or new.</li> </ul>	<ul style="list-style-type: none"> <li>• Thesis is difficult to identify at all. May be restatement of an obvious point.</li> <li>• Provides little basis for a clear argument to be developed or structure to be devised</li> </ul>	_____/5
<b>Structure of the essay</b>	<ul style="list-style-type: none"> <li>• Overall structure of essay is clear and excellent organization is evident to strategically argue the point of view.</li> <li>• Opening paragraph provides appropriate and thorough background for the thesis.</li> <li>• Excellent transitions from point to point.</li> <li>• Paragraphs support solid topic sentences and contain points relevant to the topic.</li> <li>• Conclusion is strong and clearly brings closure to the argument.</li> </ul>	<ul style="list-style-type: none"> <li>• Generally, structure is clear and appropriate, though may ramble on in parts, or be too brief on one or two points.</li> <li>• Opening paragraph provides sufficient background for the thesis.</li> <li>• May have a few unclear transitions, or a few paragraphs either lacking clear topic sentences, or with two or more topics combined together.</li> <li>• Conclusion is evident and brings closure to the argument.</li> </ul>	<ul style="list-style-type: none"> <li>• Generally, there is evidence of a structure which is at times unclear.</li> <li>• Opening paragraph has the beginnings of good information.</li> <li>• Ideas may at times wander or jump around.</li> <li>• Some transitions.</li> <li>• Some paragraphs lack an identifiable topic sentence.</li> <li>• Beginning of a conclusion is evident.</li> </ul>	<ul style="list-style-type: none"> <li>• Organization is unclear because thesis is weak or not defined.</li> <li>• Introduction lacks sufficient information to support the thesis.</li> <li>• Transitions confusing and unclear.</li> <li>• Few clear topic sentences.</li> <li>• Conclusion has not been developed.</li> </ul>	_____/5

Area	A 5	B 5	C-D 3	F 2-0	Score
<b>Use of Evidence</b>	<ul style="list-style-type: none"> <li>Primary source information and/or quality secondary source information used to support every point with at least one example.</li> <li>Examples support topic and fit within each paragraph.</li> <li>Smooth integration of quoted material into sentence.</li> </ul>	<ul style="list-style-type: none"> <li>Examples used to support most points; generally quality sources (primary or secondary), though quality varies.</li> <li>Examples are usually provided to support points.</li> <li>Quotes and evidence generally integrated well into sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Examples used to support some points.</li> <li>Some points lack supporting evidence or examples.</li> <li>Quotes and evidence are evident, but at times inconsistently integrated into sentences and structure.</li> </ul>	<ul style="list-style-type: none"> <li>Very few or very weak examples.</li> <li>General failure to support statements, or evidence given does not support the statement, because it is low-quality or irrelevant.</li> <li>Quotes and evidence not integrated into sentences.</li> </ul>	_____/5
<b>Analysis</b>	<ul style="list-style-type: none"> <li>Clearly relates evidence to topic sentences and to larger thesis.</li> <li>Analysis is fresh and exciting, posing new ways to think about the material and to make connections among different sources.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence often relates to topic of paragraph and to larger thesis, though some connections are not clear.</li> </ul>	<ul style="list-style-type: none"> <li>Quotes and evidence are evident, but at times are not followed by the author's analysis, and/or lack an explanation of how they relate to the paragraph topics and the larger thesis as a whole</li> </ul>	<ul style="list-style-type: none"> <li>Very little or very weak attempt to relate evidence to the central thesis and arguments of the paper.</li> </ul>	_____/5
<b>Logic and Argumentation</b>	<ul style="list-style-type: none"> <li>All ideas in the paper flow logically; the arguments are identifiable, reasonable, and supported by evidence.</li> <li>Anticipates and successfully refutes/disproves objections or counter-arguments</li> <li>Makes original connections to outside material (whether from the class, other classes, or independent research) that</li> </ul>	<ul style="list-style-type: none"> <li>Argument of paper is clear, usually flows logically and makes sense.</li> <li>Identifies some counterarguments, but these are addressed unevenly.</li> <li>Some insightful connections made.</li> </ul>	<ul style="list-style-type: none"> <li>Argument is present, but may at times be inconsistent in presentation.</li> <li>Logic at times fails, or argument may be unclear.</li> <li>Some counter-arguments are identified, but this area needs more development.</li> </ul>	<ul style="list-style-type: none"> <li>Ideas do not flow well.</li> <li>Simplistic view of topic.</li> <li>Faulty logic.</li> <li>No effort to address possible alternative views.</li> </ul>	_____/5

	illuminates the thesis and its constituent parts.				
Area	A 5	B 5	C-D 3	F 2-0	Score
<b>Mechanics, Grammar, Professional Format</b>	<ul style="list-style-type: none"> <li>Mainly error free.</li> <li>Minimum of 5000 words to a maximum of 7500 words.</li> <li>Uses APA citation correctly.</li> <li>Meets and exceeds all requirements for an excellent academic response.</li> <li>Meets and exceeds all requirements of the assignment.</li> <li>Is recommended as a published journal article.</li> </ul>	<ul style="list-style-type: none"> <li>A few minor errors in usage, grammar, or mechanics.</li> <li>Minimum of 5000 words to a maximum of 7500 words.</li> <li>Generally uses APA citation correctly.</li> <li>Meets requirements for a well written academic response.</li> <li>Meets requirements of the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>Some errors in usage, grammar, and mechanics, beginning to interfere with the readability and meaning of the paper.</li> <li>Minimum of 5000 words to a maximum of 7500 words.</li> <li>Uses APA citation inconsistently and with some errors.</li> <li>Meets some requirements for an acceptable academic response.</li> <li>Meets some of the requirements of the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>Numerous errors in usage, grammar, and mechanics, affecting the readability and meaning of the paper.</li> <li>Minimum of 5000 words to a maximum of 7500 words not met.</li> <li>Many errors in APA citation, demonstrating lack of citation knowledge.</li> <li>Does not meet enough requirements for an acceptable academic response.</li> <li>Does not meet enough requirements to address assignment.</li> </ul>	_____/5
<b>Make a five-minute presentation on findings from research for paper</b>	<ul style="list-style-type: none"> <li>Outstanding presentation employing multiple visual aids and superior presentation skills.</li> <li>Took up full 5 minutes for presentation.</li> <li>Clearly passionate about the learning of the practicum.</li> <li>Well defined and explained practicum experience and relevance to the study of justice.</li> </ul>	<ul style="list-style-type: none"> <li>Outstanding presentation employing several visual aids.</li> <li>Good presentation skills.</li> <li>Took up full 5 minutes for presentation.</li> <li>Clearly defined and explained practicum experience with some relevance to the theory and study of criminology.</li> </ul>	<ul style="list-style-type: none"> <li>Presentation made with no more than two visual aids.</li> <li>Good presentation skills but lacked presence (ei., eye contact, unable to answer questions, struggles with key concepts)</li> <li>Took up full 5 minutes for presentation.</li> </ul>	<ul style="list-style-type: none"> <li>Presentation not made and/or not within time limit.</li> <li>No visual aids used.</li> <li>Presentation does not adequately demonstrate the understanding of the practicum.</li> </ul>	_____/5

**Plagiarism: A “0” grade will be given to a paper where significant sections of the paper were copied from other, unattributed sources.**

**Total Score out of 35: \_\_\_\_\_/35**

**Peer assessment prompting questions:**

- 7. If given the same resources and time, what steps would you have considered that are not in your presentation?**
- 8. What did you enjoy most about your practicum experience?**
- 9. What steps have you followed in honouring your time with your practicum host?**

**Facilitator/Evaluator's Comments:**