

Center for Justice & Peacebuilding's

GRADUATE PROGRAM

Practicum Packet

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Center for Justice & Peacebuilding (CJP)

M.A. Degree programs in Conflict Transformation & Restorative Justice

Practicum Philosophy & Rationale

The Center for Justice & Peacebuilding is a practice oriented academic program. The theories of change and the practice skills offered at CJP are meant to prepare individuals for a career in real world settings of complex conflict and injustice. The *Practicum*, as noted below, “is a time for learning [and preparing for a career] through personal involvement in and reflection on initiatives in actual situations.” It is also a time to learn new theories and practice skills at the practicum site.

Overall this “hands on” experience, with “extensive interaction with people outside the classroom,” and in organizations dealing with the subjects of students’ specializations, provides first-time or additional work experience for CJP students. Their experience is critical to employers as well as overall career development. Therefore, being prepared academically and having additional work experience through a practicum strengthens the individual student’s ability and capacity to offer a full range of experience to the people they will eventually work for and serve.

The *Research Practicum*, done within and for an organization (or in unique cases independently) on a particular research subject of interest to the CJP student, is another way of gaining deeper *out of the classroom* experience in organizations and the field.

There is also a third option of doing an academic *Thesis* which allows a person to do a comprehensive research project that is foundational to further studies and/or teaching at the university level. See more information below on the various options for fulfilling the practicum requirement.

Practicum or thesis credits are part of the overall 45 required for the degree program and cost the same amount as course tuition. The tuition is used to provide a student with:

- Support from the Practicum Director and Practicum Coordinator beginning in the student’s first semester to prepare for the practicum until completion.
- Initial one-on-one conversations with the Academic Advisor and/or Practicum Director to identify possibilities for the practicum and identify the appropriate Practicum Advisor.
- Extensive support from the Practicum Advisor (faculty member) in identifying the student’s objectives for their practicum, exploring possible sites, writing the practicum proposal, and securing a practicum.
- Access to the CJP alumni network.
- Access to the 40+ practicum sites who have agreed to host CJP students if an appropriate match.
- Consultations with the Practicum Advisor throughout the student’s practicum to ensure ongoing reflection and coaching.
- Support from the Practicum Advisor in preparing the capstone and in a final debrief.
- For thesis students, two faculty members work closely with the student as their thesis advisors, and several others join to for the thesis committee.

<http://www.emu.edu/cjp/grad/practicum/>

Practicum & Thesis Options

Organizational-based Practicum

In most cases MA students will be encouraged to seek organizationally-based practicums where they spend 2 to 4 months, or more, (usually their last semester after completing all coursework) with an organization for “a time of learning through personal involvement in and reflections on initiatives in actual situations.” At times, students may do a practicum within an organization where they engage in research for the organization. There are exceptions to this type of practicum (see below), but this is the *standard* one at CJP. Some students choose to engage in their practicum part-time over the period of 6 months to a year, and may even continue with some coursework during that time.

Independent Applied Research-based Practicum

While the strong recommendation is for a student to work in collaboration with an organization, select students may choose to propose an independent applied research-based practicum (developed independent of any organization). An independent applied research-based practicum must include a final product that is unique from previously done research for courses: article, book, training manual, exhibit or other project clearly outlined in the proposal and approved by the practicum committee. If the research includes human subjects, students should check with their advisor regarding the research requirements of EMU’s Institutional Review Board (IRB) www.emu.edu/irb/. Prior to giving approval for an independent applied research-based practicum, the committee will check in with the instructor of Research Methods to assess if the student is prepared for solid independent research.

Master’s Thesis

CJP full-time residential students are able to petition the Academic Committee for an exception to the general rule that all students will do a Practicum. Students will be vetted based on their experience and the quality of their proposal. A maximum of 2 persons per year will be granted this thesis option. This option is normally available only for those students planning on doing their practicum/thesis in the spring of their second year, and for those that will be in residence. An exception to these guidelines will be considered for a student who has proven him/herself to be both an excellent writer and a self-initiator. A student can make the case to write from a distance or on an alternate time table if he/she has:

- Demonstrated capacity (at CJP) to complete complex research and writing projects in a timely manner.
- Adequate access to Internet and technology to support the process.
- Strong writing and editing skills so that there is limited or no need for writing support.

Applicants for a thesis option should identify their area of focus by the end of their second semester, and should select seminar courses and electives in their third semester so that they are completing a robust literature review prior to the thesis semester. In addition to the required Research Methods course, they are encouraged to take an applied research course so they have experience managing and working on a significant research project.

Once granted permission to do a thesis in lieu of a practicum the student would:

- Formally ask two professors to serve as his/her thesis advisors (the student should have preliminary conversations with faculty members to gauge their interest).
- Research and write a publishable master’s level thesis (For example, 40-50 pages for 6 credits)
- Present the thesis (both a thesis defense and capstone to broader CJP and EMU community).
- Submit thesis to be bound and placed in the EMU library collection.

The Thesis Coordinator will oversee the process and coordinate the thesis defense (see the “Guidelines for the Thesis Defense”). The Practicum Coordinator will oversee the scheduling and logistics of the capstone presentation and will also work with the student to have their thesis added to the library collection (CJP will cover the cost).

Practicum Summary

The Practicum is a time of learning through personal involvement in and reflection on initiatives in actual situations. A Practicum can take a variety of forms and be done in settings new to or familiar to students. All Practicums should include the following components:

- ◆ ***Practical, hands-on involvement*** in the form of extensive interaction with people outside the classroom in settings that give the student practical experience in conflict transformation, peacebuilding and/or restorative justice practice, most commonly with an organization engaged in specific initiatives within the field. A research project that actively engages the student in extensive interaction with people in a situation of conflict would also fit the criteria. With Practicum Advisor and Practicum Committee approval, students may choose *alternate* activities to a usual Practicum such as: writing a research paper, training manual, monograph or publishable article, creating a video, writing and/or producing a play, developing a proposal for the establishment of a peacebuilding project, conducting a training workshop or undertaking a peace initiative related to their Practicum and write a report on the experience, or combine several of the above.
- ◆ ***Personal reflection*** regarding the experience, based on personal observations, conversation with others, and feedback from the on-site Practicum Supervisor and the Practicum Advisor.
- ◆ ***Consultation and accountability*** accomplished by establishing mechanisms for drawing on the wisdom of others in the decision-making and learning process during the Practicum. A CJP faculty member will serve as a Practicum Advisor and is expected to be a consultant to the student in planning a Practicum and to read and respond to reflection papers and evaluation reports during the Practicum. A Practicum Committee reads and responds to all proposals and gives final approval. During the Practicum, students are expected to consult with an on-site supervisor, as well as mentors/support persons, and submit written reflections to their Practicum Advisor.
- ◆ ***Capstone*** presentation to the CJP community is the final section of the Practicum experience in which the student reflects on the Practicum experience and their learnings.

Answers to Frequently Asked Questions:

- A student chooses to register between 6 and 9 credits of the 45 required for either MA program for the Practicum (or Thesis). As a rough guide, students should plan to spend about 60 hours in their Practicum for each hour of academic credit (including proposal writing and preparation time, work time, writing reflection papers and evaluations, and time spent on capstone presentation).
- The Practicum will be recorded as Pass/Fail.
- The Practicum is not to begin prior to the proposal being approved by the Practicum Committee.
- A student's Academic Advisor can be, but does not also have to be, the student's Practicum Advisor. Students need to make a request to a faculty member to serve as their advisor.
- Resources regarding the practicum are available online in the Student Resources Moodle page and at <http://www.emu.edu/cjp/grad/practicum/>. In addition a notebook with past abstracts, copies of capstone DVD's, and other resources are housed in the Practicum Coordinator's office.
- While faculty are available to advise students regarding their practicum placement, it is ultimately the student's responsibility to secure a practicum placement.
- The practicum takes place after an MA student has advanced to candidacy, and normally at the end of a student's degree program.

Key People in a Practicum:

Academic Advisor: This is the CJP faculty member responsible for advising a student regarding their academic degree program, assuring that students take the core required courses and courses for their concentration. This is also the person to initially guide a student to begin the process of pursuing a practicum placement and practicum advisor.

Practicum Director: This is a CJP faculty member responsible to oversee the Practicum program (Amy Knorr).

Practicum Coordinator: This is the person who works with the Practicum Director in administering the Practicum program (Janelle Myers-Benner).

Practicum Committee: A committee made up of several CJP faculty & staff that processes and approves Practicum proposals.

Practicum Advisor: The CJP faculty member responsible for advising a student regarding design of the Practicum, maintaining on-going conversations with the student during the Practicum, reading and commenting on reflection papers and evaluation reports, and giving the final pass/fail grade for the Practicum. Specific pre-Practicum responsibilities of the Practicum Advisor include reviewing and commenting on the Practicum proposal and presenting that proposal to the Practicum Committee with a recommendation for its approval. The Practicum Advisor will contact the Practicum Supervisor to make a connection in the beginning of the Practicum. The Practicum Advisor will also check in with the Practicum Supervisor at the mid-point of the practicum. Students may choose a Practicum Advisor who is different from their Academic Advisor but need to consult with that faculty member to be sure they have openings for more advisees. Students can also check in with the Practicum Director or Coordinator for guidance on an appropriate faculty member to check with for advising.

Practicum Supervisor: A person on the site of the Practicum to whom the student is responsible for activities and who is committed to help make the Practicum a success. Ideally this would be the student's supervisor within the organization. Together with the student, the supervisor helps create goals and objectives for the student's time with the organization. The supervisor is also expected to meet periodically with the student to evaluate the student's performance.

Practicum Local Advisory group/mentors: Wise, experienced, well-connected persons in the geographic location of the Practicum or somehow available (in person, e-mail, telephone) to the student. The student chooses these individuals for periodic informal discussions. The purpose of this relationship is not supervision but rather consultation. Mentors may serve as a reference point for reflection on issues that students encounter at their worksite. Please take note that in some instances this may be inappropriate or breach confidentiality. In any case, it is hoped that mentors will broaden and diversify the student's network of relationships, provide perspective on issues facing the community or region, and, as much as possible, strengthen the student's accountability to people in the context of the Practicum.

Ideally, each student would have at least two mentors and would meet with each for one to two hours at least three times during the course of the Practicum. At least one of the mentors and ideally both should be from outside the organization where the Practicum takes place, so as to broaden the student's range of connections and to ensure that the student has access to diverse perspectives in understanding the community and evaluating issues of peacebuilding practice. For those same reasons, we recommend no more than one member of the advisory committee be a family member/friend.

Issues to Address with Organization of Placement

A List of Suggested Points for Discussion between Student and Organization of Placement

Students are encouraged to discuss the following with potential organizations of placement prior to their on-site arrival wherever possible or immediately upon arrival if prior contact is difficult:

- Basic logistics (dates of arrival, personal housing, etc.)
- Office arrangements (office space, extent of access to office resources like photocopying, email, computers, secretarial services, etc.)
- Financial arrangement (CJP students have been in situations ranging from volunteering their time to receiving modest living stipends to earning salaries. CJP has no fixed expectations but requests that students seek clear understanding about the financial arrangements in advance.)
- Goals/expectations of the student regarding what he or she hopes to accomplish through this experience
- Goals/expectations of the agency for what people there hope to get out of the experience
- Role of the student while at the agency
- Level of responsibility and/or autonomy of the student (E.g. To what extent will the student be mandated to undertake direct involvement in conflict situations? We encourage organizations to use students to the fullest extent of their ability, and we are willing to provide an assessment of the student by one of our faculty if an organization requests one. This assessment may include the readiness of a student for direct personal involvement in situations of conflict.)
- Accountability (to whom in the organization will the student be accountable, and what form will that accountability take)

After arrival, student and supervisor are encouraged to review all of the above and additionally to discuss:

- The specifics of the student's tasks
- How to introduce the student to others in the organization
- Any special sensitivities or concerns that may be held by the supervisor regarding the introduction of a new person from outside the organization and community
- How and how often the student will report to the supervisor regarding student work and what the student will report about
- How evaluation will be done - how often, when, etc...

See pg. 13 for more information on the "Practicum On-site Supervisor and Student relationship."

Guidelines for Practicum Requirements

The primary purpose of the requirements for the Practicum is to ensure that students gain the benefit of faculty input during the course of intensive work, which often takes place far from campus. The Practicum Advisor is expected to read and make at least a brief response to each student submission.

1. **PRACTICUM PROPOSAL:** *Write and submit written proposal* for the Practicum to Practicum Advisor before beginning Practicum (PLEASE NOTE: application must be approved prior to start of Practicum).

2. ***INITIAL MEETING WITH ONSITE SUPERVISOR** Meet with onsite supervisor at time of arrival and review arrangements. *Write and submit to supervisor and Practicum Advisor a summary of this conversation.*

3. ***REGULAR MEETINGS WITH ONSITE SUPERVISOR** Meet regularly with onsite supervisor (weekly if possible). At the end of the practicum, have the onsite supervisor fill out the end of practicum evaluation and submit to practicum advisor.

4. **REFLECTION PAPERS/PRACTICUM ADVISOR CHECK-INS** *Submit 2 "Reflection Papers" to Practicum Advisor, at the end of the first and second third of the Practicum (this can be done orally if preferred by practicum advisor and student). Ideally students would maintain a personal journal with at least weekly entries during their Practicum experience. Selected focused journal entries could then form the heart of the reflection papers. The first reflection paper should focus on identifying theories in practice in the student's practicum setting. The second would then focus on what the students has learned from their practicum experience. Questions that students might reflect on include:*
 - What difficulties and surprises have been encountered?
 - What new knowledge, insights or skills are being acquired?
 - What are you discovering about your strengths, values, preferences, weaknesses, biases, etc.?
 - What insights are you gaining regarding previous CJP classroom experience?

5. **GOALS & THEORIES OF CHANGE PAPER** *Submit a several page paper (DUE BEFORE THE CAPSTONE) reflecting on the initial goals outlined in the practicum proposal and the theories of change. See below for the outline of what should be included:*
 - State your theories of change as described in your practicum proposal. Were your theories valid? How did they change throughout the course of your practicum? If applicable, describe any new theories of change you have developed.
 - List each goal as stated in your practicum proposal. Evaluate your achievement of the goal. What factors contributed to your achievement (or non-achievement) of each goal.
 - What have you learned about yourself during your practicum?

6. **CAPSTONE PREPARATION AND MEETING WITH ADVISOR** In preparation for the Capstone Presentation, *submit some type of written document*: summary paper, outline or, if using Power Point, note space at the bottom for talking points can be submitted. This paper should reflect on the entire Practicum and the learnings. *Students should take this document to their Practicum Advisor before capstone for review and suggestions.* Students are expected to discuss the medium and content with their Practicum Advisor in preparing the Capstone presentation. In addition the Practicum Coordinator will request a title and description of the capstone presentation sometime during the month before the presentation.

7. **CAPSTONE PRESENTATION** *Make a final Capstone presentation* to the CJP community reporting and reflecting on the Practicum experience. The Capstone is a report summarizing briefly Practicum activities and major learnings from them. It can be made in whatever media the student desires to make the presentation. Arrangements for the capstone are made with the Practicum Coordinator. If a student is unable to return to Harrisonburg to present the Capstone, alternative arrangements should be made with the Practicum Advisor and Coordinator.

8. **PRACTICUM ABSTRACT** *Fill out one page abstract form regarding Practicum activities* at the end of Practicum, and give to Practicum Advisor and a copy to the Practicum Coordinator. This abstract will be kept in a notebook as a reference for future students and will be used to help CJP assess future placement of CJP graduate students in particular organizations.

9. **FINAL STUDENT ASSESSMENT** *Fill out final assessment* of your overall experience at CJP (both academic and personal, including the practicum experience). This includes a reflection on strengths and weaknesses of CJP and recommendations for the future. Submit this document to Academic AND Practicum Advisor and a copy to the Practicum Coordinator. Student assessments are collected and analyzed by the faculty for future planning. Faculty response is not expected, unless specifically requested by student.

10. **FINAL MEETING WITH PRACTICUM ADVISOR** Set a time to *meet with your practicum advisor* to debrief from the capstone presentation.

*not applicable to those doing independent applied research-based practicums.

Policy regarding summer practicums: Due to limited faculty availability over the summer months (since faculty are on 9 month contracts), a summer practicum needs to be planned in advance and the timing of the practicum needs to be clear when asking a faculty to be the practicum advisor. This is to be fair to both the student (in receiving adequate support and advising) and to the faculty member (who is not on contract with CJP/EMU in the summer). In a case where a student was planning for a fall or spring practicum and then shifts to summer, he/she needs special approval for this change. It cannot be assumed the faculty member who initially agreed to be the advisor will be available in the summer months so a shift in practicum advisor may be required before approving this change.

Proposed Timeline for Practicum

First semester at CJP*

- Students in residence in Harrisonburg attend an “Introduction to the Practicum” session which is offered in the fall semester, organized by the Practicum Coordinator and Practicum Director. Non-residential students should review written Practicum guidelines and contact their Academic Advisor or the Practicum Director with any questions.
- Students in residence in Harrisonburg attend “Career Preparation” workshop with Practicum Director and Career Service Director.
- Students meet individually with Practice Director to discuss practice interests.

Second semester at CJP

- Consult with faculty members, Practicum Director or Coordinator and choose Practicum Advisor.
- Communicate with Practicum Coordinator regarding faculty member agreed to be Practicum Advisor.
- Begin conversation with Practicum Advisor about Practicum options.
- Students in residence in Harrisonburg attend the “Practicum Preparation” seminar, led by the Practicum Director.
- Attend capstone presentations!
- Revise resume and make appointment with Career Services to review it.

About six months prior to beginning of Practicum

- Begin conversation with people in possible Practicum locations.

Third semester at CJP

- Students in residence in Harrisonburg attend the “Practicum Proposal Guidance” seminar which is led by the Practicum Director.

Several months prior to beginning of Practicum

- Draft Practicum Proposal and review it with Practicum Advisor.

Prior to beginning of Practicum

- Submit final written proposal to Practicum Advisor by November 15 for a spring practicum (who will then take application to Practicum Committee for response and approval) and receive confirmation of approval prior to beginning Practicum.

*Information in sections titled by semester refers to students following the traditional full-time schedule. Students not following this schedule should create a schedule based on their own needs and time frames, in consultation with their academic advisor and later practicum advisor (the above is simply a guide). *Please note that the practicum always takes place after a student has successfully advanced to candidacy (a case could be made to do it before taking Research Methods but not the core Foundations courses).*

Due Dates for Practicum Proposals

Summer proposals by April 15
 Fall proposals due by August 15
 Spring proposals by November 15

Please note if proposals are not in to your practicum advisor by the dates listed here, you may not be able to complete your practicum in the desired semester. Understanding that you may not be able to complete the detailed description of practicum activities by these deadlines, the remainder of your proposal is due to your advisor by the dates listed here.

Capstone Presentation Guidelines Center for Justice and Peacebuilding Eastern Mennonite University

Purpose of the Capstone:

The primary purpose of the Capstone is for you to *reflect* on your Practicum experience, present *learnings* for the benefit of others, and receive the *responses* of others to these learnings. A secondary purpose of the Capstone is for you to experience a challenge central to peacebuilding work: *communicating* effectively around a matter of common interest. A tertiary purpose is to provide a formal “*ritual of closure*” to mark the end of your academic studies at CJP and your transition to practice in peacebuilding or ongoing academic study.

Guidelines for Planning and Presenting the Capstone

1. Set a date/time/location for your capstone with the Practicum Coordinator. Respond to their request for a title and description of the presentation during the month prior to the presentation.
2. You must request at least one *meeting* with your Practicum Advisor to discuss the content and format of the presentation at least two days prior to the date of the Capstone. Practice your presentation (including with your Advisor) in order to refine it for both content and timing.
3. Since the Capstone presentation itself is scheduled for just one-hour, you should plan for a *maximum of 30 to 40 minutes of input*, allowing 15 to 30 minutes for questions and comments from participants. Your Capstone presentation is an opportunity for you to practice both presentation skills and creative engagement/facilitation with participants.
4. Your presentation should include (but may go beyond) the first three components listed below, of which the second and third should comprise the heart of your presentation. Most importantly—tell us what you *learned* during your practicum experience that will hopefully inform your future work in peacebuilding.
 - A brief *summary* of where you served your practicum and your essential duties during the practicum.
 - A reflection on your *Practicum Goals* (from your Practicum Proposal) noting which goals might have been met and which were not.
 - A reflection on the *Theories of Change* section of your practicum proposal, in light of your actual experience. Which theories proved useful during your practicum, and which did not? Did you develop any new theories during your practicum?
 - Any final *personal* comments, including acknowledging individuals who were significant during your academic/practicum time, and/or comments about your future career plans.
5. Capstone presenters should seek to enhance their presentation with stories, handouts, pictures, music and interactive exercises. The overall purpose of the presentation should be to *engage* participants—let them experience some of the joys/challenges you faced.

CJP Practicum Proposal

The questions below are designed for those who will be doing a practicum with a particular organization or community. If you envision an *independent* applied research-based practicum, you need to complete the *Independent Applied Research-Based Practicum proposal*. Those students who wish to apply to do a thesis need to complete the *Thesis Proposal*.

1. **Student's Name:**
2. **Practicum Advisor:**
3. **Academic Advisor:**
4. **Credits for Practicum (6-9):**
5. **Semester registering for Practicum:**
6. **Approximate beginning date:**
7. **Approximate ending date:**

8. **Practicum location and organization:**
Has the organization approved you to work with them?
9. **Local supervisor and role in organization of placement:**

Supervisor's email and phone number:

Have you shared the document in the practicum packet called "*Clarifying the Relationship between Practicum Supervisor and Student?*"?

10. **Short Description of Practicum Placement** - briefly (*1 paragraph!*) describe what you expect to *do* and where you expect to be located during your Practicum (if available).

11. **Practicum Goals** - state at least three to five *goals* for the Practicum. How do you see your Practicum contributing to your own personal future, as well as to the field of peacebuilding? What are knowledge areas you hope to expand or explore, skills you hope to develop or expand, and contributions you hope to make to the organization or community? (Examples of goals could include: particular products you hope to create; things you hope to achieve; professional connections, relationships, or exposure you hope to develop; attitudes or personal biases you hope to see challenged; contributions you hope to make to others; etc...)

- How will you do *monitoring and evaluation* of your goals and activities during your practicum?** (While a final evaluation is expected in conversation with your on-site practicum supervisor, you will also want to consider how ongoing monitoring can occur throughout your practicum. Please list each goal stated above and describe how you will monitor and evaluate each one).

12. **Practicum Framework** - Describe the framework that will guide you in carrying out your Practicum activities. It's often helpful to conceptualize a practicum experience as a peacebuilding project with a design stage, an implementation process, and a monitoring and evaluation procedure. Use the following steps to describe your practicum plans.

- a) **What are the *theories of change* that you think will be most relevant to your practicum experience?** What peacebuilding and justice theories and concepts inform

- these applied theories of change? What dimensions of change (e.g., individual, relational, structural, cultural) is your practicum designed to foster? Describe at least two or three of these theories and, drawing on the literature studied at CJP and elsewhere, explain their conceptual relevance for the context of your practicum and how you might test or use them during your practicum.
- b) In light of your conversations with the practicum site, and subject to your theories of change and analysis, **describe in detail the kinds of activities you expect to be involved in during your practicum?**
- c) **Using a peacebuilding lens, briefly describe the context within which you will be working.** This can be the context in which your organization works or the organizational context itself. What questions do you still have about your practicum's context? How will you find answers to these?
13. **Support and Accountability** – you will be expected to have three types of support during your Practicum (your Practicum Advisor from CJP, an advisory group of at least two persons from the area where your Practicum is located, and your on-site supervisor).
- a) **Describe how you will communicate with your *Practicum Advisor* and the kind of support you anticipate from him/her during the Practicum.**
- b) **Identify the two to four persons who will be your “local advisory group?” How do you anticipate interacting with them?** The intention of this group is to offer professional support during your practicum. We recommend persons outside of your organization and in most cases are not wanting this to be family or friends. No more than one CJP colleague. Your practicum advisor may be able to connect you with CJP alums who are located in the area of your placement.
- c) **What kind of personal and professional support do you anticipate needing from your *Practicum Supervisor* in the context of your Practicum? How do you plan to communicate your need for such support?**
14. **Self-Care** – Please list disciplines you hope to maintain for personal growth and self-sustenance.
15. **If here on an F-1 student visa, have you submitted paperwork to be approved for Curricular Practical Training/CPT? (Review the information on pages 19-20 of the practicum packet regarding F-1 student guidelines!):**

Please review and share with your Practicum On-Site Supervisor

Clarifying the Relationship between Practicum Supervisor and Student

On-Site Supervisors are expected to:

- assist the student in formulating realistic goals for the Practicum.
- help the student evaluate his or her work with the goal of improving student performance.
- review the student's strengths/skills with the student.
- offer feedback/suggestions in areas that would help the student learn and grow.
- provide counsel to the extent possible regarding arrangements for housing, transportation, etc.
- read the student's summaries of the meetings called for below, and inform student immediately if, in the supervisor's opinion, the summary is inaccurate.
- provide final written evaluation

Students are expected to:

- think carefully about goals for the Practicum, draft a summary of these, and gain the approval of the supervisor before viewing them as accepted.
- make arrangements for housing, transport, food, etc. In some instances supervisors and placement organizations may assist in this, but final responsibility for this lies with the student unless other arrangements have been made.
- be accountable to the supervisor and to seek to serve the interests of the placing organization.
- see to it that the meetings called for below take place and to write a summary of each meeting to be sent to the supervisor with a copy to the Practicum Advisor.

Key Meetings between Supervisor and Student for On-Site Practicum

- *Upon student arrival* - review goals, assist in developing strategies for meeting goals
- *At the one-third point* - review progress, review goals (and student should revise goals as necessary)
- *At the two-thirds point* - review progress, review student's strengths/skills, offer feedback/suggestions in areas that would help the student learn and grow (e.g.: cultural sensitivity, relational ability, taking initiative, teamwork, or whatever areas seem relevant)
- *At the end* – go over final evaluation:
 - evaluate extent to which goals were achieved
 - reflect on what were the student's major learnings and/or accomplishments
 - reflect on learnings for the supervisor and/or organization as a result of this placement

Additional meetings are encouraged; the above represents a minimum guideline.

**Center for Justice & Peacebuilding’s
Graduate Program
Practicum Supervisor Final Evaluation**

Instructions: Please fill out and go over with your practicum student and then share a copy with CJP’s Practice Director, Amy Knorr (amy.knorr@emu.edu).

Name of Practicum Student _____

Supervisor Name _____

Supervisor phone or email _____

Please note the extent to which you agree with the following statements on a scale of 1 to 5, with 5 being “strongly agree” and 1 being “do not agree at all.”

	1	2	3	4	5
The student demonstrates knowledge of theoretical concepts and applies them to their work.					
The student has contributed to the organization.					
The student is professional.					
The student works well independently and in a team.					
The student builds collaborative relationships.					
If I had funds, I would hire this student.					

1. Please highlight any contributions the student made to your organization during the practicum.

2. What are this student’s strengths?

3. What are areas for growth and future professional development for this student?

4. Additional comments

We would like your permission to possibly use a quote from your evaluation regarding your experience with a CJP practicum student. Please let us know if you are agree to this by checking a box below.

- Yes, you have my permission to use a quote about the CJP student named below.
 No, you do NOT have my permission to use a quote about the CJP student below

Student Signature & Date: _____

Practicum Supervisor Signature & Date: _____

*Center for Justice & Peacebuilding's
Graduate Program
Practicum Student Self-Evaluation*

Instructions: Please fill out and go over with your practicum supervisor and then share a copy with CJP's Practice Director, Amy Knorr.

Student's Name:

Supervisor's Name:

Please note the extent to which you agree with the following statements on a scale of 1 to 5, with 5 being "strongly agree" and 1 being "do not agree at all."

	1	2	3	4	5
I demonstrate knowledge of theoretical concepts and apply them to my work.					
I have contributed to the organization.					
I am professional.					
I work well independently and in a team.					
I build collaborative relationships.					
I think this organization should hire me, funds permitting.					

1. Please highlight any contributions you made to the organization during the practicum.
2. What are your strengths?
3. What are your areas for growth and future professional development?
4. Additional comments

Student Signature & Date: _____

Practicum Supervisor Signature & Date: _____

*Center for Justice & Peacebuilding's
Graduate Program*

Theories of Change & Goals Paper

DUE: prior to the capstone presentation – as it should form the basis for a large component of your public presentation!

Submit a several page reflection to your Practicum Advisor & Practicum Director, Amy Knorr, on the initial goals outlined in the practicum proposal and the theories of change. See below for the outline of what should be included:

- State your theories of change as described in your practicum proposal. Were your theories valid? How did they change throughout the course of your practicum? If applicable, describe any new theories of change you have developed.

- List each goal as stated in your practicum proposal. Evaluate your achievement of the goal. What factors contributed to your achievement (or non-achievement) of each goal.

Initial Goal	Achieved?	Explanation

- What have you learned about yourself during your practicum?

PRACTICUM ABSTRACT FORM

Graduate Program

Center for Justice & Peacebuilding

Instructions to the student:

1. Complete this form
2. Give copy to practicum advisor and to practicum coordinator (Janelle)
3. Please note that this form is considered a public document and the information will be made available to interested persons (e.g. students who are looking at practicum placement options).

Name:

Date:

Practicum Advisor:

Dates of practicum:

Summary Information regarding Practicum

Practicum organization:

Practicum location:

Local supervisor and role in organization of placement:

Brief Description of the Practicum and key activities:



Please answer the following questions to benefit future students exploring practicum placements:

1. Would you recommend this organization to future students? Why or why not?

2. Would you recommend having CJP follow up with this organization to explore future placement possibilities?

3. Please list below the key contact person(s) *and contact information* to enhance the possibility of making a personal connection at the organization in the future.
 - a)

 - b)

 - c)

4. Please list below the housing arrangements you made for during your practicum *and contact information* (if appropriate) to assist future students in finding housing. Feel free to add any additional ideas for housing in the area where you did your practicum.
 - a)

 - b)

Center for Justice & Peacebuilding
Graduate Programs
Final M.A. Student Assessment

Instructions: MA students, please complete this form and email a copy to your practicum advisor, academic advisor and to the Academic Program Coordinator (Janelle).

Name:

Graduation date:

Self Assessment

1. What are your strengths in justice and peacebuilding work?
2. In what specific areas do you need further work/practice/learning?
3. What are your plans for professional practice in the immediate future?

Assessment of the Program

1. What relationships were most important/valuable for you in your experience at CJP? Please include names, when relevant or appropriate.
2. What courses will you remember as highlights of your experience at CJP? What concepts acquired here do you think were most important for you?
3. Are there courses which you think should be significantly revised? If so, in what ways?
4. How well were you supported in doing applied research or practice while at CJP (practicum, thesis, or other practice or research opportunities)?
5. Did CJP provide you with adequate practice opportunities? If so, which ones were most valuable for your personal and professional growth? What kind of additional practice opportunities would you like to have been offered?
6. What would you rate as the greatest strengths of CJP?
7. Do you have specific suggestions for changes at CJP?

F-1 student guidelines re. practicums & internships

All international students who hold an F-1 visa and wish to do work (paid or unpaid) related to studies must apply for either Curricular Practical Training (CPT) or Optional Practical Training (OPT).

Please note: Working even one day in the U.S. without proper authorization is a serious violation of your visa status; working full-time when you have part-time authorization (or vice versa) is also a violation, & these violations can jeopardize your ability to remain in the U.S.

What is Curricular Practical Training?

CPT is temporary authorization for work which allows you to gain practical experience in your field of study. It can be approved for full-time or part-time work, but it must either meet a degree requirement (such as your practicum) or be part of a for-credit course that will meet degree requirements.

Procedure:

- Get approval for your practicum from the CJP practicum committee (or instructor if an internship connected to a course).
- Obtain a job offer from your employer, as well as verification in writing, on letterhead (which can be sent as a scanned attachment). The verification from your employer should include the duties of the job; beginning and ending dates of your employment; and supervisor's name, title, work address and phone number. It should be addressed to the "International Student Advisor" (Micah Shristi).
- Meet with your advisor to receive approval for CPT. (If you are not on campus, you may contact your advisor via phone or email to discuss your proposal, and ask him or her to sign the document, scan it and email it back to you.)
- Once you have gotten a signature, take your paperwork (job offer verification, advisor recommendation form, and your CPT request form) to the International Student Advisor (Micah Shristi) to be processed. The recommendation form can be found online at http://www.emu.edu/studentlife/iss/forms/CPT_academic_advisor_approval_form_updated.pdf and the request form at http://emu.edu/cms-links/studentlife/docs/CPT_request.pdf.
- Paperwork must be submitted at least two weeks before the CPT start date.**
- You will be notified when your updated I-20 is ready, and need to pick it up before beginning work. Please retain your current I-20 until you receive your new I-20. If you are not on campus to pick up your I-20, it will be mailed to you.

Additional information:

- CPT can be approved for part-time (20 hours per week or less) or full-time (over 20 hours per week).
- Any work interruptions or date changes during CPT must be reported to the international student advisor before the changes occur. An email from your advisor is needed to document and implement any changes.
- You must report any changes in work or personal address within ten days.
- CPT must be re-approved every semester.
- Independent study coursework will not be authorized for CPT. Internships that are not part of an established course must be processed as pre-completion OPT.

How CPT can affect OPT:

- There is no limit to how many times a student may apply for CPT or the length of participation, BUT the length of full-time CPT affects OPT. If you complete a year or more of full-time CPT you are not eligible for OPT (each full-time CPT job you do adds to your total amount of time on CPT). Full-time CPT for a combined total adding up to less than one year does not affect your OPT eligibility.
- Part-time CPT (meaning 20 hours or less per week) does not affect eligibility for OPT.
- CPT completed outside of the U.S. does affect eligibility for OPT (if over 364 days); however, having a CPT I-20 while working overseas allows you to re-enter the U.S. with properly documented status and in full compliance with visa requirements.

Frequently-asked questions:

Does EMU require CPT even for unpaid practicums? Yes. Aside from properly documenting your status, it also allows you to legally accept any reimbursement or gifts that may later come from an employer. Bonus: There's no application charge.

Can you do CPT twice? e.g. for an internship over a summer connected to a course, and then for your practicum in the last semester? Yes. It will affect the length of time you're eligible for OPT if you spend a cumulative time of more than one year doing full-time CPT.

Can you do CPT if you are just doing your practicum and taking no other courses? Yes.

Do you need to be registered full-time while in CPT? If it's your last semester, you only need to be registered for the amount of hours needed to complete your degree.

Is this only for organizations based in the U.S.? EMU requires that all students completing practicums to apply for CPT, regardless of whether this is done in the U.S. or the organization is based in the U.S. or not. (the only exception to this is if a student is doing their practicum outside the U.S. and has no intention of returning to the U.S. following their practicum).

What is Optional Practical Training?

OPT is employment authorization for work directly related to the student's area of study. OPT does not require a job offer, nor must it meet degree requirements. Unlike CPT, it is not semester-specific nor employer-specific.

You should begin this process at least 90 days in advance of the program end date on your I-20.

Procedure:

- Request OPT Advisor Verification Form and OPT Advisor Support letters from International Student Advisor (Micah Shristi).
- After completing these two items schedule an appointment with International Student Advisor (Micah Shristi) to discuss OPT and go over the application procedure.
- Complete and/or bring the following items to your appointment:
 - Form I-765 (application for employment authorization)
 - Application fee of \$410 (check or money order payable to Department of Homeland Security)
 - Copies of all previous I-20 forms
 - Photocopy of passport ID pages and U.S. visa page
 - Photocopy of your I-94 card (both sides)
 - Two passport-style photos
 - Photocopy of Employment Authorized Document (EAD) (if applicable)
- International Student Services will issue an "OPT Requested" I-20
- Student is responsible to gather all necessary documentation and mail to USCIS.

Requirements:

- Student may only begin working after receiving approval from USCIS, on or after the start date given by USCIS.
- OPT, whether pre- or post-completion, is only approved for 12 months per educational level. OPT is cumulative, so pre-completion OPT counts towards the 12 months. Full-time CPT also counts towards the 12 months; any student who has completed 12 months of full-time CPT and/or pre-completion OPT is ineligible for post-completion OPT.