



Graduate Certificate in Conflict Resolution Practicum Planning Guide

IMPORTANT INFORMATION TO KNOW PRIOR TO STARTING YOUR PRACTICUM:

Credit/Hours:

- 1 credit = 22 hours minimum
- 2 credits = 33 hours minimum
- 3 credits = 50 hours minimum

Step 1. Complete and submit the **PRACTICUM PROPOSAL** form to your advisor.

Step 2. Create a draft plan of your practicum, using the guidelines in this document.

Five or six learning objectives covering the various categories should be shown in your plan. (*See below for practicum guidelines*). Discuss this plan with your advisor in the Graduate Certificate program; making sure it is workable and realistic. Discuss the draft with your site supervisor.

Step 3. Revise the plan after the consultations.

This plan is one way of assuring that the necessary planning to achieve your internship goal and your learning objectives takes place.

Step 4. Complete and submit a **PRACTICUM LOG**.

This form will help you keep track of your practicum hours.

GUIDELINES:

The following worksheet for the plan is provided to help you plan. It has six (6) components:

Objective

Practicum goal:

This is an overall statement describing what you will strive to accomplish by the end of the semester with respect to your practicum.

Learning objectives:

These are the specific educational outcomes that you aim to achieve through your practicum experience. They can focus on developing or enhancing knowledge, skills, or attitudes. Fulfillment of all your objectives will allow you to reach your internship goal. Each objective should be specific, challenging, and consistent with the scope of your responsibilities as specified in your practicum plan and practicum agreement. State your objectives in action terms and organize them in the order in which you plan to work on them.

Implementation

Methods/Actions planned:

These are the specific activities, steps, and processes you will take to achieve your objectives, listed in the order they should take place. For each objective, incorporate the following:

- What will you need to do to get to the point at which you can say you are satisfied that you have met your objective



- How you will obtain the resources you may need to do the above
- How you will obtain the support of significant people with whom you may have to interact. Concentrate on major actions that you need to take, but include enough detail so you have a clear idea of what you need to do to accomplish your objectives. Use action words. If planning the methods/actions to reach your objectives reveals weaknesses or problems with your objectives, rethink them; get help from your site supervisor and/or the advisor.

Evaluation

Indicators of achievement:

It represents specific quantitative and qualitative evidence (products, results, etc.) that you and your supervisor will use to determine the extent to which you have met your objectives. For each objective, indicate the criteria you will use to determine whether or not you have satisfactorily achieved each objective.

A completion date:

It is the targeted date by which you hope to complete an objective. The completion date will guide your activities over the semester and help you to plan your time use so that you can accomplish your goals and objectives. Some objectives may have specific deadlines for completion and others may be on going.

Your level of achievement:

It is your own rating of how well you achieved each objective. You will fill in this information when you complete each objective. Using a scale of 1-5 to rate your achievement, with 5 being very satisfied, rate your satisfaction with your efforts and your end results.

IDENTIFYING LEARNING OBJECTIVES:

Learning objectives are the specific educational outcomes that you will work toward in your internship experience. As you write your objectives, think about the work you will be doing and ask yourself: **What new skills, knowledge or insights do I want or need to acquire? In what ways do I want to expand the skills and knowledge I already have?**

The categories below represent broad areas of learning. Following each are some specific examples of learning outcomes that can be formulated into objectives.

Developing competencies: Learning particular work skills (such as selecting effective methods of tutoring, planning appropriate activities for a particular age group, training staff, or preparing educational materials) or general skills (such as seeking new information, organizing facts into a persuasive argument or course of action, or relating academic knowledge to the demands of a particular job).

Exploring careers: Gaining insight into the daily work of professionals in an area of interest, knowledge of job opportunities that might be available, or familiarity with occupational literature and organizations.

Broadening horizons: Acquiring some particular knowledge related to your field, e.g., how the legislative process works, the bureaucracy of public agencies, factors that influence the functioning of social programs, or the role of businesses in community welfare.



Practicing interpersonal skills: Learning how to deal with pressure, tension, and stress in work relationships; how to communicate what you know to strangers; recognizing when to speak and when to listen in work relationships; learning how to handle criticism; or how to convince a supervisor to try out an idea of yours.

Taking responsibility: Learning how to organize a complicated job, how to monitor your own time and effort so that a tight schedule can be met, how to get a piece of work done so that it fits in with the work of others, how to take initiative in getting something difficult accomplished.

Use action verbs to describe the outcomes you desire, for example: interpret, translate, perform, differentiate, analyze, write, prepare, explain, synthesize, develop, evaluate, identify, describe, articulate, conduct, apply, demonstrate, organize, operate, integrate.

For each objective, ask yourself the following questions. If you answer "no" to any of these questions, you may need to revise your objective.

- Is it observable? Will I know for sure when I have completed the objective? Will others know for sure?
- Does it describe only one desired learning outcome rather than a combination of several outcomes?
- Is the objective relevant to my goal?
- Is it really necessary to do the objective to get to the goal? Is it challenging? Is it a big enough step?
- Is it understandable? Will I remember what I meant six weeks from now? Or longer? Will others understand what I intend to do?

EXAMPLES OF VAGUE AND CONCRETE LEARNING OBJECTIVES:

Vague: I want to learn about domestic violence.

Concrete: I will be able to describe appropriate protocol for answering hot line crisis calls.
I will be able to demonstrate use of empathic responses when speaking with victims of abuse.

Vague: I will learn about working with children.

Concrete: I will be able to describe at least three different techniques for teaching literacy skills to young children.
I will be able to prepare age-appropriate lesson plans in three different content or skill areas.
I will be able to evaluate educational activities for age-appropriateness.

Vague: This internship will give me experience in providing parent education.

Concrete: I will be able to develop a 4-week curriculum for a parent education group for first-time parents.
I will be able to independently facilitate weekly meetings of a parent discussion group.



Practicum Proposal

Graduate Certificate in Conflict Resolution

Name: _____
Student ID #: _____
Advisor: _____

Duration:

Sponsor/Organization:

Practicum Contact Information:

Objective:

Implementation:

Evaluation:

Brief Description of Intended Practicum:

SIGNATURES:

Student

Date

Advisor

Date

Site Supervisor

Date