

Center for Justice & Peacebuilding's

GRADUATE PROGRAM IN CONFLICT TRANSFORMATION

Practicum Packet

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Center for Justice & Peacebuilding/CJP
M.A. in Conflict Transformation

CJP 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 CJP practicum, as noted in the *Practicum Packet*, “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’ concentrations, provides first-time or additional work experiences 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 independently on a particular research subject of interest to the CJP student, is another way of gaining deeper *out of the classroom* experiences 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 following on the various options for fulfilling the practicum requirement.

Practicum and Thesis Options at CJP

Organizational-based Practicum

An organizational-based practicum is where M.A. students spend 2 to 3 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 Research-based Practicum

Some students may choose to pursue a research-based practicum that is developed independent of any organization. This would include some product at the end of the practicum: article, book, exhibit or other project outlined in the practicum proposal and approved by the practicum committee. If your research includes human subjects, check with your advisor regarding the research requirements of EMU’s Institutional Review Board (IRB) www.emu.edu/irb/

Master’s Thesis

CJP students with five or more years of field experience will be 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. Students pursuing the Thesis option are required to take Research Design. Once granted the student would:

- Ask two professors to serve on his/her thesis committee.
- Research and write a publishable master’s level thesis (about 40-50 pages for 6 credits)
- Present the thesis to CJP colleagues

The Practicum Director will oversee the process and coordinate the thesis defense: this includes the requisite presentation to the two faculty members serving on the thesis committee and other faculty members who wish (and are encouraged) to be at the defense. The Practicum Coordinator will oversee the scheduling of a more public presentation (Capstone) of the thesis.

(See Practicum Packet below and/or website for more detail
<http://www.emu.edu/cjp/grad/practicum/>).

Practicum Summary

The CJP 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 student 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 several on-site mentors, and submit written reflections to their Practicum Advisor.
- ◆ The **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 the 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).
- Unless otherwise requested in advance, 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 kept in the CJP computer lab: notebook with past abstracts, possible practicum placements, sample applications, practicum brochures, etc...
- 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 normally takes place at the end of a student's degree program.

Key People in a Practicum: Definitions and Roles

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 as one dimension of the CJP (David Brubaker).

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

Practicum Committee: A committee of CJP faculty 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. 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/persons: Wise, experienced, well-connected persons in the geographic location of the Practicum or somehow available (in person, e-mail, telephone, fax) 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.

Key Issues for Clarification with Organization of Placement

A List of Suggested Points for Discussion between CJP Students 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 completely volunteering their time to receiving modest living stipends to earning salaries. We have no fixed expectations but request that there be a 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
- Roles 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...

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 Practicum to Practicum Advisor before beginning Practicum (PLEASE NOTE: application must be approved prior to start of Practicum).
2. **INITIAL MEETING WITH 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. **EVALUATION REPORTS/THREE SESSIONS WITH SUPERVISOR** Meet with onsite supervisor for 3 evaluation sessions, at the end of the first, second, and final thirds of the Practicum. *After each session, summarize the content of these sessions in writing and submit copies to supervisor and Practicum Advisor.*
4. **REFLECTION PAPERS** *Submit 2 "Reflection Papers" to Practicum Advisor, at the end of the first and second third of the Practicum. 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 in this reflection paper could 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. **CAPSTONE PREPARATION DOCUMENT 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.
6. **CAPSTONE PRESENTATION** *Make a final Capstone presentation to the CJP community reporting and reflecting on the Practicum experience. The Capstone is a report summarizing 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.*

7. **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.

8. **STUDENT ASSESSMENT** *Fill out short final student assessment* of your overall experience at CJP (both academic and personal). 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 the planning of the following year. Faculty response is not expected, unless specifically requested by student.

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

Proposed Timeline for Practicum

First semester at CJP*

- Students in residence in Harrisonburg attend an “Introduction to the CJP Practicum” session which is offered in the middle of the Fall semester, organized by the Practicum Coordinator and Practicum Director. Non-residential students should study written Practicum guidelines and contact their Academic Advisor or the Practicum Director with any questions.

Second semester at CJP

- Consult with faculty members and Practicum Director and choose Practicum Advisor.
- Communicate with Practicum Coordinator regarding faculty member agreed to be Practicum Advisor.
- Begin conversation with Practicum Advisor about Practicum options.

About six months prior to beginning of Practicum

- Begin conversation with people in possible Practicum locations.

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 (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 (the above is simply a guide).

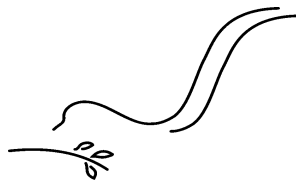
Guide to Preparing Your Capstone Presentation

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. 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.
2. Since the Capstone presentation itself is scheduled for just one-hour, you should plan for a *maximum of 30 to 45 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.
3. Your presentation should include (but may go beyond) the 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 “*Conceptual Framework*” (theory) 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?
4. Your written evaluation to CJP (see provided template) can include the following and these do not need to be part of your oral presentation:
 - A brief *evaluation* of your CJP experience, noting aspects of the academic program which you would affirm, along with suggestions for one or two changes you think would strengthen the program.
 - 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.



Graduate Program in Conflict Transformation

Practicum Proposal

Please fill out the form below with summary information regarding your proposed practicum:

Name:

Practicum Advisor:

Academic Advisor:

Credits for Practicum (6-9):

Semester registering for Practicum:

Practicum beginning date:

Practicum ending date:

Practicum location and organization:

Has the organization approved you to work with them? Yes ____ No ____

Describe communication you have had with the organization:

Local supervisor and role in organization of placement:

Has your onsite supervisor reviewed and agreed to expectations listed in Appendix?

Yes ____ No ____

Brief Description of the Practicum:

Suggested local advisory group/persons:

If here on a student visa, have you submitted paperwork to be approved for Curricular Practical Training/CPT: Yes ____ No ____

Please comment here if you need more info: _____

Will you be using human subjects in your research? Yes ____ No ____

If yes, have you received approval from the Institutional Review Board/IRB?

Yes ____ No ____ (See <http://www.emu.edu/irb/> for more details)

(Please attach your typewritten proposal based on the format on following pages.)

Practicum Proposal

Detailed Description of Practicum Activities

- Describe, in detail, what you expect to do during your Practicum.

Conceptual Framework

- Describe the conceptual framework(s) that will guide you in carrying out your Practicum activities. Examples regarding the use of conceptual frameworks in a Practicum are as follows:

If you are designing and delivering trainings:

- ◆ What model of adult education will inform your training design? (e.g., Paulo Friere? Someone else?) NOTE: if the training is for teens, the model should be appropriate for that age group.
- ◆ What model will you use to design the evaluation component of your training?

If you are observing/participating in various organizations:

- ◆ What frameworks will you draw upon to shape questions to “get at” the underlying or unspoken theories guiding the work of each organization?
- ◆ What categories will you use to compare the organizations with which you are working?
- ◆ How will you evaluate your work?

If you are conducting an intervention:

- ◆ What is your theory of change? At what level do you expect to see change (e.g., individual, interpersonal, structural, etc.), and how will you recognize change when you see it?
- ◆ What 2-3 models will you use to analyze this conflict/situation? And, how will the models help shape your intervention design?
- ◆ How will you evaluate your work?

If you have a different type of project in mind, check with your Practicum Advisor to discuss the use of conceptual frameworks in your design and execution of the Practicum.

Relationship to personal and CJP goals

- ❑ How do you see your Practicum relating to your own personal future?
- ❑ Provide a rationale for how this Practicum fits your personal goals, as well as the objectives of CJP.

Practicum Goals

State your *goals* for the Practicum. Goals will vary for each student. Include at least the following:

- ❑ **Knowledge areas** you hope to expand or explore,
- ❑ **Skills** you hope to develop or expand, and
- ❑ **Disciplines** you hope to maintain for personal growth and self-sustenance.
- ❑ **State the contributions** you hope to make to the organization

Examples of other goals you could include: particular products you hope to create; accomplishments 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...

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 2 persons from the area where your Practicum is located, and your on-site supervisor.

- ❑ Describe how you will report to your Practicum Advisor and the kind of support you hope for from CJP and your Practicum Advisor during the Practicum. Are there forms of support other than reading and commenting on reports that you would invite from your Practicum Advisor?
- ❑ Who will be your “local advisory group/persons”? What do you hope to get from this relationship? How do you anticipate interacting with them?
- ❑ What kind of personal support do you anticipate needing from other people in the context of your Practicum? How do you anticipate getting this support?

Evaluation

The Capstone requirements call for several activities designed to give you opportunity for reflection and evaluation. How will you evaluate your Practicum?

Practicum Assignment Checklist

Please fill in a projected date for each item in the “Date Due” column. Then make a copy and submit to your Practicum Advisor along with your Practicum application.

Student’s Name _____

Practicum Advisor _____

Anticipated Timeframe	Papers Due	Date Due	Completed
First third of Practicum	Report of initial meeting with supervisor, including confirmation of supervisor’s approval of guidelines in Appendix—Submit to onsite supervisor and Practicum Advisor.		
	First evaluation report—Submit to onsite supervisor and Practicum Advisor.		
	First reflection paper—Submit to Practicum Advisor.		
Second third of Practicum	Second evaluation report—Submit to onsite supervisor and Practicum Advisor.		
	Second reflection paper—Submit to Practicum Advisor.		
At the end of Practicum	Final evaluation report—Submit to onsite supervisor and Practicum Advisor.		
After completion of Practicum	Written document in preparation for Capstone Presentation – give to Practicum Advisor prior to capstone presentation		
	Capstone Presentation—Presentation to CJP community. Set date with Practicum Coordinator!		
	Abstract form of Practicum activities – give to Practicum Advisor and copy to Practicum Coordinator.		
	Final student assessment—Submit written assessment of overall CJP experience to Academic AND Practicum Advisor and copy to Practicum Coordinator		
Before submission of final grade	Final meeting with Practicum advisor—meet with Practicum advisor after Capstone Presentation to review presentation.		

Appendix: Please review and share the following 3 pages with your Practicum On-Site Supervisor

Clarifying the Relationship between Practicum Supervisor and Student

On-Site Supervisors are expected:

- to assist student in formulating realistic goals for the Practicum.
- to 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.
- to provide counsel to the extent possible regarding arrangements for housing, transportation, etc...
- to 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.

Students are expected:

- to think carefully about goals for the Practicum, draft a written summary of these, and gain the approval of the supervisor before viewing them as accepted.
- to 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.
- to be accountable to the supervisor and to seek to serve the interests of the placing organization.
- to 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* - do a final evaluation with the student:
 - 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.

Feedback: A Key Component in the Student/Supervisor Relationship

Feedback as a Learning Tool

Human beings learn in many ways, but surely one of the most effective ways is via thoughtful feedback from other people about practical work in which we are involved. Unfortunately, few people receive honest, constructive feedback from others. Often we receive no feedback at all, which means that we gain little awareness of our strengths or our weaknesses. In those rare moments when we do receive feedback, often it is given in ways that make it difficult to use effectively: it is too vague to enable us to truly learn or too harsh for us to truly hear and accept.

Working alongside an experienced practitioner, students in the Graduate Program in Conflict Transformation are afforded an opportunity they may seldom get: a chance to see themselves through the eyes of someone deeply immersed in practical involvement in peacebuilding or a closely related field. This section is about how to gain maximum benefit from this rare opportunity.

Barriers to Feedback

A number of things often stand in the way of students getting the kind of feedback they need:

- often both student and supervisor are busy with the demands of daily work; this makes finding the time to do evaluation difficult.
- the notion of offering direct evaluation of someone's performance may be culturally uncomfortable or inappropriate in certain settings.
- giving one-way feedback is not easy; supervisors may feel uncomfortable given feedback or unsure that students really want it.
- some supervisors may not be sure *how* to give feedback constructively.

Some Suggestions about Feedback

1. Few people will offer feedback unless they are sure it is genuinely desired. Students should raise the issue of feedback with supervisors early in their conversations with them, making it clear that they would like to get as much feedback as possible. Hopefully this will make it easier for supervisors to offer their candid comments.
2. Establish routines for doing evaluation and getting feedback. Setting aside a special time for evaluation and feedback makes it easier for the one offering feedback to feel confident that the feedback is indeed welcomed. Examples: schedule a weekly 20 minute evaluation session; after every training session in which the student has given some input, do an evaluation; arrange for a 1 hour evaluation session every month, etc...
3. Many people wrongly understand "feedback" to mean only criticism. Positive feedback, or affirmation, is equally or more valuable than negative feedback, for many people see only their own faults and have little awareness of the areas in which they are talented. One of the biggest gifts supervisors can give is to notice and point out the things that the student does well. The purpose is more than simply to "make people feel good." Affirmation empowers people by giving them greater awareness of their strengths and thus great ability to use those strengths. Begin feedback sessions with affirmation, and seek to ensure that at least half of the feedback given is affirmation.

4. Critical feedback can also be extremely valuable, but giving it effectively requires careful thought. Some things to keep in mind when trying to decide how to give criticism:
- Make sure there is time to “process” the feedback. E.g.: if the feedback is about the student’s contributions in a training workshop, give the feedback in a de-briefing session after the workshop is finished, not during a 10-minute tea break.
 - Describe specific actions, don't generalize about the person, e.g.: it is probably helpful to say, "I didn't feel that you were paying careful attention to neighborhood representative.” Don’t say, "You're a poor listener!" Say, "You didn't list the problems on the board." Don’t say, "You're an incompetent facilitator."
 - Ask for "more of" or "less of" behaviors rather than make categorical statements. Say, "I would encourage you to do more listening, and less talking." Don’t say, "You totally dominated the parties."
 - Give specific suggestions about how to handle the situation differently.
 - As much as possible, seek to talk in positive terms about what you *want* rather than in negative terms about what you *don't* want. E.g.: don’t say: “You were sleeping! The group was waiting for 3 minutes while you were getting your papers ready! You made us look silly!” Instead say, “You will improve your facilitation if you have your papers organized in advance. That way, when my part ends and I pass it over to you, there will be a smooth transition, and people will feel confident that we really know what we are doing!”
 - Support the person receiving feedback with good listening, don't "hit and run". Never give another person negative feedback unless you are prepared to stay with that person and listen thoughtfully to his or her response to your feedback. The target of negative feedback should be given the opportunity to have the last word on the matter.
 - Seek to close on a positive note of affirmation.



PRACTICUM ABSTRACT FORM
Graduate Program in Conflict Transformation
Center for Justice & Peacebuilding

Instructions to the student:

1. Complete this form
2. Give copy to practicum advisor and to practicum coordinator (Janelle)

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.

 - c.

Name:

Graduation date:

*Center for Justice & Peacebuilding's
Graduate Program in Conflict Transformation*

Final MA Student Assessment

Instructions to the student:

1. Complete this form
2. Give copy to practicum advisor, academic advisor and to practicum coordinator (Janelle)

Please find below a set of questions to use as a guide for your final CJP evaluation:

Self Assessment

1. What do you see as your strengths related to peacebuilding work?
2. In what areas do you need further work/practice/learning?
3. In what direction do you see your own life headed in the future?

Assessment of the CJP Program

1. What relationships were most important/valuable for you in your experience in the CJP?
2. What courses will you remember as highlights of your experience in the CJP?
3. Are there courses which you think deserve to be significantly revised? If so, in what ways?
4. What theories/concepts that you acquired here do you think were most important for you?
5. What would you rate as the greatest strengths of the CJP?
6. What areas need to be strengthened?
7. Any specific suggestions for changes in the CJP would be welcome...