

SS3302: PROFESSIONAL INTERNSHIP IN APPLIED CRIMINOLOGY AND SOCIOLOGY

Effective Term

Semester A 2022/23

Part I Course Overview

Course Title

Professional Internship in Applied Criminology and Sociology

Subject Code

SS - Social and Behavioural Sciences

Course Number

3302

Academic Unit

Social and Behavioural Sciences (SS)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

Non-standard Duration

Other Course Duration

6 - 8 weeks

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

SS2029 Basic Sociology or SS2030 Introduction to Criminology SS3300 Criminology

Precursors

Nil

Equivalent Courses

SS3426 Professional Internship in Applied Criminology

Exclusive Courses

Nil

Part II Course Details

Abstract

The internship is designed to provide students with an opportunity to integrate criminological and sociological knowledge with the practical experience in local and/or international contexts for a period of time. Students are expected to gain in-depth and practical understanding of private or public responses to social problems, to learn principles and strategies in service provision or policy making and to apply criminological and sociological knowledge in research, social enterprise, crime prevention related sectors or conflict resolution practices.

Course Intended Learning Outcomes (CILOs)

	CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Identify core values, procedures of operation, and work difficulties of the internship agency.	20	x		
2	Evaluate their own work experience in a reflexive manner, with reference to criminological and sociological theories and practices.	20		x	
3	Apply criminological and sociological knowledge to analyse functions and impacts of services provided by the internship agency.	20		x	
4	Detect self-discipline and show reflexivity with due concerns for professional and research ethics in applied and collaborative settings.	20		x	
5	Devise ideas and formulate procedures based on criminological and sociological theories and field experiences, and construct them effectively in written, oral or in other forms.	20			x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Teaching and Learning Activities (TLAs)

TLAs	Brief Description	CILO No.	Hours/week (if applicable)
1	TLA1: Literature search and review	Discovery and analysis of information, using critical reasoning, from a range of sources, e.g. company reports, operation instructions, books, articles, television, internet, documentaries, and the mass media. Students need to read assigned readings include topics such as business and professional ethics, interpersonal communication skills, and criminological and sociological practices in different settings.	1, 2
2	TLA2: Full-time internship	Provide students with real life working experience in local and/or international contexts for a period of at least five weeks. Students can gain in-depth and practical understanding of private or public sector operations and the professional contexts to apply theories and skills learned in the formal curriculum.	1, 2, 3, 4, 5
3	TLA3: Supervision Session	Either the academic supervisor or the on-site supervisor will meet student interns weekly to review their performance and to discuss future internship plan. Student interns need to submit weekly log to the supervisor before the meeting.	1, 2, 3, 4, 5

4	TLA4: Writing up the Final Report	Students need to consolidate their experience and learning through written presentation. This piece of written report is an overall reflection on work experience in the internship agency, linking theories with practices, should be written in a concise and precise manner.	1, 2, 3, 4, 5	
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Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	AT1: 3-minute video	1, 2	10	
2	AT2: Weekly log	1, 2, 3, 4, 5	15	
3	AT3: Evaluation from internship on-site supervisor	3, 4, 5	25	
4	AT4: Written final report	1, 2, 3, 4, 5	50	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

1. 3-minute video

Criterion

Ability to make reflection and formulate plan for action

Excellent (A+, A, A-)

Outstanding

Good (B+, B, B-)

High

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not reaching marginal levels

Assessment Task

2. Weekly log

Criterion

Ability to make reflection and formulate plan for action

Excellent (A+, A, A-)

Outstanding

Good (B+, B, B-)

High

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not reaching marginal levels

Assessment Task

3. Evaluation from internship on-site supervisor

Criterion

Supervisor measures student's ability to apply practical knowledge and skills in finishing tasks assigned to them and evaluate student's leadership and/or interpersonal skills through team work

Excellent (A+, A, A-)

Outstanding

Good (B+, B, B-)

High

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not reaching marginal levels

Assessment Task

4. Written final report

Criterion

Ability to conduct integrated self-evaluation and present arguments and findings in a coherent manner

Excellent (A+, A, A-)

Outstanding

Good (B+, B, B-)

High

Fair (C+, C, C-)

Moderate

Marginal (D)

Basic

Failure (F)

Not reaching marginal levels

Part III Other Information

Keyword Syllabus

Understanding common causes of social problems in local and global contexts.

Criminological and sociological theories in social development and changes.

Personal, family and societal factors on emerging and resolving social issues.

Crime and conflicts. Ways for resolving disputes and mending interpersonal relationships. Conflict resolution and mediation.

Community safety, situational crime prevention and security practices. Responses to fear of crimes and discrimination.

Informal justice and formal justice. Retributive justice and restorative justice. Early intervention and prevention tactics.

Harm reduction strategies.

Marketing and social research.

Operation procedures, service impacts, and effectiveness of preventive and treatment programmes.

Reading List

Compulsory Readings

Title	
1	Wolcott, H. F. (2005). <i>The art of fieldwork</i> (2nd ed.). Walnut Creek, CA: Altamira Press.

Additional Readings

Title	
1	Geldard, K. (2009). <i>Practical interventions for young people at risk</i> . London: Sage.
2	Haldar, U. K. (2010). <i>Leadership and team building</i> . New York: Oxford University Press.
3	Leon-Guerrero, A. (2011). <i>Social problems: Community, policy, and social action</i> (3rd ed.). Thousand Oaks, CA: Sage.
4	Macintyre, C., & Deponio, P. (2003). <i>Identifying and supporting children with specific learning difficulties: Looking beyond the label to assess the whole child</i> . London: Routledge Falmer.
5	Neuman, W. L. (2014). <i>Social research methods: Qualitative and quantitative approaches</i> (8th ed.). Harlow: Pearson Education, Limited.
6	Robinson, A. (2014). <i>Foundations for youth justice: Positive approaches to practice</i> . Bristol: Policy Press.
7	Rubington, E. & Weinberg, M. S. (2011). <i>The study of social problems: Seven perspectives</i> (7th ed.). New York: Oxford University Press.
8	Santrock, J. W. (2013). <i>Life-span development</i> (14th ed.). Boston, MA: McGraw-Hill.
9	Sherman, L. W., Farrington, D. P., Welsh, B. C. & MacKenzie, D. L. (eds.) (2002). <i>Evidence-based crime prevention</i> . New York: Routledge.

10	Thompson, W. E. & Bynum, J. E. (2010). <i>Juvenile delinquency: A sociological approach</i> (7th ed.). Boston, MA: Pearson Allyn and Bacon.
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