

Course Syllabus

offered by Department of Social and Behavioural Sciences
with effect from Summer 2018

Part I Course Overview

Course Title: Professional Internship in Applied Criminology

Course Code: SS3426

Course Duration: 6-8 weeks

Credit Units: 3

Level: B3

Proposed Area:
(for GE courses only)

Arts and Humanities
 Study of Societies, Social and Business Organisations
 Science and Technology

Medium of Instruction: The on-campus medium of instruction is English. The medium of instruction in the workplace will depend on the specific language requirement of individual internship agencies.

Medium of Assessment: English

Prerequisites:
(Course Code and Title) SS3300 Criminology or
SS2030 Introduction to Criminology or its equivalent

Precursors:
(Course Code and Title) Nil

Equivalent Courses:
(Course Code and Title) SS3302 Professional Internship in Applied Criminology and Sociology

Exclusive Courses:
(Course Code and Title) Nil

Part II Course Details

1. Abstract

The internship is designed to provide students with an opportunity to integrate criminological 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 fear of crimes, to learn principles and strategies in crime prevention and to apply criminological knowledge in research, crime prevention related sectors or conflict resolution practices.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs [#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Identify core values, procedures of operation, and work difficulties of the internship agency.	20%	✓		
2.	Evaluate their own work experience in a reflexive manner, with reference to criminological theories and practices.	20%		✓	
3.	Apply criminological knowledge to analyse functions and impacts of services provided by the internship agency.	20%		✓	
4.	Detect self-discipline and show reflexivity with due concerns for professional and research ethics in applied and collaborative settings.	20%		✓	
5.	Devise ideas and formulate procedures based on criminological theories and field experiences, and construct them effectively in written, oral or in other forms.	20%			✓
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

[#] Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

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 self-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.

3. Teaching and Learning Activities (TLAs)
(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.					Hours/week (if applicable)
		1	2	3	4	5	
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 practices in different settings.	✓	✓				
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.	✓	✓	✓	✓	✓	
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.	✓	✓	✓	✓	✓	
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.	✓	✓	✓	✓	✓	

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.					Weighting*	Remarks
	1	2	3	4	5		
Continuous Assessment: 100%							
AT1: Weekly log	✓	✓	✓	✓	✓	20%	
AT2: Evaluation from internship on-site supervisor			✓	✓	✓	30%	
AT3: Written final report	✓	✓	✓	✓	✓	50%	
Examination: 0% (duration: _____, if applicable)							
* The weightings should add up to 100%.						100%	

AT1: Weekly log (20%)

Interns are required to submit a piece of log of around 500 words every week to reflect upon their major learning and personal gain. They may describe or evaluate a significant experience or achievement that has special meaning for them, describe how they have grown and developed over the period, or write about a team mate or work colleague who has had special influence on them and describe that influence.

AT2: Evaluation from internship on-site supervisor (30%)

Each intern is assigned an individual on-site supervisor who will coordinate the work, look-after the welfare, and monitor the performance of the student intern. Evaluation by the supervisor will be given to the intern throughout the period accumulating in a formal report at the end. These feedbacks are essential for the intern's self-improvement and the final course assessment.

AT3: Written final report (50%)

The written report requires student interns to discuss and sum up their work experience in around 2,500 words. The report allows students to demonstrate their achievement of the CILOs after completion of the internship. The report should focus on the following areas:

- Describe the core values, staff structure, and detailed operation of the agency.
- Examine the nature and types of services provided to users.
- Evaluate the effectiveness of the services provided with reference to crime prevention / control of offender rehabilitation.
- An account of difficulties encountered by the staff.
- Suggest possible future development for the described services.

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
1. Weekly log	Ability to make reflection and formulate plan for action	Outstanding	High	Moderate	Basic	Not reaching marginal levels
2. Evaluation from internship on-site supervisor	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	Outstanding	High	Moderate	Basic	Not reaching marginal levels
3. Written final report	Ability to conduct integrated self-evaluation and present arguments and findings in a coherent manner	Outstanding	High	Moderate	Basic	Not reaching marginal levels

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

Understanding common causes of crime and strategies of crime prevention in local and global contexts.

- Criminological research, pathway to delinquency and culture.
- Personal, family and societal responsibilities on offending and re-offending.
- Risk and protective factors for developing a criminal career. Family, school and community bonds and offending.
- 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
- Informal justice and formal justice. Retributive justice and restorative justice. Early intervention and crime prevention tactics. Harm reduction strategies.
- Operation procedures, service impacts, and effectiveness of programmes for community based treatment, and custodial sentence, and prisons.

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

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

(Additional references for students to learn to expand their knowledge about the subject.)

Recommended Readings	
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> (3 rd 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> (8 th 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> (7 th ed.). New York: Oxford University Press.
8.	Santrock, J. W. (2013). <i>Life-span development</i> (14 th 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> (7 th ed.). Boston, MA: Pearson Allyn and Bacon.

