

**Practicum
Spring Semester**

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Course description:

The aim of the course is to provide students with hands-on experience in the practice of Peace and Conflict Management, broadly defined, and to integrate the practical experience gained with the theoretical knowledge acquired in the program. Students will complete an internship in an organization conducting activities in the areas of peacemaking, conflict management, majority-minority relations, development, social justice or human rights. In parallel, students will reflect on their experiences and analyze them on the basis of theoretical knowledge acquired in other courses. The program will refer students to organizations in which internships can be conducted, but the students are welcome to contact other relevant organizations independently. Internships at organizations not arranged by the program must be approved by the instructor prior to starting the practicum. The students' internship will be supervised by a contact person at the organization

Course requirements:

1. Completion of at least 120 hours of work in the assigned organization – students will keep a log of the hours devoted to the internship, which will be signed by the supervisors at the organizations. An hour-logging form can be found on the course website on Moodle.
2. Participation in three class meetings, which will be held on Tuesdays, 2-4 pm
3. Submission of at least six reflective reports on the experiences at the organization at intervals of no more than 3 weeks. Guidelines for writing the reflective reports can be found on Moodle, and submission will be through Moodle as well. The reports will not be graded for their contents, only for submission. Note: **Failure to submit 2 or more reports without a valid excuse will result in an incomplete grade**, regardless of the other grade components.
4. Submission of a final paper summarizing the learning experiences in the internship in one of two formats:
 - a. **Students writing a standard final paper** will submit a 5-7 page paper summarizing and analyzing their learning experiences at three levels:
 - *Personal professional growth* – Address some of the following questions: What assumptions or expectations did you bring to the internship? How did they affect your work? Did these assumptions and expectations change in the course of the internship? In what way? How will this affect your future work? What

knowledge, skills, or insights will you be taking from the internship to your future work? What experience did you not like and hope not to take with you? What lessons did you learn from these?

- *Organizational knowledge* – Address some of the following questions: Does the organization in which you worked have defined objectives? What methods and practices does it use in order to advance its objectives? Are these methods effective? Which ones are and which ones are not? What evidence, if any, is used or can be used in order to evaluate whether certain methods are effective? Do the organizational methods and practices lead to desired or undesired outcomes that are different from the explicitly stated objectives? Would the organization benefit from acknowledging these outcomes?
- *Subject-matter knowledge* – Address some of the following questions: What knowledge did you gain about the domain(s) in which the organization is active (for example: human rights, intergroup relations, dialogue, mediation)? How does this knowledge relate to the knowledge that you acquired in other courses in the program? Is the theoretical knowledge relevant to professional practice? In what ways? How can theory and practice inform each other?

This part of the paper **must** include references to scholarly literature

- b. Students writing a graduation project** will submit a paper in the length of approximately 30 pages (see note below). The paper will propose a “theory of change” relevant to their internship organization based on the guidelines suggested by Lederach et al. (reference below). Extending the Lederach et al. guidelines, the developed theory of change should also be related to scholarly literature relevant to the domain(s) in which the organization is active. The proposed theory can be an application of existing theoretical knowledge, extension of it, or critique based on evidence and observations gathered during the internship.

Required reading:

Lederach, J. P., Neufeldt, R., & Culbertson, H. (2007). *Reflective peacebuilding: A planning, monitoring and learning toolkit*. Mindanao, Philippines: The Joan B. Kroc Institute for International Peace Studies, University of Notre Dame and Catholic Relief Services Southeast, East Asia Regional Office.

Recommended reading:

Anderson, M. B. & Olson, L. (2003). *Confronting war : Critical lessons for peace practitioners*. Cambridge, MA: The Collaborative for Development Action, Inc.

Zelizer, C. & Johnston, L. (2005). *Skills, networks & knowledge: Developing a career in international peace and conflict resolution*. Alexandria, VA: Alliance for Conflict Transformation (ACT), Inc.

All readings are available on Moodle.

General Notes:

1. Like other courses in the program, the Practicum is assigned 4 credit hours and a numerical grade
2. For students writing their graduation project as part of the practicum course, **the grade of the graduation project will be weighed as 20% of the final grade in the program**

3. The practicum will take place in the spring semester. Students may begin informal work on the project at an earlier time, but in that case establishing contact with an organization will be the student's responsibility
4. The practicum will be carried out in Israel within the pre-1967 borders (including East Jerusalem). Only in rare cases will a project abroad be approved