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# FIELD EDUCATION POLICY MANUAL

**Last updated August 24, 2023**

**Bachelor of Social Work (BSW)**

**Master of Social Work (MSW)**

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## Musqueam Declaration

We, the Musqueam people openly and publicly declare and affirm that we hold aboriginal title to our land, and aboriginal rights to exercise use of our land, the sea and fresh waters, and all their resources within the territory occupied and used by our ancestors...

We, the Musqueam people, are the members of the Musqueam Indian Band and/or persons of one quarter Musqueam Indian Ancestry descended from these hun'qum'i'num speaking people who from time immemorial occupied, used and gained their livelihood from those lands, waters and seas as described above.

Our ancestors' aboriginal right and our aboriginal right is to live upon and travel over our aboriginal lands, seas and waters without foreign control or restriction; to utilize, trade and consume all the resources and products of those lands, waters and seas. It is our right to govern ourselves and our communities, to up-hold and determine our own customs, beliefs and laws.

Neither we nor our ancestors have ever given up, extinguished or diminished our aboriginal rights and title by treaty or agreement with any foreign government or power.

We have never considered the bits of land called "Indian Reserves" as compensation for our lost rights and cannot consider them as adequate compensation.

We have never accepted or agreed to the right of governments of Canada or British Columbia, or their agents, to tell us how to run our own affairs or determine how we should live our lives.

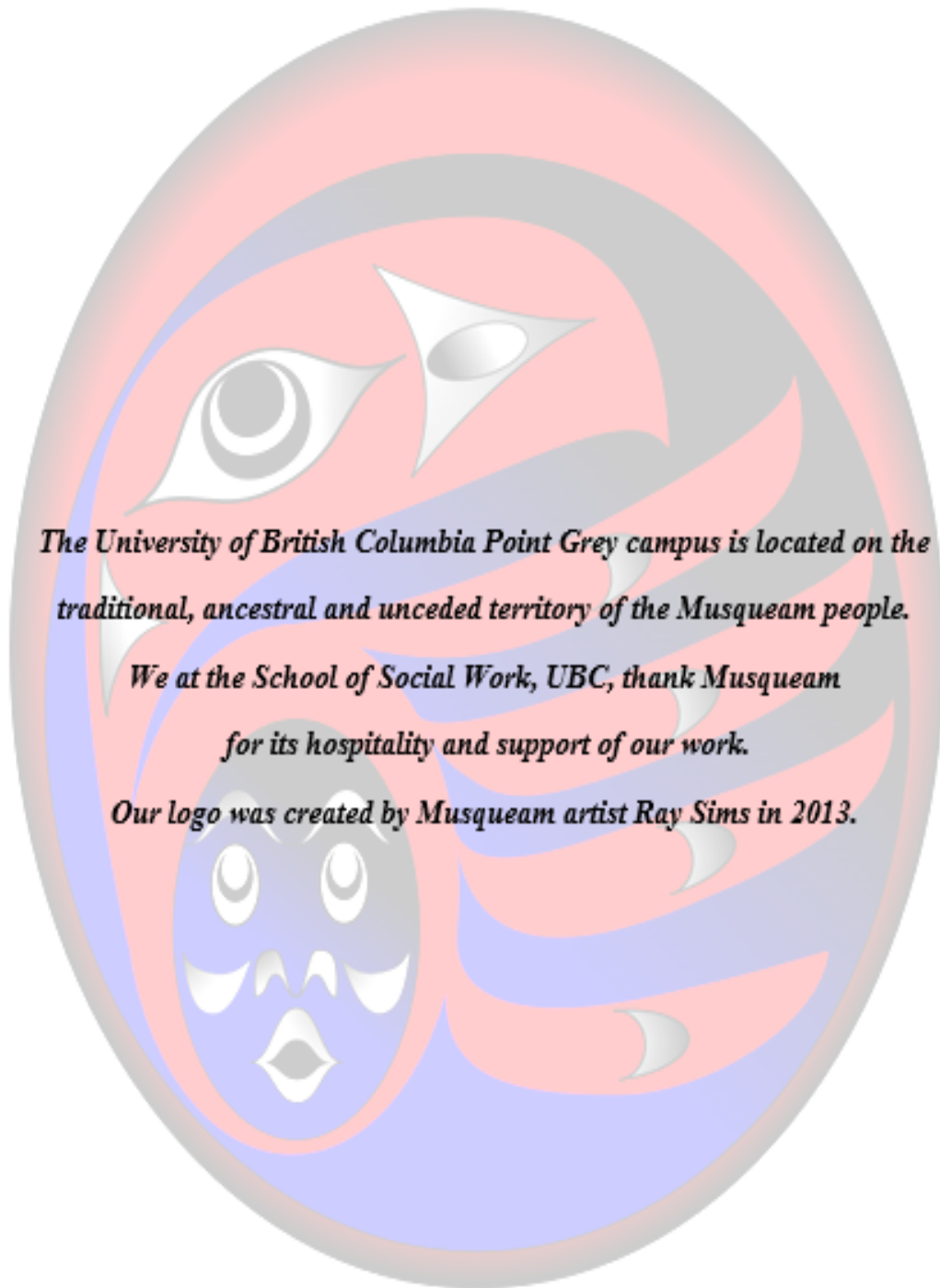
We, the Musqueam people, hereby declare our intent to exercise our aboriginal rights, to restore to our own use sufficient traditional resources to enable us and our descendants to live as distinct and independent people in our own land.

We announce our intent to obtain compensation for loss of resources and denial of their uses, where these have been destroyed or exploited by others, or where they cannot be restored.

We announce our intent to establish control of our own communities and our own resources in order to control, determine, and guarantee our future.

This is our aboriginal right; and a basic, universal human right.

Musqueam Indian Band  
Vancouver, British Columbia  
June 10, 1976



*The University of British Columbia Point Grey campus is located on the traditional, ancestral and unceded territory of the Musqueam people.*

*We at the School of Social Work, UBC, thank Musqueam for its hospitality and support of our work.*

*Our logo was created by Musqueam artist Ray Sims in 2013.*

# UBC School of Social Work Overview

## About Us

We are the third oldest School of Social Work in Canada, dating back to the late 1920s, when instruction in social work at the University of British Columbia consisted of a two year diploma course within the Department of Economics, Sociology and Political Science. The program slowly expanded and, in 1943, Marjorie J. Smith became the first full-time instructor in social work at the university. Two years later, the diploma course evolved into the Department of Social Work with Smith as its first head. In 1950, the department became the School of Social Work within the Faculty of Arts. In 2019, we will be celebrating our 90<sup>th</sup> year as a School of Social Work.

Today, our nationally accredited programs continue to educate and train social workers for the future and to develop high educational standards in all branches of social work. Our school is richly endowed with strength and excellence in teaching, research, community service and international development, informed by an ethic of care and commitment to social justice. We continue to provide leadership in social work education within BC, across Canada and internationally.

What follows is our overall mission, vision and values, mission statements for BSW and MSW programs. All curricula are consistent with these aspirations, which also reflect the values of the BCCSW Code of Ethics.

## Our Mission

Based on a commitment to fundamental social work values and a vision of social justice, UBC's School for Social Work prepares social workers for generalist and advanced professional practice. We promote the scholarly generation of critical, transformative knowledge through research and study relevant to social work theories and practices, social development and social administration.

## Our Vision

Building upon a foundation of social justice and an ethic of care, we are a community of learners actively engaged in the development of critical, transformative knowledge for social work practice.

## Our Values

1. **Human Dignity** - We honour the individual right to dignity and respect in all life circumstances.
2. **Social Equity** - We are committed to equity from within and across social systems, practicing inclusion and respecting diversity.
3. **Social Justice** - We promote social work values that aim to identify and address causes of exclusion, marginalization and oppression, past and present.
4. **Scholarship** - We generate transformative knowledge that advances social work theories and practices, social development and social administration.

## BSW Mission Statement

The Bachelor of Social Work (BSW) program provides students with the knowledge, values and skills necessary for an initial level generalist professional practice through a social justice lens.

The BSW addresses issues of power and issues of discrimination based on age, race, gender, sexual orientation, class and culture. The educational objective of the BSW curriculum is to provide students with the knowledge, values and skills necessary for an initial level of professional practice focusing on the interface between personal problems and public issues. Critical thinking and structural analysis are, therefore, central to the learning experience offered by the School and to the promotion of social justice and human well-being.

The School delivers a single, integrated BSW program that can be completed in two years on a full-time basis.

## MSW Mission Statement

The Master of Social Work (MSW) program offers an accessible, advanced professional degree focused on social work practice using a social justice lens.

The purpose of this MSW program is to prepare our graduates to be competent social work professionals, equipped with state-of-the-art knowledge and skills, a critical analytic lens, and a social justice orientation.

Adopting social justice as the organizing principle, the MSW program focuses on three major fields of practice - child and family welfare, health and social care, and international and community development - that reflect not only the current trend of social work professional services but also the expertise of the faculty members who have actively been engaging in scholarly activities to advance social work knowledge.



# The Field Education Program at UBC

*“Field education is considered a central component of social work education because the integration of knowledge, values and skills in the context of field education is a critical and distinctive aspect of social work education. The purpose of field education is to connect the theoretical/conceptual contributions of the academic setting with the practice setting, enabling the student to acquire practice skills that reflect the learning objectives for students identified in the Standards. Each program may vary its delivery of the field education component according to the nature and objectives of program and influences of its university and local context”. - Preamble to the Standards of Field Education Curriculum, Standards 3.2, CASWE, Council on Accreditation*

*“The integration of knowledge, values and skills in the context of field education is a critical and distinctive aspect of social work education; therefore, field education is considered the central component of social work education”. - Principles Guiding Accreditation of Social Work Education Programs, #4*

Therefore, Field education is the “signature pedagogy” of social work.

The Field Education Program at UBC School of Social Work supports all the functions of Field Education across the Bachelor of Social Work (BSW) and the Master of Social Work (MSW). The program has two fulltime coordinators, a fulltime administrative support staff, and a faculty chair. We continuously seek to improve our Field Education Program from both pedagogical and practical perspectives. We welcome feedback from the community, students, staff, and faculty about our program. (COA Standards, 3.2.11, 3.2.12, 3.2.13, 3.2.14, 3.2.15)

## Field Education Contacts

For the Field Education team’s most up-to-date contact information, please visit our website at <http://socialwork.ubc.ca/field-education-2/field-education-contact>.

Additional information about the School, including the names of staff and faculty, is available on the website at <http://socialwork.ubc.ca/people>.

## Links to Practicum Course Outlines:

For practicum course outlines (SOWK 315, 415, and 560), please see the School of Social Work website: <http://socialwork.ubc.ca/current-students/course-outlines>

# CASWE-ACFTS Accreditation Standards

The Canadian Association for Social Work Education – l'Association canadienne pour la formation en travail social (CASWE-ACFTS) is a national, charitable association of university faculties, schools, departments, and modules offering social work education in Canada.

The Commission on Accreditation (COA) is responsible for the accreditation of Bachelor of Social Work and Master of Social Work degree programs in Canada. The CASWE-ACFTS Standards for Accreditation and Procedures for Accreditation are based on the educational policies, standards and procedures adopted by the CASWE-ACFTS Board of Directors.

The Standards for Accreditation lists principles of social work education that guide accreditation standards, statements of learning objectives for students, and specific standards categorized under four domains. The Procedures for Accreditation outlines the accreditation process, specifies the types of accreditation, and provides an explanation of the reconsideration and appeal process. The Procedures for Accreditation also clarifies financial responsibility for the accreditation process, defines conflict of interest, identifies confidentiality issues, and student relations. Schools may use either English or French in the preparation of their documents.

The document [Standards for Accreditation](#) outlines the principles guiding the accreditation of social work education programs. The accreditation standards are organized in four Domains related to these principles.

The document [Procedures for Accreditation](#) provides information to the schools on the process leading to accreditation. It gives information on the different types of accreditation, deadlines and reports due dates, as well as the Commission on Accreditation responsibilities.

This Field Education Policy Manual outlines areas for consideration and action throughout engagement with the Field Education Portfolio and demonstrates how our policies meet the accreditation standards.

# PLACEMENT PROCESS

<b><u>POLICY TITLE:</u></b> <b>PLACEMENT PROCESS FOR ALL PROGRAMS</b>
<b>DATE APPROVED: October 31, 2018</b>
<b>DATE REVISED:</b>
<b>COA Standards: 3.2.1, 3.2.2, 3.2.4</b>

## 1.0 INTRODUCTION

All practicums for both BSW and MSW students are mandatory.

The School of Social Work utilizes a relational model whereby the Field Education Coordinators meet with students not only in several group orientations, but also in individual meetings where the matching process and learning needs are discussed.

Final authority for the assignment of field placement settings rests with the Field Education Coordinators.

## 2.0 POLICY STATEMENT FOR ALL PROGRAMS

- 2.0 All students submit a completed Field Placement Request form, resume and generic cover letter, when requested by email, to the Field Education Coordinators, who will then meet with the students individually to ascertain student learning goals and placement preferences.
- 2.1 The Field Education Coordinators will send a student's resume and cover letter to a field placement setting with capacity to mentor a student, inviting the field placement setting to contact the student for an interview.
- 2.2 When the interview has been conducted, the Field Instructor and student will confirm the outcome of the interview with the Field Education Coordinators. If the interview has resulted in a placement offer from a field placement setting, the Field Education Coordinator, in consultation with the student, makes the final determination about the placement.
- 2.3 When a placement is confirmed, the Field Education Coordinator will send an email confirming the placement to the Field Instructor and the student. At this point, the student agrees that they will not unreasonably refuse a field placement setting that the Field Education Coordinators have determined to be appropriate based on the previous conversations about learning goals and requirements of the program. Refusal of an appropriate setting may constitute a withdrawal from field placement and the student may have to wait until the next offering to complete this requirement.

- 2.4 The student also agrees to the sharing of pertinent information with potential field placement agencies, in compliance with the Freedom of Information and Protection of Privacy Act (FIPPA).
- 2.5 The Field Education Coordinators work to secure an appropriate field placement for the student. Although efforts are made to find a field placement that matches the student's learning goals, the School of Social Work does not guarantee any student a particular field placement setting and requires students to accept appropriate placements as assigned to them.

### 3.0 POLICY STATEMENT FOR BACHELOR OF SOCIAL WORK, THIRD YEAR

- 3.1 The third year field placement, SOWK 315, is designed so that students can learn about community-based practices that promote social change. Placements will focus on social issues such as poverty, homelessness, violence against women, bullying, racism, homophobia, discrimination, and/or inequality. Therefore, the focus is on broader social issues in macro (systemic, structural and policy level) and mezzo (community and neighborhood level) social work learning, rather than individual and family interventions. By focusing on the community level in third year, students are best prepared to engage in micro practice in the fourth year thus making connections across all levels of social work practice upon graduation.
- 3.2 Students may collaborate with agencies to identify, develop and implement a social justice project that contributes to the field placement setting and the wellbeing of community members. Projects are an optional part of the third year placement. The field placement setting may have a project in mind; if not, students can develop one in consultation with the field placement setting and their Faculty Liaison.
- 3.3 Students engage in the following kinds of activities: outreach, advocacy, program planning and implementation, working with groups of individuals, participating in meetings, and analyzing policies and their implications for practice. These activities support the connections among macro, mezzo and micro social work practice.
- 3.4 Students are expected to complete 2 days of service per week for a total of 350 hours in their placement. Field placements take place on Tuesdays and Wednesdays starting in mid-October and continuing until mid-April.
- 3.5 Timelines for third year students are:
  - Third year students will be contacted by an email from the Field Education Coordinator shortly after their acceptance into the BSW program. The Field Education Coordinator will give the student instructions for the next steps in the field education process, including setting up a meeting for July or August prior to entry

into the program in September; and requesting they send in Field Education Planning forms, an updated resume and a generic cover letter, which will be due by June 15<sup>th</sup>.

- Third year BSW students can complete the planning form at <https://socialwork.ubc.ca/3rd-year-bsw-placement/>.

## 4.0 POLICY STATEMENT FOR BACHELOR SOCIAL WORK, FOURTH YEAR

- 4.1 The fourth year field placement, SOWK 415, is designed so that students can learn a range of skills in direct, indirect and community practices. Placements will focus on integrating the theory, knowledge, and skills taught in courses with learning from practice at the field placement setting and in the community. The focus is the development of competencies necessary for generalist social work practice, at a beginning level.
- 4.2 Students may be involved in any of the following activities: formal assessments, counselling individuals and/or families, collaborating with diverse professionals, working in teams, presenting at case conferences, group work, understanding accountability structures, implementing intervention plans with clients or groups, community work, social, community or international development and policy development.
- 4.3 Students are expected to complete 378 hours in their fourth year practicum, which takes place on Mondays, Tuesdays, Wednesdays, and Thursdays from the beginning of January to the beginning of April. Fourth year students do their field practicum as a block placement.
- 4.4 Timelines for fourth year students are:
- Fourth year BSW students must meet with the Field Education Coordinators during the months of July and August to discuss planning for fourth year placements. Planning forms, updated resumes and generic cover letters must be submitted by June 30<sup>th</sup>.
  - Fourth year BSW students can complete the planning form at <https://socialwork.ubc.ca/4th-year-bsw-placement/>.

## 5.0 POLICY STATEMENT FOR FOUNDATIONS MASTER OF SOCIAL WORK

- 5.1 The purpose of the Foundation practicum is to experience the core elements of social work in a practice setting, and for the development of competencies necessary for generalist social work practice.
- 5.2 Foundation students must complete 450 hours of practicum from the beginning of January to approximately the end of May. Students will be in the field in second term on Mondays, Tuesdays, Wednesdays and Friday mornings.
- 5.3 Timelines for Foundations Master of Social Work Students:

- Foundation MSW students must meet with the Field Education Coordinators during September and October to discuss planning. Planning forms, updated resumes and generic cover letters must be submitted by September 15<sup>th</sup>.
- Foundation MSW students can complete the planning form at <http://socialwork.ubc.ca/msw-placement>.

## 6.0 POLICY STATEMENT FOR ADVANCED MASTER OF SOCIAL WORK

6.1 The Advanced level MSW practicum provides advanced level learning and practice opportunities in settings conducive to social development and/or clinical practice.

6.2 The Advanced MSW students must complete 450 hours of practicum from September to April. Advanced MSW students do their placements two days per week, on Mondays and Tuesdays, from September to April.

6.3 Timelines for Advanced MSW Students:

- Advanced MSW students must meet with the Field Education Coordinators in the spring/summer prior to admission to discuss planning. Planning forms, updated resumes and generic cover letters must be submitted by the deadline provided by the Field Education Coordinators.
- Advanced MSW students can complete the planning form at <http://socialwork.ubc.ca/msw-placement>.

## 7.0 SUMMARY SCHEDULE OF ALL PROGRAMS

	BSW Third year	BSW Fourth year	MSW Foundations	MSW Advanced
Days of Placement	Tuesday and Wednesday	Monday to Thursday	Monday, Tuesday, Wednesday, and Thursday (half days every other week)	Monday and Tuesday
Months of Placement	Oct to April	Jan to April	Jan to May	Sept to April
Days Hours	Approximately 47 days 350 hours *Mandatory	Approximately 50 days 378 hours *Mandatory	60 days 450 hours *Mandatory	60 days 450 hours *Mandatory

7.1 Hours counted in a day are 7.5 hours. Students are expected to take a 30 minute lunch break that is not counted toward practicum hours.

7.2 Part-time students (in either the BSW or MSW programs) may follow a different pattern for their field education as their programs are individually organized.

<b><u>POLICY TITLE</u></b>
<b>ROLES AND RESPONSIBILITIES OF ALL PARTIES INVOLVED IN FIELD EDUCATION</b>
<b>DATE APPROVED: October 31, 2018</b>
<b>DATE REVISED:</b>
<b>COA Standards: 3.2.10, 3.2.16, 3.2.17, 3.2.18, 3.2.19, 3.2.20, 3.2.23, 3.2.24, 3.2.25</b>

## 1.0 INTRODUCTION

Field Education is provided in different Field Practicum Settings. This section provides information to all relevant parties and clarifies the responsibilities of each. For some settings a Memorandum of Agreement (MOA) between the School and the field placement setting concerning field education is required. This MOA will be individually negotiated and documented.

Neither the School nor the Field Practicum Setting will be obliged to pay any monetary compensation to the other with respect to the responsibilities outlined here, or to the student. Field education is considered to be an educational course and not a period of apprenticeship.

## 2.0 POLICY STATEMENT

### 2.1 STUDENTS

- 2.1.1 Students across all programs must not contact field placement agencies unless advised by the Field Education Coordinators to do so.
- 2.1.2 Students start by designing a list of learning needs and interests and completing a preliminary search on possible services that fit those interests.
- 2.1.3 Students meet with the Field Education Coordinators who will initially send out an email outlining the process for students to follow to obtain a placement.
- 2.1.4 Students participate in the matching process by providing information in a timely manner on educational and/or work background, and learning objectives, as required by the Field Education Coordinators.
- 2.1.5 Students arrange a pre-placement interview with the potential field placement setting as proposed by the Field Education Coordinators.
- 2.1.6 Students share with the Field Instructor preliminary learning objectives and relevant personal and practice background and provide up to date resume and cover letter.
- 2.1.7 Students inform the Field Education Coordinators about the outcome of the pre-placement interview.
- 2.1.8 Students formulate a learning contract with the Field Instructor, taking responsibility for the development of her/his/their learning objectives and evidence of outcome. When completed, the student enters the contract on Intern Tracking Placement System (IPT) software system.

- 2.1.9 Student take initiative in obtaining supervision and consultation.
- 2.1.10 Students actively participate with the Field Instructor to review and analyze learning experiences and seeks new learning opportunities.
- 2.1.11 Students work to complete tasks and responsibilities set out in the learning contract.
- 2.1.12 Students maintain contact with the Faculty Liaison, keeping him/her/them informed of any major changes or problems in the practicum.
- 2.1.13 Students consult with the Field Education Coordinators around any concerns with the Field Instructor or Faculty Liaison.
- 2.1.14 Students observe field placement setting policy on attendance and participation at appropriate activities.
- 2.1.15 Students apply social work values, adhering to the BCCSW Code of Ethics in all practice situations and act in a professional manner as a representative of the field placement setting and the School.
- 2.1.16 Students complete course assignments punctually.
- 2.1.17 Students evaluate the practicum upon its completion.

## 2.2 FIELD PRACTICUM SETTING

- 2.2.1 The Field Practicum Setting will recommend members of its staff, qualified according to the School's criteria (practice experience and competence; preferably a BSW or MSW), and approved by the School, to act as Field Instructor(s) for students.
- 2.2.2 The Field Instructor(s) will be afforded time to instruct and supervise the student's work in the Field Practicum Setting in accordance with the educational objectives, learning experiences and performance expectations established by the School and agreed to by the Field Practicum Setting. At least one-and-a-half hours per week will be allotted for one to one supervision, plus additional meetings as required with the Faculty Liaison.
- 2.2.3 The Field Practicum Setting will provide adequate facilities, equipment, staff, learning materials and other resources necessary and appropriate to the student's responsibilities and in keeping with available resources.
- 2.2.4 The Field Practicum Setting will accept students enrolled in the School for a practicum in social work education at times, in numbers, and at such locations of the Field Practicum Setting as will be agreed upon by both parties.



- 2.2.5 The Field Practicum Setting will not use students to replace its regular staff nor require students to render services except as they are identified for their learning value as part of an agreed-upon educational program.
- 2.2.6 The Field Practicum Setting demonstrates support for professional social work education and for the objectives and educational focus of the field practicum.
- 2.2.7 The Field Practicum Setting will not compensate students for their services. However, the Field Practicum Setting will reimburse the students for incidental costs incurred in the rendering of assigned services, in accordance with the regular policies of the Field Practicum Setting concerning payment of such incidental costs.
- 2.2.8 The Field Practicum Setting will accept students in field practicum without discrimination as defined by the Charter of Rights and Freedoms and provincial human rights legislation; the field practicum setting is free of discriminatory practices both in personnel practices and in delivery of services.
- 2.2.9 The Field Practicum Setting may request that the School remove any student whose performance the Field Practicum Setting deems unsatisfactory to meet the demands of its service programs or whose conduct otherwise interferes with its staff relationships or the discharge of its primary service function.

## 2.3 FIELD INSTRUCTOR

- 2.3.1 The Field Instructor participates in the assessment and selection of students referred by the Field Education Coordinators for placement at the field placement setting by means of pre-placement interviews.
- 2.3.2 During the first weeks of the practicum, the Field Instructor orients the student to the field placement setting. The orientation includes information on mandate, policies, procedures, services, intake, case assignments, committees, task groups, planning and referral processes, sources of funding, administrative structure, and linkage to other agencies.
- 2.3.3 The Field Instructor teaches and enables the student to integrate classroom theory with social work practice.
- 2.3.4 The Field Instructor assists the student in developing learning objectives and evidence of accomplishment, commensurate with the educational objectives for field education, and opportunities provided by the field placement. These are listed by the student on the Intern Placement Tracking system (IPT).
- 2.3.5 The Field Instructor addresses gaps in learning necessary for the student to function in the field placement setting and may assign readings and additional assignments for the student to develop skills and knowledge specific to the field placement setting.
- 2.3.6 The Field Instructor assists in preparing the student for generalist social work practice at the BSW level, MSW level or specialized advanced practice level; as well as for service provision within the field placement setting.
- 2.3.7 The Field Instructor provides a minimum of 1.5 hours per week of regularly scheduled individual supervision time.
- 2.3.8 The Field Instructor provides the student with ongoing feedback about his/her/their progress towards achieving competency as a beginning-level practitioner (BSW) or advanced-level practitioner (MSW).
- 2.3.9 The Field Instructor notifies the Faculty Liaison if there are concerns about the student's progress.
- 2.3.10 The Field Instructor assures quality of student service to the field placement setting's client systems.
- 2.3.11 The Field Instructor works in collaboration with the Faculty Liaison to maintain the educational focus of field education, and to increase his/her/their field teaching skills.
- 2.3.12 The Field Instructor consults with the Faculty Liaison around any questions or concerns regarding the student or policies of the School.

- 2.3.13 The Field Instructor formally evaluates the student's progress at midterm and end of term through completion of IPT, and discussion with the student. These evaluations assist the Faculty Liaison in assigning grades.
- 2.3.14 The Field Instructor Participates in field instruction seminars and workshops sponsored by the School of Social Work.
- 2.3.15 The Field Instructor notifies the student, Faculty Liaison and Field Education Coordinators of any absences longer than one week, and designates another field placement setting staff as alternate or acting Field Instructor.
- 2.3.16 The Field Instructor provides feedback to the School on the practicum after its completion.
- 2.3.17 The Field Instructor completes Memorandum of Agreement with the School as necessary.

## 2.4 SCHOOL OF SOCIAL WORK

- 2.4.1 The School will assign one of its faculty to act as Faculty Liaison to the Field Practicum Setting. The Faculty Liaison is responsible for facilitating communication, acting as a bridge between all involved in the student's experience in class and field, and assigning a pass/fail standing.
- 2.4.2 The School's Field Education Coordinators will consult with the Field Practicum Setting about educational goals, appropriate learning experiences, and expectations for student performance in the practicum.
- 2.4.3 The School's Field Education Coordinators will be responsible for initial selection and interviews, and will formally confirm placements.
- 2.4.4 The School will make available to Field Instructors its library facilities, teaching materials and other resources to further the objectives of the Field Education program. The School will consult the affiliated Field Practicum Setting in the development of the program's goals and curriculum to meet the health and welfare needs of the community.
- 2.4.5 The School will offer a range of orientation and training sessions yearly.

## 2.5 SCHOOL OF SOCIAL WORK FACULTY LIAISON

- 2.5.1 The Faculty Liaison contacts all assigned students and Field Instructors at the beginning of the field placement to discuss learning objectives, evidence of accomplishment and specific schedules for review.

- 2.5.2 The Faculty Liaison informs Field Instructors and students about curriculum policies, procedures, goals, and expectations involved in field education.
- 2.5.3 The Faculty Liaison meets with the Field Instructor and student during the first month of placement to facilitate formulation of the learning objectives and evidence of accomplishment, and to review student's initial progress.
- 2.5.4 The Faculty Liaison ensures that the student receives support, feedback, supervision, and evaluations from the field placement setting.
- 2.5.5 The Faculty Liaison strengthens and supports the Field Instructor's teaching skills.
- 2.5.6 The Faculty Liaison meets to consult and collaborate with students and/or Field Instructors as required.
- 2.5.7 The Faculty Liaison facilitates resolution of problems among the student, Field Instructor and/or field placement setting.
- 2.5.8 The Faculty Liaison informs and/or consults with the Field Education Coordinators around problems in a placement.
- 2.5.9 The Faculty Liaison maintains close contact with Field Instructors when students are identified as “at risk for failure”. In such cases, the Faculty Liaison participates in a review of the situation and formulation of a written plan outlining specific objectives to be met by the student and the Field Instructor in order for the student to successfully complete the field education course. This plan is to be developed by the student and approved and signed by all parties involved (student, Field Instructor, and Faculty Liaison).
- 2.5.10 The Faculty Liaison keeps the Field Education Coordinators informed about developments that could result in the student leaving the placement.
- 2.5.11 The Faculty Liaison makes recommendations to the Field Education Coordinators about continuing or ending a field placement or continuing or ending Field Instructor participation.
- 2.5.12 The Faculty Liaison keeps the Field Education Coordinators informed about the quality of the field experience and learning opportunities at the various field placements.
- 2.5.13 The Faculty Liaison assigns midterm evaluation standing (Satisfactory/Unsatisfactory), and the final course standing (Pass/Fail), taking into account the Field Instructor's evaluations.
- 2.5.14 The Faculty Liaison provides feedback on the practicum after its completion.

## 2.6 SCHOOL OF SOCIAL WORK FIELD EDUCATION COORDINATORS

- 2.6.1 The Field Education Coordinators recruit, review, and assess applications from agencies/organizations for designation as a field placement setting based on the learning needs of students, course objectives, and accreditation standards.
- 2.6.2 The Field Education Coordinators review and assess field placement setting staff for appointments as Field Instructors.
- 2.6.3 The Field Education Coordinators plan and implement the process for matching students to field placements, in consultation with the student and Field Instructors.
- 2.6.4 The Field Education Coordinators approve students' placements in field agencies and any changes occurring thereafter.
- 2.6.5 The Field Education Coordinators assign faculty to serve as Faculty Liaisons for confirmed field placements.
- 2.6.6 The Field Education Coordinators plan seminars, workshops, and special events for Field Instructors.
- 2.6.7 The Field Education Coordinators review the progress of the students throughout the year, in consultation with Faculty Liaisons.
- 2.6.8 The Field Education Coordinators offer consultation to students, Field Instructors, agencies and Faculty Liaisons on field education issues.
- 2.6.9 The Field Education Coordinators aid in final arbitration when problems and conflict arise in the field placement which necessitate a change of Field Instructor and/or field placement.
- 2.6.10 The Field Education Coordinators oversee the evaluation of field placements, Field Instructors, and Faculty Liaisons.

## 2.7 SCHOOL OF SOCIAL WORK CHAIR OF FIELD EDUCATION

- 2.7.1 The Chair of Field Education leads the ongoing development of all field education courses.
- 2.7.2 The Chair of Field Education establishes policies and procedures for the field education program in consultation with all stakeholders.
- 2.7.3 The Chair of Field Education supports Field Education Coordinators and faculty/adjunct professors in their roles.

- 2.7.4 The Chair of Field Education oversees and addresses any critical issues that arise.
- 2.7.5 The Chair of Field Education engages in the ongoing consultation with students, faculty, community, and Field Education Coordinators to address any emerging challenges or new issues in field education.
- 2.7.6 The Chair of Field Education consults with the Field Education Coordinators, faculty, Field Instructors and students regarding individual students in difficulty and confirms which students will be put on notice to fail or withdrawn from placement.
- 2.7.7 The Chair of Field Education assists in formal evaluations of the Field Education program.

<b><u>POLICY TITLE</u></b>
<b>SELECTING AGENCIES AND FIELD INSTRUCTORS FOR PLACEMENT</b>
<b>DATE APPROVED: October 31, 2018</b>
<b>DATE REVISED:</b>
<b>COA Standards: 3.2.18, 3.2.19, 3.2.20</b>

## 1.0 INTRODUCTION

All agencies applying to be field placements must go through a process of approval with the Field Education Coordinators.

## 2.0 POLICY STATEMENT

### 2.1 FIELD PLACEMENT SETTING CRITERIA

When a field placement setting has indicated an interest in supervising a student in a field placement, the Field Education Coordinators ensure that the setting can provide both the range and depth of experience appropriate to the students' learning level.

The following criteria are used as a guideline to assess the appropriateness of an agency as a field placement setting:

- The agency's philosophy of service will be compatible with the philosophy, values, and ethics of the social work profession.
- The agency can clearly articulate its programs and methods.
- The agency's programs and services will offer students a range of learning opportunities appropriate to the generalist (BSW) or advanced (MSW) social work framework.
- The agency will have a qualified and competent Field Instructor in order to help students meet the objective of learning to work effectively and appropriately with service users from diverse ethnic, cultural, and racial backgrounds.
- The agency will demonstrate support for professional social work education and for the objectives and educational focus of the field instruction course.
- The agency will provide time and resources within the work schedule for the Field Instructor to fulfill her/his/their role and responsibilities as Field Instructor, and to attend field instruction sessions and workshops whenever possible.
- The field placement shall not require students to render services except as they are identified for their contributions to learning.

### 2.2 FIELD INSTRUCTOR CRITERIA

Field Instructors are chosen by the field placement setting to fulfill that role and/or may volunteer to the Field Education Coordinators directly. Field Instructors cannot be friends, family members, employers, of students they supervise in placement.

The Field instructors at the BSW level, Foundation Masters and Advanced Masters Programs:

- Normally hold, at a minimum, a BSW degree from an accredited social work program;
- Have two years of social work practice experience after graduation with a degree from an accredited social work program;
- Are interested in social work education; and

- Have support from the setting to permit adequate time for assuming field instruction responsibilities.

When the field instructor does not have a degree in social work, the School plays a greater role in the monitoring and supervision of the field experience to ensure that a social work focus is sustained, and that the student has access to a qualified social worker, through increased involvement from the Faculty Liaison, and/or the Field Education Coordinators, all of whom have at least an MSW degree. Additional and dedicated training is also provided to this group of Field Instructors by the Field Education Coordinators and/or the Chair of Field Education.

Please refer to Field Education Roles and Responsibilities (p. 19) for further details on the Field Instructor's duties.



# SPECIALIZATIONS

<b><u>POLICY TITLE</u></b>
<b>CHILD WELFARE SPECIALIZATION POLICY</b>
<b>DATE APPROVED: October 31, 2018</b>
<b>DATE REVISED:</b>
<b>COA STANDARD:</b>

## 1.0 INTRODUCTION

The School of Social Work has a partnership with the Ministry of Children and Family Development (MCFD) to offer a Child Welfare Specialization (CWS) for fourth year students interested in studying more about child and family welfare. Students may also be approved for the CWS if they are interested in placement in an Indigenous Delegated Agency, and/or other sites at MCFD which are not only protection oriented. Students accepted to this specialization will receive a letter of completion at the end of their studies.

## 2.0 POLICY STATEMENT

2.1 Students must declare an interest in the CWS towards the end of third year when requested by the Field Education Coordinators and be available for interviews with agencies in April/May following their third year. A declaration of interest does not guarantee passing the interview or getting a placement in a CWS approved placement. Those students who do not obtain an appropriate placement cannot be given the CWS letter.

2.2 Students must take:

- SOWK 441 Social Context of Child Development (Term 1 of 4th year) and,
- SOWK 442 Policy and Practice in Child Welfare (Term 1 of 4th year) and
- one additional SOWK 440/450 elective from the list below:
  - SOWK 440B Addictions
  - SOWK 440H Social Work and the Law
  - SOWK 440K Trauma Informed Practice
  - SOWK 440Q Social Work in Healthcare
  - SOWK 450 Social Work Practice in Community Mental Health
  - SOWK 453 Disability and Justice

2.3 Placements that constitute a child welfare specialization are at:

- The Ministry of Children and Family Development (MCFD) or
- An Indigenous Delegated Agency.

Placements can be completed in:

- Intake/Assessment
- Family Services (Child Protection)
- Youth/Guardianship
- Adoption
- Resources (Foster care etc.)
- Child and Youth with Special needs
- Collaborative Practice

<b><u>POLICY TITLE</u></b>
<b>PLACEMENTS IN THE HEALTH SECTOR</b>
<b>DATE APPROVED: October 31, 2018</b>
<b>DATE REVISED:</b>
<b>COA STANDARD</b>

## 1.0 INTRODUCTION

Students requesting practicum placements in one of the health authorities (hospitals, community health centres, mental health teams, etc.) need to fulfil several requirements in accordance with the Practice Education Guidelines for BC. Failure to comply with these requirements will result in late entry into placement, or refusal of placement. Students are not to contact individual sites to inquire about placements. No exceptions or special arrangements are possible.

## 2.0 POLICY STATEMENT

### 2.1 IMMUNIZATIONS

- 2.1.1 Students interested in applying for a practicum placement in a health authority or hospital must have their vaccine history reviewed by UBC Student Health Services. The cost of the vaccine review is \$162 payable to the School of Social Work through online payment. Students need to pay the fee, then book two appointments with UBC Student Health Services, and bring all vaccine records to the first appointment. Appointments should be booked at least two months before the start of placement, as students from all health disciplines do their vaccine reviews and it can be difficult to make appointments in the time frame needed.
- 2.1.2 The vaccine review through UBC Student Health Services includes the evaluation of records, TB test and chest x-ray, if required, and any vaccine boosters that are needed. All students who apply for a health authority placement must complete the vaccine review through UBC Student Health Services regardless of whether they already have a vaccine review through employment in a health authority. Vaccine reviews by family doctors are not acceptable, as the University is responsible to ensure that all UBC students going into health authority settings have the required immunizations and vaccine records must be evaluated and validated by the University.
- 2.1.3 Completing the vaccine review in no way guarantees students a health placement.
- 2.1.4 Students who have not completed their vaccine review prior to the beginning of their placement will not be allowed to commence placement.

## 2.2 HSPnet

- 2.2.1 All health placements go through HSPnet, which is a system that manages applications for health placements for all health disciplines across Canada. Students interested in applying for a practicum placement in a health authority must complete the HSPnet consent form and one of the Field Education Coordinators will enter their application for a specific site into HSPnet. A student's application can be entered for one site at a time through HSPnet.

## 2.3 STUDENT PRACTIC EDUCATION CORE ORIENTATION(SPECO)

- 2.3.1 Students are required to complete, sign, and submit to the Field Office the SPECO check list including immunizations and all online modules once they have been accepted for a health authority placement but before beginning placement.

## 2.4 CPR AND MASK FIT

- 2.4.1 CPR and mask fit are requirements that are site specific. Once accepted for placement, students should check with their field supervisor whether CPR and/or mask fit are requirements for their site. If these are requirements, the School of Social Work Field Education office can advise students how to fulfil these requirements.

# CONDUCT

<b><u>POLICY TITLE</u></b>
<b>ATTENDANCE IN PLACEMENT</b>
<b>DATE APPROVED: October 31, 2018</b>
<b>DATE REVISED:</b>
<b>COA Standards:</b>

## 1.0 INTRODUCTION

Students will regularly attend placement during the normal business hours of the field placement setting or of their Field Instructor. Timeliness is expected. Flextime and additional hours may be worked following agreement with the Field Instructor. The minimum required hours are:

- 350 hours for third year BSW students;
- 378 hours for fourth year BSW students;
- 450 hours for Foundation and Advanced MSW.

## 2.0 POLICY STATEMENT

- 2.1 Every student is required to complete a time log on IPT, called the “Hours Tally Form”, which indicates the specified number of days and hours undertaken in each placement. It is preferable that students track their time daily. Students are expected to work a full 7.5 hour day, excluding a half hour lunch break, unless otherwise agreed upon by their field placement setting.
- 2.2 Students must advise their Field Instructor if they are to be absent for any reason and all missed hours other than sick time of one day per term must be made up. Students are allowed those holidays observed by the field placement setting during the placement period and may also negotiate with the field placement setting to take hours away due to religious or cultural reasons. Those hours must be made up.
- 2.3 In the case of lengthy absences due to illness or other issues, the Field Instructor and student will contact the Faculty Liaison and the Field Education Coordinators. Documentation relating to these absences may be requested, and the hours will have to be made up once the student is ready to return to placement.
- 2.4 For an extension of deadline to complete practicum, the Faculty Liaison, the Field Instructor, and the Field Education Coordinators must be notified, and a medical certificate and/or a letter from Centre for Accessibility and/or other documentation as requested is required.
- 2.5 Time taken off for personal reasons must be approved by the Field Instructor and Faculty Liaison, and the hours made up.
- 2.6 It is expected that students move through placement hours within the time frame of the start date and end date of the placement and that students in a given cohort will finish placement on

approximately the same date. While some students may choose to do practicum hours over winter break and Reading Week, it is not acceptable to accelerate the pace of placement and finish the placement significantly early.

<b><u>POLICY TITLE</u></b>
<b>GUIDELINES FOR AUDIO OR VIDEO TAPING</b>
<b>DATE APPROVED: October 31, 2018</b>
<b>DATE REVISED:</b>
<b>COA STANDARD: 3.2.9</b>

## 1.0 INTRODUCTION

Research on skill acquisition has demonstrated that audio and videotaping of student-client interviews is an effective method to help students learn practice skills, explore different skill responses, and improve assessment skills, as well as feel comfortable with tape recording.

## 2.0 POLICY STATEMENT

- 2.0 Students will ask the client for permission to tape the interviews, explaining the rationale and the plan for usage, as well as final disposition.
- 2.1 If the tape is to be used in a classroom or heard by anyone outside the agency, the client's written permission must be obtained. Taping requires both permissions to tape the interview and permission to let others hear it
- 2.2 Students must clear all plans for videotaping/audiotaping with their Field Instructor. If the agency does not have its own forms, a sample follows.

## Consent for Audio/ Video Taping

Student: \_\_\_\_\_ Agency: \_\_\_\_\_

Field Instructor: Faculty Liaison: \_\_\_\_\_

I, \_\_\_\_\_ (print subject's name) hereby authorize the School of Social Work to make a sound and/or visual Recording of me with my awareness, in connection with \_\_\_\_\_ (project/course) of the School. I understand, that before the Recording and if I so wish, to require that my name and other identifying information and/or any other portion of the Record be erased, and further that, subsequent to this opportunity, no other identifying information will be added to the Record. Further, I understand that this Record will not be used for any commercial purposes by the School of Social Work for the teaching of social work. Finally, I understand that I am free to impose additional restrictions, and that, upon written request, at any time, I may review the Recording and alter the terms of this consent, if I so choose.

Additional Restrictions: \*

\_\_\_\_\_  
Witness not related to client/subject

\_\_\_\_\_  
Client/subject signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of parent or legal guardian

if subject under 16 years of age.

I, \_\_\_\_\_ (student/faculty member) have explained this Consent form to the client/subject. I am satisfied that the subject understands this Consent and possesses the capacity to grant the consent.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Student/Faculty Member

\* Some examples of commonly used phrases are:

- "Use by the participating social work student and their immediate instructor and Faculty Advisor only."
- "Use by the participating social work student's class and instructor only."
- "Use by the School of Social Work faculty and students in regular classes only."
- "Use by the School of Social Work regular classes up to (insert date) only."
- "To be erased immediately following review by Faculty Advisor."

These are examples only; other phrases may be composed and used, bearing in mind the need to be specific and avoid ambiguity.

<b><u>POLICY TITLE</u></b>
<b>PRACTICUM CONFLICT OR TERMINATION</b>
<b>DATE APPROVED: October 31, 2018</b>
<b>DATE REVISED:</b>
<b>COA Standards: 3.2.5</b>

## 1.0 INTRODUCTION

The ability to speak up honestly lies at the heart of social work's advocacy and social justice mandate. When facing difficult situations in practicum, students are expected to follow specific steps for action and resolution.

## 2.0 POLICY STATEMENT

### 2.1 GENERAL PROCESS

- 2.1.1 Students discuss the situation with the Field Instructor (or vice versa). The goal is to resolve the problem or concern if at all possible, through a mutually agreed upon plan of action. The plan may include amendments to the learning plan, specific agreement concerning time lines to be met and/or criteria for evaluation of agreed upon actions and/or other strategies depending on the situation. If resolved, there is no further action.
- 2.1.2 If the discussions are unsuccessful, the Faculty Liaison should be contacted as soon as possible.
- 2.1.3 If the situation is still unresolved, then the Field Education Coordinators and the Chair of Field Education should be advised, and further work needs to be done to address the concerns.

### 2.2 REQUEST FOR PLACEMENT CHANGE

- 2.2.1 After a placement is confirmed and a Faculty Liaison assigned, student will not be moved unless under exceptional and documented circumstances.
- 2.2.2 Requests for placement change are to be made to the Faculty Liaison. The Faculty Liaison will then, in consultation with the Field Education Coordinators and Chair of Field Education, consider the following factors in the decision:
  - the student's particular circumstance, e.g. an unexpected crisis in their personal life
  - the number of hours left to complete the practicum within the academic year
  - the field placement setting is no longer able to provide a placement
- 2.2.3 The Faculty Liaison will set up a meeting with the student and Field Instructor to discuss the request for the change. The Faculty Liaison, student or Field Instructor may request that the Field Education Coordinators and Chair of Field Education be in attendance at this meeting. If the change is approved, the student will be expected to plan and implement closure with clients and colleagues, which may include a meeting with the Field Instructor and Faculty Liaison.
- 2.2.4 Documentation is required in all circumstances.



## 2.3 TERMINATING FIELD PLACEMENTS

- 2.3.1 Occasionally placements break down for a variety of reasons (including placement factors such as a Field Instructor leaving or an internal issue within an organization, and sometimes due to student personal circumstances or a student not meeting their learning goals).
- 2.3.2 In all circumstances, the termination of a placement is the option of last resort and the general process for Conflict Resolution 2.1 above should be followed.
- 2.3.3 When placements do terminate, generally hours cannot be taken from one placement to another. It is important that students have a complete learning experience in one setting rather than a fragmented one consisting of shorter pieces divided between agencies, as the latter does not make for coherent student learning.
- 2.3.4 Documentation is required in all circumstances.
- 2.3.5 The Field Education Coordinators will request the input of the Chair of Field Education when required.

## 2.4 RISK OF FAILURE

- 2.4.1 If there is a risk of the student failing practicum, a joint meeting should take place between the Field Instructor, the student, and the Faculty Liaison. The joint meeting should include a review and discussion of the student's unsatisfactory performance and formulation of a written plan outlining specific objectives that the student needs to achieve, within a specified period, to successfully complete the practicum. This plan is to be developed by the Faculty Liaison, with feedback from all other parties, and approved and signed by all parties, with a copy to the Field Education Coordinators.
- 2.4.2 If the objectives have not been achieved at the end of the specified period, the Faculty Liaison, after consultation with the Field Instructor, Field Education Coordinators and Chair of Field Education, may decide to:
  - Submit a failing mark; or
  - Seek to arrange a further placement under the following conditions:
    - Acceptance by the new Field Instructor and student of a new learning contract, which includes specific objectives that address learning needs identified in the previous practicum.
    - Completion of a closure process with clients and colleagues in the previous placement.

## 2.5 APPEAL POLICY FOR A FAILED PRACTICUM

Occasionally, students have concerns with/or disagree with the final decision regarding a failed practicum placement judgement. In the case of a disagreement between a student and their faculty liaison regarding the outcome of a practicum, the first preferred course of action is for the student to raise their concern directly with their faculty liaison. The faculty liaison will listen to the concern and provide a timely, respectful response with a rationale for the failed judgement. If this response is not acceptable to the student, then the process described below should be followed. The student may also wish to consult with the Chair of Field Education, the Program Chair, and/or the School of Social Work Academic Adviser, or another faculty member to get another opinion/advice on how to proceed.

- 2.5.1 The student should summarize in writing the practicum judgement of concern and the basis for an appeal of that judgement. The following written documentation should be included: a midterm and/or final evaluation, any communication the student received from their field instructor outlining concerns about their unsatisfactory performance, as well as documentation from the student outlining their efforts to address the concerns. The summary and documentation should be submitted to the Director of the School of Social Work within two weeks of the effort to resolve the matter with the faculty liaison.
- 2.5.2 The Director will review the information provided and consult with the Chair of Field Education, Chair of the BSW/MSW, faculty liaison, and the field instructor as necessary. Supplementary documentation/information may be requested from the site to better understand the student's performance concern and how this was addressed with the student.
- 2.5.3 The Director will meet with the student within one week of the appeal submission. The student may be accompanied by an advocate. This meeting is to summarize and review all of the information collected, the practicum decision from their perspective and to review the timeline of feedback given to the student, and the student's response to that plan.
- 2.5.4 The Director will then summarize in writing the issues and concerns and issue a recommendation to all parties involved. The Director will base her decision on the grounds that:
  - Due process has or has not been followed; and/or
  - All the evidence has been examined sufficiently

The recommendations may be one of the following:

- The student participates in a structured interview with the faculty liaison and Chair of Field Education addressing the areas of unsatisfactory practicum performance. Examples of issues addressed in this interview include but are not limited to: reflecting on self-awareness in practice, ethical dimensions of the supervisory relationship. If this interview is satisfactory, the judgement is changed to a PASSED practicum

**OR**

- The practicum is considered neither passed nor failed but rather a withdrawal and the student be given a second practicum placement (time frame to be determined) under the following conditions:

- Acceptance by a new Field Instructor
- Development of a new learning contract, which includes specific objectives that address the learning needs/ behavioral conduct issues identified in the previous practicum

**OR**

- The Fail judgement remain and the student can attempt one more field practicum

2.5.5 If the matter is not resolved to the student's satisfaction by the Director and the student wishes to pursue the appeal further, they should file an appeal with the UBC Senate Committee on Academic Standing. Information about initiating this appeal can be found here (see UBC Calendar/Bachelor of Education/Academic Policies and Regulations and UBC Calendar/Policies and Regulations). Senate is the highest academic authority at UBC and their decision is final.

<b><u>POLICY TITLE</u></b>
<b>PROFESSIONAL CONDUCT IN PRACTICUM</b>
<b>DATE APPROVED: October 31, 2018</b>
<b>DATE REVISED:</b>
<b>COA Standard: 3.2.5, 3.2.9 i – iii,</b>

## 1.0 INTRODUCTION

Students in placement are representatives of the University of British Columbia, School of Social Work, and the profession of social work. Safe, ethical, and professional behavior is expected at all times. The School's [Professional Conduct Policy](#); the British Columbia College of Social Work's [Code of Ethics and Standards of Practice](#); and the School's [Social Media Policy](#) form the basis of professional conduct in practicum.

## 2.0 POLICY STATEMENT

2.0 Students in placement receive supervision from their Field Instructors and should seek feedback about their conduct.

2.1 In keeping with the above guides, confidentiality must be attended to at all times. Specifically:

- (i) Students cannot name service users in assignments, process recordings, audio and video tapings, YouTube clips, case examples, or any other learning situations, including use of all forms of social media;
- (ii) Students must obtain necessary signed letters of consent for any case material used by a student where there is a possibility of identification of service users;
- (iii) Placements must have policy about the use of process recordings, audio and videotapes and social media, and ownership of such material.

2.2 All material which students wish to take into the classroom should be reviewed first by the Field Instructor to ensure that proper measures have been taken to preserve confidentiality.

2.3 Students should seek specific direction from their Field Instructor and their Faculty Liaison when in doubt.

# SAFETY AND WELLNESS

<b><u>POLICY TITLE</u></b>
<b>ACCOMMODATIONS</b>
<b>DATE APPROVED: October 31, 2018</b>
<b>DATE REVISED:</b>
<b>COA STANDARD: 3.2.7</b>

## 1.0 INTRODUCTION

The UBC School of Social Work is fully committed to the equitable and full participation of all students in the field education courses, and accordingly we advise all students to thoroughly review the University of British Columbia's Policy 73 on Accommodation available at:

<http://universitycounsel.ubc.ca/files/2010/08/policy73.pdf>

*"The University of British Columbia recognizes its moral and legal duty to provide academic accommodation. The University must remove barriers and provide opportunities to students with a disability, enabling them to access University services, programs and facilities and to be welcomed as participating members of the University community. The University's goal is to ensure fair and consistent treatment of all students, including students with a disability, in accordance with their distinct needs and in a manner consistent with academic principles."*

*1.2. The University will provide academic accommodation to students with disabilities in accordance with the Human Rights Code (BC) and the Canadian Charter of Rights and Freedom. Provision of academic accommodation shall not lower the academic standards of the University. Academic accommodation shall not remove the need for evaluation and the need to meet essential learning outcomes.*

Persons with disabilities are persons who:

*2.2.1.1. Have a significant and persistent mobility, sensory, learning, or other physical or mental health impairment which may be permanent or temporary; AND*

*2.2.1.2. Experience functional restrictions or limitations of their ability to perform the range of life's activities; AND*

*2.2.1.3. May experience attitudinal and/or environmental barriers that hamper their full and self-directed participation in life.*

## 2.0 POLICY STATEMENT

### 2.1 REQUEST FOR SERVICES

2.1.1. It is the student's responsibility to make a request for accommodation in accordance with this policy.

2.1.2. The request for accommodation must be made in advance of placement when every possible or order that a decision can be made and accommodation provided. However, if significant psychological or mental health issues arise during placement, these should be brought to the

attention of the Faculty Liaison, Field Education Coordinators, Faculty Liaison and Chair of Field Education as soon as possible in order to provide accommodation.

- 2.1.3. Congruent with this policy, students seeking accommodations in the Field Education Courses at the School of social work must register with Centre for Accessibility.
- 2.1.4. In accordance with BC's Freedom of Information and Protection of Privacy Act, UBC Centre for Accessibility policy states that students “are not required to share information or documentation about your disability or ongoing-medical condition with your instructor or any other University office. Your transcript and record will not note your registration with Access & Diversity. By registering with Centre for Accessibility, you have given permission for Centre for Accessibility to share the minimum information necessary to ensure the provision of services.”

<b><u>POLICY TITLE</u></b>
<b>CRIMINAL RECORD CHECK</b>
<b>DATE APPROVED: October 31, 2018</b>
<b>DATE REVISED:</b>
<b>COA STANDARD</b>

## 1.0 INTRODUCTION

UBC is subject to the requirements of the Criminal Records Review Act (CRRA). All students who are enrolled in programs that include a practicum component involving work with children or vulnerable adults will undergo a criminal record check before they will be permitted to register in the practicum. If students are found to present a risk of physical or sexual abuse to children, or physical, sexual, or financial abuse to vulnerable adults, as a result of the CRRA Check, they will not be permitted to register in the practicum, thereby not being able to complete the social work program. All practicums require criminal record checks.

UBC's University Counsel FAQs on the CRRA:

[http://universitycounsel.ubc.ca/files/2012/01/Criminal\\_Records\\_Checks.pdf](http://universitycounsel.ubc.ca/files/2012/01/Criminal_Records_Checks.pdf)

Relevant and Specified Offences:

<http://www2.gov.bc.ca/gov/content/safety/crime-prevention/criminal-record-check>

## 2.0 POLICY STATEMENT

1.1 All students will complete the CRRA

<b><u>POLICY TITLE</u></b>
<b>CRITICAL INCIDENT/ACCIDENT/INJURY REPORTING</b>
<b>DATE APPROVED: October 31, 2018</b>
<b>DATE REVISED:</b>
<b>COA STANDARD</b>

## 1.0 INTRODUCTION

If a student experiences a critical incident/accident/injury during practicum and/or travelling to and from practicum, immediate reporting needs to occur. Reporting serves as documented evidence in the event that the incident evolves into a claim and the individual involved needs/is entitled to Workers' Compensation.

## 2.0 POLICY STATEMENT

- If it is an emergency requiring immediate assistance from police, fire or ambulance call 911;
- Seek medical attention as required;
- Notify the Field Placement staff and Field Instructor and follow field placement setting safety protocols;
- Notify the School of Social work main office;
- Notify your Faculty Liaison and Field Education Coordinators;
- File a Centralized Accident/Incident Reporting System report as soon as possible following the incident/accident.



<b><u>POLICY TITLE</u></b>
<b>DISCRIMINATION AND HARASSMENT</b>
<b>DATE APPROVED: October 31, 2018</b>
<b>DATE REVISED:</b>
<b>COA STANDARD: 3.2.6</b>

## 1.0 INTRODUCTION

Discrimination, whether intentional or unintentional, is unfair, differential treatment of individuals and groups based on prejudice, ignorance, fear or stereotypes. Discrimination imposes burdens on, or denies opportunities to, individuals or groups and is unfair because it is not based on actual academic or job performance, or any other form of competence. Instead it is based on the erroneous assumption that a particular individual shares attributes, usually negative, stereotypically associated with a group to which they are perceived to belong.

The B.C. Human Rights Code identifies thirteen grounds of prohibited discrimination. Discriminating on any of these 13 grounds violates the Human Rights Code and UBC's Policy on Discrimination and Harassment.

Please see: <http://equity.ubc.ca/policy-initiatives/policies> or <http://universitycounsel.ubc.ca/files/2013/08/policy3.pdf>

Harassment, a form of discrimination, is comment, conduct or behavior that humiliates, intimidates, excludes and isolates an individual or group based on the BC Human Rights Code's thirteen grounds of prohibited discrimination. Harassment is unwanted and unwelcome attention from a person who knows, or ought to know, that the behavior is unwelcome. Harassment can range from written or spoken comments to unwanted jokes, gifts, and physical assault, and may be accompanied by threats or promises regarding work or study opportunities and conditions. Harassment can be either a single incident or a series of related incidents.

## 2.0 POLICY STATEMENT

2.1 UBC's Policy on Discrimination and Harassment apply when students are in the field.

<http://www.hr.ubc.ca/respectful-environment/files/UBC-Respectful-Environment-Statement.pdf>  
<http://bullyingandharassment.ubc.ca/resources/>

2.2 In Field Education, 'professor' as cited in the UBC Policy, will be the Faculty Liaison.

<b><u>POLICY TITLE</u></b>
<b>INSURANCE POLICY AND STUDENT ACCIDENT INSURANCE</b>
<b>DATE APPROVED: October 31, 2018</b>
<b>DATE REVISED:</b>
<b>COA STANDARD: 3.2.8</b>

## 1.0 INTRODUCTION

All students registered at UBC must have BC Medical Services Plan (MSP) coverage or the equivalent from another province. UBC students performing course work in environments where the risk of injury is greater than in a classroom, e.g. labs, certain fieldwork, and practicums, are required to purchase additional extended medical insurance or the UBC Student Accident Insurance: <http://rms.ubc.ca/insurance/insurance-programs/student-insurance-optional>. It provides a \$50,000 maximum benefit for death or dismemberment, \$100,000 for injury resulting in paralysis and a \$10,000 excess medical coverage, e.g., ambulance, prescription drugs. Physician/surgeon fees are not covered by the plan, as BC MSP, or its equivalent, will pay these costs for claims within Canada. The plan does not provide 24-hour coverage; it only applies during the time when a student is involved in course-related work or travel.

## 2.0 POLICY STATEMENT

- 2.1 The cost of UBC Student Accident Insurance is \$7 per year per student, and the School will collect the premium from students in September of each year.
- 2.2 A student who has an accident or injury including emotional stress, or is involved in any event likely to cause an insurance claim should immediately observe the following steps:
  - (i) Notify the Field Instructor, Faculty Liaison and the Field Education Coordinators as soon as possible.
  - (ii) Gather any written evidence relating to the accident or loss of property.
  - (iii) Submit any necessary forms.
- 2.3 Students performing course work outside of Canada and those travelling in chartered (i.e. non-scheduled) aircraft are excluded from this basic plan but can secure alternative coverage by contacting UBC Risk Management Services at 604-822-5623. Claims should be reported to the insurer via Risk Management Services as soon as possible following an accident, but not later than thirty (30) days after the date of the accident. Upon receipt of such notice the insurer will send the claimant a claim form.
- 2.4 Students completing the practicum portion of their studies are eligible for workers' compensation if they experience work-related illness or injury while doing their practicum, provided their practicum meets certain requirements. Further information is available at <http://rms.ubc.ca/health-safety/student-safety/practicumclinical-placement-student-safety/>.
- 2.5 Through the University of British Columbia's General Liability Insurance, liability and malpractice insurance is provided for all students while they fulfill the requirements of a practicum.

<b><u>POLICY TITLE</u></b>
<b>SAFETY IN PRACTICUM</b>
<b>DATE APPROVED: October 31, 2018</b>
<b>DATE REVISED:</b>
<b>COA STANDARD</b>

## 1.0 INTRODUCTION

There are five areas of risk to which students might be exposed in the field placement:

- Risk of physical injury related to travel to and from the field placement;
- Risk of emotional and psychological trauma due to triggers in the social work field;
- Risk of physical injury or illness, which may occur in the performance of assigned and prescribed duties during the course of the field placement;
- Risk of a lawsuit for negligence in which students may be named by a community member, a client with whom they are, or have been, engaged in their role as students;
- Risk of a lawsuit for physical injury or property damage if students were to have passengers (such as other students or clients) in a personally owned auto involved in an accident resulting in bodily injury and/or property damage, while engaged in their field practice responsibilities.

## 2.0 POLICY STATEMENT

### 2.1 STUDENT AND FIELD PLACEMENT SETTING RESPONSIBILITIES IN RISK MANAGEMENT

Field placement setting responsibilities in risk management include:

- Responding immediately to a student concern about safety. No safety issue can be seen as insignificant.
- Informing students of safety and security programs/regulations of the field placement setting.
- Advising against students working alone in the field placement setting, especially during evening hours.
- Informing the student if an assigned client has a history of violence.
- Discussing safety issues with students in all aspects of their work.

Students' responsibilities in risk management include:

- Arranging office furniture with personal safety in mind (e.g., always have a pathway to the door).
- Never working alone in a building.
- Informing the Field Instructor or other staff of when and where clients will be seen.
- Understanding field placement setting/school policy regarding transporting clients in a personal vehicle (see below).
- Reporting any concerns or incidents related to personal safety to the Field Instructor, Faculty Liaison and the Field Education Coordinators.

## 2.2 COMMUNICATION REGARDING SAFETY CONCERNS

- 2.2.1 Faculty Liaisons must inform students at the beginning of placement about critical incident reporting processes within the Field Practicum Setting. Students are responsible for learning and implementing safety policies during their practicum placement.
- 2.2.2 Students must report any safety concerns and/or incidents in practicum to the Faculty Liaison and the Field Education Coordinators. (see Critical Incident/Accident/Injury Reporting Policy).

## 2.3 HOME VISITS AND DRIVING CLIENTS

- 2.3.1 Students in both BSW and MSW programs may be permitted to do home visits alone provided that the following conditions are in place:
  - The clients and client homes have been pre-screened by the field instructor;
  - There has been a risk assessment conducted by the agency about worker safety in the particular home setting;
  - The student has been briefed by the field instructor on agency protocols for worker safety in home visits, is aware of any hazards in the environment and that they can leave any time they feel there may be a risk to their safety;
  - There has been a mechanism put in place for student check ins before and after the home visit;
  - The field instructor knows where the student is at all times when on a home visit;
  - The student has approval from the field instructor and their faculty liaison has been advised.
- 2.3.2 Students are not to provide car rides to clients under any circumstances.

<b><u>POLICY TITLE</u></b>
<b>STUDENT WELLNESS</b>
<b>DATE APPROVED: October 31, 2018</b>
<b>DATE REVISED:</b>
<b>COA STANDARD</b>

## 1.0 INTRODUCTION

Practicum can be a time where a student's ability to balance self-care and the demands of school, placement and personal life is challenged. Tools of reflexivity, vicarious resilience, resistance and activism are important approaches that can assist students, together with a social work community of care and wellness.

## 2.0 POLICY STATEMENT

- 2.1 All students should develop a wellness plan, either individually or in connection with their Field Supervisor and Faculty liaison.
- 2.2 Students who experience personal or family issues that may impact negatively on their performance in placement should contact University Counselling Services. The counselling service is both free and confidential, and students are encouraged to ask for help as early as possible before placement begins. The counsellors can also provide support for students already on placement.
- 2.3 See <http://students.ubc.ca/livewell/services/counselling-services>.

<b><u>POLICY TITLE</u></b>
<b>WORKSAFE BC</b>
<b>DATE APPROVED: October 31, 2018</b>
<b>DATE REVISED:</b>
<b>COA STANDARD : 3.2.8</b>

## 1.0 INTRODUCTION

WorkSafeBC coverage is for workers who are injured while on the job in British Columbia. All health and human students participating in practicum components of a program are covered by WorkSafeBC.

Students placed in practicum outside British Columbia should confirm coverage with the province or country in which they will be on practicum. It is advisable that students obtain their own medical insurance for out-of-country placements.

## 2.0 POLICY STATEMENT

### 2.1 WORKSAFEBC COVERAGE FOR PRACTICUM PLACEMENT STUDENTS

- 2.1.1** Students completing the practicum portion of their studies are eligible for workers' compensation if they experience work-related illness or injury while doing their practicum, provided their practicum complies with WorkSafe BC policies and guidelines.
- 2.1.2** The Ministry of Advanced Education, not UBC, determines which practicum students are eligible for workers' compensation.
- 2.1.3** An eligible practicum placement is defined as:
  - An assigned work experience component of a UBC-sanctioned program;
  - A required component of the program which is included in the program description in the institutional calendar, normally as a credit course; and which must be successfully completed by the student as a requirement for program graduation and certification; and
  - Unpaid work activities, which are supervised by the host employer or a qualified designate, and which occur at the host employer's regular business location.
- 2.1.4** The practicum placement may occur either:
  - Off-site at the host employer's regular place of business; or
  - On-site on UBC premises, but only in a work place that is part of UBC's regular business activities, such as an office administration practicum in the administration department.
- 2.1.5** WorkSafeBC coverage does not extend to work places created specifically for the purposes of experiential training/simulated work experience while attending a program established by UBC.

## 2.2 CLAIM PROCESS FOR PRACTICUMS

- 2.2.1** Students must start a WCB claim by calling the WorkSafeBC Teleclaim Contact Centre at 1.888.WORKERS (1.888.967.5377). See more information online: <https://www.worksafebc.com/en/contact-us>.

In addition, both the student and his/her supervisor (employer) must complete an online report:

[https://www.hse2.ubc.ca/consdata/incident\\_accident/public\\_page.php](https://www.hse2.ubc.ca/consdata/incident_accident/public_page.php)

More Information: <http://rms.ubc.ca/health-safety/safety-programs/accident-incident/accidentincident-reporting-for-workers/>

# ADMINISTRATIVE LOGISTICS

<b><u>POLICY TITLE</u></b>
<b>CARRYING OVER HOURS</b>
<b>DATE APPROVED: October 31, 2018</b>
<b>DATE REVISED:</b>
<b>COA STANDARD:</b>

## 1.0 INTRODUCTION

Occasionally placements breakdown for a variety of reasons (including placement factors such as supervisor leaving or an internal issue within an organization, and sometimes due to student personal circumstances or student not meeting their learning goals).

In all circumstances, the termination of a placement is the option of last resort.

## 2.0 POLICY STATEMENT

- 2.1 When a placement does break down, student must discuss the situation with their Faculty Liaison and Field Supervisor to see if a plan can be made that will preserve the placement.
- 2.2 When placements do terminate, generally hours cannot be taken from one placement to another. It is important that students have a complete learning experience in one setting rather than fragmented, leading to the lack of coherent student learning.
- 2.3 In extraordinary circumstances, the student may ask the Field Education Team to consider their circumstances and request that a portion of the hours be carried over to a new placement. This request will be in writing to the Field Education Coordinators through a 500 word paper describing the learning they have been able to achieve in their placement that would justify carrying over the hours. The focus of the paper needs to be on the learning the student has done within the placement. The Field Education Team will review the circumstances and the student paper and will decide an appropriate number of hours, if any, that could be carried over and will respond to the student in writing with the decision of the team.



<b><u>POLICY TITLE</u></b>
<b>EVALUATION OF FIELD PLACEMENT, FIELD INSTRUCTOR, AND STUDENT</b>
<b>DATE APPROVED:</b>
<b>DATE REVISED:</b>
<b>COA STANDARD: 3.2.25, 3.2.26</b>

## 1.0 INTRODUCTION

The School of Social Work is committed to ensuring ongoing feedback to and evaluation of the field instructor and other personnel in the field setting regarding the field experience. As well, the School requests feedback from the Field Instructor with respect to their experiences of the School of Social Work and Field Education.

## 2.0 POLICY STATEMENT

- 2.1 At all times, constructive feedback is expected between Field Instructors and students, both formal and informal. The Intern Placement Tracking system and the mid term and end of term evaluations provide students and Field Education Instructors an opportunity for in-depth review of performance. As well, Field Instructors should invite feedback about their performance on these occasions.
- 2.2 If students and/or Field Instructors feel they are unable to give such feedback, they should consult with the Faculty Liaison to develop a plan.
- 2.3 In April of each year, students will be requested to complete a formal and confidential evaluation about their experiences in placement, administered by the Field Education Coordinators. Data will be collated and distributed as the Field Education Coordinators and Field Education Chair designate.
- 2.4 In April of each year, Field Instructors will be requested to complete a formal and confidential evaluation about their experiences with the School of Social Work, and with their students. Data will be collated and distributed as the Field Education Coordinators and Field Education Chair designate.

<b><u>POLICY TITLE</u></b>
<b>FIELD PLACEMENTS WITHIN A STUDENT'S WORKPLACE</b>
<b>DATE APPROVED: October 31, 2018</b>
<b>DATE REVISED:</b>
<b>COA STANDARD 3.2.4 (iii)</b>

## 1.0 INTRODUCTION

Field Education is aimed at providing students with new learning opportunities. Students may not be placed in an organization for which they currently work or volunteer or have recently worked or volunteered. The rationale for this is:

- Practicum is educationally focused and designed to provide opportunities to gain new knowledge and skills.
- Practicum is a time to take risks; this might be difficult in one's workplace.
- It may be difficult to adjust to the student status in a place of work.
- Should there be any difficulties in the practicum related to student performance or conflict with the Field Instructor, a student's employment could be affected.

## 2.0 POLICY STATEMENT

- 2.1 In exceptional circumstances, students may request a placement in their current or recent workplace. The student must submit in writing to the Chair of Field Education and Field Education Coordinators an argument why a workplace practicum is more appropriate than a practicum at another setting, at least a few months prior to date of entry into practicum. This analysis must provide evidence of an educational focus with a clear differentiation between work duties and the student learning assignments.
- 2.2 The Chair of Field Education and Field Education Coordinators will review the request and consult with others as needed. The Field Education Coordinators will communicate with the proposed placement and review whether the requested arrangement will meet the School's needs and the student's learning objectives.
- 2.3 The student must be placed in a program, department or component of the organization that is not their work site, nor the department. This means that the assigned learning activities must differ from those that are associated with their job. The tasks for the practicum must be outlined and materially different from the regular employment tasks in the student's job description.
- 2.4 The student must be assigned a Field Instructor who is not or was not their work supervisor to provide the field instruction.
- 2.5 Division of time for the practicum and time for the student's employment must be clearly delineated.

- 2.6 Students may not have two placements in the same setting, or a placement in a work setting that was used to provide documentation for an exemption based on work experience.
- 2.7 Placements are undertaken on a voluntary basis and no financial compensation for placement is acceptable.

<b><u>POLICY TITLE</u></b>
<b>INTELLECTUAL PROPERTY</b>
<b>DATE APPROVED: October 31, 2018</b>
<b>DATE REVISED:</b>
<b>COA Standards:</b>

## 1.0 INTRODUCTION

Students, Field Instructors and Faculty Liaisons are encouraged to discuss matters of intellectual property particularly where students are engaged with research and/or documents production on behalf of the field placement setting. Where students have made significant written contributions to the field placement setting, Field Instructors are encouraged to acknowledge this work.

## 2.0 POLICY STATEMENT

For guidance about intellectual property, Field Instructors should consult their own relevant organizational policies. University of British Columbia information can be found on the UBC website at <http://universitycounsel.ubc.ca/policies>.

<b><u>POLICY TITLE</u></b>
<b>INTERN PLACEMENT TRACKING (IPT) QUICK REFERENCE GUIDE</b>
<b>DATE APPROVED: October 31, 2018</b>
<b>DATE REVISED:</b>
<b>COA STANDARD: 3.2.5, Core Learning Objectives for Students</b>

## 1.0 INTRODUCTION

IPT is a secure online database used to complete administrative tasks related to field placements. Students, Field Instructors and Faculty Liaisons use IPT to electronically complete required field placement forms. The database is found online at <http://www.runiptca.com/web/login.php>. IPT sets out the learning objectives for placement, which are the Core Learning Objectives for Students:

- Identify as a professional social worker and adopt a value perspective of the social work profession;
- Adhere to social work values and ethics in professional practice;
- Promote human rights and social justice;
- Support and enhance diversity by addressing structural sources of inequity;
- Employ critical thinking in professional practice;
- Engage in research;
- Participate in policy analysis and development;
- Engage in organizational and societal systems change through professional practice;
- Engage with individuals, families, groups, and communities through professional practice.

## 2.0 POLICY STATEMENT

### 2.1 LOGGING IN

Students and Field Instructors will receive an email with a default user name and password to use for their first login.

Organization ID: ubcsw

1. User Name: use default user name for first login (case sensitive)
2. Password: use default password for first login (case sensitive)
3. Create private username and password after first login


### 2.2 VIEWING REQUIRED FORMS

1. From the home page, click on the “My Forms” link on the left side of the page. This will open the Online Forms List page.

2. From the Online Forms List page, click “View” beside the form to view, complete, or sign. The selected form will open in a new window.

*Some forms require the completion of the appropriate section or sections and signatures. Other forms require only review and signature.*

## 2.3 COMPLETING A SECTION OF THE FORM

To complete a form, students and Field Instructors must be logged into their own IPT account. Text can be entered anywhere one sees this  (piece of paper and pencil) icon. Click the icon and a text box will open; there is no limit to the amount of text a student can enter. Some sections are completed using drop boxes or check boxes. Please remember to save the work as soon as it is done.

## 2.4 SIGNING A FORM

To sign a form, students and Field Instructors must be logged into their own IPT account. Each form has a signature block listing the required signatures for each form. Click the link that appears after the title and name. The link is in blue and reads ‘Click to Sign Completed Document’; a text box will open allowing the student to enter their name. Once forms are signed, no changes are possible. Enter signature only when the form is complete.

If a form is signed by accident, or if the form requires changes after it has been signed, contact the Field Education Coordinators or the Field Education Assistant.

<b><u>POLICY TITLE</u></b>
<b>INTERNATIONAL PLACEMENT PROCESS THROUGH INTERNATIONAL SERVICE LEARNING (ISWP) AND PLACEMENTS OUTSIDE THE LOWER MAINLAND</b>
<b>DATE APPROVED: October 31, 2018</b>
<b>DATE REVISED:</b>
<b>COA STANDARD: 3.2.4</b>

## 1.0 INTRODUCTION

The School of Social Work supports local, national and international placements. In the event of a student wanting placements outside Metro Vancouver, a specific request has to be made as early as possible.

## 2.0 POLICY STATEMENT

### 2.1 STUDENT PROPOSAL

In all situations where students want to attend a practicum outside the Lower Mainland, whether in Canada or internationally, students must develop a written practicum proposal. This proposal should be submitted to the Field Education Coordinators and Chair of Field Education six (6) months in advance of the beginning of the semester in which the student is planning to do his/her placement.

The proposal should address the following:

1. Why does the student wish to complete a distance/international placement?
2. What are the student's learning goals?
3. What type of field placement setting does the student believe will best meet these learning goals?
4. If choosing to go to a location where English is not the first language, how will the student address possible language limitations and how to contribute in a culturally meaningful manner?
5. Provide the names of two UBC School of Social Work faculty, who would be prepared to be verbal references.
6. How an aspect of this experience will be presented to the School community, if feasible.
7. Health and Accident Insurance Coverage plans.
8. Outline of a risk assessment (safety concerns) of the environment where the student will be working.
9. How the student intends to finance their out of region/province/country field experience.

## 2.2 INTERNATIONAL PLACEMENTS

Students are matched to International Agencies, outside of Canada, made available through the UBC International Service Learning (ISL) Program

The School of Social Work is open to placements out of country as they can provide enriching experiences. However, it is essential that students are well prepared for the placements and that the Field Education Team is confident in the student's ability to benefit from a distance educational experience.

Interested students must express their interest in an ISL opportunity and complete a form online (in addition to the proposal above). Only students who have completed all of the prerequisite Social Work courses, have taken the "International Development" course, and who meet the suitability criteria will be considered for an international practicum.

Students do not search out and develop their own international placements. Instead, they are matched to existing placements as developed and vetted by the UBC ISL Program.

## 2.3 INTERNATIONAL FIELD PLACEMENT SETTING CRITERIA

The International field placement setting has already been assessed by the Field Education Team as being committed to meeting the requirements of a placement, such as providing students with appropriate social work assignments, regular supervision, and other requirements as outlined.

- The field placement setting is able to meet the objectives of the UBC School of Social Work practicum.
- The Field Instructor is committed to providing a minimum of one hour of supervision per week.
- The Field Instructor is able to meet three times with the Faculty Liaison, either in person or by telephone or e-communication.
- The Field Instructor is willing to complete, through IPT, an evaluation at the mid-point, and at the end, of the placement.

## 2.4 CRITERIA FOR STUDENT ELIGIBILITY

- Demonstrated ability to follow-through on responsibilities
- High level of self-direction, initiative, and clarity of purpose
- Excellent level of academic performance
- Excellent references from all faculty
- Strong previous placement evaluation
- Strong rationale/proposal for an international placement
- Learning needs that can be better met at a distance rather than locally



## 2.5 PRE-DEPARTURE

- Invited students will go through interviews during the summer to assess for self-awareness and readiness.
- After their interviews, students will be informed if they are accepted into the program and, if accepted, will receive a comprehensive offer package (i.e. risk, contract and expectations).
- Once the agreement contract is signed, the student must attend a pre-departure learning orientation.
- Pre-departure training happens from September to December (monthly or bi-monthly partnerships) for students departing in January of the next year. Students preparing for placements in summer will have pre-departures from January to April of the same year. Students will be paired with mentors from UBC, who will guide them through creating personal learning plans.

## 2.6 FEES

- UBC's International Service Learning Program fees are \$2500 - \$4500. This fee covers all preparation, in-country support, host families, accommodation and food. Airfare is not included in this program fee.
- Students are automatically assessed for a \$1500 award based on their previous academic performance.
- ISL can assist interested students with fundraising, and charitable receipts can be issued to people who make contributions towards the student's trip.

## 2.7 DEPARTURE

- Departure in January (usually 2nd or 3rd) or mid-May
- The direct Field Instructor is from the community partner in the host country. Students also have a Faculty Liaison from the School of Social Work.
- Mid-way through the international placement, students are brought together for an appreciative inquiry workshop and debrief.

## 2.8 RETURNING TO CANADA

- Students must do a final report and presentation for the School of Social Work.
- In September, there is a re-entry debriefing workshop following students' return to Canada.
- In October, students present at a public engagement event to speak about their learning experience.
- Students participate in alumni and leadership opportunities.

## 2.9 STUDENT WHO WISH TO HAVE A PRACTICUM OUT THE LOWER MAINLAND BUT WITHIN CANADA

The School of Social work is open to placements outside of the Lower Mainland. Out of region and out of province placements can provide enriching experiences for students. However, it is essential that students are well prepared for the placements and that the Field Education Coordinators and Chair of Field Education are confident in a student's ability to benefit from a distance educational experience. Students are required to submit a proposal as to why they seek an out of region/out of province placement.

Only students who have completed all the prerequisite course work and who meet the suitability criteria will be considered for a practicum outside of the Lower Mainland.

Students do not search out and develop their own out of region or out of province placements. Initially, they must meet with the Field Education Coordinators to begin the process. See information about the proposal above.

<b><u>POLICY TITLE</u></b>
<b>TRAVEL AND RELATED EXPENSES</b>
<b>DATE APPROVED: October 31, 2018</b>
<b>DATE REVISED:</b>
<b>COA Standards:</b>

## 1.0 INTRODUCTION

Students will be expected to travel to placements throughout Metro Vancouver and the Lower Mainland, and these may be some distance from their residence and from the University. The students' learning needs will take priority over travel time in any decision about placement; however, consideration will be given to accommodating a reasonable commute time.

## 2.0 POLICY STATEMENT

- 2.1 Travel expenses to and from placement are the responsibility of the student.
- 2.2 Students will not transport clients in their own vehicles under any circumstances.

# Appendix

## UBC Services

- Centre for Accessibility: <http://students.ubc.ca/about/access>
- UBC Student Counselling Services: <http://students.ubc.ca/livewell/services/counselling-services>
  - Brock Hall
  - Phone: 604.822.3811
  - 1874 East Mall, Room 1040  
Vancouver, BC V6T 1Z1
  - First Nations House of Learning
  - Phone: 604.822.8940
  - 1985 West Mall  
Vancouver, BC V6T 1Z2
  - BC Women's Hospital & Health Centre
  - Phone: 604.822.3811
  - 4500 Oak Street Study and Learning Commons, F403  
Vancouver, BC V6H 3N1
- Student Health Services: <http://facultystaff.students.ubc.ca/student-health-service>
  - Phone: 604.822.7011
  - UBC Hospital  
2211 Wesbrook Mall Room M334, Koerner Pavilion  
Vancouver, BC V6T 1Z3
- UBC Wellness Centre: <http://students.ubc.ca/livewell/services/wellness-centre>
  - Phone: 604.822.8450
  - Email: [wellness.centre@ubc.ca](mailto:wellness.centre@ubc.ca)
  - Irving K. Barber Learning Centre  
1961 East Mall Room 183  
Vancouver, BC V6T 1Z1
- International Students: <https://students.ubc.ca/international-student-guide>
  - International Student Advisor or a Regulated Canadian Immigration Consultant:  
[isa@students.ubc.ca](mailto:isa@students.ubc.ca)
  - General enquiries: [international.house@ubc.ca](mailto:international.house@ubc.ca)
  - International House  
1783 West Mall  
Vancouver, BC V6T 1Z2
- UBC Mental Health Network: <https://www.facebook.com/mentalhealthnetworkubc>

## Policy on Professional Conduct for Social Work Students

UBC School of Social Work is in charge with ensuring that all of its graduates have the requisite competencies and can meet the professional practice standards to be eligible for professional registration as Registered Social Workers in the Province of British Columbia. Professional social work behavior requires adherence to the BC Association of Social Workers and the BC College of Social Workers Code of Ethics (2004) and the BC College of Social Workers Standards of Practice (2009). The professional conduct of social work students is directed by these standards, as well as by University policy.

Professional social work ethics and standards are taught in the School's social work curriculum. General Policy Social work students are expected to behave in a professional manner in all aspects of the program and are responsible and accountable for their actions. Faculty is expected to help students interpret specific School and/or practicum guidelines and apply them in their conduct. It is the responsibility of Social Work faculty and students to familiarize themselves with the guidelines.

Examples of unprofessional conduct include but are not limited to:

- Disruptive and inappropriate behavior;
- Behaving in a manner which endangers students, faculty, staff, field placement setting staff, clients and/or volunteers;
- Harassing or being abusive towards students, faculty, staff, field placement setting staff, clients and/or volunteers;
- Breaches of confidentiality. In addition, social work students convicted of, or admitting to, serious illegal activities that are inconsistent with the practice of social work or likely to harm clients (such as assault, sexual assault, fraud, or trafficking in narcotics) will be subject to the procedure set out in this policy.
- Social work students should also note that the laying of criminal charges, the commencement of civil proceedings, or the commencement of student disciplinary proceedings does not preclude the University from initiating the procedure set out in this policy. Although satisfactory performance in both academic coursework and in practicum placements is a prerequisite to advancement; it is not the sole criterion in the consideration of the suitability of a student for advancement or graduation. The School of Social Work reserves the right to require a student to withdraw from the School if the student is considered to be unsuited to proceed with the study or practice of social work.

A student may be considered unsuited to proceed with the study or practice of social work if he/she/they engage in unprofessional conduct.

## Procedure for Unprofessional Conduct

When a member of faculty, staff, or field placement setting staff (the “Complainant”) believes that unprofessional conduct may have occurred, the Complainant is expected to first discuss the alleged unprofessional behavior with the student. If the matter is not resolved satisfactorily between the student and the Complainant, or if the alleged unprofessional behavior persists, the Complainant will bring the matter to the attention of the Chair of Field Education, whose practice will generally be as follows:

1. The Chair of Field Education and/or the Program Advisor will use reasonable efforts to notify the student of the allegations in writing and invite them to meet with the Chair of Field Education and the Program Advisor to discuss the matter.
2. The Chair of Field Education and the Program Advisor will meet with the student and the Complainant to review the allegations. During this meeting, the student will be given the opportunity to respond to them. This may resolve the matter satisfactorily for all parties. If the student does not respond to the invitation or if he/she/they refuse to meet with the Chair of Field Education and the Program Advisor, the meeting will proceed without the benefit of the student’s response to the allegations, and the student will be informed in writing of the outcome.
3. If the matter is not resolved as a result of the meeting described in paragraph <sup>[11]</sup>~~SEP~~2 above, the Complainant, within two weeks after the meeting described above, will submit to the Director of the School (the “Director”) a written detailed account of the allegations (including the names of any witnesses or facts that support his or her account). The Director will provide the student with a copy of this written account.
4. Within two weeks after the Director has provided the student with a copy of the Complainant’s written account, the student may submit to the Director, his or her own written detailed account of the allegations (including the names of any witnesses or facts that support his or her account).
5. The Director will designate a faculty member to review the information provided in paragraphs 3 and 4 above. If, in the opinion of the faculty member reviewing the matter, an investigation is required, the faculty member will investigate the matter. The faculty member will submit all information and his or her findings to the Director.
6. The Director may decide to dismiss the complaint if the complaint is unsubstantiated or, if substantiated, is not a serious matter. However, if the Director finds that the complaint is a serious matter and is substantiated, the Director will determine whether the student is unsuited to proceed with the study or practice of social work and should be required to withdraw from the program. The Director will notify the student of his or her decision in writing.
7. If the student is not satisfied with the Director’s decision, the student can appeal to UBC’s Senate Committee on Appeals on Academic Standing.
8. Unless otherwise specified above, all steps to be taken by the Field Education Coordinators, the Chair of Field Education, the Program Advisor, the Director and the faculty member designated to review and/or investigate the matter will be within a reasonable period of time.

## Policy on Indigenous Focused Learning in Field Education

### Introduction:

The UBC School of Social Work is committed to upholding the Truth and Reconciliation Commission's calls to action for education and in particular for field education call 63 (iii) to build student capacity for intercultural understanding, empathy and mutual respect. The UBC School of Social Work also is working to align field education curriculum with the Canadian Association of Social Work Education's Educational Policy and Accreditation Standards 2021 learning objective 5 (e) to affirm the resilience, resistance, and resurgence of Indigenous Peoples, communities, and languages. Consequently, field learning should also have these focuses.

### Policy Statement:

- All BSW and MSW students may use 4 hours/ month of field education hours to connect, and learn more about Indigenous people, communities or languages in either the community or UBC community
- These field hours may allow Indigenous students to better connect with Indigenous communities, Elders and/or ceremony
- These field hours may allow students to attend/support Indigenous focused initiatives (i.e Indigenous People's Day events, Orange Shirt Day events, MMIW March etc)
- Students are able to choose what activities, events would be useful to their learning
- All students will need to talk to their Field Instructor and Faculty Liaison re scheduling of these hours and have approval from both
- Students will incorporate this learning into their field education learning plan