BACHELOR OF SOCIAL WORK

FIELD EDUCATION INSTRUCTOR’S GUIDE

Revised JAN 5, 2018
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GLOSSARY OF TERMS

- **Student**: an individual currently enrolled in the Vancouver Island University (VIU) Bachelor of Social Work Program (BSW).

- **Field Education Instructor/Field Instructor**: an employee of a social service organization agreeing to host a field education student, who is responsible for supporting the student’s learning in the practicum setting.

- **Field (Education) Liaison**: an employee of Vancouver Island University (VIU) who instructs the BSW Field Education course and is responsible for supporting and evaluating the student’s learning.

- **Field Education Coordinator**: The Vancouver Island University staff member who coordinates and arranges student practicum placements with new and existing field education sites.

- **Field Education site or Placement/Practicum Site**: The agency, organization or setting where the student undertakes field education experience.

- **Program Standards or Field Education Standards**: These standards refer to the Canadian Association for Social Work Education, [Standards for Accreditation](#) (August 2014)
INTRODUCTION

This Guide is intended to support Field Education Instructors in understanding their role as a mentor to a Vancouver Island University (VIU) student engaging in a Bachelor of Social Work (BSW) field education practicum at the Field Instructor’s place of employment. The Guide will provide an overview of the BSW program, in particular the Field Education component, roles and responsibilities of the student and personnel at VIU and at the Field Education practicum site that are supporting the student’s field education learning experience, as well as relevant VIU processes and policies related to BSW field education.

*We value the vital contribution of Field Education Instructors who carry expertise in their area of social work practice and are who an integral part of the students’ learning experience. Field Education is where practice and theory come together.*

BSW MISSION STATEMENT

The Bachelor of Social Work degree program at Vancouver Island University provides social work education that addresses local, national and global needs in a community context. We are committed to enhancing the capacity of individuals and communities; to addressing social issues emanating from the absence of equality and opportunity; and to promoting social justice through the preparation of graduates with demonstrated capabilities in the areas of clinical practice, research and community development.
BSW PROGRAM OVERVIEW

The BSW at Vancouver Island University prepares graduates to engage in ethical and competent social work practice, informed by current research, theory and practice models. In addition, the Social Work program will support engagement between Vancouver Island University and local, national, and international communities.

The program, which may be taken on a full or part-time basis, prepares students to engage in research, policy development and social work practice in a wide range of community and social service settings including child, youth and family serving agencies, women’s programs, Aboriginal services, programs for persons with disabilities, services for seniors, mental health and addictions programs, multicultural organizations and resource and advocacy based programs.

Community study will focus on physical, historical, economic and social dimensions, and on the diversity of cultural backgrounds of individual community members. Students will be encouraged to engage in critical analysis about the environmental, economic, and social conditions that contribute to community capacity building, and to incorporate a collaborative approach to community-based social work.

In addition to offering a broad based social work education, VIU’s Social Work program provides focused education in the areas of Disabilities, Older Adults, and Child Welfare.

BSW PROGRAM OBJECTIVES

- To promote inter-disciplinary practice on a local, national and international level.
- To work towards the elimination of structural inequities and promotion of human rights through the advancement of social justice and meaningful participation of all peoples in a community and global context.
• To encourage critical analysis about the environmental, economic and social conditions that influence community capacity building.

• To incorporate a collaborative approach to community-based social work that includes the application of skills, knowledge and understanding through study within three specific focus areas: Disabilities, Older Adults and Child Welfare.

• To foster the development of diverse and culturally sensitive communities.

• To enable graduates to demonstrate attitudes and values consistent with national (Canadian Association of Social Workers, CASW) and international professional social work ethical standards (International Federation of Social Workers, IFSW) in the areas of community development, research and direct practice interventions.

CORE STUDENT LEARNING OBJECTIVES:

• Develop a professional identity congruent with the values and standards of the social work profession as outlined by the Canadian Association of Social Work Education (CASWE).

• Demonstrate and abide by the values and ethics of professional social workers when engaged in social work practice.

• Engage in professional endeavors to specifically promote social justice and human rights.

• Use critical thinking to identify and address sources of structural inequality.

• Contribute to the field of social work through participating in research activities.

• Engage in structural social work practice through participation in policy analysis as well as organizational and societal change.

• With an understanding of human development across the lifespan, engage in a range of social work practice activities with communities, groups, individuals and families.
BSW PROGRAM COURSE OUTLINE

The Bachelor of Social Work program at Vancouver Island University will accept students into Year three of the program and will be delivered through distance education. Detailed information regarding the BSW program, is available on the VIU calendar website.

In order to graduate, BSW program students will complete the following courses:

**Year 3**

SOCW 300A - (Foundations in Social Work)

SOCW 300B - (Community Social Work: Theory and Practice)

SOCW 301 - (Social Work Practice Skills)

SOCW 322 - (Human Development Across the Lifespan)

SOCW 350A - (Law and Social Services)

SOCW 352 - (Interpersonal Communication in Structural Social Work Practice)

SOCW 380 - (Practicum: Community Social Work Practice)

Six credits of Social Work Electives

*Total Credits: 30*

**Year 4**

SOCW 400A - (Advanced Community Practice with Diverse Populations)

SOCW 400B - (Advanced Seminar in Reflective Social Work Practice)

SOCW 401 - (Social Policy and Communities)

SOCW 402 - (Research Methods for Social Change in Community Social Work)

SOCW 421 - (Social Work Practice with Indigenous Communities)
SOCW 440 - (Social Work and Mental Health)
SOCW 480 - (Practicum: Community Practice II)
Six credits of Social Work Electives*

*Total Credits: 30*

### PURPOSE OF BSW FIELD EDUCATION

The overall purpose of the Bachelor of Social Work field education is to assist students to develop and transfer theoretical knowledge and skills through direct practice in supervised settings within the field of social services. Through a combination of online course delivery, ongoing supervision and direct practice, students gain the ability to understand, translate, integrate and apply theory and practice.

Field education is an essential part of social work education. Through field education students develop skill competencies, engage in critical self-reflection, and evolve their professional values, interests and identity. Mentored and instructed by seasoned professionals in their area of expertise, students gain invaluable knowledge and experience and develop their professional networks.

The success of the field education practicum is dependent upon the cooperation and investment of the student, the field education partner organization and VIU’s Field Education Faculty.

### FIELD EDUCATION OVERVIEW

BSW degree students must successfully complete two separate field education placements in the Spring/Intersession semester (January-May 31) of both their third and fourth year. Students must attend the Field placement a minimum of 16 hours per week. Each field education practicum course consists of 350 hours of supervised field education in a Social Service related setting.
Both field education courses are worth 6 credits for a total of 12 credits. Practicum placements requested outside the normal placement period of January-May will be considered on an individual basis.

PRACTICUM COURSE DESCRIPTIONS AND LEARNING OBJECTIVES

5.1 SOCW 380 (6) COMMUNITY SOCIAL WORK PRACTICE

Students are required to complete a 350-hour fieldwork placement in the third year of their program to develop basic interview, intervention, and advocacy skills within a multidisciplinary framework. Particular emphasis will be placed on formulation of relationships with individuals, families and groups.

LEARNING OUTCOMES:

Upon completion of the practicum, students will be able to demonstrate the following skills and competencies:

1. Demonstrate the integration of theory and knowledge with anti-oppressive practice.

2. Demonstrate an integration of basic communication, intervention, and advocacy skills in relationships with colleagues, instructors, faculty, community, individuals and other professionals.

3. Demonstrate professional and ethical practice.

4. Demonstrate an awareness of the roles and mandate of a variety of community agencies.

5. Demonstrate the ability to work within a multidisciplinary framework.
5.2 SOCW 480 (6) COMMUNITY PRACTICE II:

Students are required to complete a 350 hour field experience in the fourth year of their program to continue to develop skills and refine abilities to practice in a supported environment. Professional standards and ethics are expected to be maintained.

LEARNING OUTCOMES:

Upon successful completion of the course participants will be able to demonstrate the following skills and competencies:

1. Integrate social work theory with their own practice methods.

2. Demonstrate interpersonal communications, professional application and scholastic performance at levels expected of graduating students.

3. Develop an anti-oppressive framework to community development.

4. Develop leadership skills by helping people believe they can make change and developing the skills to make change.

5. Demonstrate their ability to contribute to the enhancement of their agency’s service response and efficacy in effecting personal and social change.

FIELD EDUCATION COURSE EVALUATION

The Faculty Liaison is ultimately responsible for evaluation and assignment of the final grade (credit or non-credit) for Field Education courses. The Faculty Field Liaison will facilitate and collect evaluative information from all parties as part of the evaluation process. Evaluation of the student’s learning will occur at the mid-point (at or around the 175-hour mark) and at the end (at or around the 350-hour mark) of the placement. Evaluations will be completed directly on the the Learning Contract document. The evaluations will be both quantitative and qualitative in nature and will focus on evaluating the Learning Goals set forth in the Learning Contract. The evaluations will be completed and signed by both the student and the Field Supervisor prior to the mid-term and final evaluation meeting,
Students will be responsible to:

1. Ensure that the mid-term and final evaluations are completed, signed and submitted to the Faculty Liaison at least three days before the scheduled meeting.
2. Facilitate the scheduling of both mid-term and final evaluations between themselves, the Faculty Liaison, and the Field Supervisor.
3. If the evaluation meeting is online, be prepared with the appropriate technology to meet online (for example: having access to a laptop or tablet with audio-visual capacity) and to have a back-up plan to address potential technological problems.
4. Be prepared for the evaluation meetings by having on-hand and articulating examples of learning goals including cases, learning activities, social work skills, ethical challenges, application of theory to practice, and social work roles.
5. Communicate with professionalism to all parties if there are issues or problems related to the evaluation process.

PROGRAM STANDARDS – FIELD EDUCATION SITES AND INSTRUCTORS

Note: Some materials in this section are copied or paraphrased from Canadian Association of Social Work Education (CASWE-ACFTS) Standards for Accreditation (August 2014)

FIELD PLACEMENT SITES

- Field placements provide multiple opportunities to develop and refine a range of practice skills.
- Field placements accept students without discrimination as defined by the Charter of Rights and Freedoms and provincial human rights legislation; the field placement/setting is free of discriminatory practices both in personnel practices and in delivery of services.
- Field placement/setting assures that the field instructor has sufficient time and resources within the work schedule to develop planned learning opportunities and tasks, to prepare for educational supervision with the student, to attend school-sponsored workshops and to prepare reports and evaluations.
• Field placement/setting provides adequate facilities, equipment and learning materials appropriate to the student’s responsibilities and in keeping with available resources.

• It is required that the Field Placement site possess at least one of the following characteristics:
  o Provides direct social services
  o Is involved in community development work or research
  o Is a recognized or accredited agency for the delivery of social programs

FIELD INSTRUCTORS, MINIMUM QUALIFICATIONS AND EXPECTATIONS

• It is required that the Field Instructors:
  o normally hold, at minimum, a BSW degree from an accredited social work program;
  o have two years of social work practice experience after graduation;
  o are interested in social work education;
  o have support from the setting to permit adequate time for assuming field instruction responsibilities.

• When the Field Instructor does not have a social work degree, VIU Faculty Field Liaison will play 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. Alternatively, a faculty member may be designated as the Field Instructor. Field education placements outside of Central Vancouver Island, British Columbia must be supervised by a Field Instructor who holds a BSW degree and two years post-BSW experience.

• Field instructors will be provided with instructional materials, field manuals, course outlines, and other relevant materials in support of their mentorship role.

• Feedback regarding the field experience will be provided to Field Instructors and other field agency personnel by the BSW Field Education Coordinator.
• Field instructors will be provided with guidelines and procedures for evaluation of the placement.
ROLES AND RESPONSIBILITIES RELATED TO FIELD EDUCATION

The field education experience is a partnership between the Student, the Field Education Coordinator, the Faculty Field Liaison and the Field Instructor on behalf of the Field Education agency. All parties in the relationship assume certain responsibilities. The following is a general description of the roles and responsibilities of each party.

STUDENT

The student is responsible for their academic, professional and personal development. Specific expectations are to:

- Be familiar with and comply with all VIU, CASW, IFSW policies and guidelines related to Codes of Ethics and Human Rights prior to beginning a field education placement.

- Demonstrate a professional attitude, ethics and conduct when interacting with VIU students and employees, clients and agency personnel, and the general public (see Appendix II – Code of Ethics).

- Communicate their initial goals and field education placement requests to the Field Education Coordinator in writing (Request for Field Education Placement form – Appendix IV, Student Field Education Guide) and in the requested time frame. Consider their skills, experience, interests, availability and personal suitability for the desired field education placement, when developing initial goals and placement requests.

- Maintain timely communication with the Field Education Coordinator during the field education placement process, and with the Faculty Field Liaison and Field Instructor once the field education placement has been arranged, keeping them informed of progress and of any changes, concerns or issues that arise related to the field education experience.
• Provide the Faculty Field Liaison and Field Instructor with a completed copy of the student’s preliminary field education Learning Contract within the first two weeks for full-time students (4 to 5 days a week) or first four weeks for part-time students (2 to 3 days a week) of your field education placement. Use the guide in Appendix III of the Student Field Education Guide to prepare your preliminary Learning Goals and Activities. These will be reviewed and approved by the Faculty Field Liaison and they will form the basis of the student’s learning contract with the practicum agency. How well the student fulfills the learning goals through performance of the articulated activities will form part of the evaluation for student’s field education experience.

• Commit to making good use of supervision, taking initiative and guidance from personnel at the field education agency and developing and putting to use practice skills obtained.

• Comply with practicum agency’s protocols regarding codes of ethics, harassment policies, confidentiality, hours of work, dress and related agency policies and procedures.

• Attend the field education placement for the required number of days and hours specified by the program. For each field education experience, a minimum of 16 hours per week and a total of 350 hours of direct field education experience are required. **It is highly recommended that the student maintain a log of their hours at the field education site and have the Field Instructor sign off on completed hours each week.**

• Report illness and absence to the Field Instructor and Faculty Field Liaison. Time missed will need to be made up through negotiation with the Field Instructor in order to fulfill the 350 hours for each of SOCW 380 and SOCW 480.

• Arrange for and participate in formative feedback sessions and the summative formal evaluation processes involving the Field Instructor and the faculty Field Liaison.

• Participate in mandatory online practicum seminars, as scheduled (see course outline for SOCW 380). Feedback from the student’s peers and Faculty Field Liaison will subsequently be provided with the intention of supporting the student in achieving their learning goals.
The Field Education Coordinator is responsible for setting up and facilitating the field education placement process, facilitating the Field Instructor orientation session(s) and, on conclusion of the student’s placement, provide feedback to the Field Instructor based on the review of the student and Faculty Field Liaison feedback forms. In consultation with Faculty Field Liaison personnel, s/he will make arrangements with new and existing field education sites for student field placements. It is the responsibility of the Field Education Coordinator to:

- Communicate with the student to determine their learning needs and possible field placement interests.
- Consult with Faculty Field Liaison personnel, as needed, to discuss the field education placement ensuring a good match for the student’s articulated learning needs.
- Identify who will act as the student’s Faculty Field Liaison, and communicate this to the student and Field Instructor.
- Provide the student with information regarding the field education placement site’s expectations.
- Review the field education placement process with the student.
- Seek out information regarding any specific protocols or contractual agreements that may pertain to the specific field education site (e.g. school settings).
- Ensure that the student and the Field Instructor are informed of any specific placement protocols or contractual agreements that are field education site-specific e.g. completion of the Field Education Affiliation Agreement between VIU and the Field Education agency (see Appendix IV).
- Provide the field education agency with information about the BSW program, field education placement procedures, field education expectations and evaluation process.
- Be available to the Field Instructor for clarification or consultation on the field education placement process.
• Recruit and develop possible field education placements.
• Send a letter to the field education agency formalizing the student field education placement and informing the agency of who the Faculty Field Liaison will be.

VANCOUVER ISLAND UNIVERSITY FACULTY FIELD LIAISON

The VIU Faculty Field Liaison maintains contact with the Field Instructor (agency mentor) and the student, and acts as a channel between the University and the field education placement site. It is the responsibility of the Faculty Field Liaison to:

• Orient the student to course expectations regarding learning goals, objectives, content, structure and process, evaluation and grading of the field education experience.
• Ensure that any site-specific protocol or contractual agreement provisions regarding student field education placement are followed.
• Review and discuss with the student their preliminary Learning Contract activities to ensure they are in keeping with course objectives and expectations. The preliminary learning contract should include learning goals, activities and anticipated completion dates as well as scheduled times for Faculty Field Liaison and Field Instructor formative review meetings (see Appendix I for a detailed description on developing a preliminary Learning Contract).
• Consult with the student and the Field Instructor in the initial formulation of learning goals and activities.
• Provide the field education site with clear information on what is expected of all parties within the field education relationship.
• Ensure the student has information related to general ethical practice, confidentiality and appropriate conduct prior to field education placement.
• Ensure the student receives feedback and support through supervision and ongoing evaluation from the agency and the Field Instructor.
• Be available to the student and the Field Instructor.
• Ensure that written evaluations of the student’s progress are received and that adequate feedback on the evaluation is provided to the student.
• Facilitate online seminars to link field education experiences to course content.
• Intervene for the purpose of problem solving, conflict resolution or handling of any other concerns or issues that may arise during the field education experience.
• Facilitate the evaluation process and determine whether the student has satisfactorily fulfilled the field education requirement. Assign a final grade (credit or non-credit).

FIELD EDUCATION INSTRUCTOR

The Field Education Instructor (agency mentor) plays a key role in the training and learning process of the student. It is a teaching, guiding and supervising role that bridges the gap between theory and practice and provides mentorship to the student. Students will be assigned to a Field Instructor at the field education placement setting. Field Instructors are expected to:

• Be familiar with VIU’s BSW and Field Instructor policies, procedures, forms and Field Education Guide.
• Be aware of and participate in the development of the student’s initial Learning Contract by reviewing their Goals and Activities in relation to course learning objectives.
• Provide time for orientation to acquaint the student with the field education agency’s policies, procedures, roles, overall philosophy and expectation of field education students.
• Ensure that any field education site-specific protocol or contractual agreement terms regarding field education placement are followed.
• Introduce the student to other staff members.
• Provide meaningful learning opportunities for the student to fulfill their learning goals and objectives.
• Provide the student with consistent, appropriate and supportive individual consultation (usually a specified minimum time each week).
- Monitor the student’s learning and progress and provide them with ongoing verbal and written feedback.
- Meet with the student and the practicum Faculty Field Liaison at mutually agreed times to discuss and review the student’s progress and to provide input for interim and final evaluations.
- Maintain contact with the practicum Faculty Field Liaison to discuss any concerns, questions, suggestions or issues regarding the student’s practicum or academic program.
- Inform the student of any unusual or disruptive client behavior and how to manage this effectively (e.g. anxiety, anger).

**CONFIDENTIALITY**

Students are expected to adhere to both VIU’s and the agency’s policies related to confidentiality, in keeping with the social Work Code of Ethics. Within the practicum, it is expected that students will respect the privacy and rights of individuals and agency personnel with whom they engage with. Although practicum experiences may be discussed and documented for the purpose of linking knowledge to practice, any identifying information should not be disclosed. Students in the BSW program engaging in Field Education are required to sign a commitment to abide by the Canadian Association of Social Workers Code of Ethics (see Appendix II) and a Vancouver Island University, Bachelor of Social Work Confidentiality Agreement (see Appendix XI). A full description of the Code of Ethics: Values and Principles can be found on the Canadian Association of Social Workers website.

In addition, BSW students participating in specific Field Education activities will also sign a Student Consent Form (Appendix III A and B).

**WORKERS’ COMPENSATION BOARD COVERAGE / STUDENT USE OF VEHICLES DURING PRACTICUM**
The Ministry of Advanced Education through Vancouver Island University provides Workers’ Compensation Board (WCB) coverage for students while they are engaged in their approved practicum training within British Columbia. The coverage does not include the use of their vehicle or other form of transportation to the practicum site. A student driving while involved with practicum duties is covered by WCB but must also be insured by Insurance Corporation of British Columbia (ICBC) for their own private vehicle. Check the VIU Health and Safety website (under forms) or call the Health and Safety Office at 250 740-6282. Students engaged in a practice site outside the Province of British Columbia must obtain their own illness and/or injury insurance.

**CRITICAL INCIDENT REPORTING**

In the event of a critical incident, for example an accident, act of violence or threats, the student must report this to the Field Education Coordinator and the agency Field Instructor immediately. Vancouver Island University requires a formal Incident Report to be filed within 24 hours as part of our Health and Safety policies. Practicum instructors must inform Health and Safety Services immediately of any critical incident.

Students should also follow their Supervisor/Mentors’ instructions for reporting these incidents/accidents to the agency in accordance with agency policies.

Any questions, please call VIU Health and Safety at 250 740-6282 or email safety@viu.ca.

**CRIMINAL RECORD CHECK**

Vancouver Island University (VIU) requires all students to complete a Criminal Record Check and/or Criminal Record Verification (CRC) through the British Columbia Ministry of Public Safety and Solicitor General, in accordance with British Columbia’s Criminal Records Review Act.
Completed CRCs are uploaded into the student’s online record where the student can freely access and download their clearance letter as needed to provide to prospective field placement sites at their request.

In addition to complying with VIU’s mandated criminal record review process, students who are non BC residents must also comply with the legal requirements of the jurisdiction in which they live and in which they intend to complete their field placement. This may or may not require out of province students to provide additional criminal record check documentation required by the law in your area in order to proceed into a field placement. It is the student’s responsibility to inquire about and comply with such requirements well in advance of placement.

Students who possess certain criminal records which have a propensity to place vulnerable populations at risk may be prevented from completing a Field Education placement. This will compromise their ability to graduate from the program. Students will present their CRC to their Field Education agency prior to placement, usually during the pre-placement interview.

International field education placements require students to research and comply with the laws of the land in which they are completing a student field education placement.

In addition to VIU’s criminal record check requirements, some agencies offering a field education placement will require you to provide an agency initiated Criminal Record Check (CRC) as a pre-condition of field placement. Please be advised that certain offenses may prompt an agency to deny placement in certain field education sites. It is important that you inquire about your prospective placing agency’s criminal record check requirements during the placement process.

**STUDENTS WORKING ALONE OR OFF-SITE**

As students’ skill, knowledge and expertise in the field develops, it is expected that their independence will also grow. For this reason, there may be occasions when students may be working alone or off-site from the main field placement location, or away from the vicinity of the field instructor. If this applies to your student activities, please consult with the Faculty Field
Liaison about VIU’s safety guidelines and required call-in procedures. (See Appendix XII for additional information on working alone).

HANDLING PERFORMANCE CONCERNS WITH STUDENTS

The practicum is different from most other educational courses. Students engage in important ethical and service delivery responsibilities within the placement organization. It is important that concerns and issues with regard to performance and professional conduct and behavior be responded to quickly. For more information regarding VIU’s Faculty of Health and Human Services policies and procedures regarding student progress in field education and client safety please review https://hhs.viu.ca/faculty-health-and-human-services-policies-and-procedures.

RECOMMENDED GUIDELINES

- **Early recognition and feedback** is important. The Field Instructor and University Faculty should communicate their concerns and observations as soon as they are identified, particularly those of a serious nature. Early intervention can often provide the student with a better understanding of exactly what to address and can prevent future problems.

- **A meeting of all concerned parties**, including the student, should be set up to bring forward concerns and clearly define the problem(s) in behavioral terms so that the student understands the area(s) needing improvement.

- **Suggestions and options** should be explored to assist the student to address issues and come up with ideas and solutions. Various limitations and external demands may impede the performance of the student. Most students will do well given the opportunity and appropriate support. There are sufficient resources and program flexibility within the University to give students assistance in dealing with personal and professional struggles.
that affect their education. Career and personal counseling, additional work, exploration of career goals, etc., can all be part of a supportive response to problems.

- **Setting goals and follow up** enable the student to develop a plan of action within a specific time frame. Follow up meetings for review, on-going monitoring, discussion and feedback should be set up for the Field Instructor, student and Faculty Field Liaison.

- **Key points** should be documented in writing as this feedback allows the student to review observations, goals and comments. A written contract may be useful for clarity and clear communication.

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**TIPS ON FIELD PLACEMENT**

Most students are a little nervous about beginning practicum and are sometimes unclear about what is expected of them. Here are some ideas for enhancing the learning experience of the student and enabling both the Mentor and the student to have a clear understanding of expectations.

- **Orientation:** The student should become familiar with the setting and meet other staff. This enables him / her to begin work and feel at ease to ask questions and express ideas. Information regarding agency philosophy, confidentiality, policies and procedures should be discussed with the student. It helps if everyone involved (staff, parents, and children) are informed that a student will be joining the team.

- **Task Setting:** Involvement of the student in a full range of activities, program planning, implementing and evaluating, staff meetings and discussions with other professionals is helpful to broaden the scope of his / her knowledge and experience.

- **Responsibility:** If possible, give the student one or more definite pieces of work which s/he can do relatively independently on a relatively self-directed basis.
• **Building Relationships:** Building meaningful relationships is an essential component of the student’s practicum experience. This important aspect of the placement is an area that is emphasized in the evaluation of the student’s overall performance.

• **Supervision:** The student needs feedback and support. It is necessary that a specific time be set aside each week (approximately one hour) for informal discussion and debriefing. This is a time to answer questions and help the student evaluate his / her skills and assist him / her to transfer knowledge into practice.

• **Observing and Being Part of a Community Agency:** Whenever possible, the student should be involved in program planning, discussions regarding children and families, guiding and care approaches and professional practice issues. Students will increase their awareness in these areas by listening to people who are working in the field.

• **Conducting Interviews:** Where possible, it would be helpful if students could participate with the Practicum Mentor when parent interviews take place.

• **Communication – Both Verbal and Written:** Personality factors occasionally enter into the picture and some students are quite shy when entering the University. With encouragement, all students have the ability to communicate verbally and in writing. The field placement can assist students to further develop these skills.

*Thank you for your participation and support!*
APPENDIX I

LEARNING CONTRACT DEVELOPMENT

The Learning Contract and Evaluation Process for BSW Field Education
Vancouver Island University

Please access and use your course sites for further information on this topic: SOCW 380 and SOCW 480 and the BSW Field Education HUB site. Your Field Liaison will be happy to clarify any of this information for you.

The Learning Contract is a tool that all students will develop to guide their field education learning experience, and the evaluation of that learning.

It identifies:

- what they hope to gain and learn from field education (objectives),
- the specific steps and actions (activities, tasks, outcomes) students will take to achieve their goals
- the timelines used to guide their learning.

The Learning Contract will also serve as a tool to measure and evaluate how students are progressing with meeting their objectives as they move through their field education. Please review the actual Learning Contract which provides a glossary of terms and example of application.

Students will complete the Learning Contract in collaboration with their Field Supervisors and ensure that that is realistic and feasible for you to accomplish during the 350 hours required for the placement.

1. For students who are completing their placements full time at 4-5 days per week, the Learning Contract should be worked on in the first two weeks and sent to your Faculty Liaison for review and possible revision.
2. For students who are completing their placements part-time at 2-3 days per week, the Learning Contract needs to be worked on during the first 4 weeks and sent to your Faculty Liaison for review and possible revision.

3. Once your Learning Contract has been reviewed and is acceptable to all parties, it should be signed and a copies sent.

**The Learning Contract will also serve as the Mid-term and Final Evaluation form**

Each student is responsible for having a Mid-term and Final Evaluation. This consists of:

- a written evaluation directly on the Learning Contract form and
- a meeting with both your Faculty Liaison and Field Supervisors

On the Learning Contract, you will see where the Mid-term and Final Evaluations are meant to be completed. There is opportunity for both:

- quantitative measures of student progress at the mid-term and final evaluation, and
- qualitative comments of student progress at the mid-term and final evaluation

It is each student’s responsibility to have the completed mid-term and final evaluations submitted to their Faculty Liaison at least 2 days before the scheduled Evaluation Meetings.

Below is an example of what this looks like:

**GOAL 2 Adhere to and apply ethical principles of social work to professional practice**

<table>
<thead>
<tr>
<th>Midyear evaluation</th>
<th>Final evaluation</th>
<th>Learning Activities</th>
<th>Learning Outcomes</th>
<th>Date accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1-5)</td>
<td>(1-5)</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

- Demonstrate and apply CASW Code of Ethics and Ethical Practice Guidelines to practice
- Demonstrate use of supervision to process and address ethical dilemmas, conflicts and decision making
- Demonstrate ability to recognize, critically reflect on and manage personal biases and social location that may impact relationships and client’s well being
Timelines

Learning Contract Submission

Full-time (4 to 5 days per week): Two weeks after placement starts

Part-time (2 to 3 days per week): Four weeks after placement starts

Mid-term Evaluations and Meetings

These should be scheduled at the half-way mark of your practicum (approximately 175 hours). It is the student’s responsibility to:

- submit the completed mid-term evaluation component at least two days before the meeting.
- schedule the meeting with their Field Supervisor and Faculty Liaison in a timely manner.
- ensure that if the meeting is not face-to-face because of distance that they have the appropriate technology to video conference (ie: a laptop or tablet with audio-visual capability) in place for that meeting.
Final Evaluations and Meetings

These should be scheduled close to the end of the completion of the 350 hours of the practicum. It is the student’s responsibility to:

- submit the completed final evaluation component at least two days before the Meeting.
- schedule the meeting with their Field Supervisor and Faculty Liaison in a timely manner.
- ensure that if the meeting is not face-to-face because of distance that they have the appropriate technology to video conference (ie: a laptop or tablet with audio-visual capability) in place for that meeting.
Vancouver Island University  
Bachelor of Social Work  
Field Education Learning Contract and Evaluation

Student Name:

Field Instructor:

Field Instructor Credentials (education and experience – list post-secondary achievements and/or years of experience working in the human services delivery system):

Work Schedule (days of the week, hours; anticipated start and completion date):

Agency Name:

If concerns arise, see p. 33 of the Student Field Education Handbook and describe your conflict resolution process:

Faculty Field Liaison:
The Learning Contract is a tool that all students will develop to guide their field education learning experience. It identifies:

- what they hope to gain and learn from field education (objectives),
- the specific steps and actions (activities, tasks, outcomes) students will take to achieve their goals
- the timelines used to guide their learning.

The Learning Contract will also serve as a tool to measure and evaluate how students are progressing with meeting their objectives as they move through their field education.

An important question for students to ask themselves as they develop their Learning Contract is “What is it I hope to achieve by the end of my field education?” It is important to make the Learning Contract realistic and feasible for you to accomplish during your 350 hours.

Below you will find an overview or glossary of terms specific to the language of the Learning Contract and an example of what each term looks like when applied to a practicum setting

<table>
<thead>
<tr>
<th>Term</th>
<th>Focus</th>
<th>Questions</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Objectives</td>
<td>What will be learned?</td>
<td>What do you need to learn?</td>
<td>Effective use of supervision and consultation in order to meet learning objectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>What do you want to learn?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>What skills do you want to develop?</td>
<td></td>
</tr>
<tr>
<td>Learning Activities</td>
<td>How will you learn?</td>
<td>What do you need to do, read, attend, research, watch in order to meet the learning objective?</td>
<td>Schedule and consistently attend supervision with placement supervisor</td>
</tr>
<tr>
<td></td>
<td>What actions or activities are required for you to meet your learning objectives?</td>
<td>• Come prepared with topics to discuss and be prepared to present learning activities completed for the week (refer to learning contract)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Use practicum journal to document information to include in supervision</td>
<td>• Attend staff meetings; present</td>
</tr>
</tbody>
</table>
### Learning Outcomes

<table>
<thead>
<tr>
<th>Case for review and feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will you prove that you have successfully achieved your learning objective? What evidence will you need?</td>
</tr>
<tr>
<td>How many times will you need to do something?</td>
</tr>
<tr>
<td>How will you get feedback?</td>
</tr>
<tr>
<td>How will you measure improvement?</td>
</tr>
<tr>
<td>• Request feedback from supervisor</td>
</tr>
<tr>
<td>• Weekly meetings</td>
</tr>
<tr>
<td>• Use journal and task list to review with supervisor</td>
</tr>
<tr>
<td>• Monthly attendance at staff meetings; presentation of two cases – request feedback from staff and supervisor</td>
</tr>
</tbody>
</table>

### Objectives Accomplished

| What is the timeline for completing these learning objectives? |
| What would you like to have done by mid-term or by the end? |
| When will you be able to do them? |
| • Throughout the placement (Jan to May/17) |
| • Monthly staff meetings |
| • Case presentation (Feb/17 and April/17) |

### Here are some examples of what may go into the learning contract:

- Workshops, seminars, educational opportunities linked to practicum
- Journaling, supervision, shadowing, process recordings
- Team meetings, debriefs, case notes and reviews, report writing
- Assessments, case planning, meetings, interviewing
- Research, program evaluation, needs assessments
- Organizing, planning, program development and organization
- Relationship building, outreach, visiting organizations and agencies
- Group work, leadership, peer support and mentoring, advocacy

### Rating Scale

This is the rating scale that will be used for the quantitative evaluation of the students' progress:

5 – Advanced demonstration of meeting learning objectives
4 – Good demonstration of meeting learning objectives
3 – Emerging demonstration of meeting learning objectives
2 – Insufficient demonstration of meeting learning objectives
1 – Unacceptable demonstration of meeting learning objectives
N/A – not applicable

Please note that students will have opportunities over the entire breadth of their practicums to meet their learning objectives. This means that at the mid-term evaluation, they may score low on
some objectives, which is expected. The student is still learning and will continue to improve and demonstrate their growing knowledge, skills and abilities.

**Timelines**

The Learning Contracts will be developed at the beginning of the field education placement. The due date to submit the Learning Contracts will be dependent on start dates and the number of hours per week that the students are in placement.

- Students who are in full-time practicums (4 to 5 days a week) = Week 2
- Students who are in practicum part-time (2 to 3 days a week) = Week 4

**LEARNING CONTRACT**

<p>| GOAL 1 Demonstrate social work practice in a manner consistent with professional practice |
|---------------------------------------------|---------------------------------------------|---------------------------------------------|---------------------------------------------|</p>
<table>
<thead>
<tr>
<th><strong>Mid-term evaluation</strong> (1-5)</th>
<th><strong>Final evaluation</strong> (1-5)</th>
<th><strong>Learning Objectives</strong></th>
<th><strong>Learning Activities</strong></th>
<th><strong>Learning Outcomes</strong></th>
<th><strong>Date Accomplished</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Demonstrate ability to function within clearly defined professional roles and boundaries</td>
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<td></td>
<td></td>
<td>Effective use of supervision and consultation in order to meet learning objectives</td>
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<td></td>
<td></td>
<td>Demonstrate respectful and collaborative relationships with other professionals</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td>Demonstrate professional demeanor in behaviour, appearance and communication in keeping with organization’s expectations</td>
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</tbody>
</table>
### Demonstrate reflective practice and awareness of one’s own social location and its impact on social work practice

<table>
<thead>
<tr>
<th>Mid-term comments:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student</strong></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Mid-term comments:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Supervisor</strong></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Final comments:</th>
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<tbody>
<tr>
<td><strong>Student</strong></td>
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</table>

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<tr>
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<tbody>
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</table>

#### GOAL 2 Adhere to and apply ethical principles of social work to professional practice

<table>
<thead>
<tr>
<th>Mid-term evaluation (1-5)</th>
<th>Final evaluation (1-5)</th>
<th>Learning Activities</th>
<th>Learning Outcomes</th>
<th>Date accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Demonstrate and apply CASW Code of Ethics and Ethical</td>
<td></td>
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<tr>
<td>Practice Guidelines to practice</td>
<td></td>
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<tr>
<td>Demonstrate use of supervision to process and address ethical dilemmas, conflicts and decision making</td>
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<tr>
<td>Demonstrate ability to recognize, critically reflect on and manage personal biases and social location that may impact relationships and client’s well being</td>
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</tbody>
</table>

**Mid-term comments:**

**Student**

**Mid-term comments:**

**Supervisor**

**Final comments:**

**Student**

**Final comments:**

**Student**
<table>
<thead>
<tr>
<th>Mid-term evaluation</th>
<th>Final evaluation</th>
<th>Learning Activities</th>
<th>Learning Outcomes</th>
<th>Date Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1-5)</td>
<td>(1-5)</td>
<td>Engage and build collaborative relationships with clients that establish clear boundaries, expectations and roles</td>
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<tr>
<td></td>
<td></td>
<td>Work collaboratively with client, group or community to collect and synthesize data from a variety of sources using a multi-dimensional approach</td>
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<td></td>
<td>Assess individual, group or community strengths and informal and formal resources available to help address presenting problems and circumstances</td>
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<td></td>
<td>Form and articulate a hypothesis about a presenting problem that includes the client, group’s or communities goals for change</td>
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<td></td>
<td>Demonstrate knowledge of tools (including strengths and weaknesses) used to obtain assessment information specific</td>
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</tbody>
</table>
Recognize and identify the impact of social location and structural factors (including race, ethnicity, gender, class and (disability) on the assessment process

<p>| GOAL 4 Intervene with individuals, families, groups, organizations and communities |
|---------------------------------|-----------------|-----------------|-----------------|-----------------|
| Mid-term evaluation (1-5)       | Final evaluation (1-5) | Learning Activities | Learning Outcomes | Date Accomplished |</p>
<table>
<thead>
<tr>
<th></th>
<th>Work collaboratively with client, group or community and other professionals to develop plans for interventions</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Become knowledgeable of service options for clients</td>
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<tr>
<td></td>
<td>Demonstrate and apply knowledge of appropriate interventions</td>
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<tr>
<td></td>
<td>Demonstrate and apply an understanding of theories that inform practice</td>
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<tr>
<td></td>
<td>Demonstrate an understanding of experiences and effects of oppression, marginalization, discrimination and trauma as applied to client, groups and communities and practice context, including different ways of knowing and being</td>
</tr>
</tbody>
</table>

**Mid-term comments:**

**Student**

**Mid-term comments:**

**Supervisor**
Final comments:

**Student**

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Final comments:

**Supervisor**

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**GOAL 5 Evaluation of work with individuals, families, groups, organizations and communities**

<table>
<thead>
<tr>
<th>Mid-term evaluation (1-5)</th>
<th>Final evaluation (1-5)</th>
<th>Learning Activities</th>
<th>Learning Outcomes</th>
<th>Date Accomplished</th>
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<tbody>
<tr>
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<td>Critically analyze, monitor and evaluate interventions</td>
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<td>Document client progress in agency records as required</td>
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<td></td>
<td>Demonstrate skills of termination with clients</td>
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<td></td>
<td>Demonstrate skills of termination/closure within the placement setting</td>
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</table>

**Mid-term comments:**

**Student**
GOAL 6 Examine and develop methods to be an effective social and practice change agent

<table>
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<tr>
<th>Mid-term evaluation (1-5)</th>
<th>Final evaluation (1-5)</th>
<th>Learning Activities</th>
<th>Learning Outcomes</th>
<th>Date Accomplished</th>
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<tr>
<td></td>
<td></td>
<td>Develop and demonstrate familiarity with and understanding of the impact of policies on service delivery and the lives of clients, groups and communities</td>
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<td>Engage in efforts to influence policies and procedures that may improve services and advance client well-being</td>
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<td>Demonstrate an understanding of</td>
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experiences and effects of oppression, marginalization, discrimination and trauma as applied to client population and practice context, including different ways of knowing and being

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</thead>
<tbody>
<tr>
<td>Supervisor</td>
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</table>

Updated Jan 4, 2018
**Learning Contract Signatures:**

Student: ___________________________ Date: ___________________________

Field Supervisor: __________________ Date: ___________________________

Faculty Liaison: ___________________ Date: ___________________________

**Mid-term Evaluation Signatures:**

Student: ___________________________ Date: ___________________________

Field Supervisor: __________________ Date: ___________________________

Faculty Liaison: ___________________ Date: ___________________________

**Final Evaluation Signatures:**

Student: ___________________________ Date: ___________________________

Field Supervisor: __________________ Date: ___________________________

Faculty Liaison: ___________________ Date: ___________________________
APPENDIX II

SOCIAL WORK CODE OF ETHICS

*Excerpt from Code of Ethics, Canadian Association of Social Workers*

**Social Work Code of Ethics**

As a member of the profession of social work I have read in full the Social Work Code of Ethics and I commit myself to fulfill to the best of my ability the following obligations as detailed in the code:

Value 1: Respect for Inherent Dignity and Worth of Persons

Value 2: Pursuit of Social Justice

Value 3: Service to Humanity

Value 4: Integrity of Professional Practice

Value 5: Confidentiality in Professional Practice

Value 6: Competence in Professional Practice

* See Canadian Association of Social Workers for a full description of the Code of Ethics: Values and Principles:


Student Name: ________________________________

Student Signature: ______________________________

Date: ________________________________
BSW PROGRAM STUDENT CONSENT FORM

As part of Vancouver Island University BSW Programs’ academic and training requirements, I am required to develop skills in the areas of interviewing, observation, assessment, recording and report writing. The confidential and consensual nature of the relationship between client, student and/or agency is of paramount importance. I will treat these relationships with utmost respect and maintain confidentiality at all times.

As this is an educational practice activity any materials produced shall be made available only to the Course Instructor (and Field Instructor if related to field education) and, upon request, to those others listed on the Participant Consent Form (Appendix III (B)).

- No identifying information of individuals will be used.
- All audio, video, digital and written materials will be erased or destroyed one year after course is completed. In the event I withdraw from the course or from the University, I will erase or destroy all recorded materials immediately.
- I understand that this agreement is totally voluntary for the participant(s) and that they may withdraw at any time.*

Any concerns arising from this activity should be directed to the Course Instructor (Faculty Field Liaison in the event the learning activity is related to Field Education) identified below.

Course Code: _____________________ Course Name: ______________________________

Semester: _____________________ Course Instructor: _____________________________

In order to fulfill my study requirements for case studies, observation, assessment, recording and report writing:

I, ____________________________ print (student) consent to observing and interacting

with ____________________________ (name of participant{s})*

On ________________________________ (dates & times, or range of dates)
STUDENT CONSENT FORM, cont.

All information will be treated in confidence. I agree that no identifying information of individuals will be used in my final report. The participant(s), agency, parent(s), guardian(s), youth and/or child will be provided with a copy of my project outline and finished report upon request.

I print (student) hereby agree to the terms of this Consent Form Agreement and further agree to abide by the Canadian Association of Social Workers Code of Ethics and the policies of Vancouver Island University. My Student Number is: __________________


Student’s Signature

Course Instructor’s Signature

Field Instructor (if related to field education)

Date

Expiry Date: ____________________________ (1 year after course is completed)

*This Consent Form must be accompanied by the signed Participant(s) Consent Form Appendix III (B)
BSW PROGRAM PARTICIPANT(S) CONSENT FORM

As part of Vancouver Island University Programs’ academic and training requirements, students are required to develop skills in the areas of interviewing, observation, assessment, recording and report writing. The confidential and consensual nature of the relationship between client, student and/or agency is of paramount importance. Students are expected to treat these relationships with utmost respect and to maintain confidentiality at all times.

As this is a practice educational activity any materials produced shall be made available only to the Field Instructor and Faculty Filed Liaison, and, upon request, to those others listed below.

- No identifying information of individuals will be used.
- All audio, video, digital and written materials will be destroyed one year after course is completed. In the event the student withdraws from the course or from the University, he/she will destroy or erase all recorded materials immediately.
- I understand that this agreement is totally voluntary and that I may withdraw at any time.
- The student will abide by the Code of Ethics, Canadian Association of Social Workers.

Any concerns arising from this activity should be directed to the Course Instructor identified below.

Course: _____________________ Course Name: __________________________________________
Semester: ____________ Faculty Field Liaison: _______________________________
Field Instructor contact information (e-mail & phone): __________________________________________________

I/We consent to ________________________________________ (Vancouver Island University student)
observing and interacting with ________________________________ (self, child, youth, family) on
______________________________ (dates & times, or range of dates) in order for the student to
fulfill study requirements for observation, assessment, recording and report writing.

I/We understand that no identifying information of individuals will be used in student’s final
report. I/We, the agency, parent(s), guardian(s), youth and/or child will be provided with a copy of
the student’s project outline and finished report upon request. All information will be treated in
confidence.

Signatures of the following: Participant, and/or Agency and/or Parent(s), Guardian(s), Youth, Child
where necessary
Participant .................................................. Relationship ______________________

Participant .................................................. Relationship ______________________

Student’s Signature: __________________________ Field Instructor’s Signature: __________________________

Course Instructor’s Signature: __________________________

Expiry Date (One year after course completion): __________________________
APPENDIX IV

FIELD EDUCATION AFFILIATION AGREEMENT

THIS AGREEMENT made effective as of this <date>.

<table>
<thead>
<tr>
<th>BETWEEN:</th>
<th>AND:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Institution:</strong></td>
<td><strong>Legal Name of Work Site Employer:</strong></td>
</tr>
<tr>
<td>Vancouver Island University</td>
<td>&lt;agency&gt;</td>
</tr>
<tr>
<td>(Hereinafter called the “University”)</td>
<td>(Hereinafter called the “Agency”)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ADDRESS:</th>
<th>ADDRESS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty of Health &amp; Human Services Building 180 Floor 5 \nVancouver Island University 900 Fifth Street \nNanaimo, BC V9R 5S5 Fax Email: <a href="mailto:Laurie.Friskie@viu.ca">Laurie.Friskie@viu.ca</a></td>
<td>&lt;address&gt; Phone &lt;phone&gt; Fax &lt;fax&gt;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INSTITUTION CONTACT:</th>
<th>AGENCY CONTACT:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Carol Stuart, Dean \nHealth &amp; Human Services</td>
<td>{Contact Name} {Title}</td>
</tr>
</tbody>
</table>

BY SIGNING BELOW THE PARTIES AGREE TO BE BOUND BY THIS AGREEMENT:

DEAN SIGNATURE:

<Name, Title> Date

AGENCY’S SIGNATURE:

<Name, Title> Date
Each notice to a Party must be given in writing. A notice may be delivered by hand, electronically scanned and emailed, faxed or courier to a representative of the Party at the e-mail address or facsimile number or address set out on the first page of this Agreement, or to any other address, fax number or representative that the party designates in writing, and will be validly given if delivered on a Business Day to the above email or street address, or, if transmitted on a Business Day by fax addressed to the other Party. Any notice if validly delivered, will be deemed to have been given when delivered.

In consideration of mutual covenants provided herein, the parties agree as follows:

PRACTICUM
A Practicum means that part of a student’s educational experience takes place in the workplace. It may involve a range of Agency supported interventions and activities commensurate with student educational learning objectives and skill level. Client participation is self-determined or alternate as appropriate, (e.g., guardian, court, loco parentis). The student may provide services to and for the benefit of clients/families and communities. The student provides such services under the direction of Agency employees and indirect supervision of University Faculty.

The Agency has the discretionary right to accept a student or permit Practicum activities at any of its facilities.

TERM
This agreement will commence <start date> and <shall continue thereafter until terminated>. The parties shall review this Agreement from time to time and revise if necessary by mutual agreement.

TERMINATION AND AMENDMENT
Either party may end the agreement at any time by giving a 90 day written notice to the address shown on the Agreement.

This agreement shall not be amended unless such amendment is in writing signed by the two (2) parties.

SUSPENSION OR REMOVAL
(a) The Agency reserves the right to suspend, temporarily pending investigation, or terminate a Practicum in circumstances where the Agency determines the Practicum Student has, or there are reasonable grounds to believe that the Practicum Student has:

(i) failed to comply with the legislation, rules, regulations and policies of the agency
(ii) failed to meet licensing requirements e.g., first aid (annually), criminal record check (every five years or as required), as outlined in admission notes
(iii) endangered the mental or physical health or safety of any person; or
(iv) otherwise interfered with or compromised the operations of the Agency and/or the best interests of the people served by the Agency;

(b) The Agency will work in partnership with the University to investigate those incidents which result in suspension or removal. The Agency and the University will make good faith efforts to resolve any concerns, but the decision to terminate Practicum will ultimately be
that of the Agency.

PRIVACY AND CONFIDENTIALITY
(a) The University acknowledges that while participating in Practicum, University staff and Practicum Students will have access to Confidential Information and that such information is subject to obligations of privacy and confidentiality including the provisions of FOIPPA.

(b) The University acknowledges and agrees that all Confidential Information is deemed to be the property of the Agency and this Agreement does not grant the University staff and/or Practicum Students any authority to use, disclose, collect or retain Confidential Information except to the extent strictly required for participation in the Practicum. Without limiting the foregoing, in no case will Practicum Students or University Staff be permitted to retain or remove records in the custody of the Agency without the express written consent of Agency staff.

(c) The University agrees:

(i) to immediately report to Agency staff any breaches or potential breaches of any Agency policy respecting privacy or confidentiality and provide assistance and cooperation with any investigation conducted by the Agency into such breach; and

(ii) upon request, to immediately return any Agency records or Confidential Information in the possession of the University and exercise due diligence to facilitate the return of any Confidential Information in the possession of the University staff or Practicum Students.

(d) The University acknowledges that this Agreement requires the University to disclose personal information of Practicum Students and contact information of University staff to the Agency. The University shall obtain all necessary consents from Practicum Students and University staff to permit such disclosures.

(e) The Agency will protect the personal information of Practicum Students and University staff that is in the custody and control of the Agency in accordance with FOIPPA.

AGENCY
The Agency will make available to the student and the University the Agency’s rules and all applicable safety regulations.

UNIVERSITY
The University will ensure the students are aware that they are obliged to comply with the Agency’s rules and all applicable safety regulations, as well as perform without payment those duties assigned by the Agency in consultation with the University’s representatives.

SUPERVISION
The student will be supervised by an approved Agency Mentor/Field Education Instructor, and will report to their assigned VIU Practicum Instructor responsible for the student’s practicum course evaluation. The agency is the primary supervisor of the student while onsite at practicum. The Agency agrees that it will not require the student to perform any task unless such task might reasonably be expected to be within the scope of the student’s training and abilities.
SITE SAFETY ORIENTATION
The Agency will provide to the student, site and work specific safety training and will not permit the student to perform any duties, unless the student has all safety equipment required for the tasks to be performed by the student.

ACCESS
The Agency agrees to allow the University's representatives to have access during normal operating hours.

STUDENT PRACTICUM EVALUATIONS
The Agency shall at the request of the University evaluate the student in the performance of his/her duties and report that evaluation on the form provided by the University.

WORKERS' COMPENSATION ACT INJURY COVERAGE
A student in a practicum placement at a standard work site within British Columbia is covered by the WorkSafe BC and is considered to be workers of the Government of the Province of British Columbia for Workers' Compensation purposes only. This does not apply to work-based practicums where students will normally be covered by the employer. Students in placements outside the province of British Columbia are not covered by WorkSafe BC, however, VIU has coverage against liability and loss under the University, College, and Institutes protection plan (UCIPP).

NOTICE OF INJURY
The Agency will, if the student is injured, immediately report the occurrence of injury to the University by contacting the Health and Safety Services Department at 250-740-6283. The injury will also be reported to the Practicum Supervisor and the VIU Instructor.

INDEMNITY
The University shall indemnify and save harmless the Agency from and against all claims, demands, losses, damages, judgments, costs, liability, expenses (including reasonable legal fees and expenses), actions and other proceedings made, incurred, sustained, brought, prosecuted or threatened to be brought or prosecuted that are based upon, occasioned by or arising out of any act or omission, error, deed or other matter on the part of the University, University employees, or students arising out of this Agreement, excepting always liability arising from the independent negligence of the Agency, Agency employees or anyone for whom the Agency is responsible at law.

The Agency shall indemnify and save harmless the University from and against all claims, demands, losses, damages, judgments, costs, liability, expenses (including reasonable legal fees and expenses), actions and other proceedings made, incurred, sustained, brought, prosecuted or threatened to be brought or prosecuted that are based upon, occasioned by or arising out of any act or omission, error, deed or other matter on the part of the Agency, Agency employees or anyone for whom the Agency is responsible at law for arising out of this Agreement, excepting always liability arising from the independent negligence of the University, University Staff, or Students.

INSURANCE
The University agrees to maintain liability coverage of no less than $5,000,000.00 (Cdn) to cover claims brought against the University, University employees or students who are involved in the Practicum for injury to or death of a person or damage to or loss of property caused by any negligent act or omission.
of the University, University employees, Students, while in attendance at the Agency work site. The Agency agrees to maintain comprehensive third party liability insurance of no less than $2,000,000 (Cdn) per occurrence, and maintain malpractice and/or professional liability insurance of no less than $2,000,000 (Cdn) per occurrence covering claims brought against the Agency, Agency employees or anyone for whom the Agency is responsible at law who are involved in the Practicum for injury to or death of a person or damage to or loss of property caused by any negligent act or omission of the Agency, Agency employees or anyone for whom the Agency is responsible at law.

CONFIDENTIALITY
The Parties agree to maintain in the strictest confidence, information that comes to their knowledge during the practicum experience.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT (BRITISH COLUMBIA) (FOIPPA)
All records and personal information (as defined in the Act) received, collected, created, used, disclosed, and disposed of by the University as a result of this agreement are subject to the provisions of this Act.
APPENDIX V

BSW PROGRAM FIELD INSTRUCTOR FEEDBACK

BACHELOR OF SOCIAL WORK
FIELD INSTRUCTOR FEEDBACK FORM

This form is intended to provide an opportunity for the Field Instructor to provide feedback on their experience of the Field Education placement process and their involvement with the Faculty Field Liaison.

SOCW 380_____  SOCW 480_____  

Name of student: ________________________________  
Field Education site: ________________________________  
Field Instructor: ________________________________  
Faculty Field Liaison: ________________________________  
Field Education Coordinator: ________________________________

1. The Field Education Coordinator explained the placement process to me in a clear and timely fashion. Yes___ No___
   Comments:

2. The Field Instructor orientation session was offered by the Field Education Coordinator at the right time and provided information that contributed to my full understanding of my role, the role of the student, Practicum Education Coordinator and Faculty Field Liaison. Yes___ No___
   Comments:
3. The Field Education Coordinator and Faculty Field Liaison always responded to me in a timely fashion. Yes___ No___
   Comments:

4. Having a BSW student from VIU in our agency contributed to reducing our workload? Yes___ No___
   Comments:

5. The student placed with us from the BSW at VIU contributed new ideas that provided increased effectiveness and efficiency in our work. Yes___ No___
   Comments:

6. I would take another BSW student from VIU. Yes___ No___
   Comments: (both a Year 3 and/or Year 4 student?)
7. What recommendations would you make that would enhance the student placement process and your involvement with the Faculty Field Liaison?

Comments:

Thank you for your feedback!

Please submit this form with the student Final Evaluation form.
APPENDIX VI

SUITABILITY FOR THE PROFESSION

Vancouver Island University
Social Work Department
Suitability for the Profession

Preamble
Given that post-secondary institutions in Canada have a responsibility to the social work profession to uphold standards of academic and professional excellence the Canadian Association for Social Work Education (CASWE) has made it a requirement that a policy be articulated with respect to the suitability of a student for the profession of social work. This policy follows Vancouver Island University’s Student Conduct Code and is intended to provide guidance for students in understanding ethical and behavioral expectations regarding suitability for professional social work practice and to assist faculty in assessing suitability.

Policy (32.05 Student Conduct Code)
Vancouver Island University students are expected to behave in a responsible manner respectful of the learning environment inside the classroom and throughout the campus. This policy applies to all Vancouver Island University campus and off-campus locations where a Vancouver Island University sponsored activity is occurring.

Standards of Behavior
Students enrolled at Vancouver Island University are expected to meet standards of conduct, which include but are not limited to the following:

1. Accepting responsibility for their behavior on Vancouver Island University property and/or at institutionally sponsored events;
2. Complying with University policy and federal, provincial and local laws and/or regulations;
3. Respecting the rights of all students and employees to have a positive and safe learning and working environment; and,
4. Respecting the property of others.
This policy is intended to work in concert with a number of Vancouver Island University policies governing student behavior.

**Disciplinary Action:**

When students fail to meet these expectations, and when their conduct is considered to be at variance with this policy, they will be subject to disciplinary action including possible suspension. Refer to Student Conduct Code Procedures\(^3\) for information regarding disciplinary action.

It is an expectation that a student enrolled in a course in the Social Work Department at Vancouver Island University will conduct himself/herself in a manner that is in accordance with both the Canadian Association of Social Work (CASW) Code of Ethics\(^4\) and Vancouver Island University’s Student Conduct Code\(^2\). This requirement applies to all course-related activities including, but not limited to, online classroom discussions, use of computer mediated learning technologies, study sessions, and Field Education settings.

It is a requirement that social work students demonstrate suitability for the social work profession by fully complying with the Code of Ethics. Professional suitability is also assessed by determining if the principles associated with social work practice as described by the British Columbia College of Social Workers, Code of Ethics and Standards of Practice\(^5\) are adhered to by the student during their courses. In part, these principles describe the requirement for social workers to:

- display appropriate relationships with clients
- maintain competence and integrity in their practice and adhere to the standards in the British Columbia College of Social Work Code of Ethics and Standards of Practice
- provide professional services responsibly to those persons, groups or organizations seeking assistance
- ensure information is documented for the purpose of service provision, service evaluation, research and education
- respect the privacy of clients and colleagues, disclosing information only when required to do so or authorized by law or when given permission by the client or colleague to do so
- not expect compensation for services provided and in settings where fees are charged, will inform the service recipient in advance
- not engage in behavior of a sexual nature with persons they are serving

**Procedure (32.05.001 Student Conduct Code\(^3\))**

The University has the right and the responsibility to establish and enforce standards for student behavior.
Faculty/Departmental Responsibility

When appropriate, every reasonable effort will be made to deal with student conduct concerns at the appropriate faculty or departmental level. This would typically include student conduct adversely affecting the learning environment. Rules and regulations governing student behavior in programs and courses are governed by this procedure.

It is the responsibility of faculty and staff to take action promoting appropriate student behavior. In cases in which students have been identified with inappropriate behavior, or formally charged with misconduct, should such students be interviewed or brought before a hearing, they may choose to be accompanied by an advocate/advisor.

Depending on the specific circumstances the following actions may be appropriate:

- Upon review with the Social Work Department Chairperson, the Instructor initiates a conference with the student. (Most disputes will be resolved at this level.)
- In consultation with the Social Work Department Chairperson, the Instructor initiates a jointly signed contract for improvement.
- In the event of issues related to conduct unbecoming of a social work professional a student may be placed on probation with written behavioral improvement conditions.
- Removal from the course or program would occur if improvement was not evident during the period of probation or in the event of gross misconduct and/or breach of ethical responsibilities associated with the CASW Code of Ethics.

Any action that results in probation for conduct or course/program withdrawal must be taken in consultation with the Social Work Department Chairperson, Dean, Campus Principal, and/or Director. Any disciplinary actions concerning inappropriate student conduct and student misconduct must be reported to the appropriate Dean or pertinent administrator. Examples of inappropriate student conduct are located in the Student Conduct Code procedure\(^3\).

In addition to the above actions, a student letter of reprimand from the Dean’s office may be appropriate.

Institutional Responsibility

The Executive Director of Student Services has institutional responsibility for dealing with misconduct occurring outside the instructional setting. Any misconduct perceived to be in violation of institutional policy should be reported to the Office of the Executive Director of Student Services.
Depending on the specific circumstances the Executive Director of Student Services in collaboration with the appropriate Department Chairperson, Deans, Campus Principals, or Directors will take action from among the following:

- Investigation.
- Conference with student. (Most disputes will be resolved at this level.)
- Contract for improvement (signed by Dean and student).
- Probation (for conduct).
- Removal from course or program.
- Recommended suspension in accordance with Section 61 of the University Act.

Students may choose to be accompanied by an advocate/advisor at all dispute meetings or conferences.

Appeal

A student disciplined as a result of this policy has the right of appeal subject to the Student Conduct Appeals Policy 32.067

Records of Disciplinary Actions

Any action taken in accordance with this policy shall be documented and sent confidentially to the Executive Director, Student Services. Any records of disciplinary actions are then kept in the Office of the Executive Director, Student Services and will be destroyed five (5) years after the last entry has been made. After five (5) years, such records will no longer be considered part of a student’s official record at Vancouver Island University.

1 http://caswe-acts.ca/commission-on-accreditation/coa-standards/
2 http://www2.viu.ca/policies/policies-index.asp
3 http://www2.viu.ca/educationabroad/documents/StudentConductCode.pdf
4 http://casw-acts.ca/sites/default/files/attachements/CASW_Code%20of%20Ethics.pdf
6 http://casw-acts.ca/sites/default/files/attachements/CASW_Code%20of%20Ethics.pdf
7 https://www2.viu.ca/studentservices/documents/Student-Appeal-Form.pdf
Vancouver Island University
Social Work Department
Social Media Use

Preamble

Paralleling the fast pace at which technology is changing is the ever increasing array of methods used for online communication (e.g. Facebook, LinkedIn, Twitter, Snapchat, etc.). It is acknowledged that there are both benefits and potential detriments associated with the use of online communication. As a requirement of the Canadian Association for Social Work Education (CASWE), Commission on Accreditation, in order to ensure that social media is being used in a manner that is ethical and constructive within the teaching and learning environment of the profession of Social Work at Vancouver Island University, this statement on social media use has been developed.

The CASWE (2014) Standards for Accreditation\(^1\) state that:

“The academic unit has a policy regarding ethical use of all forms of social media to ensure the privacy, confidentiality, and interests of the academic unit and its field practicum community and demonstrates how the policy and procedures are consistent with the relevant human rights legislation, with the mission of CASWE-ACFTS, and with the mission of the academic unit concerned” (p. 8).

The Social Work Department at Vancouver Island University follows the Canadian Association of Social Work (CASW) Code of Ethics\(^2\) in guiding its development of a statement with respect to social media use. The CASW Code of Ethics describes the core values that social workers must abide by:

- Respect for the inherent dignity and worth of persons
- Pursuit of social justice
- Services to humanity
- Integrity of professional practice
- Confidentiality of professional practice
- Competence of professional practice
Statement

The use of social media while engaged in field education settings, online learning or elsewhere must conform to and be directed by the CASW Code of Ethics and consider the ethical challenges as well as the benefits of social media use.

Sharing ideas within an online learning community can reflect positively or negatively upon you, your colleagues, person’s being served, instructors and Vancouver Island University as an educational institution. Certain comments will be deemed inappropriate and can lead to reprimand and/or expulsion from Vancouver Island University following the policy³ (32.05) and procedures³ (32.05.001) related to VIU’s Student Conduct Code.

- **Think twice before posting:** Privacy does not exist in the world of social media and the Internet has a long memory. Consider what could happen if a post becomes widely known and how that may reflect both on the individual posting the content and the University. Search engines can turn up cached content years after it was created, comments can be forwarded or copied and website privacy filters have been known to fail. If you wouldn’t make a statement to someone face-to-face, at a conference or to a member of the media, consider whether you should post it online.

- **Exercise good judgment:** Don’t exchange common sense for recognition. The opportunity to participate in online discussions or content communities is alluring, but don’t allow it to cloud your common sense. Use the social media platforms constructively; help improve the signal to noise ratio by contributing only meaningful and truthful content.

- **Strive for accuracy:** Ensure all the content you share is accurate and get facts straight before publishing content online. Take responsibility for any errors or misinformation you may have promoted and correct any incorrect or misleading content as soon as possible.

- **Dealing with comments:** Understand that content contributed to a social media site could encourage comments with differing viewpoints or discussion of opposing ideas. Responses to these comments should be considered carefully in light of how they will reflect back on the responder.

- **Be respectful:** Acting in a respectful manner online is important for maintaining digital relationships. Take into account not just the intent of your statements, but their potential impact as well. Never insult competitors in social media communities and do not copy and paste or reproduce digital conversations, personal or otherwise, into social media platforms without the informed consent of the other parties involved.
• **Remember your audience:** Be aware that a presence in the social media world is or easily can be made available to the public at large including your peers, person’s served and current or potential employers. Consider this reach before publishing content to ensure it will not alienate or harm any of these groups.

• **On personal sites:** Identify your views as your own. If you identify yourself as a Vancouver Island University student online, it should be clear that the views expressed are not necessarily those of the institution.

• **Forget jokes:** Humor is open to a variety of interpretations and how it is interpreted is based on an individual’s frame of reference. Social media sites may seem like good places for prank posts or jokes, but could be misinterpreted as factual, insulting or aggravating.

• **Be yourself:** The prevailing currency of social media is trust and a key factor in trust is honesty - this extends to your online persona as well. It is widely considered disingenuous and can, in fact, harm your digital reputation to participate in social media channels with a fake or misrepresentative profile.

### Guidelines for Social Media Use

The Social Work Department requires that students follow the guidelines established by the CASW (2014) in their best practices document entitled Social Media Use and Social Work Practice. This document discusses the benefits of social media use and accompanying ethical challenges. Of particular note are the methods by which social workers can work towards mitigating the risk of entering into ethical challenges associated with social media use:

• **Consultation** – open dialogue and discussion with colleagues on the ethical challenges of social media use and strategies to mitigate risk that is in the best interests of clients and maintains ethical standards.

• **Privacy & Confidentiality** – information shared through social media platforms does become part of the public domain and can be accessed by those with internet access. It is the responsibility of the social worker to ensure that client information is kept private and confidential. Social workers should also become familiar with legislation governing privacy within their provincial/territorial jurisdictions.

• **Models for Ethical Decision-Making** – social workers can avail of several ethical decision-making models when resolving ethical dilemmas in practice. Social workers may explore these models within the context of social media.
• **Continuing Professional Education** – engaging in professional development opportunities that explore boundaries in professional social work practice and foster ongoing critical reflection.

• **Policies & Guidelines** - become familiar with relevant provincial/territorial professional standards/guidelines that address social media use in practice, or contribute to the development of these standards where they do not exist.

• **Social Media Operations** – become familiar with the operational policies of social media sites and ensure that your own privacy settings are set to the highest levels.

• **Documentation** – documenting conversations with clients pertaining to social media policies and the resolution of ethical dilemmas (i.e., how a friend request from a client was addressed). Social workers must also consider whether information accessed about a client through a social media platform needs to be documented. It would be incumbent upon the social worker to assess what is clinically relevant and to engage clients in dialogue about information that may be obtained about them online.

• **Boundaries** - explore boundaries within the context of professional practice and social media use and recognize when boundaries are being challenged. Reflection on the following questions may also be helpful. Have I set clear boundaries with my client? In my use of social media, am I creating a blend between my personal and professional life? Does my code of ethics, standard of practice or organizational policy provide guidance or direction?

• **Informed Consent** – informing clients about your own professional social media policy at the beginning of the social work relationship to ensure client clarity while establishing clear boundaries.

• **Explore Your Online Identity** - find out what information may be available about you on-line by periodically engaging in an internet search using a variety of different search engines (i.e., Google search). This is the information that clients and supervisors will also be able to access about you. If there is a discrepancy in the information that is available on line to how you would like to be portrayed in your professional life, you may want to reconsider the content of your personal life that is available online.

• **Develop your own risk management guidelines that are based on the values and ethics of the profession.** Social media will continue to evolve and change. It is therefore important that social workers continue to explore social media use within an ethical framework and to stay current with the social media platforms they may be using in their personal and professional lives.

The statement and guidelines related to the use of social media articulated in this document are consistent with the ethical conduct expectations of the CASWE and CASW. The Social Work Department’s
statement on social media use is also consistent with the Province of British Columbia Human Rights legislation which seeks to (in part) “prevent discrimination” and “promote a climate of understanding and mutual respect where all are equal in dignity and rights”\(^5\).

**Procedure**

Non-compliance with this statement will invoke VIU’s procedure for the enforcement of appropriate student behaviors, potential for disciplinary action(s) and, if chosen, student procedures for appeal\(^7\) described in VIU’s Student Conduct Code\(^8\) which include expectations of students participating in learning activities off campus.

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2. [http://www.casw-acts.ca/sites/default/files/attachements/CASW_Code%20of%20Ethics_0.pdf](http://www.casw-acts.ca/sites/default/files/attachements/CASW_Code%20of%20Ethics_0.pdf)
3. [http://www2.viu.ca/policies/policies-index.asp](http://www2.viu.ca/policies/policies-index.asp)
5. [http://www.bclaws.ca/Recon/document/ID/ freeside/00_96210_01#section3](http://www.bclaws.ca/Recon/document/ID/ freeside/00_96210_01#section3)
7. [https://www2.viu.ca/studentservices/document /Student-Appeal-Form.pdf](https://www2.viu.ca/studentservices/document /Student-Appeal-Form.pdf)
APPENDIX VIII

STATEMENT ON DISABILITY SERVICES

Vancouver Island University
Social Work Department
Statement on Disability Services

Preamble

The Social Work Department at Vancouver Island University (VIU) wishes to ensure that students with disabilities are provided with the necessary supports which will contribute to their success in the Bachelor of Social Work program. The Services for Students with Disabilities Office at VIU plays a significant role in helping achieve this interest.

The Services for Students with Disabilities Office’s mission is to work collaboratively and innovatively with the campus community to create an accessible, equitable and supportive learning and living environment that enhances each student's academic and personal development while attending Vancouver Island University.

In accordance with the Human Rights Code¹, a student with a documented disability may be entitled to reasonable accommodation upon request. The Services for Students with Disabilities Office provides information, support services and reasonable accommodation in all programs to students with documented permanent and temporary disabilities ranging from attention deficit, learning disabilities, chronic health issues, hearing and visual impairments, physical disabilities and temporary impairments due to accident, illness or injury. An assessment, conducted by a certified expert in the specific field, will determine what accommodation is required.

The Social Work Department follows the policies and procedures at Vancouver Island University designed to assist students with a documented disability.

Policy (32.02 Services Available to Students with a Documented Disability²)

Vancouver Island University recognizes its legal duty to provide educational opportunities that enable students with a documented disability to access courses, programs, facilities, and services.
The Policy and Procedural Guidelines apply to all students who have identified themselves to the institution as having a documented disability who are inquiring about, applying to, or registered in credit or non-credit courses in both on and off-campus programs.

Vancouver Island University will:

1. Make every effort to remove barriers that prevent or inhibit full participation by students with a documented disability;
2. Undertake to provide reasonable academic accommodation to all students who have a documented disability, unless there is a bona fide justification for denying such accommodation;
3. Assist students with a documented disability in adapting to the University environment;
4. Provide accommodation that permits students with a documented disability to access courses, programs, facilities, and services, providing that
   4.1 Such accommodation would not result in a demonstrable lowering of academic standards or require substantial alteration of essential course or program requirements; and that
   4.2 There is minimal risk to public safety; and that
   4.3 There is no significant risk of personal injury to the student with a documented disability; and that
   4.4 The student meets the entry requirements and continues to demonstrate an ongoing ability to meet the academic standards of Vancouver Island University.

Definitions

1. Academic Accommodation
   A modification or extension of University resources, or of teaching or evaluation procedures, which is designed to accommodate the particular needs of a student with a documented disability. Accommodating a student with a documented disability is required by law.

2. Bona Fide Justification
   A real and substantiated reason which is made in or with good faith; without fraud or deceit.

3. Documentation
   An assessment by a qualified practitioner that states the nature of the functional limitations resulting from the disability and the accommodation required.
4. Permanent Disability
A functional limitation caused by a physical or mental impairment that restricts the ability of a student to perform the daily activities necessary to participate in studies at a post-secondary level and is expected to remain with the student for the student’s natural life.

5. Qualified Practitioner
A certified or licensed medical doctor, registered psychologist, psychiatrist, ophthalmologist, optometrist, orthoptist, certified audiologist, neurologist or neuropsychologist, who has expertise and experience in the diagnosis of conditions for which accommodation is being requested.

6. Student
Any person who is enrolled in a course(s) or program at Vancouver Island University.

7. Temporary Disability
A functional limitation caused by a physical or mental impairment that restricts the ability of a student to perform the daily activities necessary to participate in studies at a post-secondary level and that is expected to remain with the student for a time limit as determined by an appropriate medical professional.

Legal Framework

1. Section 15 (1) of the *Canadian Charter of Rights and Freedoms*\(^3\) recognizes that individuals with a documented disability have equality under the law. Section 15 (1) states:
   “Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.”

2. The *BC Human Rights Code*, RSBC 1984 c. 22 provides as follows:
   “8 (1) No person, without a bona fide and reasonable justification, shall
   (a) Deny to a person or class of persons any accommodation, service or facility customarily available to the public; or
   (b) Discriminate against a person or class of persons with respect to any accommodation, service or facility customarily available to the public, because of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation of that person or class of persons.”
3. Workers’ Compensation Board Occupational Health and Safety Regulations⁴, Book 1 #4.19 states:

“(1) A worker with a physical or mental impairment which may affect the worker’s ability to safely perform assigned work must inform his or her supervisor or employer of the impairment, and must not knowingly do work where the impairment may create an undue risk to the worker or anyone else.

(2) A worker must not be assigned to activities where a reported or observed impairment may create an undue risk to the worker or anyone else.”

Procedure (32.02.001 Services Available for Students with a Documented Disability⁵)

Responsibilities of students with disabilities

1. Students who wish to take advantage of services must identify themselves to Student Support Services at the time of acceptance to Vancouver Island University by providing the following:

   1.1 Requests for accommodation or for changes in accommodation to the attention of Services for Students with Disabilities at the beginning of each semester in order to allow for arrangement of accommodation;

   1.2 Documentation of disability acceptable to Vancouver Island University, obtained from a qualified practitioner.

2. Discuss their situations at the beginning of the term with each instructor from whom they are seeking accommodation. Services for Students with Disabilities will contact instructors prior to this meeting if requested to do so by the student;

3. See that all requests for exam and other test accommodation (e.g., extended time, alternative location, etc.) are received by Services for Students with Disabilities at least one week prior to the scheduled date of exams; and

4. Contact and inform Services for Students with Disabilities as soon as possible of any additional disability, either permanent or temporary, or of any significant health changes that occur during their time at Vancouver Island University.

Responsibilities of Vancouver Island University towards students with disabilities

1. Make its courses or programs accessible to students with documented disabilities in accordance with the Human Rights Code (BC) and the Canadian Charter of Rights and Freedoms; Workers’ Compensation Board and Vancouver Island University Policy;
2. Ensure that persons with a documented disability are given equal consideration for admission to any course or program offered by Vancouver Island University for which they are academically qualified, within the normal enrolment restrictions of the program;

3. Accommodate students with documented disabilities, where appropriate, with respect to admission criteria;

4. Provide the pre-enrollment (entrance) assessments in alternative format in accordance with the procedural guidelines of exam accommodation;

5. Ensure that persons with a documented disability are appropriately admitted;

6. Review documentation to ensure that recommendations and decisions regarding accommodation are based on appropriate medical information as well as educational considerations;

7. Provide accommodation, to students with documented disabilities;

8. Ensure that faculty and staff are knowledgeable about relevant Vancouver Island University policies and procedures;

9. Strive to meet all requirements of those sections of the building code dealing with access for persons with documented disabilities; and

10. Assist students with documented disabilities to access advanced registration if the following support services are specified in documentation:

   10.1 Interpreter service

   10.2 Braille, e-test, or audio-recorded textbooks

   10.3 Specialized equipment

   10.4 Optimal course scheduling

**Review/Appeal Process**

1. Students who have concerns or complaints regarding decisions on the provision of services under this policy and procedures can consult with the Human Rights Advisor. The Advisor provides consultation to students, an informal complaint resolution process and a formal complaint mechanism under the institution’s Human Rights Policy.

2. In addition, students with disabilities have the right to access any of the institutional appeal procedures as appropriate to the situation.
All students with disabilities are encouraged to register with the Disability Services office. Access to most services and programs provided by Services for Students with Disabilities are restricted to students who have registered with Services for Students with Disabilities.

Services for Students with Disabilities
disabilityservices@viu.ca
Phone: 250-740-6446
Fax: 250-740-6615

1 http://www.bclaws.ca/Recon/document/ID/freeside/00_96210_01
2 http://www2.viu.ca/policies/policies-index.asp
4 http://www2.worksafebc.com/Publications/OHSregulation/home.asp
APPENDIX IX

HUMAN RIGHTS AND PERSONAL HARASSMENT

Vancouver Island University
Human Rights and Personal Harassment Policies
Social Work Department

Statement

The Vancouver Island University Academic Plan envisions an environment in which all University Community members are provided with the best possible conditions for learning, teaching, and working. Vancouver Island University values human diversity in all its dimensions, aims to promote a high quality of life, and is committed to maintaining learning and working environments which are equitable, diverse, and inclusive. Vancouver Island University strives to realize this vision by establishing educational and employment practice standards that respect the dignity of all University Community Members.

The BC Human Rights Code governs all aspects of the work of the University as it relates to human rights and discrimination, as well as concerns about accommodation and accessibility. The mandate of VIU’s Human Rights and Respectful Workplace Office mirrors the purposes of the Human Rights Code and applies them to the University Community. The Human Rights Code’s purposes are to:

• foster a society in British Columbia in which there are no impediments to full and free participation in the economic, social, political and cultural life of British Columbia;
• promote a climate of understanding and mutual respect where all are equal in dignity and rights;
• prevent discrimination prohibited by the Human Rights Code;
• identify and eliminate persistent patterns of inequality associated with discrimination prohibited by the Human Rights Code, and
• provide a means of redress for those persons who are discriminated against contrary to the Human Rights Code.
Policy 21.03: Human Rights Policy

It is the policy of Vancouver Island University and our responsibility under the BC Human Rights Code, to provide an environment that is free of harassment and other forms of discrimination.

This Policy is based on the belief that Vancouver Island University, as an educational institution and as a workplace, has the following responsibilities:

- to educate members of the University about discrimination and its eradication;
- to prevent discrimination occurring at the University through diligent and proactive action; and
- to respond promptly and effectively to any complaints of discrimination.

The intention of the Policy is to prevent discrimination against any member of the University, due to race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation, age, or an unrelated criminal conviction. Sexual harassment of individuals or groups is also discrimination, which is prohibited by law and by this policy. All members of the University are prohibited from engaging in discrimination.

It is recognized that academic freedom is an important value of the University. This policy will be interpreted in light of our commitment to this value. Education and increased awareness are the keys to eliminating incidents of discrimination and harassment. The University shall develop and implement an educational program for all members of the University community.

The academic and administrative leadership is responsible for taking action to maintain a fair and equitable environment free of discrimination and harassment. All members of the University community are responsible for treating each other with respect and dignity.

A complaint resolution procedure, Human Rights - Education Initiative and Complaint Resolution (the “Procedure”) - shall be maintained by the University for members of the University community to address allegations of human rights violations prohibited the University of alleged violations of the Policy and/or Procedure be required to be addressed through two avenues only: the Procedures, and, when applicable, the Collective Agreements between the University and the unions. This does not prevent a member of the University from lodging an external complaint under the B.C. Human Rights Code.

The following principles shall guide the University’s response to allegations of violations of the Policy or Procedure:
a. All members of the University community are required to comply with the Human Rights Policy and Procedure;

b. The University will treat alleged violations of the Policy or Procedure promptly;

c. A spirit of fairness to all parties will guide the proceedings;

d. Adherence to confidentiality is required in accordance with the provisions of the Procedure and law; and

e. Both complainants and respondents are entitled to a final resolution of allegations of violations of the Policy and/or Procedure.

The University considers discrimination and harassment to be a serious infringement of a person’s human rights and University members found to be in violation of the Policy and Procedures may be subject to a range of corrective measures, up to and including expulsion or dismissal from the University. Decisions regarding violations of the Policy and Procedure are made under the Procedure or the Harassment section of the relevant Collective Agreement.

Appeals of decisions made under the Procedure or the relevant Collective Agreement shall be in accordance with the provisions of the Procedure. Members of the University community subject to collective agreements who elect to use the grievance provision in their collective agreement do not have the right to a further appeal under the provisions of the Procedure.

There shall be established an advisor on discrimination and harassment (the “Advisor”) and an Advisory Committee (the “Committee”). The Advisor and Committee shall be responsible for developing and maintaining programs and Procedure that appropriately meet the goals of this policy, subject to approval by the President of the University.

This policy is intended to protect employees and students from personal harassment and to provide a procedure for addressing personal harassment complaints. For the purposes of this policy, “personal harassment” is defined as objectionable conduct or comment directed towards a specific person(s), which serves no legitimate work or educational purpose and has the effect of creating an intimidating, humiliating, offensive, or hostile work or educational environment. Personal harassment is a broad term that includes behaviours that could be called psychological harassment or bullying.

Vancouver Island University will endeavour to provide employees and students with an environment free of personal harassment. Maintaining an appropriate work and educational environment is a goal shared by the administration and the employee unions. Members of the University community are responsible for treating other community members with respect and dignity. Education, increased awareness, and prompt
action are the keys to eliminating incidents of personal harassment. The administration will assume primary responsibility for addressing personal harassment, supported by union leaders as appropriate. The following principles will guide the response to any allegations of personal harassment:

a. members of the University community are required to comply with the Personal Harassment Procedures;
b. the University will endeavour to treat alleged violations of the Policy or Procedures promptly;
c. a spirit of fairness to all parties will guide the proceedings;
d. adherence to confidentiality is required in accordance with the Procedures;
e. both the complainant and the respondent are entitled to a final resolution of allegations of violations of the Policy or Procedures.

APPLICATION

This policy applies only to behaviour and incidents that are not covered by the institution’s Human Rights Policy. Behaviour and incidents of personal harassment in which physical force is used or where threatening statements are made that could be reasonably perceived as placing a person at risk of injury may also fall under Policy 41.10 Prevention of Violence in the Workplace. In this event, the Director, Human Rights and Respectful Workplace and the Administrative Coordinator, Health and Safety Services will work together to ensure that appropriate requirements of both policies are met. The procedures under this policy will apply to all personal harassment complaints between employees and between students and employees. Complaints involving students only shall be addressed under the Student Conduct Policy.

COMPLAINTS

Vancouver Island University shall maintain a complaint resolution procedure to ensure that complaints of personal harassment are addressed. The objective of the complaint resolution process is to restore the work or educational environment for the individual complainant and, if necessary, for the entire work or educational group.

POTENTIAL CONSEQUENCES

Behaviour that contravenes this policy will be subject to remedial action including direction to cease the harassment, apology, and/or participation in an educational program regarding harassment. In addition, harassing behaviour may result in disciplinary action, including reprimand, suspension, or termination. Decisions under this policy may be appealed or grieved pursuant to the Complaints Procedure.
Responding to Complaints of Personal Harassment

Any student or employee who believes s/he has been subjected to discrimination or harassment is encouraged to make a direct request of the individual(s) concerned that the behaviour cease. It is recognized that power imbalances, intimidation, and other factors may make this approach inappropriate or unwise and that an individual may need assistance in resolving the concern.

All members of the University have the right to access this Procedure. Reprisals or threats of reprisal against anyone who attempts or does enforce his/her rights under the Policy or Procedure or who participates under the Procedure will themselves be considered violations of this policy.

Any member of the University with a concern related to human rights may review the matter with the Director, Human Rights and Respectful Workplace:

To Contact the Director
Human Rights and Respectful Workplace Director
Building 300, Room 100
Vancouver Island University
Nanaimo Campus
250-740-6430
Email: humanrights@viu.ca

1 https://www2.viu.ca/humanrights/institutionalresources.asp (Human Rights Policy 21.03)
2 http://www.bclaws.ca/Recon/document/ID/freeside/00_96210_01
3 https://www2.viu.ca/humanrights/institutionalresources.asp (Personal Harassment Policy 21.05)
4 https://www2.viu.ca/policies/documents/Policy41.10AUG2011.pdf
5 https://www2.viu.ca/humanrights/institutionalresources.asp (Responding to Complaints of Personal Harassment Procedure 21.05.001)
APPENDIX X

AFFILIATION AGREEMENT

THIS AGREEMENT made effective as of this <date>.

<table>
<thead>
<tr>
<th>BETWEEN:</th>
<th>AND:</th>
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<tbody>
<tr>
<td>Institution:</td>
<td>Legal Name of Work Site Employer:</td>
</tr>
<tr>
<td>Vancouver Island University</td>
<td>&lt;agency&gt;</td>
</tr>
<tr>
<td>(Hereinafter called the “University”)</td>
<td>(Hereinafter called the “Agency”)</td>
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<tr>
<th>ADDRESS:</th>
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<tbody>
<tr>
<td>Faculty of Health &amp; Human Services Building 180 Floor 5 Vancouver Island University 900 Fifth Street Nanaimo, BC V9R 5S5 Fax 250-740-6466 Email: <a href="mailto:Laurie.Friskie@viu.ca">Laurie.Friskie@viu.ca</a></td>
<td>&lt;address&gt;</td>
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<tr>
<td>Phone &lt;phone&gt;</td>
<td>Fax &lt;fax&gt;</td>
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<tr>
<th>INSTITUTION CONTACT:</th>
<th>AGENCY CONTACT:</th>
</tr>
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<tbody>
<tr>
<td>Dr. Carol Stuart, Dean Health &amp; Human Services</td>
<td>{Contact Name} {Title}</td>
</tr>
</tbody>
</table>

BY SIGNING BELOW THE PARTIES AGREE TO BE BOUND BY THIS AGREEMENT:

DEAN SIGNATURE:

_________________________    __________________________
{Name, Title}                  Date

AGENCY’S SIGNATURE:

_________________________    __________________________
{Name, Title}                  Date
Each notice to a Party must be given in writing. A notice may be delivered by hand, electronically scanned and emailed, faxed or courier to a representative of the Party at the e-mail address or facsimile number or address set out on the first page of this Agreement, or to any other address, fax number or representative that the party designates in writing, and will be validly given if delivered on a Business Day to the above email or street address, or, if transmitted on a Business Day by fax addressed to the other Party. Any notice if validly delivered, will be deemed to have been given when delivered.

In consideration of mutual covenants provided herein, the parties agree as follows:

PRACTICUM
A Practicum means that part of a student’s educational experience takes place in the workplace. It may involve a range of Agency supported interventions and activities commensurate with student educational learning objectives and skill level. Client participation is self-determined or alternate as appropriate, (e.g., guardian, court, loco parentis). The student may provide services to and for the benefit of clients/families and communities. The student provides such services under the direction of agency employees and indirect supervision of university faculty. The Agency has the discretionary right to accept a student or permit Practicum activities at any of its facilities.

TERM
This agreement will commence <start date> and <shall continue thereafter until terminated>. The parties shall review this Agreement from time to time and revise if necessary by mutual agreement.

TERMINATION AND AMENDMENT
Either party may end the agreement at any time by giving a 90 day written notice to the address shown on the Agreement.

This agreement shall not be amended unless such amendment is in writing signed by the two (2) parties.

SUSPENSION OR REMOVAL
(a) The Agency reserves the right to suspend, temporarily pending investigation, or terminate a Practicum in circumstances where the Agency determines the Practicum Student has, or there are reasonable grounds to believe that the Practicum Student has:

(i) failed to comply with the legislation, rules, regulations and policies of the agency
(ii) failed to meet licensing requirements e.g., first aid (annually), criminal record check (every five years or as required), as outlined in admission notes
(iii) endangered the mental or physical health or safety of any person; or
(iv) otherwise interfered with or compromised the operations of the Agency and/or the best interests of the people served by the Agency;

(b) The Agency will work in partnership with the University to investigate those incidents which result in suspension or removal. The Agency and the University will make good faith efforts to resolve any concerns, but the decision to terminate Practicum will ultimately be that of the Agency.
PRIVACY AND CONFIDENTIALITY
(a) The University acknowledges that while participating in Practicum, University staff and Practicum Students will have access to Confidential Information and that such information is subject to obligations of privacy and confidentiality including the provisions of FOIPPA.

(b) The University acknowledges and agrees that all Confidential Information is deemed to be the property of the Agency and this Agreement does not grant the University staff and Practicum Students any authority to use, disclose, collect or retain Confidential Information except to the extent strictly required for participation in the Practicum. Without limiting the foregoing, in no case will Practicum Students or University Staff be permitted to retain or remove records in the custody of the Agency without the express written consent of Agency staff.

(c) The University agrees:

(i) to immediately report to Agency staff any breaches or potential breaches of any Agency policy respecting privacy or confidentiality and provide assistance and cooperation with any investigation conducted by the Agency into such breach; and

(ii) upon request, to immediately return any Agency records or Confidential Information in the possession of the University and exercise due diligence to facilitate the return of any Confidential Information in the possession of the University staff or Practicum Students.

(d) The University acknowledges that this Agreement requires the University to disclose personal information of Practicum Students and contact information of University staff to the Agency. The University shall obtain all necessary consents from Practicum Students and University staff to permit such disclosures.

(e) The Agency will protect the personal information of Practicum Students and University staff that is in the custody and control of the Agency in accordance with FOIPPA.

AGENCY
The Agency will make available to the student and the University the Agency’s rules and all applicable safety regulations.

UNIVERSITY
The University will ensure the students are aware that they are obliged to comply with the Agency’s rules and all applicable safety regulations, as well as perform without payment those duties assigned by the Agency in consultation with the University’s representatives.

SUPERVISION
The student will be supervised by an approved Agency Mentor/Field Education Instructor, and will report to their assigned VIU Practicum Instructor responsible for the student’s practicum course evaluation. The agency is the primary supervisor of the student while onsite at practicum. The Agency agrees that it will not require the student to perform any task unless such task might reasonably be expected to be within the scope of the student’s training and abilities.

SITE SAFETY ORIENTATION
The Agency will provide to the student, site and work specific safety training and will not permit the student to perform any duties, unless the student has all safety equipment required for the tasks to be performed by the student.
ACCESS
The Agency agrees to allow the University’s representatives to have access during normal operating hours.

STUDENT PRACTICUM EVALUATIONS
The Agency shall at the request of the University evaluate the student in the performance of his/her duties and report that evaluation on the form provided by the University.

WORKERS’ COMPENSATION ACT INJURY COVERAGE
A student in a practicum placement at a standard work site within British Columbia is covered by the WorkSafe BC and is considered to be workers of the Government of the Province of British Columbia for Workers’ Compensation purposes only. This does not apply to work-based practicums where students will normally be covered by the employer. Students in placements outside the province of British Columbia are not covered by WorkSafe BC, however, VIU has coverage against liability and loss under the University, College, and Institutes protection plan (UCIPP).

NOTICE OF INJURY
The Agency will, if the student is injured, immediately report the occurrence of injury to the University by contacting the Health and Safety Services Department at 250-740-6283. The injury will also be reported to the Practicum Supervisor and the VIU Instructor.

INDEMNITY
The University shall indemnify and save harmless the Agency from and against all claims, demands, losses, damages, judgments, costs, liability, expenses (including reasonable legal fees and expenses), actions and other proceedings made, incurred, sustained, brought, prosecuted or threatened to be brought or prosecuted that are based upon, occasioned by or arising out of any act or omission, error, deed or other matter on the part of the University, University employees, or students arising out of this Agreement, excepting always liability arising from the independent negligence of the Agency, Agency employees or anyone for whom the Agency is responsible at law.

The Agency shall indemnify and save harmless the University from and against all claims, demands, losses, damages, judgments, costs, liability, expenses (including reasonable legal fees and expenses), actions and other proceedings made, incurred, sustained, brought, prosecuted or threatened to be brought or prosecuted that are based upon, occasioned by or arising out of any act or omission, error, deed or other matter on the part of the Agency, Agency employees or anyone for whom the Agency is responsible at law for arising out of this Agreement, excepting always liability arising from the independent negligence of the University, University Staff, or Students.

INSURANCE
The University agrees to maintain liability coverage of no less than $5,000,000.00 (Cdn) to cover claims brought against the University, University employees or students who are involved in the Practicum for injury to or death of a person or damage to or loss of property caused by any negligent act or omission of the University, University employees, Students, while in attendance at the Agency work site. The Agency agrees to maintain comprehensive third party liability insurance of no less than $2,000,000 (Cdn) per occurrence, and maintain malpractice and/or professional liability insurance of no less than $2,000,000 (Cdn) per occurrence covering claims brought against the Agency, Agency employees or anyone for whom the Agency is responsible at law who are involved in the Practicum for injury to or death of a person or damage to or loss of property caused by any negligent act or omission of
the Agency, Agency employees or anyone for whom the Agency is responsible at law.

CONFIDENTIALITY
The Parties agree to maintain in the strictest confidence, information that comes to their knowledge during the practicum experience.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT (BRITISH COLUMBIA) (FOIPPA)
All records and personal information (as defined in the Act) received, collected, created, used, disclosed, and disposed of by the University as a result of this agreement are subject to the provisions of this Act.
APPENDIX XI

CONFIDENTIALITY AGREEMENT

Vancouver Island University
Bachelor of Social Work Program

Expectations of Students Regarding Maintaining Confidentiality

The Canadian Association for Social Workers (CASW) Code of Ethics (2005) identifies confidentiality as a core Social Work value and summarizes the principles of a Social Workers duty to maintain confidentiality as follows:

a. Social workers respect the importance of the trust and confidence placed in the professional relationship by clients and members of the public.
b. Social workers respect the client’s right to confidentiality of information shared in a professional context.
c. Social workers only disclose confidential information with the informed consent of the client or permission of client's legal representative.
d. Social workers may break confidentiality and communicate client information without permission when required or permitted by relevant laws, court order or this Code.
e. Social workers demonstrate transparency with respect to limits to confidentiality that apply to their professional practice by clearly communicating these limitations to clients early in their relationship. (pg. 8)

BSW Program Statement:

VIU students and instructors will comply with applicable privacy laws and will respect the CASW Social Work Code of Ethics confidentiality guidelines. All parties are responsible for ensuring that no personally identifying service user information be used in BSW program meetings, discussions or assignments without the expressed informed consent of the service user. Violations of the CASW Code of Ethics, privacy legislation, VIU or agency policies may result in disciplinary action which may include suspension or expulsion from the field placement and/or from the program.

Student Agreement:
As a student registered in the Bachelor of Social Work (BSW) program at Vancouver Island University (VIU), prior to beginning a field education placement or to contact with any program related service users and in keeping with the CASW Code of Ethics, I understand and agree to the following:

1. I will thoroughly review and abide by the spirit and letter of relevant policies, guidelines and ethical codes related to the protection of confidential information I acquire while registered as a student in the BSW program at VIU pertaining to service users, field placement settings and their personnel. Relevant confidentiality related documents include the most current version of:
   a. The CASW Code of Ethics and Guidelines for Ethical Practice.
   b. The International Federation of Social Workers Statement of Ethical Principles.
   d. VIU Human Rights Related Policies.
   e. Field Placement setting confidentiality policies and ethical codes.
   f. Regional, provincial and international laws, policies and ethical codes relevant to my behaviour as a VIU social work student.

2. I agree to protect and keep confidential any and all personal and identifying information regarding any service users that I have acquired in my role as a VIU student registered in the BSW program, from any third party without the explicit informed consent from the service user, or their legal representative to share such information, within the limits of the law and in keeping with the CASW Code of Ethics.

3. I understand that my obligation to maintain this standard of confidentiality extends indefinitely after I have ceased contact with the service user or field education setting unless I have explicit informed consent from the service user, or their legal representative to share such information, within the limits of the law and in keeping with the CASW Code of Ethics.

4. I agree to seek and obtain prior written informed consent from a service user or their legal representative regarding the collection and use of any confidential information needed for the purposes of completing any assignments, process recordings, audio and video tapings, case examples, or any other learning situations, including use of all forms of social media, in keeping with the BSW Program Student and Participant Consent Forms (Appendix VIII A and B) available in the BSW Student Field Education Guide.

5. I agree to read and abide by the BSW Program Social Media Use Guidelines as outlined in Appendix XI of the BSW Student Field Education Guide with particular attention to recommendations related to maintaining confidentiality.
6. I agree to consult with my BSW faculty liaison, Agency field instructor and/or relevant agency staff to clarify any confusion and ensure confidentiality is maintained at all times.

7. I understand and agree that any materials I develop or create for the field placement setting while performing the approved functions of the setting in my role as a student, particularly materials containing confidential service user information remains the property of the placement setting and I will not remove it from the setting without explicit informed consent based on reasonable purpose from the placement setting, the service user if appropriate, or their legal representative.

8. I understand and agree that as a student I am not authorized to speak on behalf of the agency, with the exception of approved communication related to learning activities. I will respect and follow the setting’s policies regarding confidentiality and communication of information pertaining to the organization to any third party.

9. I understand that this agreement applies to my behaviour both on and off campus, and in the online environment.

10. I understand that limitations to confidentiality apply in situations where I am aware or believe that a person, particularly a child is in imminent risk of harm, or when I am legally compelled to reveal confidential information. In such situations, I agree to consult with my faculty liaison, BSW program chair, and/or agency field instructor or relevant agency personnel whenever possible prior to revealing confidential service user information.

Student Printed Name: ________________________________

Student Signature: ________________________________

Date: ________________________________
Field placement experience is an important and integral part of student learning. The Social Work Department recognizes that the work that we do can place us at some risk to our safety. Every effort has been made to identify potential sources of risk and to provide you with clear direction on the policies and procedures that are in place to minimize the risks to you.

### STUDENTS DRIVING CLIENTS

VIU students must adhere to both the field placement agency and VIU policies with respect to the use of vehicles during practicum placement.

- VIU students are **not permitted** to use their own vehicles to transport clients under any circumstance.
- In some situations students may be eligible to drive an agency vehicle during the course of their field placement duties. In this instance the vehicle driven must have insurance coverage through the agency for transporting agency services users and/or staff, AND VIU students must be explicitly covered by this insurance policy. In such cases, the affiliation agreement between VIU and the organization must be amended to include the agency insurance policy information specific to student coverage to drive while on practicum.
- Students must consult with the Field Education Coordinator and agency for any additional clarification **PRIOR** to beginning the student practicum and **may not** transport others while engaged in placement related activities until the necessary liability coverage and documentation is in place.
- If the agency service user is a minor, then parental/guardian written consent must also be obtained.
- The student must inform his or her Field Instructor each and every time when a client will be in their vehicle, identify the route that will be taken and the length of time to the destination.
• Should there be an accident or incident while driving a client, the student must immediately make a report to:

i. The Field Instructor from your practicum site

ii. The BSW Faculty Field Liaison

iii. At this point the Faculty Field Liaison will inform VIU’s, Health and Safety Services, as well as the Associate Dean of the Faculty of Health & Human Services. The student will not drive clients until further notice.

WORKING ALONE

As a student’s skill, knowledge and expertise in the field develops, it is expected that their independence will also grow. For this reason, there may be occasions when students may be working alone or off-site from the main field education location, or away from the vicinity of their Field Instructor. This independence is an essential component of a student’s professional development, confidence and decision-making.

• Supervision goes beyond observation – consultation as needed and appropriate is a major component in this role.

   i. It is expected that students will be meeting with their Field Instructor on a weekly basis for supervision, instruction and consultation.

   ii. It is understood that Field Instructor is available for consultation as needed in between supervision meetings with the Field Instructor.

• The student shall have demonstrated to the Field Instructor a readiness to perform the assigned duties and a level of independence and decision-making appropriate to the role before allowing the student to work alone or off-site.

• The student shall carry a fully-functional and fully-charged cell phone during the entire time that he or she is working along or off-site with a client. The Field Instructor will be
informed of the cell phone number and the student will have the contact information necessary to reach the Field Instructor in an emergency.

- It is up to the student and Field Instructor to determine the length of each session alone with a client. The student shall inform the Field Instructor when he or she is beginning the work alone, where the work will occur, and the expected time of completion of the work for that session. The student will contact the Field Instructor when she or he is beginning the work and when he or she has completed the work for that session. Check-in times when the student will contact the Field Instructor during the session will be arranged.

If there are any threats to or acts that impair the student’s safety, the student shall immediately leave the situation and contact the Field Instructor right away for direction. As much as possible, the safety of the client will be maintained.

- If there are immediate issues of safety to the client, student, and/or others, the student must call 911 immediately.

- Prior to working alone, the student will watch the WORKSAFE BC "Leave When It’s Unsafe."