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Handbook last revised September 8, 2017
WELCOME AND INTRODUCTION

Welcome to the Child and Youth Care (CYC) program! And for those of you new to us, welcome to Vancouver Island University (VIU)!

We would like to acknowledge that the land on which we will be gathering and learning is the traditional territory of the Snuneymuxw First Nation in Nanaimo, and in Cowichan the Quamichan-Kw’amutsun peoples which includes: Kw’amutsun, Qwum’yiqun’, Hwulqwselu, S’amuna’, L’uml’umuluts, Hinupsum, and Tl’ulpalus.

This handbook contains significant information regarding the CYC program, and important details about being a student here at VIU. We hope you find it an informative and helpful resource throughout your educational journey. The CYC program prepares graduates for professional practice in the field of Child and Youth Care, and,

"We are committed to the development of your learning experiences in the CYC program in a way that will inspire your dedication and commitment to the profession of Child and Youth Care and the individuals, families, and communities with whom you serve”.

The goals of the program are to prepare graduates in the development of relationships with children, youth, families, and communities in a variety of contexts across a range of child and youth care and human service settings. This relational work focuses on developing, supporting, enhancing, and promoting positive change that builds upon existing strengths and resources.

Some of the areas of study emphasize child welfare, abuse and neglect concerns, human and family development, community development, theories of CYC practice and perspectives, diverse abilities, mental health and substance use issues, contact colonization and its impacts, group dynamics, cultural attunement, Indigenous ways of knowing, arts based activities, therapeutic adventure based activities, and family support. CYC students have the opportunity to develop their studies; including the support of physical, cognitive, behavioural, social, emotional, and spiritual development of children, youth, families, and communities - in both the classroom and field (practicum). Current area of specialization includes Child Protection. For more information see the Calendar or meet with the CYC Program Advisor.

CYC graduates are prepared for work in a range of child and youth care and human service settings which include the health sector; child, youth and family serving agencies; children, youth, family, and parenting programs; substance use and mental health organizations; schools; youth justice; recreation and activity based programs; community based programs; early intervention; and residential care. Opportunities may also be found with Aboriginal focused services, programs for persons with diverse abilities, multi-cultural and volunteer agencies, and policy and research settings.

All the best to you as you embark on your educational journey with us!
## ADMINISTRATION AND GOVERNANCE

### VIU ADMINISTRATION

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Ralph Nilson</td>
<td>President &amp; Vice-Chancellor</td>
</tr>
<tr>
<td>David Witty</td>
<td>Vice-President Academic &amp; Provost</td>
</tr>
<tr>
<td>Andrea Smilski</td>
<td>Interim Dean, Faculty of Health &amp; Human Service</td>
</tr>
<tr>
<td>Sheila Grieve</td>
<td>Interim Associate Dean, Faculty of Health &amp; Human Services</td>
</tr>
</tbody>
</table>

### CYC PROGRAM FACULTY

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manjeet Uppal</td>
<td>Program Chair &amp; Professor</td>
</tr>
<tr>
<td>Teri Derksen</td>
<td>Program Advisor &amp; Professor</td>
</tr>
<tr>
<td>Thais Amorim</td>
<td>Professor (LTC)</td>
</tr>
<tr>
<td>Bonnie-Jean Buffie</td>
<td>Professor</td>
</tr>
<tr>
<td>Stephen Javorski</td>
<td>Professor</td>
</tr>
<tr>
<td>Ashleigh Martinflatt</td>
<td>Professor (on leave)</td>
</tr>
<tr>
<td>Leanne Rose</td>
<td>Professor</td>
</tr>
<tr>
<td>Heather Sanrud</td>
<td>Professor</td>
</tr>
</tbody>
</table>

### PROGRAM SUPPORT

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
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</thead>
<tbody>
<tr>
<td>Jamie Covey</td>
<td>Practicum Coordinator</td>
</tr>
<tr>
<td>Linka Van As</td>
<td>Program Assistant</td>
</tr>
</tbody>
</table>
GOVERNANCE

Vancouver Island University is a publicly funded, special purpose, teaching university operating under a bicameral governance structure in accordance with the University Act of British Columbia.

BOARD OF GOVERNORS

The Board manages, administers, and directs the corporate affairs of the University. The Board is comprised of the following individuals:

- the Chancellor
- the President
- two faculty members elected by the faculty
- eight persons appointed by the Lieutenant Governor in council, two of whom are appointed from among persons nominated by the alumni association
- two students elected from those who are members of an undergraduate or graduate student society
- one person elected by and from the employees of the university who are not faculty members

VIU SENATE

The VIU Senate is responsible for all academic and curriculum-related matters, including development of academic policy, curriculum content, and student performance issues. The Senate must also advise the Board and the Board must seek the advice of the Senate on the development of educational policy as outlined in the University Act. The Senate is comprised of the following:

- the Chancellor
- the President, who sits as its chair
- the Academic Vice-President or equivalent
- the Deans of faculties
- the Chief Librarian
- the Registrar
- two faculty members for each faculty, elected by faculty members of the faculty
- four students, elected by the students
- one alumni member who is not a faculty member, appointed by the president on nomination by the alumni association
- two support staff elected by the support staff
- one non-voting member of the senate, if appointed to the senate by the board to serve for one year

For more information visit Board of Governors or Senate
STUDENT PARTICIPATION IN DECISION MAKING

A call for nominations will be made across each campus to fill student vacancies on Senate. Before the end of March, an election will be conducted to fill student vacancies. For more information visit VIU Governance

The Students’ Union is run by an elected board of students drawn from across the student body, and is selected in one of two elections held each year. There are twenty-three positions representing executive, faculty representative, campus representative, advocacy and at-large roles. Notice of each election is posted on campus prior to the opening of nominations. The schedule for the fall election is set by August 15 and the schedule of the spring election is set by December 15 of each year as per policy (Students’ Union Policy 10.03). For more information about the elections, positions being elected, or how to participate, contact the Students’ Union at 250-754-8866 or email elections@viusu.ca or visit their web page at VIUSU

Fall elections for Student Representative for the Faculty of Health and Human Services are held in September and October.

CYC PROGRAM ADVISORY COMMITTEE

The Child and Youth Care Advisory Committee is a group of community professionals, Elders-In Residence, faculty and students. The purpose of the committee is to provide community input on curriculum, policy, employment, and to act in an advisory capacity to Vancouver Island University, the faculty of Health and Human Services and the Child and Youth Care Program. Program Advisory Committee meetings are held twice per year.

CENTRE for COMMUNITY OUTREACH and CARE

The purpose is to provide enriched practical learning experiences for Child and Youth Care students through partnering with the local Harewood community to engage in child/youth, family, and community focused activities. https://hhs.viu.ca/centre-community-outreach-and-care
MISSION STATEMENTS

VANCOUVER ISLAND UNIVERSITY MISSION STATEMENT

Vancouver Island University is a dynamic and diverse educational organization, dedicated to excellence in teaching and learning, service and research. We foster student success, strong community connections and international collaboration by providing access to a wide range of university programs designed for regional, national and international students.

Approved as amended by the Vancouver Island University Board of Governors, 2011

HEALTH & HUMAN SERVICES MISSION STATEMENT

In Health and Human Services at Vancouver Island University we foster student success. We develop and maintain relevant, responsive, and stimulating learning opportunities that are community-based, locally and globally, and offered in a visionary, inter-professional environment that is conducive to learning and promotes health and wellness for all.

CYC PROGRAM MISSION STATEMENT

The Child and Youth Care program at Vancouver Island University provides opportunities for the faculty to join with students to define, demonstrate, and promote excellence in Child and Youth Care education and practice.
CYC PROGRAM GUIDING PRINCIPLES

Relationships are foundational to life and:

- Individuals, families and communities develop continually and each is influenced by the others and by all the totality of individual, family and community experiences.
- Individuals, families and communities have within themselves capacities necessary to create an environment that furthers their development.
- The awareness of self and others is critical in the development of all relationships.
- Our subjective experiences, our idea of self and our connections to families and/or communities are unique for each of us providing us with ultimate points of reference.
- The professional caring relationship is unique in that the practitioner strives to understand, validate and be responsive to the subjective experience of each person, family and community.

CYC PROGRAM FOUNDATIONAL PERSPECTIVES

The CYC Perspectives are a set of beliefs and viewpoints that are intended to identify, direct, and promote best practice within Child & Youth Care.

STRENGTHS PERSPECTIVE:
Child, youth, families and communities are viewed from a lens that focuses on their capacity, abilities and resources while recognizing their challenges.

SOCIAL JUSTICE PERSPECTIVE:
All children, youth, families and communities are viewed from a lens that recognizes the inequities and disparities that exist in society and strives for the full and equal participation of all groups where members are physically and psychologically safe and secure. A sense of belonging and inclusion is promoted for all people and communities.

RELATIONAL PERSPECTIVE:
Children, youth, families and communities are viewed from a lens that the human relationship is the most powerful vehicle for change, growth, belonging and development.

DEVELOPMENTAL PERSPECTIVE:
All children, youth, families and communities are viewed and understood as being on a developmental continuum which may include individual, family, community and societal change.
ECOLOGICAL PERSPECTIVE:
All children, youth, families and communities are viewed as being part of systems, which influence and are impacted by each other. Change in one system influences change in another and its members.

PLURALISTIC PERSPECTIVE:
Children, youth and families are viewed from a lens that recognizes the reality of individual truths and multiple worldviews within the context of diversity. The range of diversity may include race, national or Autonomous participation within the confines of a common and interdependent civilization is both recognized and valued.
CYC PROGRAM GOALS BELIEFS AND VALUES

The VIU Child and Youth Care program is a Professional Practice program and the purpose is to provide Child and Youth Care education that involves students in the development of relationships with children, youth, families, and communities in a variety of contexts and across a range of child and youth care and human service settings. This relational work focuses on developing, supporting, enhancing, and promoting positive change that builds upon existing strengths and resources.

PROGRAM GOALS

- To provide students with an educational experience that is reflective of contemporary child and youth care practice, in preparation for diverse employment opportunities.
- To promote inter-professional practice on a local, national and global level.
- To work towards the promotion of children, youth, and family rights through the advancement of social justice and meaningful participation of all peoples in the local community and global context.
- To encourage critical analysis about the environmental, economic and social conditions that influence community capacity building.
- To foster the development of diverse and culturally sensitive communities.

BELIEFS

- We believe that learning is a lifelong endeavour, and we can work collaboratively with individuals and communities to co-create a positive, relational environment that promotes a sense of belonging, personal and collective participation, a sense of community, and enhanced well-being. We believe our work is based on clear communication and open dialogue, evidence-based practice and research, and on joy and passion.

BELIEFS ABOUT LEARNERS

Learners are unique individuals who:

- Approach learning differently.
- Have the capacity to learn from one another.
- Bring their own life experiences, values, and beliefs.
- Have the capacity to learn in many settings.
- Have the capacity to learn throughout their lives.
Learners need to be active participants in the learning process. This includes identification of own learning needs and styles, mutual goal-setting with faculty and peers, plus self-evaluation and reflection of performance.

**BELIEFS ABOUT THE ROLE OF FACULTY IN LEARNING**

Adults learn best in a supportive, sharing atmosphere where participation is voluntary and active. The goal is to nurture a self-directed learning environment.

Faculty members facilitate learning by:

- Assisting the adult learner to identify own learning needs.
- Sharing knowledge and mutually setting goals.
- Providing a supportive, safe, positive environment for learning.
- Showing respect for the individual's self-worth.
- Acting as a role model for the learner.
- Fostering the development of skills necessary for learners to evaluate learning outcomes and reassess their learning needs.

Faculty members are unique individuals functioning as members of a team. Faculty members need to be competent educators as well as competent practitioners in the field of which they are teaching. Recognition of the importance of professional development, personal growth, creativity, and feelings of satisfaction enhance the faculty members' ability to fulfill their roles.

**VALUES**

The CYC program upholds the following values:

- Lifelong learning “as a way of being.”
- Community partnerships.
- Equity.
- Diversity.
- Inter-professional teaching, learning, and practice.
- A positive working, teaching, and learning environment.
- The pursuit of new knowledge.
- Creativity and Innovation.
- Collegiality.
- Collaboration.
- Learner-centeredness.
- Humanism.
PROGRAM INFORMATION

The two-year Child and Youth Care Diploma program prepares students to be skilled in working with individuals, their families and small groups across a variety of professional practice settings. General practice in these settings calls for individuals who are willing and able to work collaboratively with other community professionals, and in a variety of multi-disciplinary settings (schools, community, and residential settings). Indigenous ways of knowing and cultural attunement skills are highlighted throughout the curriculum.

The program is offered on a full-time as well as a part-time basis to accommodate practitioners working in the child and youth care field. Students who successfully complete the two-year program (60 credits), including a practicum, will be eligible for VIU’s Diploma in Child and Youth Care. Admitted students have five years to complete the Diploma.

The Bachelor of Arts Degree in Child and Youth Care is a four-year course of study (120 credits), which prepares students to enter a variety of child and youth care employment settings. These range from early intervention programs to youth corrections programs; child protection and guardianship work; as well as community-based programs such as activity-based, mental health, substance use, schools, family support, and group homes.

The program is designed in response to increasing demand from employers for skilled child and youth care practitioners who are able to work in an integrated, multidisciplinary, and inter-professional way. Some of the topics that students will be required to study are child welfare, abuse and neglect concerns; human and family development; theories of practice; and activity-based interventions. Indigenous ways of knowing and cultural attunement skills are integrated throughout the curriculum. The program is offered on a full-time, as well as a part-time basis to accommodate practitioners working in the field.

Students have five years to complete the program; however, under extenuating circumstances (e.g. family death, documented illness, etc.) up to seven years to complete the program may be granted. Written application must be submitted to the CYC Program Chair explaining the circumstance that has prevented the student from successfully completing the program within five years.
PROGRAM ACCREDITATION

Vancouver Island University Child and Youth Care programs became a member of the Child and Youth Care Education Accreditation Board of Canada in 2015.

At this current time the process of Program Accreditation has not yet begun for the CYC program at VIU. See CYC Accreditation link for more information http://www.cycaccreditation.ca/

CALENDAR – ACADEMIC AND CAREER PREPARATION PROGRAMS

Students are encouraged to review and become familiar with the VIU Online Calendar Schedule of Dates for Academic and Career Preparation Programs for each semester. This calendar may be viewed at the following link: Schedule of Dates Calendar
SCHEMATIC PRESENTATION OF CHILD AND YOUTH CARE PROGRAM COURSES

The following is a suggested schedule that is based on full-time attendance and includes all required courses. Not all courses are available in each academic year at each campus. Please see the section below regarding course descriptions. This information is also available in the VIU online calendar.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CYC 111 - (Child Development)</td>
<td>3</td>
</tr>
<tr>
<td>CYC 152 - (Interpersonal Communication Skills in a Therapeutic Context)</td>
<td>3</td>
</tr>
<tr>
<td>CYC 100 - (Introduction to Professional Child and Youth Care Practice)</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 115 - (University Writing and Research)</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 125 - (Literature and Culture)</td>
<td>3</td>
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<tr>
<td>CYC 165 - (Introductions to Group Work in Child &amp; Youth Care Practice)</td>
<td>3</td>
</tr>
<tr>
<td>CYC 101 - (Theoretical Foundations in Child and Youth Care)</td>
<td>3</td>
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<tr>
<td>CYC 112 - (Adolescent Development)</td>
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</tr>
<tr>
<td>Elective</td>
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</tr>
<tr>
<td><strong>Total Credits</strong></td>
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<table>
<thead>
<tr>
<th>Year 2</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CYC 231 - (An Introduction to Family Development and Support)</td>
<td>3</td>
</tr>
</tbody>
</table>
### CYC 212 - (Introduction to Activity Based Child and Youth Care Practice) 3

### CYC 362 - (Child Abuse and Neglect Concerns) 3

### CYC 210* - (Supervised Practicum) 9

### CYC 252 - (Fundamental Counselling Skills) 3

### CYC 262 - (Relational Youth Work) 3

### CYC 232 - (Diverse Abilities in Child and Youth Care) 3

**Elective** 3

| **Total Credits** | 30 |

* CYC 210 is completed over the fall and spring semesters.*
# Bachelor of Arts in Child and Youth Care Schematic

## Year 1

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
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<tr>
<td>ENGL 115 - (University Writing and Research)</td>
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<tr>
<td>CYC 165 - (Introductions to Group Work in Child &amp; Youth Care Practice)</td>
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<tr>
<td>CYC 101 - (Theoretical Foundations in Child and Youth Care)</td>
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<tr>
<td>CYC 112 - (Adolescent Development)</td>
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<td>ENGL 125 - (Literature and Culture)</td>
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## Year 2

<table>
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<th>Course</th>
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<tr>
<td>CYC 231 - (An Introduction to Family Development and Support)</td>
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<tr>
<td>CYC 212 - (Introduction to Activity Based Child and Youth Care Practice)</td>
<td>3</td>
</tr>
<tr>
<td>CYC 362 - (Child Abuse and Neglect Concerns)</td>
<td>3</td>
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</tbody>
</table>
**CYC 252** - (Fundamental Counselling Skills) 3

**CYC 262** - (Relational Youth Work) 3

**CYC 232** - (Diverse Abilities in Child and Youth Care) 3

Elective 12

**Total Credits** 30

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Credits</th>
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<tbody>
<tr>
<td><strong>CYC 324</strong> - (Community and Program Development in Child and Youth Care Practice)</td>
<td>3</td>
</tr>
<tr>
<td><strong>CYC 321</strong> - (Contact and Colonization: Implications for CYC Practice)</td>
<td>3</td>
</tr>
<tr>
<td><strong>CYC 323</strong> - (Research in the Field of Child and Youth Care)</td>
<td>3</td>
</tr>
<tr>
<td><strong>CYC 310</strong>* - (CYC Professional Practice Seminar and Supervised Practicum)</td>
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<tr>
<td><strong>CYC 350</strong> - (Law and Child And Youth Care Practice)</td>
<td>3</td>
</tr>
<tr>
<td><strong>CYC 301</strong> - (Applying Assessment and Service Planning in CYC Practice)</td>
<td>3</td>
</tr>
<tr>
<td><strong>CYC 361</strong> - (Understanding Substance Use in Child and Youth Care Practice)</td>
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</tr>
<tr>
<td>Elective</td>
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</table>

**Total Credits** 30

* **CYC 310** is completed over the fall and spring semesters.
### Year 4

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CYC 466</td>
<td>(Therapeutic Assessment Work with Families)</td>
<td>3</td>
</tr>
<tr>
<td>HSD 425</td>
<td>(Qualitative and Quantitative Analysis)</td>
<td>3</td>
</tr>
<tr>
<td>CYC 410*</td>
<td>(Advanced Supervised Project/Practicum)</td>
<td>9</td>
</tr>
<tr>
<td>CYC 476</td>
<td>(Therapeutic Intervention Plans with Families)</td>
<td>3</td>
</tr>
<tr>
<td>CYC 424</td>
<td>(Child And Youth Mental Health)</td>
<td>3</td>
</tr>
<tr>
<td>CYC 475</td>
<td>(Advanced Activity Based CYC Practice in Groups)</td>
<td>3</td>
</tr>
<tr>
<td>CYC 403</td>
<td>(Best Practices in Child Safety)</td>
<td>3</td>
</tr>
<tr>
<td>Elective</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits** 30

* CYC 410 is completed over the fall and spring semesters.

**Note:** The Child Protection Specialization Practicum is to be completed in Intersession semester (April/May/June/July). Students completing the Child Protection Specialization are required to complete CYC 403 with a minimum "C+" grade prior to commencing their Child Protection field placement. CYC 403 is open to all Child and Youth Care students.

**Note:** Any university-level course may be used as an elective.
COURSE DESCRIPTIONS

To view current course descriptions please visit [https://calendar.viu.ca/courses/child-and-youth-care](https://calendar.viu.ca/courses/child-and-youth-care)

Course offerings vary from year to year. Check [Generate a Timetable](https://calendar.viu.ca/courses/child-and-youth-care) for available course offerings.

"PERMISSION OF INSTRUCTOR OR DEPARTMENT CHAIR" AS A PREREQUISITE

Some course prerequisites include the option of obtaining “Permission of Instructor” or “Permission of Department Chair”. In these cases, students who enroll but who are lacking the stated prerequisite must discuss their backgrounds with the instructor or Department Chair, as soon as possible, and no later than the end of the second week of classes, in order to obtain permission. The instructor or Department Chair may choose to deny permission and request the student to be removed from the class list.

PROBATION POLICY

**Note: Students are encouraged to see more information in the VIU online calendar**

Students registered in any number of credits who obtain a combined GPA of less than 2.0 (“C”) over the Fall and Spring semesters will be placed on probation for their next academic year (Fall and/or Spring semesters). To have probationary status removed, students must obtain a GPA of 2.0 (“C”) or better at the end of the probationary year. If students’ GPA is below 2.0 (“C”) at the end of a probationary year, they will be placed on Academic suspension and will be prohibited from re-registering in any University or Career/Technical program at VIU for one year. **NOTE: CYC Students continuing in the CYC program must maintain an average GPA of 2.33 (“C+”) in all core CYC courses. This means that CYC students must earn a minimum of a C+ in each core CYC course, as well as in each required English course (typically ENGL 115 and ENGL 125).**
LEARNING AND EVALUATION

Grades in your courses will be determined by criteria that may include your performance on examinations, essays, projects, reports, attendance and participation. Students enrolled in Human Services programs are marked on theory as well as on practical skills. During the first classes in each course, your instructor will outline the evaluation procedures that will be used in that course.

DUE PROCESS – COLLABORATION, MUTUALITY, AND TRANSPARENCY

Student evaluation in theory, practice, and practicum courses will be guided by the principle of “due process” and the principle of “collaboration, mutuality, and transparency” between students and faculty. The term “educationally sound due process” suggests that students have been treated fairly. This means that students:

1. Understand as precisely as possible what is required of them.
2. Receive an explanation as soon as possible why/how they are not meeting those requirements.
3. Receive an explanation of what steps might be taken to correct this behavior.
4. Are aware beforehand of the possible outcomes of their actions in relation to program matters.

The principle of collaboration, mutuality, and transparency among and between faculty and students suggests:

1. That students and teachers invest time and energy into the process of teaching and learning. Both parties demonstrate an engaged commitment to the process.
2. All parties are committed to standards that reflect the trust the public places in human services professionals. This entails a commitment to a desired and achievable level of practice driven by a mandate of public service and protection.
3. All parties commit to viewing situations in context, without arbitrary value-laden judgments.
4. As much as possible within the structured demands of grading and setting standards, students and teachers will share the responsibilities for decision making. Ultimately, it is the responsibility of the teacher to determine a student’s grade.
5. Students and faculty respect the unique demands and stresses of one another’s roles and responsibilities, endeavouring to support each other in caring, considerate ways.
6. Conflict is addressed openly and honestly.

(Adapted from Fowler and Heate J.N. Ed., November 1983.) Collaboration and Mutuality
COURSE PARTICIPATION

All CYC students are expected to attend and actively participate in classroom, seminar, discussion, group work, examination, and field education (practicum). The University reserves the right to cancel registration in any course or program because of lack of active participation (where participation is deemed by the University to be important).

VANCOUVER ISLAND UNIVERSITY RESERVES THE RIGHT TO CANCEL ANY STUDENT’S REGISTRATION IN A COURSE IF THE STUDENT DOES NOT ATTEND THE PROGRAM AND PRACTICUM ORIENTATION SESSIONS/METINGS AND DOES NOT NOTIFY THE PROGRAM CHAIR, PRACTICUM COORDINATOR, OR PROGRAM SUPPORT STAFF.

NON-ATTENDANCE (POLICIES & PROCEDURES WEBSITE, POLICY 96.01)

Non-attendance, where attendance is deemed to be mandatory, is not acceptable. Absences due to personal illness, family illness, death of an immediate family member, religious ceremonies, or sports events in which the student represents Vancouver Island University are allowed and must be approved by the appropriate instructor or coordinator or chair. Non-attendance must be for valid reasons and not falsified. Some departments have specific attendance requirements, and details may be obtained from the instructor, department chair, or program coordinator. Students are responsible for the subject material missed during their absences. For further information, students can contact the Human Rights and Respectful Workplace Advisor.

NON-PARTICIPATION DUE TO ILLNESS

Students who are unable to attend or actively participate in discussion with faculty and/or peers because of illness or accident need to contact their instructors as soon as possible and report to their instructors again as soon as they are able.

Extended absence from course participation or the program due to illness or accident need to be discussed with each instructor or program chairperson involved. Students are responsible for contacting their instructors, either directly or through the assistance of staff in the office of the appropriate Dean, as soon as an extended absence becomes apparent. Students must note that in instances where course requirements will be impossible to complete due to the extended non-participation, a medical certificate may be required.
NON-PARTICIPATION DUE TO ILLNESS OR DEATH IN IMMEDIATE FAMILY

Students who are unable to demonstrate active course participation because of illness, accident or death in the immediate family (parent, spouse—including common law—child, brother, sister, parent-in-law, grandparent, foster child, and any other relative permanently residing in the student’s household or with whom the student permanently resides) need to contact their instructors as soon as possible and report back once they are able. For extended absence from courses or program due to illness or accident in the immediate family, students need to follow the procedure described under “Absence Due to Illness”.

NON-PARTICIPATION DUE TO RELIGIOUS CEREMONIES

Students who are absent from required seminars or similar events in order to attend religious ceremonies need to inform their instructors prior to each absence. Religious ceremonies at Vancouver Island University include traditional First Nations and Aboriginal ceremonies.

EXAMINATION SCHEDULES

Semester-end examination schedules noting dates, times, and locations, will be posted online and at the Registration Centre one month before commencement of exams. All exams must be written at the scheduled times. No travel plans are to be made during the exam dates listed in the calendar.

GRADING AND ASSIGNMENTS

Students’ grades in particular courses will be determined by examinations, essays, projects, and reports assigned during the term. Semester-end exams may also be scheduled. Students who need special assistance to participate in some or all parts of each course can contact Student Affairs.

Students are assigned a letter grade for each course taken, and each letter grade carries a grade point value. Note that vocational programs use the same letter grades, but do not necessarily adhere to the percentage equivalencies. At the end of each semester, grades are available online at the “Access Your Student Record” web page.

Students who wish to appeal a grade have 15 days from assignment of grades to initiate the appeal. A copy of the grade appeal procedure is available from the Registration Centre.

Students will receive an “F” for any course not completed, or from which they have not officially withdrawn. The following page includes a VIU Grade Scale for your information.
## Grade Scale: University, Career/Technical, Adult Basic Education Programs

### Grade Scale Table Effective September 1, 2010

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage %</th>
<th>Grade Value</th>
<th>Point Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>4.33</td>
<td>Excellent (First Class Standing)</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td>4.00</td>
<td>Good</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td>3.67</td>
<td>Poor</td>
</tr>
<tr>
<td>B+</td>
<td>76-79</td>
<td>3.33</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>B</td>
<td>72-75</td>
<td>3.00</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>68-71</td>
<td>2.67</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>64-67</td>
<td>2.33</td>
<td>Poor</td>
</tr>
<tr>
<td>C</td>
<td>60-63</td>
<td>2.00</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>55-59</td>
<td>1.67</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>50-54</td>
<td>1.00</td>
<td>Failing work - Unsatisfactory performance or failure to meet course requirements.</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
<td>0.00</td>
<td>Unofficial withdrawal - Course not completed due to unofficial withdrawal. Calculated as a &quot;0&quot; in the GPA.</td>
</tr>
<tr>
<td>UW</td>
<td>N/A</td>
<td>0.00</td>
<td>Course passed - Requirements completed, but not calculated in GPA.</td>
</tr>
<tr>
<td>CR</td>
<td>N/A</td>
<td>0.00</td>
<td>Incomplete - If course requirements are not completed after 90 days from the course end date, the “INC” grade will automatically become an “F” grade.</td>
</tr>
<tr>
<td>INC</td>
<td>N/A</td>
<td>0.00</td>
<td>Continuing Status - In good standing. Course is delivered over 2 terms, separated by a break. Final mark to be issued at end of 2nd term.</td>
</tr>
<tr>
<td>CS</td>
<td>N/A</td>
<td>0.00</td>
<td>Audit</td>
</tr>
<tr>
<td>AUD</td>
<td>N/A</td>
<td>0.00</td>
<td>In Progress - In good standing. Student must re-enroll within one year.</td>
</tr>
<tr>
<td>INP</td>
<td>N/A</td>
<td>0.00</td>
<td></td>
</tr>
<tr>
<td>NGS</td>
<td>N/A</td>
<td>0.00</td>
<td>No Grade Submitted Yet; neither Pass nor Fail.</td>
</tr>
</tbody>
</table>
IN PROGRESS (INP) GRADE:
The “INP” grade can be used for all Academic and Career Preparation courses and by other program areas for practicum, internship, work-study and co-op courses. It will be used in cases where a student has been unable to complete course requirements in the allotted time and further course work in the form of a re-enrolment in the course is required. The student will be required to re-enroll in the course within one year (course start date within one year). If the student has not re-enrolled within one year, the “INP” grade will be changed to an “F.” Withdrawal from the course will be considered non-enrolment. Once the student has completed the additional enrolment, the final grade will be assigned to the last enrolment and the original “INP” grade will remain. An “Assignment of In Progress (“INP”) Grade” form must be used to assign the “INP” grade. The “INP” grade will not be available for entry using VIU’s web-based grade entry program.

GRADE POINT AVERAGE:
Grade point average, or GPA, is the sum total of course grade points, divided by the number of credits taken. The GPA is calculated on all courses attempted for credit.

Grade Point = credit value multiplied by numerical value of grade earned.
Grade Point Average = total grade points earned divided by total credits attempted.

TRANSCRIPTS:
An official transcript is a complete record of academic performance that is certified by the Registrar. The notation of degree completion on the transcript is not added until after the Convocation ceremony. To protect privacy, student records are issued only at the formal request of students. Transcripts can be ordered from the Registration Centre for either the same-day or seven-day service. For information on transcript fees visit fees.

*Note: Transcripts will not be issued for students who have outstanding financial obligations to VIU.

APPEALS

Students may appeal decisions on admission, final grades, transfer credit, probation, suspension, or the interpretation of any policies on the above. The first step is an informal appeal to the individual who made the decision or interpretation. If satisfactory resolution is not possible at this level, the program Dean must be consulted. If again no resolution is possible, a formal appeal may be initiated.

Final Grade Appeal: a formal appeal of grades must begin within 15 days of assignment of grades. Forms to request a grade appeal are available online at the Registration Centre and/or Dean’s offices.
An administrative appeal fee must accompany any formal appeal. If the appeal is upheld, the fee will be refunded. A complete copy of each appeal procedure is available from the Vice President, Student Affairs. For information on appeals, please check the Policies & Procedures website, (policy 96.02).

**WITHDRAWALS**

Students wishing to withdraw from a course, program, or the University must do so officially. If students officially withdraw from a course, by applying at the Registration Centre within eight weeks after commencement of the term, the course(s) will be removed from the official transcript. A grade of “F” (Grade Point 00) will be assigned at the end of the semester if no official withdrawal form is submitted to the Registration Centre.

**LATE WITHDRAWAL**

In the event of demonstrated exceptional circumstances—such as death in the immediate family, a student’s illness or accident, serious emotional problems, or an error on the part of the University—a student may be able to withdraw without academic penalty from a course or program, after the deadline, with the approval of the instructor and Dean of Instruction. In cases where a student is withdrawing from all courses, the request for late withdrawal is subject to approval of the Registrar.

Students must complete a Late Withdrawal form, citing reasons for withdrawal. Late Withdrawal forms are available from the Registration Centre. Late withdrawals will be considered only up to one year from completion of the course.

**WITHDRAWAL FROM ACCELERATED COURSES**

Students who wish to withdraw from accelerated courses (7-week courses) must do so officially by applying at the Registration Centre within five weeks after commencement of the term. Failure to withdraw officially will result in an “F” grade (Grade Point 00).
STANDARDS OF ACADEMIC INTEGRITY

Students are expected to meet the standards of academic integrity as indicated in the VIU Student Academic Code of Conduct policy 96.01 (see Appendix II). Standards of academic integrity include, but are not limited to:

- independently producing work submitted under one’s own name;
- properly and appropriately referencing all work;
- identifying all collaborators in work;
- completing examinations without giving or receiving assistance, excepting those students requiring assistance due to a documented disability;
- respecting the integrity of examination materials and/or the examination process; and
- respecting the integrity of computer security systems, software copyrights and file privacy of others.

ACADEMIC MISCONDUCT

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Code of Conduct Procedures. Academic misconduct includes, but is not limited to, the following acts:

- **CHEATING:** Cheating is an act of deception by which students misrepresent that they or others have mastered information for an academic exercise.

- **FABRICATION:** Fabrication is the intentional use of false information or the falsification of research or other findings with the intent to deceive.

- **PLAGIARISM:** Plagiarism is the intentional unacknowledged use of someone else’s words, ideas, or data. When a student submits work for credit that includes the words, ideas or data of others, the source of that information must be acknowledged through complete, accurate, and specific references, in a style appropriate to the area of study, and, if verbatim statements are included, through quotation marks or block format as well. By placing their names on work submitted for credit, students certify the originality of all work not otherwise identified by appropriate acknowledgments.

- **FACILITATION OF ACADEMIC MISCONDUCT:** Helping or attempting to help another to commit act(s) of academic misconduct as outlined above.
DISCIPLINARY ACTION

Every reasonable effort will be made to deal with student conduct concerns at the instructional and departmental level. Formal discipline is designed for serious intentional academic misconduct.

Acts of academic misconduct may make a student subject to a range of disciplinary action – including failure for a course assignment or a course, or possible suspension by the President.

No student shall be allowed to withdraw from a course, or the University, to avoid receiving a failing grade based upon academic misconduct. A withdrawal under such circumstances shall result in an “F” grade being recorded on the student’s transcript for the course(s) in question.

Please refer to the Student Academic Code of Conduct Procedures (procedure 96.01.001) for information on handling breaches of this policy.

STUDENT CONDUCT CODE (POLICY 32.05)

Please refer to the Student Conduct Code policy, available on the Policies/Procedures website, for information on handling breaches of this policy.

STUDENT WORK – CORRECTION AND RETURN

Faculty members have the responsibility to ensure that all assignments submitted to them by students are handled in a professional manner. Instructors will attempt to return to students all work, other than final exams, that will count toward the final grade. Students have the right to examine any marked work, including final exams, which count toward a final grade in a course. It is the student’s responsibility to retain all returned work required if he/she wishes to appeal a final grade.

Instructors are to give corrective comments on all assigned work submitted and, if requested to do so by the student, on final examinations. Where appropriate and practical, instructors will attempt to mark each student’s work without first identifying the student.

DUPLICATE ESSAYS

Submitting an essay or assignment for two courses is unacceptable except: (1) in the case of concurrent courses, when both instructors have been informed of the student’s intention to submit a duplicate essay or assignment and have given their written permission to the student, or (2) if the essay has already been graded, when the second instructor has been informed and has given permission. Please refer to Procedure 99.01.001 Student Academic Code of Conduct.
POLICIES AND PROCEDURES

HEALTH AND HUMAN SERVICES POLICIES

The following Health and Human Services Policies are included in Appendix I of this handbook. It is strongly recommended that students review and familiarize themselves with the following policies: https://hhs.viu.ca/faculty-health-and-human-services-policies-and-procedures

VIU POLICIES

The following VIU policies are included in Appendix II of this handbook. It is strongly recommended that students review and familiarize themselves with the following policies:

- Human Rights - Policy 21.03
- Disruption-Free Learning and Working Environment - Policy 31.06
- Student Conduct Code - Policy 32.05
- Student Academic Code of Conduct - Policy 96.01
- Academic Appeals - Policy 96.02

We also suggest that you seek clarification of the above policies by reading their associated procedures. Please refer to the VIU Governance, Administration & Planning, Policies & Procedures webpage at the following link for a more comprehensive list of VIU policies and procedures:

http://www.viu.ca/policies/policies-index.asp

Selected VIU policies have been included in this Handbook for your convenience. A more complete list of VIU policies and standards is located in the Vancouver Island University On-line Calendar. Students will benefit from reviewing the webpage General Regulations.

It is strongly recommended that prior to entering a field education (practicum), Child and Youth Care students review the Health and Human Services Policies (see Appendix I) as well as the VIU Human Rights related polices and documents (see Appendix II) in order to fully understand their responsibilities.
VIU CONDUCT GUIDELINES

As stated in the Vancouver Island University Online Calendar:

Students in Human Services programs are expected to develop and adhere to a professional code of conduct based on the following guidelines:

- Submission of oneself to a professional code of ethics.
- The exercise of personal discipline, accountability and judgment.
- Acceptance of personal responsibility for continued competency and learning.
- The ability to recognize the dignity and worth of all persons in any level of society.
- A willingness to assist others in learning.
- The ability to recognize one’s own limitations.
- The maintenance of confidentiality of information appropriate to the purposes and trust given when that information was acquired.
- Acceptance that one’s professional abilities, personal integrity and the attitudes one demonstrates in relationships with other persons is the measure of professional conduct.

*Adapted from University of Victoria: Faculty of Human and Social Development, 1994. Used with permission*

**CYC students will be expected to be familiar with, and adhere to, the following CYC codes of ethics:** [http://cycabc.com/cycabc-code-of-ethics/](http://cycabc.com/cycabc-code-of-ethics/) of the Child and Youth Care Association of British Columbia (CYCABC), as well as [The Council of Canadian Child and Youth Care Associations](http://www.cccyca.com).
FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT - FIPPA

The purposes of the Freedom of Information and Protection of Privacy Act (FIPPA) are to make public bodies more accountable to the public and to protect personal privacy by:

a. giving the public a right of access to records,
b. giving individuals a right of access to, and a right to request correction of, personal information about themselves,
c. specifying limited exceptions to the rights of access,
d. preventing the unauthorized collection, use or disclosure of personal information by public bodies, and
e. providing for an independent review of decisions made under this Act.

This Act does not replace other procedures for access to information or limit in any way access to information that is not personal information and is available to the public.

Students are advised to familiarize themselves with this legislation. The Freedom of Information and Protection of Privacy Act may be reviewed by visiting FIPPA.
CYC FIELD EDUCATION (CYC PRACTICUM)

For more information on CYC Field Education (Practicum) placements, please see the Vancouver Island University Child and Youth Care Student Practicum Guide. The following information is provided as an overview of Field Education for the Child and Youth Care program at VIU. There is a VIU CYC Practicum Coordinator for the CYC program who places all CYC students in a practicum at a local community agency or organization.

Field experience (practicum) is an integral part of the CYC educational experience. Students will complete two 300 hour practicum experiences while in the Degree program and one 300 hour practicum in the Diploma. There are a variety of unique practicum experiences available to our CYC students. The VIU Child and Youth Care program has relationships with many agencies and organizations in the field of child and youth care.

Different sites will have different requirements regarding schedules and the amount of time students will need to spend in the agency or organization during practicum. If students are currently employed, they are required to be prepared to adjust their schedule to meet the demands of practicum. Practicum is 10-15 hours (or two days) per week over a two-semester period. Given the importance of practicum to the educational experience in Child and Youth Care at VIU, students who are working often save up vacation time; while others have taken a leave to complete the required practicum hours.

Note!
It is strongly recommended that prior to entering a field education (practicum) placement, Child and Youth Care students review the VIU Human Rights related polices and documents (see Appendix II) and the Faculty of Health and Human Services Client Safety and Clinical/Practicum/Practice/experience/Field Education Courses Policy (see Appendix I), in order to fully understand their responsibilities.

CRIMINAL RECORD CHECK (CRC)

As an educational institution Vancouver Island University requires all BC residents (regardless of where they are residing) who are registered students in the Child and Youth Care program to complete a Criminal Record Check and/or Criminal Record Verification through the British Columbia Ministry of Justice, in accordance with British Columbia’s Criminal Records Review Act.

VIU Admission/Registration Center facilitates the processing of BC student Criminal Record Checks, usually at the time of registration. Once the CRC has been returned from the Ministry of Justice it is then uploaded into the student’s online record where the student can freely access and download it as needed to provide to prospective field placement sites at their request.
Students who have moved to BC from another area are considered residents of BC and must comply with the legal requirement to participate in a CRC through the Registration Center.

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 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 are aware of criminal record check requirements.

ROLES AND RESPONSIBILITIES OF THE VIU CYC PRACTICUM COORDINATOR

The CYC Practicum Coordinator is responsible for setting up and facilitating the field education placement process, commonly known as the Practicum in the CYC program. It is the responsibility of the CYC Practicum Coordinator to:

- Provide all registered students in CYC 210, 310, and 410 with a CYC practicum application (via email).
- Provide students with information regarding practicum placement agencies’ expectations and outline the practicum placement process.
- Seek out information regarding any specific protocols or contractual agreements that may pertain to the specific practicum site (e.g. school settings).
- Ensure that students and the Practicum Instructor are informed of any specific placement protocols or contractual agreements that are practicum site-specific.
- Provide the practicum agency with information about the CYC program, practicum procedures, and practicum expectations.
- Be available to the Practicum Instructor for clarification or consultation on the practicum placement process.
- Recruit and develop possible practicum placements.
- Send a letter to the practicum agency formalizing the student practicum placement and informing the agency of who the Faculty Practicum Instructor will be.
GRADUATION

It is the students’ responsibility to ensure that all requirements for their Child and Youth Care program are met. **CYC Students are encouraged to consult the Child and Youth Care program Advisor for information and guidance.**

GRADUATION REQUIREMENTS DIPLOMA IN CHILD AND YOUTH CARE

To be eligible for a Diploma in Child and Youth Care, students must have completed at least 60 credits and have completed all required Child and Youth Care courses. A minimum overall “C+” average on all credits and a minimum “C+” in each individual required English and CYC course is necessary to progress in the program and to qualify for graduation. It is the student’s responsibility to ensure that all requirements for the diploma are met. Students are encouraged to consult the Child and Youth Care program Advisor for information and guidance.

GRADUATION REQUIREMENTS BACHELOR OF ARTS DEGREE IN CHILD AND YOUTH CARE

To be eligible for a Bachelor of Arts in Child and Youth Care degree, students must have completed at least 120 university-level credits and have completed all required Child and Youth Care courses. A minimum overall “C+” average and a minimum “C+” in each individual required English and CYC course is necessary to progress in the program and to qualify for graduation. It is the student’s responsibility to ensure that all requirements for the degree are met. Students are encouraged to consult the Child and Youth Care Program Advisor for information and guidance.

Bachelor of Arts in Child and Youth Care degrees and diplomas are conferred at a convocation ceremony held in January or June of each year. Students who have completed all academic requirements qualifying them for a degree or diploma in Child and Youth Care must make a formal application for graduation through their online student record.
When you near the end of your program, you must submit an application to graduate. The application will enable you to receive your parchment and official notation of graduation on your transcript once your program requirements have been met. Application forms are available from your online student record. To submit your application to graduate, follow these steps:

1. Log on to your online student record and select “Apply to Graduate” from the menu.
2. Complete the form, making sure that all information is correct.
3. Submit the form. A $50 Graduation and Alumni Fee will be applied to your student record and is payable when you submit your application.
4. Once the Graduation and Alumni fee has been paid, the CYC Degree Advisor or Program Chair will be informed. If you have met all the requirements of your program, the application will be approved; if you have not met the requirements, your application will remain on hold until all requirements are met.

If you are using courses taken at another institution toward your program requirements, official transcripts from that other institution must be received by the Registration Centre before your application can be fully processed.

Please note that it may take up to eight weeks after the completion of your program for graduation to be confirmed and your parchment printed; it may take longer if you are completing your program during the summer months. You will have the option of receiving your parchment as soon as it is ready or at an upcoming convocation ceremony.

STAGES OF GRADUATION APPLICATION PROCESSING

After you submit your application from your online student record, you will be able to track the status of your application. Please visit the Registration / Convocation webpage for further information and graduation application tracking. [https://www2.viu.ca/graduation/stages-of-application-processing.asp](https://www2.viu.ca/graduation/stages-of-application-processing.asp)

CONVOCATION

The formal conferral of degrees takes place at a Convocation ceremony in June and January of each year. For further information, please visit viu.ca/convocation.
VIU STUDENT IDENTIFICATION

VIU STUDENT ID SMARTCARD

The VIU Student ID Smartcard enables printing, identification and more in a single card. For students living in proximity to VIU, the new Student/Library Cards are issued at the Photo ID Centre located in building 305, 3rd floor commons area.

The Photo ID service will be available to individual students during normal Library hours on a drop in basis up to 30 minutes prior to closing time.

Please note you must have a student card with picture ID for all registration services, to take books out of the Library, to use the Gymnasium, for the Dining Dollars program in the Cafeteria, and to write exams. To obtain your student card you need to bring:

- 1 piece of picture ID or 2 pieces of ID with no picture
- Registration receipt or Student Number (the camera is linked to the Registration system)

CRITERIA FOR PHOTO USED FOR VIU STUDENT ID

- You must be facing forward; looking straight towards the camera;
- A neutral expression;
- Your eyes open and clearly visible (with no sunglasses or heavily tinted glasses, and no hair across your eyes);
- No reflection or glare on your glasses;
- Your full head, without any head covering, unless it is worn for religious beliefs or medical reasons; and
- Nothing covering your face. Please make sure nothing covers the outline of your eyes, nose, or mouth.

TERMS OF USE FOR VIU STUDENT ID CARDS

Your student card is the property of Vancouver Island University. A card Replacement fee will be charged if you lose or damage your card. Expired cards must be surrendered when renewing student cards. Your student card must be presented or surrendered on the request of a Vancouver Island University official.
The person whose name appears on the student card is responsible for all items borrowed and any charges on the card. Present your card each time you borrow library materials. Do not share your card or its information. A student card is non-transferable. Return lost or stolen cards to Lost and Found in the Students’ Union Building (Building 193) or any campus library. If your Card is lost or stolen please report it immediately to the Vancouver Island University library service desk.

FINANCIAL AID & AWARDS

The Financial Aid & Award Office supports students with matters related to financial assistance in the form of loans and awards. They can also help students with making the best use of their resources.

The Scholarship, Award and Bursary program, coordinated through the Financial Aid & Awards office, provides financial assistance, incentives, and rewards to eligible students to encourage them in their pursuit of post-secondary education. Scholarship and award applications will be available online approximately two months prior to deadline dates. Submit completed applications to the Financial Aid & Awards office by the specified deadline dates.

For further information on financial aid and awards, visit Financial Aid

HEALTH & HUMAN SERVICES STUDENT ENGAGEMENT FUND

The Student Engagement Fund is an internal Health and Human Services (HHS) grant fund to provide grants for a range of initiatives planned and initiated by students. These student-planned initiatives will enhance the quality of the student experience, increase understanding of the realm of health and human service delivery, and encourage inter-professional interaction amongst students.

Applications for support to individuals and groups of students in HHS will be accepted in the Dean’s office on the 15th of each month between October and March for activities occurring in the following month. Information regarding the HHS Student Engagement Fund will be sent out to students by the HHS faculty administration.

LIBRARY

The Vancouver Island University Library consists of the main Library, centrally located on the Nanaimo Campus, and branch libraries at the Cowichan and Powell River Campuses. The University Library collection contains over 230,000 books, journals, and audio-visual items. Access to the collection is provided via a web-based catalogue. Fax and electronic transmissions and courier services facilitate inter-campus and inter-library borrowing.
DISCOVERY ACCOUNT (Your VIU Student Computer account)

You will need your Discovery account to log on to a campus computer or the VIU campus wireless network. You can create your account online or library staff or the VIU IT HelpDesk are available to help you. For more information visit: http://www.viu.ca/technology/students/account.asp. Online and in-person account activations are processed any time during Library hours.

Please note: You’ll need your VIU Photo ID and/or Student Number to activate your library account and get your Library PIN number. For more information please see section above on student ID or visit: http://www.viu.ca/library/account_stuemp.asp

GET YOUR LIBRARY PIN (It is critical for Library use)

Student ID cards, which also serve as library cards, are issued in the Library (Bldg.305) or at https://www2.viu.ca/library/LibAcc.asp. Along with your student number, your Library PIN will enable you to use library resources off-campus. Apply online or activate your library account and PIN in person at the Library Service Desk, Building 305 Main Floor of the Nanaimo campus.

COPPUL CARDS

Through the Library’s membership in the Council of Prairie and Pacific University Libraries (COPPUL), VIU Students are able to borrow in person from other COPPUL member libraries, including University of Victoria, Royal Roads University, Simon Fraser University, and University of British Columbia. For further details about COPPUL borrowing privileges and to get a COPPUL card visit the Service Desk of any of the VIU Libraries. More info about the Canadian University Reciprocal Borrowing Agreement can be found at http://www.curba.ca/

GET THE MOST FROM THE LIBRARY SEARCH TOOL

These two videos are short introductions to working with the search bar. The first, “LibrarySearch: Introduction” is an overview of how to narrow your results. The second, “LibrarySearch: Folders & Citation Tool” covers the #1 tip the library offers to students to save them time! – The folder/citation function. Both videos can be found at: http://libguides.viu.ca/c.php?g=188859&p=1247322 (7 minutes of your life you’ll be glad you spent!) Information about specific regulations, hours and services may be obtained at the Information and Loan Desk at each campus or on the Library website.
RESEARCH HELP

If you need help finding resources, narrowing/expanding your searches, advice about searching, technical assistance with library resources, citation assistance, or anything else library-related, please contact the library – they are happy to help! They will assist you in person, via phone or Skype, and will help out at any time during your program. They say the best part of their job is helping students, thus you are encouraged to contact the library staff! To see all the ways you can access research assistance visit Research Assistance.

LIBRARY FILM DATABASE

The VIU Library has film databases which consist of streaming videos. Please visit the main library page and click onto the Databases A-Z link, then select the appropriate database. Here’s the direct link to the list: https://www2.viu.ca/library/LibrarySearchVideo.asp

You can either search for specific topics OR you can click onto the BROWSE Disciplines option (above the search line) and scroll down the resulting list to the topic section you wish to access.

WRITING CENTRE

The Vancouver Island University Writing Centre has qualified and friendly faculty tutors who are available to provide assistance with your writing free of charge. For students who are able to come to the Nanaimo campus, they may visit the Writing Centre on the fourth floor of the Library in Room 474. Students can also go to www.viu.ca/writingcentre and click on the link “Book your appointment online” or Drop-in without an appointment Monday to Friday 11.00 – 1.00. The Cowichan campus has a Writing Centre as well. Check them out at the Cowichan campus for details. You will need to register with the Writing Centre website to book your appointments online.
RESEARCH AND SCHOLARLY ACTIVITY OFFICE (RSAO)

The Research & Scholarly Activity Office at VIU administers research grants and awards. They support and assist students in applying for undergraduate and graduate research. The RSAO is the key liaison with grant funding agencies. They also develop, maintain and manage systems for pre and post-award administration of Tri-Agency research scholarships and awards.

For more information regarding research activities, services, RSAO staff, important documents, resources and statistics please visit their webpage RSAO.
SHQ’APTHUT – A GATHERING PLACE

Shq’apthut: A Gathering Place is a facility at VIU that provides a special place for Aboriginal students, and our community partners, and is the welcoming place for all who attend VIU. Shq’apthut is staffed by the Services for Aboriginal Students team that supports Aboriginal students to succeed in achieving their academic goals.

The Gathering Place design has been influenced by the traditional Coast Salish pre-European contact structures. The ceremonial space is approximately 1500 square feet and is used for small gatherings and sharing of culture and traditions in an educational setting. There is also a small library of books relating to First Nations topics.

The Services for Aboriginal Students team will:

- Listen and provide support to students with academic or personal concerns.
- Provide information on, or referrals to, the following:
  - Community services
  - Personal counseling
  - Substance abuse counseling
  - Career planning
  - Employment information
- Assist new students with applications, registration and timetabling.
- Provide information about Aboriginal bursaries, scholarships, student loans, and funding for Status, non-Status and Métis students.
- Assist out-of-town students to find accommodation and day-care.
- Promote cultural, recreational, and social activities in partnership with Aboriginal students and the Aboriginal Student Union Representative.
- Liaise with Bands, Tribal Councils, Aboriginal Organizations, students, faculty, and Elders.

The hours of operation for Shq’apthut are:

Monday to Thursday, 8 am to 9 pm - Friday, 8 am to 4 pm
Hours for Services for Aboriginal Students offices are:
Monday to Friday, 8 am to 4 pm

For More Information or to make an appointment, visit Shq’apthut: A Gathering Place at the Nanaimo Campus, Building 170, or contact:

Tel: 250-740-6510 Toll free: 1-888-920-2221 local 6510
Fax: 250-740-6385 E-mail: sas@viu.ca Website: www.viu.ca/sas/
CAREER VIU (CAREER SERVICES)

CareerVIU is Vancouver Island University's online portal for all things career-related. CareerVIU offers general job postings and access to booking one-on-one appointments for students and alumni, as well as co-operative education, practicum and internship placement postings for work integrated learning programs. Log in to take advantage of all that CareerVIU has to offer. Visit their webpage at https://career.viu.ca/home.htm

DISABILITY SERVICES

The Disability Services 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. All students with disabilities are encouraged to register with the office. Access to most services and programs provided by Disability Services is restricted to students who have registered with Disability Services.

Learn about accommodation supports by contacting the Disability Services office and arranging an in-person, online or telephone appointment with one of their counsellors. Visit their webpage at Disability Services, or in person Building 200, Second floor in Room 214
Phone: (250) 740-6446
Email: disabilityservices@viu.ca

VIU ADVISING SERVICES

NOTE: CYC students are encouraged to contact the Program Advisor for help in attaining their specific educational goals. The current BACYC advisor contact information is on the second page of this handbook or click Degree Advisors

All VIU Advisors support students in clarifying, evaluating and attaining their educational goals. They do this by assisting students in developing educational plans that are structured and supported by other learning experiences such as practicum (field education), volunteering, cooperative education, peer helping, and employment.

Students who are not sure of their educational goals may meet with a general VIU Advisor to explore different opportunities that are available. Advisors can provide specific program information such as admission requirements and availability. Students who are undecided on career choices may want to visit the Connections website.
Students are expected to take final responsibility for their academic plans; they are encouraged to read the Calendar (print or online), and visit VIU’s Advising website and/or CYC program’s website https://hhs.viu.ca/child-and-youth-care to gain information before they see an Advisor.

VIU Advisors are available to help students:

- interpret academic policies and procedures as outlined in the Calendar and elsewhere;
- understand program requirements and course prerequisites;
- access relevant support services such as academic learning centres, career counseling services, VIU career services, program coordinators, Human Rights and Respectful Workplace Advisor, and student advocates;
- gain knowledge of processes for transferring to other institutions;
- explore additional program and career options (for competitive entry programs).

At the Nanaimo campus, the CYC program Advisor is located on the 5th floor of Building 180 and appointments must be scheduled by contacting the CYC Advisor directly. General VIU Advising is located in Building 200, of the Nanaimo campus, and appointments may be arranged between 9 am and 2:30 pm, Monday to Friday. Students may also be accommodated on a drop-in basis during those hours. For information, call 250-740-6410. Advisors are also available at the Cowichan and Powell River campuses. There is a great demand on Advising Services during the summer and the first two weeks of September and January. It is strongly recommended that students see Advisors well in advance of their registration date. For a list of Degree Advisors, please visit the Advising website at viu.ca/advising and click on Degree Advisors.

COUNSELLING SERVICES

Counsellors at VIU are professionally trained to respond to a wide range of issues and provide immediate, confidential services to enrolled students. Counselling staff are also familiar with the spectrum of resources available in the community and can assist students to access those supports.

At the Nanaimo campus, the Counselling department is located on the 3rd floor of Building 200. The reception desk is down the hall from the Registration office. Students can drop in between the hours of 8:30 am and 3 pm for a session with the available counsellor. For more information, visit the website at viu.ca/counselling. Students at VIU’s regional campuses may schedule counselling appointments through the Student Affairs Office.
PERSONAL COUNSELLING AND CRISIS COUNSELLING

Students may experience the full spectrum of issues, challenges and life events during their post-secondary years. For assistance to respond to those events, challenges and issues, students can drop by the Counselling office for their initial session with the available counsellor or contact the counselling office at 250-740-6416 to learn more about counselling resources in their home community.

CAREER AND EDUCATIONAL COUNSELLING

Counsellors support students to clarify career goals by assisting them to identify assets and interests. Students are invited to book individual sessions and use online resources to engage in self-directed research. Students struggling to make the adjustment to post-secondary studies are invited to work with counsellors to develop skills supportive of their success as a student.

CONSULTATION

Counsellors are available to consult with students, faculty, and staff as they seek to support others to access the full range of counselling concerns.
VANCOUVER ISLAND UNIVERSITY STUDENTS’ UNION (VIUSU)

VIUSU is an independent student-run organization which supports student lifestyles and academic pursuits. Services include:

- Students' Union Pub
- Health and Dental Plan
- Bookswap - Used Book Service
- Office of the Student Advocate
- Transit Fare Discounts and Semester Passes
- Annual Members Handbook
- Students' Union Bursaries
- Students' Union Endowment Awards
- Students' Union Emergency Aid Funding
- Studentsaver Discount Card
- Free Legal Advice
- Jessica Wilde Conference Participation Fund
- International Student Identity Card
- Ufile Free Online Tax Filing
- Reduced Rate Copying and Faxing
- Free Giveaways
- Student Work Abroad Program

For information on the VIU Students’ Union visit [VIUSU](#)

If you have any ideas for additional services please contact the Students’ Union office at (250)754-8866, or drop by the office in Building 193 (Nanaimo campus).
APPENDIX I – FACULTY OF HEALTH AND HUMAN SERVICES POLICIES & PROCEDURES

All students should be aware of and comply with the faculty of Health and Human Services Policies and Procedures listed on the following pages.

Questions may be referred to instructors, Program Chairs or HHS Deans’ Office.

https://hhs.viu.ca/faculty-health-and-human-services-policies-and-procedures
POLICY: Client Safety and Clinical/Practicum/Practice Experience/Field Education Courses

Revision Number: 1
Approval Status: Approved
Approved by: Faculty
Date Approved: January 26, 2015
Effective Date: February 1, 2015

1 Purpose

The purpose of this policy is to provide guidance to the Faculty of Health and Human Services regarding the management of risk and protection of the safety of Clients who receive services from Students in the Placement setting.

2 Scope

This policy applies to Clinical/Practicum/Practice Experience/Field Education courses in programs in the Faculty of Health & Human Services.

3 Definitions

Client
The recipient(s) of service. Depending upon context, the Client may be an individual, a family, a community, or a population.

Faculty Member
VIU Faculty Member responsible for assigning the course grade. May also be the Onsite Supervisor.

Onsite Supervisor
An individual who has onsite supervisory responsibility for the Student in the Placement setting. This may be an employee of the Placement agency/organization and/or the Faculty Member.

Placement
An experiential education opportunity required as part of a program of study, in which the Student works in a practice setting under supervision. This includes Clinical / Practicum / Practice Experience / Field Education courses. The Placement provides an opportunity for the Student to apply, develop, integrate, and demonstrate skills and knowledge in practical settings.

Scope of Practice
The range of responsibilities (e.g. types of Clients, activities, tasks/duties, procedures) and boundaries within which the Student is
authorized to practice under supervision. Scope of Practice is set by legislated regulation, professional association and/or established occupational competencies. The student's Scope of Practice will also be determined by the development of their learning and competencies as they progress through the Program.

**Student**
A VIU student enrolled in a Clinical / Practicum / Practice Experience / Field Education course in a Faculty of Health and Human Services program.

**Unsafe Practice**
Behaviour or incident that places the Client in jeopardy and/or at an unacceptable level of risk for physical, psychosocial, or emotional harm. This may include a behaviour which constitutes practice outside the Student's current Scope of Practice (i.e. not currently authorized or educated to perform at the time).

Refer to Faculty of Health and Human Services Policy: Client Safety and Clinical/Practicum/Practice Experience/Field Education Courses.

Also refer to VIU's Student Conduct Code (Policy 32.05) regarding Unsafe Practice situations involving violation of the Student Conduct Code (e.g. endangering the safety of any individual, violence or threats of violence, personal harassment, disruption of the learning/working environment, alcohol or drug related offences).

## 4 Principles

4.1 The needs, interests, and safety of Clients are always the first priority in the Placement setting.

4.2 The Student is a learner in the Placement setting, and mistakes are possible as part of the learning experience.

4.3 As a professional practitioner, the Faculty Member has an obligation regarding the protection and safety of Clients in the Placement setting.

4.4 The Faculty Member has a responsibility to continually assess the safe practice of the Student in the Placement setting.

4.5 Students are required to abide by professional/occupational regulations and standards of practice, and practice within the scope of their current learning.

## 5 Policy Statement

5.1 Protecting Client safety and managing risk in the Placement setting

5.1.1 The Faculty Member, Student, and Onsite Supervisor have joint responsibility to manage risk and ensure safe practice in the Placement setting.

5.1.2 Students must work within their current Scope of Practice and level of competence.
5.2 Continuum of Unsafe Practice

5.2.1 Areas of Unsafe Practice include, but are not limited to:

- Accountability, professional behaviour, and respect (e.g. failure to accept responsibility for one’s own actions, dishonesty, breach of confidentiality, performing outside his/her Scope of Practice).
- Judgement (e.g. impaired judgement due to drugs, alcohol, lack of sleep; poor clinical decision-making)
- Patterns of behaviour (e.g. failure to change behaviours based on feedback)
- Competencies (failure to perform skills competently)
- Communication (e.g. ineffective communication with Clients and/or coworkers).

5.2.2 Unsafe Practice occurrences or behavior can pose differing levels or degrees of risk and/or harm to the Client that can be presented along a continuum from minimal risk (level 1) to unacceptable risk (level 2) to high risk or actual harm (level 3), as described below.

It is recognized that safety of Student practice is a dynamic situation, and the degree of risk may escalate at any time.

5.3 Levels of Unsafe Practice

5.3.1 Level 1 Unsafe Practice is a demonstration of, or potential for, Unsafe Practice where an occurrence/behavior/attitude presents minimal risk for Client harm (Examples: single minor incident demonstrating poor judgement; inadequate preparation posing minimal risk to Clients.)

5.3.2 Level 2 Unsafe Practice is an occurrence, event, attitude, behaviour, or pattern of behaviour that places the Client or others at an unacceptable risk for harm (physical, emotional, psychosocial). (Examples: repeated medication errors, pattern of inadequate knowledge and/or lack of preparation for Client care, demonstrating a lack of empathic response to challenging client conditions.)

5.3.3 The Program Team Leader and/or Chair will be informed about a Level 2 intervention. (Refer to Procedure: Client Safety and Clinical/Practicum/Practice Experience/Field Education Courses, Section 2.)

5.3.4 Level 3 Unsafe Practice is an occurrence, behaviour, or pattern of behaviour that compromises Client safety and results in high risk for harm, or actually harms the Client or others. (Examples: breach of Client confidentiality/privacy; violent / angry/emotional behaviour; practice error or adverse event; consistent display of inappropriate/unacceptable level of knowledge/skill impacting the ability to plan and deliver safe Client care.)

5.3.5 The Chair will be informed about a Level 3 intervention. (Refer to Procedure: Client Safety and Clinical/Practicum/Practice Experience/Field Education Courses, Section 2.) The Chair may inform others at her/his discretion.

5.4 Responsibilities in Responding to Unsafe Practice

5.4.1 The Faculty Member is responsible for determining the appropriate response and intervention to address issues of Unsafe Practice, as outlined in Procedure: Client Safety and Clinical/Practicum/Practice Experience/Field Education Courses.
The Faculty Member may select any level of intervention, and may progress to any other level of intervention, based on assessment of the situation and degree of risk; no sequential progression is implied.

5.4.2 The Onsite Supervisor will intervene in situations he/she deems to pose imminent and substantive risk to Client safety. Such situations must be reported to the Faculty Member as soon as possible.

5.4.3 In the event that a Student is permanently removed from a Placement, the Faculty/University is not obligated to find an alternative Placement.

5.4.4 A Student may be told to leave the Placement site by the Onsite Supervisor and/or Faculty Member to ensure appropriate service to Clients, and to support the Student’s learning and success. Examples include: Student illness, Student being overwhelmed, inadequate preparation for practice situation. The student may then be permitted to return to the Placement site as determined by the Faculty Member.

5.5 Student right to appeal

5.5.1 The Student has the right to appeal any decision arising from this policy, following the relevant VIU appeal processes for Student Conduct Appeals and/or Academic Appeals, dependent upon the basis for the appeal. (Refer to Policy 32.06 and Procedure 32.06.001: Student Conduct Appeals and Policy 96.02 and Procedure 96.02.001: Academic Appeals).

6 Related Policies & References

- VIU incident reporting procedures:
  - Health and Safety Services website: Reporting Injuries/Incidents
    http://sites.viu.ca/healthandsafety/reporting-injuries-incidents/

- VIU policies and procedures regarding student conduct and performance:
  - Policy 32.05 and Procedure 32.05.001: Student Conduct Code
  - Policy 32.06 and Procedure 32.06.001: Student Conduct Appeals
  - Policy 96.01 and Procedure 96.01.001: Student Academic Code of Conduct
  - Policy 96.02 and Procedure 96.02.001: Academic Appeals
  - Policy 96.03 and Procedure 96.03.001: Academic Probation

- Faculty of Health & Human Services Policy: Student Progress in Clinical/Practicum/Practice Experience/Field Education Courses

- Student Handbooks for specific programs, which provide program-specific information about Clinical/Practicum/Practice Experience/Field Education courses, expectations of professional conduct, and student performance.
**PROCEDURE:**  Client Safety and Clinical / Practicum / Practice Experience / Field Education Courses

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<td>February 1, 2015</td>
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### 1 Protecting Client Safety and Managing Risk in the Placement Setting

1.1 The Faculty Member and/or Onsite Supervisor will assess the Student's skills, competence, and Scope of Practice on an ongoing basis. Such assessment will inform appropriate assignments and level of independence/supervision in the Placement setting.

1.2 A Student must be approved by the Faculty Member and/or Onsite Supervisor to perform tasks independently. The form and means of approval (written, verbal, etc.) is determined and specified within each program.

1.3 Each Student is expected to be prepared for the Placement in order to provide safe, competent care. Expectations are defined in the course outline and associated documents.

1.4 Each Student is responsible for identifying and expressing any concerns about his/her ability to perform assigned duties/tasks, and/or disclosing anything that may interfere with safe practice, and will be encouraged and supported to do so. Students are expected to be honest, even when mistakes have been made, and must report any error or incident to the Onsite Supervisor or Faculty Member immediately.

### 2 Intervention in Student Practice for Reasons of Safety

2.1 In situations where the Onsite Supervisor identifies a safety issue, the Onsite Supervisor will intervene as necessary, and will notify the Faculty Member as soon as possible.

2.2 The Faculty Member is responsible for determining the appropriate intervention and response to safety issues in Student practice.

The Faculty Member may select any level of intervention (as outlined in *Policy: Client Safety and Clinical/Practicum/Practice Experience/Field Education Courses*), and may progress to any other level of intervention, based on assessment of the situation and degree of risk; no sequential progression is implied.
2.3 Level 1 intervention

2.3.1 Level 1 intervention may include:

2.3.1.1 The Faculty Member or Onsite Supervisor may stop/discontinue the Student from performing the task(s) that poses a safety concern;

2.3.1.2 The Faculty Member and/or Onsite Supervisor identifies and discusses with the Student the occurrence/behavior that reflects a potential for Unsafe Practice.

2.3.1.3 *Meeting Notes* will be used to document meetings with the student and actions taken.

2.3.1.4 The Faculty Member and/or Onsite Supervisor may provide remedial instruction to establish correct practice. This may include, but is not limited to: focused questioning, corrective feedback/instruction, coaching, problem-solving, readings, other teaching/learning strategies.

2.3.1.5 The Faculty Member will conduct a further assessment of the safety of the Student's practice.

2.3.1.6 The Faculty Member may determine further intervention based on the assessment. Refer to *Procedure: Student Progress in Clinical/Practicum/Practice Experience/Field Education Courses*, which outlines possible interventions.

2.3.1.7 A remediation plan may be developed to address the areas of Unsafe Practice, using a *Corrective Learning Plan* or a *Contract for Improvement*, following the steps outlined in *Procedure: Student Progress in Clinical/Practicum/Practice Experience/Field Education Courses*.

2.3.1.8 The Student is expected to actively engage in the process to understand the potential for Unsafe Practice and to take corrective action to demonstrate positive progress.

2.4 Level 2 intervention

2.4.1 Level 2 intervention may include:

2.4.1.1 Temporary removal of the Student from the practice setting (e.g. removal for the remainder of that shift).

The Onsite Supervisor may temporarily remove the Student from the specific practice situation and/or task, and will report to the Faculty Member as soon as possible.

2.4.1.2 The Faculty Member will meet with the Student to review the situation and discuss the nature of the Unsafe Practice. This meeting should occur as soon as possible, within one working day following the incident.

2.4.1.3 The Faculty Member initiates an assessment of the Student's performance and the safety issue.

2.4.1.4 A remediation plan is developed to address the areas of Unsafe Practice, using a *Contract for Improvement*, following the steps outlined in *Procedure: Student Progress in Clinical/Practicum/Practice Experience/Field Education Courses*.
2.4.1.5 The Faculty Member will monitor and reassess the Student's practice to ensure safe practice is achieved and maintained.

2.4.1.6 Meeting Notes will be used to document meetings with the student and actions taken, in addition to documentation in a Corrective Learning Plan and/or Contract for Improvement.

2.4.2 The Program Team Leader and/or Chair will be informed.

2.5 Level 3 intervention:

2.5.1 The Faculty Member initiates an immediate suspension process whereby the Student is not permitted to attend the Placement until the situation is reviewed and resolved.

2.5.1.1 The Faculty Member will document a detailed written report of the Unsafe Practice case and circumstances, including: the Student's name, alleged facts, description of the unsafe nature of the practice, grounds warranting suspension (if applicable), and names and evidence from witnesses (if applicable).

2.5.1.2 The Faculty Member will inform the Program Chair of the situation and action taken. The Level 3 intervention will be reviewed and confirmed by the Chair. Others may be informed at the discretion of the Chair.

2.5.1.3 The Faculty Member will advise the Student that the suspension process has been initiated, discuss the incident that led to this action, and provide the Student with information about the process.

2.5.2 The Faculty Member will investigate the situation, gathering information from relevant parties and sources. Based the information, the Faculty Member will assess the seriousness of the situation, in collaboration with the Chair, Dean, Placement agency, and others, as required, and determine the appropriate action to be taken.

2.5.3 Possible action may include:

2.5.3.1 Development and implementation of a remediation plan to address the area(s) of Unsafe Practice, using a Contract for Improvement, following the steps outlined in Procedure: Student Progress in Clinical/Practicum/Practice Experience/Field Education Courses.

2.5.3.2 Return to Placement with conditions.

2.5.3.3 Fail grade in the course; note that for some programs, a fail grade may lead to withdrawal from the program.

2.5.4 Meeting Notes will be used to document meetings with the student and actions taken.

2.6 Failure of the course for reasons of Unsafe Practice

2.6.1 The Faculty Member has determined that the Student is not safe to return to practice. The Faculty Member will document the rationale for a failing grade for the course, detailing the Unsafe Practice, interventions made, results and/or persistence of Unsafe Practice despite intervention, and any other relevant information. The Student’s performance and Unsafe Practice should be described in relation to course learning outcomes and practice competencies.
2.6.2 The Program Chair reviews the documentation and the process leading to the assignment of a failing grade in the course. Any concerns of the Chair regarding the process will be discussed with the Faculty Member and referred to the Associate Dean.

The Faculty Member and Chair will meet with the Student. The Student may bring a support person if desired.

The following will be discussed:

- Evidence/rationale leading to the decision to assign a failing grade
- Exploration of reasons for the failure
- Inform the Student of the right to appeal
- Discussion of options available to the Student (e.g. alternative program choices; option to repeat the course, if applicable; withdrawal to take time needed to address any issues that may be interfering with performance, etc.)
- Referral to Advising, Counselling, or other services as appropriate.

The meeting will be documented using Meeting Notes, signed by all parties.

2.6.3 The Program Chair will complete and process the Student Program Discontinuation Form, where applicable.

Individual departments may institute and use a “checklist” for implementation, processing, and distribution of the Student Program Discontinuation Form to meet the needs of that program.

2.6.4 Refer to the VIU Student Conduct Policy and related Procedure where the situation involves a violation of that policy.

3 Documentation

3.1 Intervention will be documented using Meeting Notes, a Corrective Learning Plan, and/or a Contract for Improvement, as outlined in Procedure: Student Progress in Clinical/Practicum/Practice Experience /Field Education Courses.

3.2 Documents should be read and signed by the Student, recognizing that the Student may refuse to sign. Signatures indicate that the individual has read the document; it does not necessarily indicate that the parties agree, unless agreement is explicitly stated.

If the student refuses to sign, the document will be placed in the Student file, with a notation that the student refused to sign and was given a copy of the document, signed by the Faculty Member and Chair.

3.3 Individual programs may institute additional procedures and documentation related to client safety and student performance, which are specific to that program.

4 Related Policies & References

- VIU incident reporting procedures:
  - Health and Safety Services website: Reporting Injuries/Incidents
    http://sites.viu.ca/healthandsafety/reporting-injuries-incidents/
- VIU policies and procedures regarding student conduct and performance:
  - Policy 32.05 and Procedure 32.05.001: Student Conduct Code
- Policy 32.06 and Procedure 32.06.001: Student Conduct Appeals
- Policy 96.01 and Procedure 96.01.001: Student Academic Code of Conduct
- Policy 96.02 and Procedure 96.02.001: Academic Appeals
- Policy 96.03 and Procedure 96.03.001: Academic Probation

- Faculty of Health & Human Services Policy and Procedure: Student Progress in Clinical/Practicum/Practice Experience/Field Education Courses
- Student Handbooks for specific programs, which provide program-specific information about Practicum/Clinical/Practice Experience/Field Education courses, expectations of professional conduct, and student performance.
POLICY: Student Progress in Clinical / Practicum / Practice Experience / Field Education Courses

Revision Number: 1
Approval Status: Approved
Approved by: Faculty Council
Date Approved: November 24, 2014
Effective Date: January 1, 2015

1 Purpose

A clinical/practicum/practice experience/field education course is different from most other educational courses. Students engage in important ethical and service delivery responsibilities in the Placement organization. Prompt identification and correction of progress issues are essential to support Student learning and achievement of learning outcomes.

This policy provides principles and direction regarding: identification of concerns about Student Progress in a clinical/practicum/practice experience/field education course, and instructional responses to address those concerns.

2 Scope

This policy applies to clinical/practicum/practice experience/field education courses in programs in the Faculty of Health & Human Services.

3 Definitions

Client The recipients of service. Depending upon context, the Client may be an individual, a family, a community, or a population.

Faculty Member VIU Faculty Member responsible for assigning the course grade. May also be the Onsite Supervisor.

Onsite Supervisor An individual who has onsite supervisory responsibility for the Student in the Placement setting. This may be an employee of the Placement agency/organization and/or the Faculty Member.

Placement An experiential education opportunity required as part of a program of study, in which the Student works in a practice setting under supervision. This includes Clinical / Practicum / Practice Experience / Field Education courses. The Placement provides an opportunity for the
Student Progress

Scope of Practice
The range of responsibilities (e.g. types of Clients, activities, tasks/duties, procedures) and boundaries within which the Student is authorized to practice under supervision. Scope of Practice is set by legislated regulation, professional association and/or established occupational competencies. The student’s Scope of Practice will also be determined by the development of their learning and competencies as they progress through the Program.

Student Progress
The progression of the Student toward achieving course learning outcomes.

Unsafe Practice
Behaviour or incident that places the Client in jeopardy and/or at an unacceptable level of risk for physical, psychosocial, or emotional harm. This may include a behaviour which constitutes practice outside the Student’s current Scope of Practice (i.e. not currently authorized or educated to perform at the time).

Refer to Faculty of Health and Human Services Policy: Client Safety and Clinical/Practicum/Practice Experience/Field Education Courses.

Also refer to VIU’s Student Conduct Code (Policy 32.05) regarding Unsafe Practice situations involving violation of the Student Conduct Code (e.g. endangering the safety of any individual, violence or threats of violence, personal harassment, disruption of the learning/working environment, alcohol or drug related offences).

Unsatisfactory progress
Student performance that does not meet the expected learning outcomes for the course for a Student at that level of the course at that point in time.

4 Principles

4.1 The goal of the Placement is to facilitate the Student to successfully attain course/program learning outcomes, with a progression of gradually increasing expectations regarding skill development and independence as the Student proceeds through his/her education and training.

4.2 Ongoing support for and feedback to the Student are necessary to facilitate learning, including the need for formal evaluation and assessment of the Student’s progress toward meeting learning objectives. Where a Student is at risk of not meeting learning outcomes by the end of the course the Student shall be so advised and given opportunity for improvement as early as possible.

4.3 Student success is supported by a respectful, open, collaborative, and productive learning partnership between the Faculty Member and the Student.

4.4 The behavioural expectations for professional competency increase throughout the program (e.g. from rote memorization of a concept to application to critical analysis).

4.5 The needs, interests, and safety of Clients are always the first priority in the Placement setting. These interests must be balanced with support to the Student as a learner.
4.6 The Student is a learner in the Placement setting, and mistakes are possible as part of the learning experience.

4.7 The Student has a right to confidentiality and assessments that are unbiased and based upon course learning outcomes.

4.8 In order to support sound decision making, the Faculty Member may benefit from consultation or advice regarding Student Progress issues. Such consultation will follow principles of anonymity of the Student, confidentiality, and professional judgement. Identification of the individual Student requires the Student’s permission.

4.9 The Student is responsible for his/her own learning and responsiveness to feedback.

4.10 Faculty Members have the expertise and responsibility to assess Student capabilities and progress on an ongoing basis, and to ensure an appropriate level of supervision. Where issues of Student Progress and performance are identified, the Faculty Member will determine an appropriate response and intervention.

5 Policy Statement

5.1 Student Progress in the clinical/practicum/practice experience/field education course

5.1.1 Attendance is mandatory in all clinical/practicum/practicum experience/field education courses. Attendance is necessary to acquire necessary professional / occupational competencies (knowledge, values, attitudes, and skills). Attendance is also necessary to demonstrate satisfactory progress and to demonstrate competencies for purposes of assessment.

Any exceptions will be defined in the course outline.

5.1.2 The Student's progress in practice will be monitored, assessed, and documented based upon the stated learning outcomes.

5.1.3 The Student is required to be familiar with and follow clinical/practicum/practice experience/field education course requirements and expectations; agency regulations, policies, and procedures; and professional standards.

5.2 Identifying concerns about Unsatisfactory Progress

5.2.1 The responsibility for identifying issues regarding a Student's progress or performance is shared by:

- The Student,
- The Faculty Member, and
- The Field Supervisor.

Issues identified will be brought to the attention of the Faculty Member.

5.3 Responses to Student Progress issues

5.3.1 The Faculty Member is responsible for determining the appropriate response and intervention to address Student Progress issues.

5.3.2 The Student is responsible for his/her own learning and improvement, utilizing the feedback, recommendations, support, and assistance available.

5.3.3 The Onsite Supervisor is responsible for implementing onsite learning activities to support achievement of course learning outcomes.
5.3.4 Possible responses to progress issues are outlined in the Procedure: Student Progress in Clinical/Practicum/Practice Experience/Field Education Courses.

5.4 Issues of Unsafe Practice or professional misconduct

5.4.1 In situations involving Unsafe Practice or professional misconduct, refer to Faculty of Health and Human Services Policy: Client Safety in Clinical/Practicum/Practice Experience/Field Education Courses.

5.5 Student right to appeal

5.5.1 The Student has the right to appeal any decision arising from this policy, following the relevant VIU appeal processes (Policy 32.06 and Procedure 32.06.001: Student Conduct Appeals and/or Policy 96.02 and Procedure 96.02.001: Academic Appeals).

6 Related Policies & References

- VIU policies and procedures regarding student conduct and performance:
  - Policy 32.05 and Procedure 32.05.001: Student Conduct Code
  - Policy 32.06 and Procedure 32.06.001: Student Conduct Appeals
  - Policy 96.01 and Procedure 96.01.001: Student Academic Code of Conduct
  - Policy 96.02 and Procedure 96.02.001: Academic Appeals
  - Policy 96.03 and Procedure 96.03.001: Academic Probation

- Faculty of Health and Human Services policies and procedures:
  - Procedure: Student Progress in Clinical/Practicum/Practice Experience/Field Education Courses
  - Policy: Client Safety in Clinical/Practicum/Practice Experience/Field Education Courses

- Student Handbooks for specific programs, which provide program-specific information about clinical/practicum/practice experience/field education courses, expectations of professional conduct, learning outcomes, and student performance.

- Practice education guidelines as outlined by the BC Academic Health Council, the Ministry of Health, BC health authorities, and provincial licensing bodies.

- VIU's Early Alert System: http://www2.viu.ca/facultyhelp/AcademicAlert.asp
Procedure: Student Progress in Clinical/Practicum/Practice Experience/Field Education Courses

Revision Number: 1
Approval Status: Approved
Approved by: Faculty Council
Date Approved: November 24, 2014
Effective Date: January 1, 2015

1 Monitoring and Assessment of Student Progress

1.1 Clinical/Practicum/Practice Experience/Field Education courses will be graded as “credit” / “no credit” or assigned a letter grade, as determined for the program.

1.2 The Faculty Member and/or Onsite Supervisor will monitor and assess Student Progress on an ongoing basis and will determine the appropriate field assignments, level of supervision, and level of independence in the Clinical/Practicum/Practice Experience/Field Education setting.

1.3 The Student is responsible for formative self-assessment of his/her learning in relation to learning outcomes, and to seek and respond to feedback on progress.

1.4 Expectations of performance in practice will increase as the Student progresses through the course and the program.

1.5 Student Progress will be assessed, documented, and communicated as determined and outlined for each program.

2 Identifying Concerns about Student Progress or Performance

2.1 A concern about a Student’s progress may include, but is not limited to:

- Unsatisfactory Progress toward meeting learning outcomes
- Excessive absenteeism that impacts the Student’s ability to meet learning outcomes
- Unprofessional conduct (e.g. inappropriate use of mobile devices, student-to-student aggression, inappropriate criticism of the practicum site, sharing or removing confidential information, accessing information or providing care for Clients who are not assigned to the Student)
- Unsafe Practice (refer to Faculty of Health and Human Services Policy and Procedure: Client Safety in Clinical/Practicum/Practice Experience/Field Education Courses).

2.2 A concern about a Student’s progress will be brought to the attention of the Faculty Member by the Student or Onsite Supervisor, or may be identified by the Faculty Member directly.
The Faculty Member will be responsible for determining the appropriate response and intervention.

2.3 Based on the seriousness of the concern and/or the need for support and guidance, the Faculty Member will inform the program Team Leader and/or Program Chair. The Faculty Member may also consult with another member of the Faculty team to support sound decision making (e.g. ideas for possible strategies and resources, assessment of safety issues, etc.). Principles of Student anonymity, confidentiality, respect, and fairness will be adhered to during such consultation about Student progress issues.

2.4 In situations involving Unsafe Practice, refer to Faculty of Health and Human Services Policy: Client Safety in Clinical/Practicum/Practice Experience/Field Education Courses.

3 Possible Responses

3.1 The response may be initiated at any level, depending on the seriousness of the concern. Ideally, the response will progress through the Levels from 1 to 5 (as outlined below), as needed, until the concern is resolved. Early intervention is emphasized to support success.

3.2 At any of the meetings outlined below, the Student may have a student advocate or support person present. The Faculty Member may involve the Onsite Supervisor, and/or may have another faculty member or the Program Chair present. The Student and/or Faculty Member will be informed in such circumstances.

3.3 Level 1: Informal exploratory conversation

3.3.1 Criteria: This level is appropriate when
- Initial informal fact finding is needed to understand the situation and the Student’s perspective
- Providing constructive feedback is likely to improve performance
- Offering suggestions is likely to facilitate learning and/or change behaviour.

3.3.2 Process:

3.3.2.1 A meeting will be held with the Student, as outlined in 3.2 above. The goals of this meeting are to:
- Bring the concern to the attention of the Student
- Explore any factors that may be contributing to the problem
- Engage with the Student in problem-solving toward improvement.

3.3.2.2 The issue(s) will be clearly defined in behavioural terms, and related to course learning outcomes. This will support the Student’s understanding of the area(s) requiring improvement.

3.3.2.3 Documentation of the conversation is recommended, however, documentation of the first instance is at the discretion of the Faculty Member. If the meeting is documented, the Faculty Member will prepare Meeting Notes, retain a copy, and provide a copy to the Student. The original will be placed in the Student file at the program level.
3.4 **Level 2: Meeting and Meeting Notes**

3.4.1 **Criteria:** This level is appropriate when

- Issues and concerns are more serious or persistent, and a more formal meeting is needed
- Written documentation is needed to ensure clarity and support accountability.

3.4.2 **Process:**

3.4.2.1 A meeting will be held with the Student, as outlined in 3.2 above. The goals of the meeting are to:

- Make the Student aware of the concern(s) and expectations (stated in behavioural terms and related to learning outcomes)
- Explore the concern from all perspectives
- Explore strategies and resources for improvement
- Coach/instruct the Student as appropriate
- Establish timelines for improvement
- Identify any restrictions or limitations to be placed on the Student’s practice
- Identify next steps.

3.4.2.2 The meeting must be documented using *Meeting Notes* and signed by the Student and Faculty Member. (The Student’s signature reflects that she/he has read the document, and does not necessarily reflect agreement.)

3.4.2.3 Copies of the Meeting Notes are distributed to:

- Student file at the program level
- Student
- Faculty Member.

3.5 **Level 3: Corrective Learning Plan**

3.5.1 **Criteria:** This level is appropriate when

- A structured plan and timeline to address the issues are needed
- A mutual process between the Faculty Member and the Student will be effective to identify learning strategies to address the concern(s).

3.5.2 **Process:**

3.5.2.1 A meeting will be held with the Student, as outlined in 3.2 above, to develop the *Corrective Learning Plan*. The Plan will include:

- Mutually identified learning needs, related to identified domains of practice/competencies and course learning outcomes
- Mutually identified learning strategies
- Outcomes to be met
- Date for review of progress.

3.5.2.2 The meeting must be documented using the *Corrective Learning Plan* and signed by the Student and Faculty Member.
3.5.2.3 Copies of the *Corrective Learning Plan* are distributed to:
   - Student file at the program level
   - Student
   - Faculty Member. (to be shredded at the end of the semester)

3.5.2.4 The Faculty Member may encourage the Student to share the *Corrective Learning Plan* with his/her next Clinical/Practicum/Practice Experience/Field Education instructor. If the strategies are working well for the Student, the Plan can be a valuable resource in future Placements.

3.5.2.5 The Faculty Member will bring the *Corrective Learning Plan* to the attention of the Program Chair to enable identification of any trends, patterns, or broader issues that may warrant future attention.

3.6 **Level 4**: Contract for Improvement

3.6.1 Criteria: This level is appropriate when
   - The concern about the Student’s progress is serious and significant (e.g. very serious medication error, serious breach of confidentiality, dual relationships, repeated issues of reliability, serious issues of inappropriate communication, etc.)
   - The Student is at risk of failing the course.

3.6.2 Process:

3.6.2.1 The *Contract for Improvement* is a formal and directed intervention.

3.6.2.2 A meeting will be held with the Student, as outlined in 3.2 above, to develop the *Contract for Improvement*.

3.6.2.3 The *Contract for Improvement* will clearly set out:
   - The area(s) of concern, stated in behavioural terms and related to course learning outcomes
   - The change/improvement that is desired/required
   - Strategies and resources for improvement and steps for any remediation required
   - Realistic timeframe to demonstrate the desired change/improvement
   - Statement of any restrictions or limitations for the Student in the Placement setting
   - A date for review of progress
   - Statement of desired outcomes
   - Statement of the consequences of non-achievement of outcomes.

3.6.2.4 The Student, Faculty Member, and Program Chair sign the Contract for Improvement.

3.6.2.5 A contract progress review meeting must occur as stated in the *Contract for Improvement*. The outcomes of this review meeting will be documented on the *Contract Progress Report*. 
3.6.2.6 The contract progress review meeting will determine the result of the Contract for Improvement, which may include:

- Achievement of desired improvement, and discontinuation of the contract
- Renewal or extension of the Contract for Improvement
- An “F” (fail) grade in the Clinical/Practicum/Practice Experience/Field Education course and possible withdrawal from the program. (Refer to the relevant program handbook or the calendar regarding consequences of course failure and possible withdrawal.)

3.6.2.7 The Contract for Improvement is an agreement between the Student and the Faculty Member for that course, and comes to an end at the end of the course.

3.6.2.8 Copies of the Contract for Improvement and the Contract Progress Report are distributed to:

- Student file at the program level
- Student
- Faculty Member
- Program Chair.

3.7 It is the professional obligation of the Student to attend progress meetings with a Faculty Member and/or Onsite Supervisor if requested. In situations where the Student refuses to attend a meeting, the situation will be referred to the Program Chair, or Associate Dean, or Dean, who will contact the Student to attempt to engage the Student. If the Student continues to refuse, the Student will be notified in writing that failure to engage in the process will result in failure or withdrawal from the course.

4 Documentation

4.1 Documentation regarding Student Progress and interventions will be maintained as outlined for each level of response.

4.2 Documentation related to Student Progress in a Clinical/Practicum/Practice Experience/Field Education course should state issues in behavioural terms, and relate the issues to course learning outcomes. A Student whose progress is unsatisfactory must receive documentation that includes anecdotal evidence of the unsatisfactory performance.

4.3 Documentation that is to be entered into a Student file must be dated and signed by the Faculty Member. The document should be read and signed by the Student, recognizing that the Student may refuse to sign. Signatures indicate that the individual has read the document; it does not necessarily indicate that the parties agree, unless agreement is explicitly stated.

4.4 If the student refuses to sign, the document will be placed in the Student file, with a notation that the student refused to sign and was given a copy of the document, signed by the Faculty Member and Chair.

4.5 Students are encouraged to provide evaluation documents and any remedial documentation from previous Clinical/Practicum/Practice Experience/Field Education courses to the Faculty Member for such courses in subsequent semesters. This information will support
continuity of Student learning and progress. Some programs may require that specified documents must be provided; such requirements will be identified at the program level.

4.6 The Student is expected to keep his/her own records of his/her progress. The Student will have supervised access to her/his file by appointment.

5 Related Policies and References

- Faculty of Health and Human Services Policy and Procedure: Client Safety in Clinical/Practicum/Practice Experience Courses
- VIU policies and procedures regarding student conduct and performance:
  - Policy 32.05 and Procedure 32.05.001: Student Conduct Code;
  - Policy 32.06 and Procedure 32.06.001: Student Conduct Appeals
  - Policy 96.01 and Procedure 96.01.001: Student Academic Code of Conduct
  - Policy 96.02 and Procedure 96.02.001: Academic Appeals
  - Policy 96.03 and Procedure 96.03.001: Academic Probation
- Student Handbooks for specific programs, which provide program-specific information about practicum/clinical courses, expectations of professional conduct and student performance.
- VIU’s Early Alert System: http://www2.viu.ca/facultyhelp/AcademicAlert.asp.
APPENDIX II – VIU POLICIES

The following Vancouver Island Policies were excerpted from the VIU website for your information. Please be advised that from time to time, changes are made to VIU policies. To ensure you have the most updated version of any of the following policies, we encourage you to visit the VIU Policy and Procedures web pages for the most current policy version VIU Policy & Procedures.

Included in this appendix are the following policies:

- Human Rights Policy - Policy 21.03
- Disruption-Free Learning and Working Environment - Policy 31.06
- Student Conduct Code - Policy 32.05
- Student Academic Code of Conduct - Policy 96.01
- Academic Appeals - Policy 96.02
HUMAN RIGHTS POLICY

Policy 21.03

Human Rights Policy

Type: A Educational (Board)  Last Approved: Mar 25/10

Executive Responsibility: President & Vice-Chancellor  Next Review: Nov., 2013

Administrative Responsibility: Human Rights Advisor  Procedure: 21.03.001

STATEMENT:

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 or 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 by the Policy and Procedure. It is the intent of the University that all complaints made to 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 Procedures.
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.

end of document
DISRUPTION FREE LEARNING AND WORKING ENVIRONMENT POLICY

This Policy is currently under review

Policy 31.06

Disruption-Free Learning and Working Environment

Type: C  Institutional  Last Approved: Nov., 26, 2009

Executive Responsibility: Vice-President Academic & Provost  Next Review: Apr., 2012

Administrative Responsibility: Executive Director, Student Services  Procedure: 31.06.001

STATEMENT:

Vancouver Island University recognizes the right of students and employees to have a positive learning and working environment that is free of disruptive and intimidating behaviour. This environment includes all locations on and off campus where any activity may be scheduled under the auspices of Vancouver Island University.

In most cases, use of the learning environment at Vancouver Island University is restricted. In a class, only students who are registered in that class, and guests who have been invited by the instructor, are allowed to be present. In other learning situations where the use of facilities is restricted to Vancouver Island University students, an instructor or other employee can ask nonstudents to leave and, if they fail to comply, can have them removed by requesting assistance from Facilities Services or Security by calling 6600.

Any employee who is supervising a learning environment is responsible for determining if that environment is being disrupted and for taking action to eliminate disruptive and intimidating behaviour.

DEFINITIONS

1. Disruptive Behaviour – Any interruption to the learning environment that serves to obstruct, bring disorder, or break the flow of continuity of the activity.
2. Employee – A person in receipt of, or entitled to, wages for labour or services performed.
3. Student – Any person who is enrolled in a course(s) or a program at Vancouver Island University.

APPEALS

Students may appeal any action under this Policy through the Student Conduct Appeal policy.

end of document
STUDENT CONDUCT CODE POLICY

Policy 32.05
Student Conduct Code

Type: A  Educational (Board)  Last Approved: March 25, 2010

Executive Responsibility:  Vice-President Academic  Next Review: Nov., 2011

Administrative Responsibility:  Executive Director, Student Services  Procedure: 32.05.001

STATEMENT:

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 Vancouver Island University sponsored activity is occurring.

STANDARDS OF BEHAVIOUR

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 behaviour 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 behaviour. See cross-referenced list at the end of this document.

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 for information regarding disciplinary action.

Cross Reference Policies and Procedures:
Policy 21.03 Human Rights
Procedure 21.03.001 Human Rights – Education Initiatives and Complaint Resolution
Policy 21.05 Personal Harassment
Procedure 21.05.001 Responding to Complaints of Personal Harassment
Policy 31.06 Disruption-Free Learning and Working Environment
Procedure 31.06.001 Disruption-Free Learning and Working Environment
Policy 41.09 Health & Safety
Policy 41.10 Prevention of Violence in the Workplace
Policy 44.05 Personal Safety On Campus
Policy 45.01 Use of Information Technology
Policy 96.01 Student Academic Code of Conduct
Procedure 96.01.001 Student Academic Code of Conduct
STUDENT ACADEMIC CODE OF CONDUCT

Policy 96.01

Student Academic Code of Conduct

Type: B Educational (Senate) Last Approved: Nov 6, 008

Executive Responsibility: President and Vice-Chancellor Next Review: Nov., 2013

Administrative Responsibility: Executive Director Student Services/ Vice-President Academic & Provost Procedure: 96.01.001

STATEMENT:

Integrity in academic work is a central element of learning and is the basis of intellectual pursuits in an academic community. The purpose of this policy is to outline:

- standards of academic integrity,
- responsibilities of students, and
- violations of academic integrity.

STANDARDS OF ACADEMIC INTEGRITY

Students are expected to meet the standards of academic integrity as indicated in this policy. Standards of academic integrity include, but are not limited to:

- independently producing work submitted under one’s own name;
- properly and appropriately referencing all work;
- identifying all collaborators in work;
- completing examinations without giving or receiving assistance, excepting those students requiring assistance due to a documented disability;
- respecting the integrity of examination materials and/or the examination process; and
- respecting the integrity of computer security systems, software copyrights and file privacy of others.

ACADEMIC MISCONDUCT

Violations of academic integrity, including dishonesty in assignments, examinations, or other academic performances, are prohibited and will be handled in accordance with the Student Academic Code of Conduct Procedures.

Academic misconduct includes, but is not limited to, the following acts:
1. Cheating

Cheating is an act of deception by which students misrepresent that they or others have mastered information for an academic exercise.

2. Fabrication

Fabrication is the intentional use of false information or the falsification of research or other findings with the intent to deceive.

3. Plagiarism

Plagiarism is the intentional unacknowledged use of someone else's words, ideas, or data. When a student submits work for credit that includes the words, ideas or data of others, the source of that information must be acknowledged through complete, accurate, and specific references, in a style appropriate to the area of study, and, if verbatim statements are included, through quotation marks or block format as well. By placing their names on work submitted for credit, students certify the originality of all work not otherwise identified by appropriate acknowledgments.

4. Facilitation of Academic Misconduct

Facilitation of Academic Misconduct is helping or attempting to help another to commit act(s) of academic misconduct as outlined above.

4.1. In such cases where a student is suspended, the notation "Required to Withdraw due to Academic Misconduct" will be added to the student's official transcript.

4.1.1. After five years, students may request the removal of this notation from their transcript if no further instances of academic misconduct have been documentized.

5. Non-attendance

Non-attendance, where attendance is deemed to be mandatory, is not acceptable. Absences due to personal illness, family illness, death of an immediate family member, religious ceremonies, or sports events in which the student represents Vancouver Island University are allowed and must be approved by the appropriate instructor or coordinator. Non-attendance must be for valid reasons and not falsified.

Some departments have specific attendance requirements, and details may be obtained from the instructor, department chair, or program coordinator.

**DISCIPLINARY ACTION**

Every reasonable effort should be made to deal with student conduct concerns at the instructional and departmental level. Formal discipline is designed for serious intentional academic misconduct.

Acts of academic misconduct may make a student subject to a range of disciplinary action – including failure for a course assignment or a course, or possible suspension by the President.

No student shall be allowed to withdraw from a course, or the University, to avoid receiving a failing grade based upon academic misconduct. A withdrawal under such circumstances shall result in an 'F' grade being recorded on the student's transcript for the course(s) in question. Please refer to the Student Academic Code of Conduct Procedures for handling breaches of this policy.
ACADEMIC APPEALS POLICY

Policy 96.02

Academic Appeals

Type: B
Educational (Senate)

Last Approved: Nov 5, 2009

Executive Responsibility: Vice-President Academic

Next Review: Dec, 2012

Administrative Responsibility: Executive Director, Student Services

Procedure: 96.02.001

STATEMENT:

This policy is provided to deal with any grievances or disputes concerning any University policy, procedure or disciplinary action related to admission, final grades, transfer credit, probation, or suspension for academic reasons from a course, program or the institution\(^1\), the interruption or suspension from a program based on student suitability to the profession, or the interpretation of any policies related to these issues. While this policy does not constitute a judicial process, all stages of the academic appeal process will be carried out in accordance with the principles of due process (e.g. the right to be heard, the right to a hearing from an unbiased tribunal).

Students should contact the office of the Executive Director, Student Services for information regarding the academic appeal process.

Forms:

• Student Appeal Form

• Final Grade Appeal Form

\(^1\) In accordance with Section 61 of the University Act only the president of the institution has the right to suspend and the appeal is to the Senate