

**POLICY:** Student Progress in Clinical / Practicum / Practice Experience / Field Education Courses

**Revision Number:** 1  
**Approval Status:** Approved  
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## 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 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 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: <i>Client Safety and Clinical/Practicum/Practice Experience/Field Education Courses</i> .  Also refer to VIU's <i>Student Conduct Code (Policy 32.05)</i> 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>