

Faculty of Health and Human Services

Social Services Diploma Program

Student Handbook



VANCOUVER ISLAND
UNIVERSITY

Revised October, 2020

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WELCOME

Welcome to Vancouver Island University and the Social Services diploma program. The Social Services Diploma program provides advanced-level training for working in the social services field. The program includes the following components:

- Courses in mental health and addictions, conflict resolution, social work practice, families, interpersonal communication skills, social policy and special topics;
- Elective courses drawn from a wide-ranging selection of options in many diverse disciplines relevant to the human services field.
- Workplace-based projects and assignments help students integrate and apply classroom learning in practice.



Graduates of the diploma program will have skills that will prepare them for work in a broad range of social services positions, including supervisory/administrative roles and more specialized direct service roles with community agencies, private service providers, and some government services.

We are committed to the development of your learning experiences in a way that will inspire your dedication and commitment to the field of Social Services and the individuals, families, and communities you serve.

A MESSAGE FROM ELDER-IN-RESIDENCE, GERALDINE MANSON



Welcome to the Social Services Diploma Program!

It's an honor to be recognized as the first full-time Elder-in-Residence at Vancouver Island University (VIU) providing guidance and support to Aboriginal and non-Aboriginal students in the Faculty of Health and Human Services (HHS). I look forward to sharing the Traditional Knowledge and Practices. As a member of the Snuneymuxw First Nation, I have worked in my role as an Elder with VIU since 2008 and now look forward to standing alongside and using the Words of Wisdom left by my Elders "Traditional Knowledge

and Practices" with the faculty in the Social Services Diploma Program at VIU.

Being an Elder within my community and a fulltime Elder-in-Residence has its roots in my experiences with colonization as a child in British Columbia's Residential School system, followed by a turbulent young life in seven different foster homes before returning home to my community as a young woman. My goal is to contribute to both faculty and student understanding about Aboriginal ways of knowing and being within the context of professional social work practice. A key part of my role with HHS will be to help move Aboriginal knowledge further into the regular curriculum to include Aboriginal perspectives and knowledge in all HHS programs. Any student, no matter who they are, and which program they're in, will learn about Aboriginal perspectives. When I personally can't speak on the topic, I will bring another Elder in to talk about their beliefs and practices related to that topic.

Geraldine Manson, Elder-In-Residence

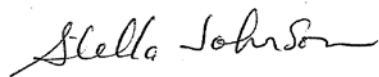
A MESSAGE FROM MÉTIS ELDER-IN-RESIDENCE, STELLA JOHNSON

Welcome staff, faculty, and students to Vancouver Island University's unique Social Services Diploma Program. I am honoured to represent the Métis peoples as the Elder-in-Residence at Shq'apthut (Gathering Place). I see The Gathering Place as a home away from home for all VIU Aboriginal students (First Nations, Métis, and Inuit peoples), as well as all non-Aboriginal students.

As a Métis Elder my goal has always been to educate, support, and give guidance to all those who seek greater understanding of Aboriginal Peoples. In the Social Services Diploma curriculum I extend a warm invitation to all those who wish to discover more about the diversity of this culture.

I hope to expand people's vision beyond the long-held prejudicial beliefs towards Aboriginal Peoples. It would be heartwarming to know Social Services graduates of this program would leave with a solid understanding of our lifestyle, including why we choose to raise our children in our environment. This would ensure a secure support system of Aboriginal youth, elders and future generations to follow.

All my Relations,



Stella Johnson, Métis Elder-in-Residence



A MESSAGE FROM SOCIAL WORK PROGRAM CHAIR, LOUISE STERN

Welcome to the Social Service Diploma program at Vancouver Island University!

On behalf of the faculty and staff, I would like to welcome you as you embark on your learning journey. We encourage you to familiarize yourself with all aspects of the social service program, the Faculty of Health and Human Services where we are housed, and VIU itself. To do this, we have provided all students with access to a SSER Student HUB site as a central hub where they can 'meet' to access everything related to your learning journey including:



- Student services and resources at VIU
- Information on courses and the program
- Orientation information
- Faculty profiles
- Funding opportunities
- Employment information
- Field education information and documentation
- Social Work organizations and resources

Students will also be able to use this site a place where they can connect with one another, share and post interesting information and announcements to other students and faculty members, and as a place to ask questions and make suggestions.

As a social service diploma program, our goal is to make this program relevant to your learning needs and interests, connect you too our community partners, to prepare you for practice in the field, and for furthering your education should you want to.

Our faculty all come from unique and diverse life experiences, have an incredible amount of practice experience and expertise (check out our faculty page on the SSER Student HUB site) and are passionate about the social work profession, social justice issues, and social work education. They are all excited to meet you in the orientations you will be attending, in your class rooms and in your field education

placements. As a small school, we pride ourselves on creating connections with our students and the communities in which they live and practice in.

Good luck everyone and please feel free at any time to drop a line, question, or thought to me, our faculty and the amazing staff who help support us all!

Best wishes,

A handwritten signature in black ink, appearing to read "Louise Stern". The signature is fluid and cursive, with a prominent initial "L" and "S".

Louise Stern, MSW PhD

ADMINISTRATION AND GOVERNANCE

VIU ADMINISTRATION

Deborah Saucier	President & Vice-Chancellor
Carol Stuart	Interim Provost and Vice President Academic
Patricia O'Hagan	Dean, Faculty of Health & Human Services
Lynda Phillips	Associate Dean, Faculty of Health & Human Services

PROGRAM FACULTY

Louise Stern	Program Chair & Professor
Carmen Lavoie	Professor
Ashleigh Martinflatt	Professor
Jeanette Schmid	Professor
Fiona Meyer Cook	Professor

PROGRAM SUPPORT

Holly Bradley	Field Education Coordinator
Tina Schultz	Program Assistant, Social Services Diploma (SSER) & BSW

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;
- 2 faculty members elected by the faculty;
- 8 persons appointed by the Lieutenant Governor in council, 2 of whom are appointed from among persons nominated by the alumni association;

- 2 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 see visit [VIU Governance](#)

The Students' Union is run by an elected board of students drawn from across the student body, and 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.

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

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

SOCIAL WORK PROGRAM ADVISORY COMMITTEE

The Social Work Program Advisory Committee is composed of community professionals but also includes faculty and students. The purpose of the committee is to provide community input on curriculum, policy and employment, and to act in an advisory capacity to Vancouver Island University and the social work programs. Program Advisory Committee meetings are held as required, but must be held at least once per year.

Membership

- Social Work Programs Chair (primary contact and Committee Chair)
- VIU administration: HHS Dean and Associate Dean (ad hoc)
- Social Work Faculty
- Social Work Practicum Coordinator
- Professional Social Work representatives
- Community organization representatives
- Practice partner representatives
- Social work program alumni

Meetings

Meetings will be held twice a year in the fall (November) and the spring (May) at Vancouver Island University.

Functions and Responsibilities

- To identify community needs and issues as it relates to social work education
- To provide guidance and make recommendations about social work education initiatives to the program
- To review and provide recommendations as to the development and maintenance of the curriculum in the program
- To provide a forum for information sharing and collaboration
- To identify potential partnerships in practice, learning and research

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. VIU fosters 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, 2014

HEALTH & HUMAN SERVICES MISSION AND BELIEFS

Mission

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, globally and locally, and offered in a visionary, inter-professional environment that is conducive to learning and promotes health and wellness for all.

Beliefs

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

SOCIAL SERVICES DIPLOMA PROGRAM GOALS, BELIEFS AND VALUES

PROGRAM LEARNING OUTCOMES

Through the use of creative, collaborative and experiential learning, the Social Service Diploma program prepares social services practitioners to support and work with individuals, families, groups and communities.

Upon successful completion of the Social Service Diploma program, students will demonstrate the following:

1. Critical thinking and self-reflection skills
2. Application of an anti-oppressive lens
3. Relational and communication skills
4. A recognition of and initiation of the application of models of social work intervention
5. Ethical and professional practice
6. Consideration of multiple forms of knowledge, including Indigenous and other world views

BELIEFS

We believe that learning is a lifelong endeavour, and we can work together with individuals and communities to co-create a positive, relational environment that promotes a sense of belonging, personal and collaborative participation, a sense of community, and enhanced well-being. We believe our work should be 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 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, self-evaluation and reflection of performance. Participants learn well in support groups and learn respect for one another's self-worth.

Learning is demonstrated by a more or less permanent change in behavior, perception and/or attitude.

BELIEFS ABOUT THE ROLE OF FACULTY IN LEARNING

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

The faculty members facilitate learning by:

- Assisting the adult learner to identify own learning needs.
- Sharing knowledge and mutually setting goals.
- Providing a supporting 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 in which they are teaching. Recognition of the importance of professional growth, personal growth, creativity and feelings of satisfaction enhance the faculty members' ability to fulfill their roles.

VALUES

The Social Services Diploma program upholds the following values:

- Lifelong learning “as a way of being.”
- Being part of the community.
- Community partnerships.
- Equity.
- Diversity.
- Inter-professional teaching, learning, and practice.
- A positive working, teaching, and learning environment.
- The pursuit of new knowledge.
- Community partnerships.
- Collegiality.
- Collaboration.
- Innovation.
- Learner-centeredness.
- Humanism.
- We value quality of work life, recruitment of new and retention of current faculty, staff, and students.
- We value “the tried and true” as well as the new based on research informed, evidence-based best practices.

PROGRAM INFORMATION AND DELIVERY

PROGRAM DELIVERY

The Social Service diploma program is delivered in a traditional face-to-face classroom setting. The program matrix is built on a cohort model with most students moving through the program together through Year 1 and Year 2. All students accepted and registered in the program are guaranteed a seat in all required courses, except for their electives (2nd year).

Some students may be accepted into the program with completed credits. These will be assessed by the program Chair on an individual basis, and may result in the student being coded as a Year 2 student, which will allow registration in both Year 1 and Year 2 courses.

Practicum happens at the end of Year Two in the intersession semester (April to June).

YEAR 1

Registration for Year 1 consists of a SET bundle of courses required for all Year 1 students. Students will be given guidance and direction on registration in the first orientation that happens in the May before school starts in the following September.

Fall Semester	Spring Semester
SOCW 200A Introduction to Social Work Practice	SOCW 200B Introduction to Social Welfare in Canada
SOCW 211 Family Studies	CRIM 290 Alternative Conflict Resolution in Criminal Justice Systems
SOCW 252 Interpersonal Communication Skills	CYC 165 Introduction to Group Work in Child & Youth Care Practice
PSYC 121 Developmental Psychology I	PSYC 122 Developmental Psychology II
ENG 115 University Writing and Research	ENG 125 Literature and Culture

YEAR 2

Registration for Year 2, offers students the opportunity to choose from a list of approved electives as well as their required courses. *Students can use any configuration to complete their electives (in the Fall and Spring semesters) based on their personal scheduling needs. All students registered for Year 2 will have a guaranteed seat in the required courses, but not in their electives, so they need to register early to ensure they get a course specific to their needs and interests.

Fall	Spring
HHS 276: Trauma and Resiliency Across the Lifespan	SOCW 270 Social Work Practice in Mental Health and Addictions
Elective 1*	SOCW 280 Methods in Social Work Practice
Elective 2	Elective 4
Elective 3	Elective 5

PRACTICUM

A 210 hour practicum (SOCW 281 & SOCW 282 – you need to register for both) takes place in the Intersession semester. It is taken as a block of 6 weeks that spans late April to mid-June. Students are required to be able to take this on a full-time basis. An orientation will be held for students in January of their second year which they are required to attend. Registration for the practicum opens in Spring.

The pre-requisites for moving into practicum are the following:

- Second year standing in the Social Services Diploma Program
- SOCW 280

Pre-requisites for SOCW 280 are:

- SOCW 200A, 200B, 252

Information on practicums is available on the SSER student HUB site.

MOVING ON TO A VIU BSW

Students who have graduated (or are about to graduate in June) from the VIU SSER program will be granted 54 (out of a required 60 credits) towards the BSW. Credit will not be granted for practicum (281 and 282). Students will be required to take 6 extra credits.

The BSW application process is competitive and SSER graduates will be required to apply for admission. More information can be found here: <https://www.viu.ca/programs/human-services/bachelor-social-work>

HARDWARE AND SOFTWARE REQUIREMENTS

While classes are face-to-face, most instructors utilize a learning management system (LMS) called VIU Learn to post readings, course information, and to submit assignments. As well students need to be able to use a computer for word processing, writing papers, and doing research. Therefore, it is suggested that students need to have regular access to a computer for extended amounts of time.

Students can access and download Microsoft Office for free: <https://technology.viu.ca/help/free-office>

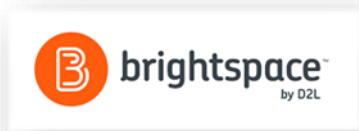
VIUONLINE ROOMS – ZOOM WEB CONFERENCING

Some courses may use video conferencing tools. VIU Online Rooms uses the Zoom web conferencing tool – it is your virtual classroom. To get started with Zoom:

- Visit the VIUOnline Rooms page: <https://ciel.viu.ca/learning-technologies-innovation/technology-tools/vionline-rooms-virtual-meeting-spaces>
- Email learnsupport@viu.ca to request an account and receive the latest dates for training
- There is also help and more information available from Zoom here: <https://support.zoom.us>



VIULearn PROGRAM DELIVERY PLATFORM



All courses have an online presence through Brightspace by D2L learning management system. VIU refers to this system as VIULearn. VIU's Centre for Innovation and Excellence in Learning maintains VIULearn and offers support for students to learn about and navigate the system. To get started with VIULearn:

- Visit the VIULearn page: <https://ciel.viu.ca/learning-technologies-innovation/viulearn>

- Log into VIULearn using your VIU computer account: <https://learn.viu.ca>
- Check your system for the required components: <https://learn.viu.ca/d2l/systemCheck>

Centre for Innovation and Excellence in Learning (CIEL) Hours of Operation

VIULearn issues or inquiries contact learnsupport@viu.ca or 250.740.6179

9:00am-4:00pm

Monday to Friday (*except statutory holidays and university closure days*)

VIU Information Technology Department Hours of Operation

Computer account or log in issues or inquires contact ithelp@viu.ca or 250.740.6300

8:00 am – 4:30 pm

Monday to Friday (*except statutory holidays and university closure days*)

TEXTBOOKS

Textbooks and course materials can be obtained through the VIU Bookstore. Please visit the VIU [Bookstore](#) webpage.

All web orders have shipping rates applied. Here is the link with the information: [Shipping](#)

CALENDAR – ACADEMIC AND CAREER PREPARATION PROGRAMS

Students are encouraged to review the online Schedule of Dates Calendar 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 SOCIAL SERVICE DIPLOMA PROGRAM COURSES

Course descriptions are provided in a following section or refer to the [VIU Calendar online](#).

YEAR 1	Credits
CRIM 290 – Alternative Conflict Resolution in Criminal Justice Systems	3
PSYC 121 – Developmental Psychology I <i>or</i> CYC 111 – Child Development	3
PSYC 122 – Developmental Psychology II <i>or</i> CYC 112 – Adolescent Development	3
SOCW 200A – Intro to Social Work Practice <i>or</i> approved alternative	3

SOCW 200B – Intro to Social Welfare in Canada <i>or</i> approved alternative	3
SOCW 211 – Family Studies	3
CYC 165 – Introduction to Group Work in Child & Youth Care Practice	3
SOCW 252 – Interpersonal Communication Skills	3
Degree English Requirement*	6
Total Credits	30

*ENGL 115 and ENGL 125 are recommended

YEAR 2	Credits	
HHS 276 – Trauma and Resiliency Across the Lifespan	3	
SOCW 270 – Social Work Practice in Mental Health and Addictions	3	
SOCW 280 – Methods in Social Work Practice	3	
SOCW 281 – Practicum I SOCW 282 – Practicum II	6	
15 credits chosen from the following list:		
Faculty of Arts & Humanities		
INDG 101 – Exploring Indigenous Identities	15	
INDG 102 – Exploring Indigenous Communities		
INDG 203 – Indigenous and Settler Relations		
INDG 204 – Indigenous Perspectives on the Environment		
HIST 113 – Canada since 1945: New and Changing Identities		
HIST 208 – North American Popular Culture After World War II		
HIST 210 – Canadian Women’s History to 1920		
HIST 231 – First Nations People in Canadian History since 1867		
MEDI 115 – Popular Culture and Mass Media		
MEDI 200 – Media, Audience and Society		
SWAG 200 – Introduction to Feminisms		
SWAG 210 – Introduction to Indigenous Feminisms		
Faculty of Health & Human Services		
CYC 362 – Child Abuse and Neglect Concerns		
HHS 263 – Elders Teachings Across Disciplines		
HHS 275 – Animal Assisted Interventions with Individuals and Families		
Faculty of Social Science		
CRIM 200 – Aboriginal Issues in the Canadian Criminal Justice System		
GLST 210 – Introduction to Global Studies		
PHIL 112 – Intro to Philosophy: Ethics		
POLI 200 – International Peace and Security		
POLI 201 – An Introduction to International Political Economy		
POLI 221 – Canadian Politics and Government		

POLI 245 – Ideologies and Political Thought	
POLI 260 – Justice and the Good Life: An Introduction to Political Thought	
SOCI 111 – Introduction to Sociology	
SOCI 112 – Introduction to Sociology: Canadian Society in the Contemporary World	
	Total Credits
	30

Note: Not all courses are offered each year.

COURSE DESCRIPTIONS

Course offerings vary from year to year. Check [Generate a Timetable](#) for available course offerings.

SOCW 200A (3) Intro to Social Work Practice

An introduction to the general practice of social work and the personal troubles that affect well-being, including the history, values, knowledge and skills of the profession. Particular attention is focused on generalist social work practice, interdisciplinary approaches, clients as consumers and partners, and the role of self-help groups. (3:0:0)

Prerequisite: None.

SOCW 200B (3) Intro to Social Welfare in Canada

An introduction to current social welfare policy and the social service and human rights response to social issues, including the problem of poverty. Topics include the impact of poverty, responses to poverty, ideologies in relationship to social policy, responses to income security and personal needs in B.C. and Canada, and skills for analyzing, influencing, and developing social policy. (3:0:0)

Prerequisite: None.

SOCW 211 (3) Family Studies

An opportunity to broaden understanding of the Canadian family in its many changing forms. Topics include the historical, economic and social factors which shape family life, as well as theories relevant to family practice. Focus is on social issues facing Canadian families today, and intervention strategies utilized by Human Service Workers. Students are encouraged to personalize their learning by relating course concepts to their own families and to their work with families. SOCW 211 was formerly called SSER 211; credit will not be granted for both courses. (3:0:0)

Prerequisite: Admission to Social Services Diploma program or permission of instructor. (3:0:0)

SOCW 252 (3) Interpersonal Communication Skills

An introduction to the dynamics and skills associated with effective interpersonal skills in social work; an understanding of the characteristics and development of relationships both in one-to-one and group settings. Students will apply course materials to enhance their self-awareness and functioning in relationships with others. (3:0:0)

Prerequisite: SOCW 200A or equivalent (which may be taken concurrently).

SOCW 270 (3) Social Work Practice in Mental Health and Addictions

An introduction to the practice of social work with populations with concurrent disorders. Topics include: examination of current theories, delivery of social work services, policy and practice issues, as well as critical review of contemporary perspectives on the ecology of mental health challenges and addictions. SOCW 270 was formerly called SSER 270; credit will not be granted for both courses. (3:0:0)

Prerequisite: Second year standing or permission of instructor.

SOCW 280 (3) Methods in Social Work Practice

This course builds on the social work values, skills, knowledge, and ethics introduced in SOCW 200A and SOCW 252. With a focus on social work practice methods, students will further develop competencies in the various phases of the helping process: engagement, assessment, planning, intervention, and evaluation. (3:0:0)

Prerequisite: SOCW 200A, SOCW 252, and second-year standing in the Social Services Diploma.

SOCW 281 (3) Practicum I

A three week field practicum with a Human Service agency/organization. Focuses on integration and application of theory, skills and practice in a supervised setting. An interview may be required by the agency. Normally completed concurrently with SOCW 282 Practicum II. SOCW 281 was formerly called SSER 281; credit will not be granted for both courses. (0:0:0 —105 for 3 weeks)

Prerequisite: Second-year standing in Social Services Diploma; and SOCW 280.

SOCW 282 (3) Practicum II

A second three week field practicum, normally completed concurrently with SOCW 281 Practicum I. Focuses on integrating and applying theory and skills and building competency, under supervision. Students are expected to demonstrate their ability to understand systemic structures and functions of a service agency in relation to clients, community and other agency workers. SOCW 282 was formerly called SSER 282; credit will not be granted for both courses. (0:0:0 —105 for 3 weeks)

Prerequisite: SOCW 281.

PRIOR LEARNING ASSESSMENT

Students can apply for a Prior Learning Assessment for part of their practicum (SOCW 281). If a student is successful, they will still need to complete SOCW 282 (hours reduced to 105 hours). Information on this process and the criteria required to be eligible to apply is available on the SSER Student HUB Site or you can contact the program chair for more information.

“PERMISSION OF INSTRUCTOR” AS A COURSE PREREQUISITE

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

If “Permission of Instructor” is not noted in the Calendar course description as an option for the prerequisite, the prerequisite may only be waived with the written permission of the department Coordinator/Chair. A copy of this permission must be sent to the Admissions Manager. Students with special or unique backgrounds who wish to pursue the option to have the prerequisite waived by the department Coordinator/Chair should do so at least two weeks prior to the start of classes.

PROBATION POLICY

In May each year, students in academic programs who have completed a minimum of nine credits during the immediately preceding period of May 1 to April 30 will have their records reviewed. Those who have earned a grade point average (GPA) of less than 2.0 (“C”) on all courses completed in this period will be placed on academic probation. [Probation Policy](#).

Students who have been placed on academic probation will have their record reviewed each year in May until such time as they have completed at least 9 credits while on probation. A grade point average of 2.0 on these courses is required to clear probation. Students who don’t clear probation will be suspended for one year*.

*Note that in 2020, due to the extraordinary circumstances which may have negatively affected their grades, no students will be placed on suspension. For this year only, any student who would have been placed on suspension will now remain on probation for an additional year.

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 AND MUTUALITY

Student evaluation in theory, clinical, and practice courses will be guided by the principle of 'due process' and the principle of 'collaboration and mutuality' 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 and mutuality 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 health 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 VIU students are expected to actively participate in the class room and in field education. 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 and does not notify the chairperson or program assistant.

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 AND DOES NOT NOTIFY THE CHAIRPERSON OR PROGRAM SUPPORT STAFF.

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.

NON-PARTICIPATION DUE TO ILLNESS

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

For extended absence from courses or program due to illness or accident in the immediate family, students should follow the procedure described under "Absence Due to Illness"

NON-PARTICIPATION DUE TO RELIGIOUS CEREMONIES

Students who are absent from required online seminars or similar events in order to attend religious ceremonies should inform their instructors prior to each absence. Religious ceremonies at Vancouver Island University include traditional First Nations ceremonies. Students are responsible for the subject material missed during their absences. For further information, students should contact the [Human Rights and Respectful Workplace Advisor](#).

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 should be made during the exam dates listed in the calendar.

GRADING AND ASSIGNMENTS

To a large extent, 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 should contact [Student Affairs](#)

Students are assigned a letter grade for each course taken, and each letter grade carries a grade point value. Please note that vocational programs use the same letter grades, but they do not necessarily adhere to the percentage equivalencies.

At the end of each semester, grades are available online at the "[Access My 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

Note: Effective September 1, 2010 VIU converted to a 4.33 grade scale.

Grade Scale Table Effective September 1, 2010			
<i>Grade</i>	<i>Percentage %</i>	<i>Grade Value</i>	<i>Point Description</i>
A+	90-100	4.33	Excellent (First Class Standing)
A	85-89	4.00	
A-	80-84	3.67	
B+	76-79	3.33	Good
B	72-75	3.00	
B	68-71	2.67	
C+	64-67	2.33	Satisfactory
C	60-63	2.00	
C-	55-59	1.67	
D	50-54	1.00	Poor
F	0-49	0.00	Failing work - Unsatisfactory performance or failure to meet course requirements.
UW	N/A	0.00	Unofficial withdrawal - Course not completed due to unofficial withdrawal. Calculated as a "0" in the GPA.
CR	N/A	0.00	Course passed - Requirements completed, but not calculated in GPA.
INC	N/A	0.00	Incomplete - If course requirements are not completed after 90 days from the course end date, the "INC" grade will automatically become an "F" grade.
CS	N/A	0.00	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.
AUD	N/A	0.00	Audit
INP	N/A	0.00	In Progress - In good standing. Student must re-enroll within one year.
NGS	N/A	0.00	No Grade Submitted Yet; neither Pass nor Fail.

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 10 business days of assignment of grades. Forms to [request a grade appeal](#) are available online, at the [Registration Centre](#) and/or Dean’s offices.

Detailed information regarding the appeals process is available at [Grade Appeals](#) and also review the [Policies & Procedures](#) website, (policy 96.02).

WITHDRAWALS

Students wishing to withdraw must do so officially. If students officially withdraw from a course by applying at a campus [Registration Centre](#) **within twelve 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 a Registration Centre.*

LATE WITHDRAWAL

A student can withdraw from a course without an academic penalty within eight weeks from the start of the semester. This can be done online or in person at the [Registration Centre](#).

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 the withdrawal and providing documentation where appropriate. Late Withdrawal forms are also available from the Registration Centre.

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 VIU policy 96.01 (see Appendix I). 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.

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 \(procedure 96.01.001\)](#) 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 should 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 should 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.

POLICY AND PROCEDURES

VIU POLICIES

The following VIU policies are included in full version in Appendix I 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 99.01
- 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 Calendar. Students will benefit from reviewing the webpage [General Regulations](#).

It is strongly recommended that prior to entering a field education placement, students review the VIU Human Rights related policies and documents ([see Appendix I](#)) in order to fully understand their responsibilities.

SOCIAL WORK DEPARTMENT STATEMENTS

SOCIAL WORK DEPARTMENT STATEMENT ON SUITABILITY FOR THE PROFESSION

Vancouver Island University Social Work Department Suitability for the Profession

Preamble

Given that post-secondary institutions in Canada have a responsibility to the social work profession to uphold standards¹ of academic and professional excellence the Canadian Association for Social Work Education (CASWE) has made it a requirement that a policy be articulated with respect to the suitability of a student for the profession of social work. This policy follows Vancouver Island University's Student Conduct Code² and is intended to provide guidance for students in understanding ethical and behavioral expectations regarding suitability for professional social work practice and to assist faculty in assessing suitability.

Policy (32.05 Student Conduct Code²)

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

Standards of Behavior

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

1. Accepting responsibility for their behavior on Vancouver Island University property and/or at institutionally sponsored events;
2. Complying with University policy and federal, provincial and local laws and/or regulations;
3. Respecting the rights of all students and employees to have a positive and safe learning and working environment; and,

4. Respecting the property of others.

This policy is intended to work in concert with a number of Vancouver Island University policies governing student behavior.

Disciplinary Action:

When students fail to meet these expectations, and when their conduct is considered to be at variance with this policy, they will be subject to disciplinary action including possible suspension. Refer to Student Conduct Code Procedures³ for information regarding disciplinary action.

It is an expectation that a student enrolled in a course in the Social Work Department at Vancouver Island University will conduct himself/herself in a manner that is in accordance with both the Canadian Association of Social Work (CASW) Code of Ethics⁴ and Vancouver Island University's Student Conduct Code². This requirement applies to all course-related activities including, but not limited to, online classroom discussions, use of computer mediated learning technologies, study sessions, and Field Education settings.

It is a requirement that social work students demonstrate suitability for the social work profession by fully complying with the Code of Ethics. Professional suitability is also assessed by determining if the principles associated with social work practice as described by the British Columbia College of Social Workers, Code of Ethics and Standards of Practice⁵ are adhered to by the student during their courses. In part, these principles describe the requirement for social workers to:

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

Procedure (32.05.001 Student Conduct Code³)

The University has the right and the responsibility to establish and enforce standards for student behavior.

Faculty/Departmental Responsibility

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

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

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

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

Any action that results in probation for conduct or course/program withdrawal must be taken in consultation with the Social Work Department Chairperson, Dean, Campus Principal, and/or Director. Any disciplinary actions concerning inappropriate student conduct and student misconduct must be reported to the appropriate Dean or pertinent administrator. **Examples of inappropriate student conduct are located in the Student Conduct Code procedure³.**

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

Institutional Responsibility

The Executive Director of Student Services has institutional responsibility for dealing with misconduct occurring outside the instructional setting. Any misconduct perceived to be in violation of institutional policy should be reported to the Office of the Executive Director of Student Services.

Depending on the specific circumstances the Executive Director of Student Services in collaboration with the appropriate Department Chairperson, Deans, Campus Principals, or Directors will take action from among the following:

- Investigation.
- Conference with student. (Most disputes will be resolved at this level.)
- Contract for improvement (signed by Dean and student).
- Probation (for conduct).
- Removal from course or program.
- Recommended suspension in accordance with Section 61 of the University Act⁶.

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

Appeal

A student disciplined as a result of this policy has the right of appeal subject to the [Student Conduct Appeals Policy 32.06](#)⁷

Records of Disciplinary Actions

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

- ¹ http://caswe-acfts.ca/wp-content/uploads/2013/03/CASWE.ACFTS_Standards.Oct2013.pdf
- ² <http://www2.viu.ca/policies/policies-index.asp>
- ³ https://isapp.viu.ca/PolicyProcedure/docshow.asp?doc_id=21116
- ⁴ http://www.casw-acts.ca/sites/casw-acts.ca/files/documents/casw_code_of_ethics.pdf
- ⁵ <https://bccsw.ca/registrants/code-of-ethics-and-standards-of-practice/>
- ⁶ http://www.bclaws.ca/Recon/document/ID/freeside/00_96468_01
- ⁷ <https://services.viu.ca/sites/default/files/viu-student-appeal-form.pdf>

SOCIAL WORK DEPARTMENT STATEMENT ON SOCIAL MEDIA USE

**Vancouver Island University
Social Work Department
Social Media Use**

Preamble

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

The CASWE (2014) Standards for Accreditation¹ state that:

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

The Social Work Department at Vancouver Island University follows the Canadian Association of Social Work (CASW) Code of Ethics² in guiding its development of a statement with respect to social media use. The CASW Code of Ethics describes the core values that social workers must abide by:

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

Statement

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

Sharing ideas within an online learning community can reflect positively or negatively upon you, your colleagues, person's being served, instructors and Vancouver Island University as an educational institution. Certain comments will be deemed inappropriate and can lead to reprimand and/or expulsion from Vancouver Island University following the policy^{3A} (32.05) and procedures^{3B} (32.05.001) related to VIU's Student Conduct Code.

- **Think twice before posting:** Privacy does not exist in the world of social media and the Internet has a long memory. Consider what could happen if a post becomes widely known and how that may reflect both on the individual posting the content and the University. Search engines can turn up cached content years after it was created, comments can be forwarded or copied and website privacy filters have been known to fail. If you wouldn't make a statement to someone face-to-face, at a conference or to a member of the media, consider whether you should post it online.
- **Exercise good judgment:** Don't exchange common sense for recognition. The opportunity to participate in online discussions or content communities is alluring, but don't allow it to cloud your common sense. Use the social media platforms constructively; help improve the signal to noise ratio by contributing only meaningful and truthful content.
- **Strive for accuracy:** Ensure all the content you share is accurate and get facts straight before publishing content online. Take responsibility for any errors or misinformation you may have promoted and correct any incorrect or misleading content as soon as possible.
- **Dealing with comments:** Understand that content contributed to a social media site could encourage comments with differing viewpoints or discussion of opposing ideas. Responses to these comments should be considered carefully in light of how they will reflect back on the responder.
- **Be respectful:** Acting in a respectful manner online is important for maintaining digital relationships. Take into account not just the intent of your statements, but their potential impact as well. Never insult competitors in social media communities and do not copy and paste or reproduce digital conversations, personal or otherwise, into social media platforms without the informed consent of the other parties involved.

- **Remember your audience:** Be aware that a presence in the social media world is or easily can be made available to the public at large including your peers, person's served and current or potential employers. Consider this reach before publishing content to ensure it will not alienate or harm any of these groups.
- **On personal sites:** Identify your views as your own. If you identify yourself as a Vancouver Island University student online, it should be clear that the views expressed are not necessarily those of the institution.
- **Forget jokes:** Humor is open to a variety of interpretations and how it is interpreted is based on an individual's frame of reference. Social media sites may seem like good places for prank posts or jokes, but could be misinterpreted as factual, insulting or aggravating.
- **Be yourself:** The prevailing currency of social media is trust and a key factor in trust is honesty - this extends to your online persona as well. It is widely considered disingenuous and can, in fact, harm your digital reputation to participate in social media channels with a fake or misrepresentative profile.

Guidelines for Social Media Use

The Social Work Department requires that students follow the guidelines established by the CASW (2014) in their best practices document entitled Social Media Use and Social Work Practice⁴. This document discusses the benefits of social media use and accompanying ethical challenges. Of particular note are the methods by which social workers can work towards mitigating the risk of entering into ethical challenges associated with social media use:

- **Consultation** – open dialogue and discussion with colleagues on the ethical challenges of social media use and strategies to mitigate risk that is in the best interests of clients and maintains ethical standards.
- **Privacy & Confidentiality** – information shared through social media platforms does become part of the public domain and can be accessed by those with internet access. It is the responsibility of the social worker to ensure that client information is kept private and confidential. Social workers should also become familiar with legislation governing privacy within their provincial/territorial jurisdictions.
- **Models for Ethical Decision-Making** – social workers can avail of several ethical decision-making models when resolving ethical dilemmas in practice. Social workers may explore these models within the context of social media.
- **Continuing Professional Education** – engaging in professional development opportunities that explore boundaries in professional social work practice and foster ongoing critical reflection.

- **Policies & Guidelines** - become familiar with relevant provincial/territorial professional standards/guidelines that address social media use in practice, or contribute to the development of these standards where they do not exist.
- **Social Media Operations** – become familiar with the operational policies of social media sites and ensure that your own privacy settings are sets to the highest levels.
- **Documentation** – documenting conversations with clients pertaining to social media policies and the resolution of ethical dilemmas (i.e., how a friend request from a client was addressed). Social workers must also consider whether information accessed about a client through a social media platform needs to be documented. It would be incumbent upon the social worker to assess what is clinically relevant and to engage clients in dialogue about information that may be obtained about them online.
- **Boundaries** - explore boundaries within the context of professional practice and social media use and recognize when boundaries are being challenged. Reflection on the following questions may also be helpful. Have I set clear boundaries with my client? In my use of social media, am I creating a blend between my personal and professional life? Does my code of ethics, standard of practice or organizational policy provide guidance or direction?
- **Informed Consent** - informing clients about your own professional social media policy at the beginning of the social work relationship to ensure client clarity while establishing clear boundaries.
- **Explore Your Online Identity** - find out what information may be available about you on-line by periodically engaging in an internet search using a variety of different search engines (i.e., Google search). This is the information that clients and supervisors will also be able to access about you. If there is a discrepancy in the information that is available on line to how you would like to be portrayed in your professional life, you may want to reconsider the content of your personal life that is available online.
- **Develop your own risk management guidelines that are based on the values and ethics of the profession.** Social media will continue to evolve and change. It is therefore important that social workers continue to explore social media use within an ethical framework and to stay current with the social media platforms they may be using in their personal and professional lives.

The statement and guidelines related to the use of social media articulated in this document are consistent with the ethical conduct expectations of the CASWE and CASW. The Social Work Department's statement on social media use is also consistent with the Province of British Columbia

Human Rights legislation which seeks to (in part) “prevent discrimination” and “promote a climate of understanding and mutual respect where all are equal in dignity and rights”⁵.

Procedure

Non-compliance with this statement will invoke VIU’s procedure for the enforcement of appropriate student behaviors, potential for disciplinary action(s) and, if chosen, student procedures for appeal⁶ described in VIU’s Student Conduct Code,⁷ which include expectations of students participating in learning activities off campus.

¹ <http://caswe-acfts.ca/commission-on-accreditation/coa-standards/>

² <http://www.casw-acts.ca/en/Code-of-Ethics>

^{3A} https://isapp.viu.ca/policyprocedure/docshow.asp?doc_id=21115

^{3B} <https://ges.viu.ca/sites/default/files/student-conduct-code.pdf>

⁴ [http://www.casw-acts.ca/sites/casw-acts.ca/files/documents/social media use and social work practice.pdf](http://www.casw-acts.ca/sites/casw-acts.ca/files/documents/social%20media%20use%20and%20social%20work%20practice.pdf)

⁵ http://www.bclaws.ca/Recon/document/ID/freeside/00_96210_01

⁶ <https://services.viu.ca/sites/default/files/viu-student-appeal-form.pdf>

⁷ <https://services.viu.ca/student-support-and-intervention/student-code-conduct-non-academic>

SOCIAL MEDIA USE & SOCIAL WORK PRACTICE

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

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

The Social Work Department requires that students follow the guidelines established by the CASW (2014) in their best practices document entitled [Social Media Use and Social Work Practice](#). This document discusses the benefits of social media use and accompanying ethical challenges.

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

SOCIAL WORK DEPARTMENT STATEMENT ON ACCESSIBILITY SERVICES

**Vancouver Island University
Social Work Department
Statement on Accessibility Services**

Preamble

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

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

In accordance with the Human Rights Code¹, a student with a documented disability may be entitled to reasonable accommodation upon request. The Services for Accessibility 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. An assessment, conducted by a certified expert in the specific field, will determine what accommodation is required.

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

Policy (32.02 Services Available to Students with a Documented Disability ^{2A})

Vancouver Island University recognizes its legal duty to provide educational opportunities that enable students with a documented disability to access courses, programs, facilities, and services.

The Policy and Procedural Guidelines apply to all students who have identified themselves to the institution as having a documented disability who are inquiring about, applying to, or registered in credit or non-credit courses in both on and off-campus programs.

Vancouver Island University will:

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

Definitions

1. Academic Accommodation

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

2. Bona Fide Justification

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

3. Documentation

An assessment by a qualified practitioner that states the nature of the functional limitations resulting from the disability and the accommodation required.

4. Permanent Disability

A functional limitation caused by a physical or mental impairment that restricts the ability of a student to perform the daily activities necessary to participate in studies at a post-secondary level and is expected to remain with the student for the student's natural life.

5. Qualified Practitioner

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

6. Student

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

7. Temporary Disability

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

Legal Framework

1. Section 15 (1) of *the Canadian Charter of Rights and Freedoms*³ recognizes that individuals with a documented disability have equality under the law. Section 15 (1) states:

“Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.”

2. The BC Human Rights Code, RSBC 1984 c. 22 provides as follows:

“8 (1) No person, without a bona fide and reasonable justification, shall

(a) Deny to a person or class of persons any accommodation, service or facility customarily available to the public; or

(b) Discriminate against a person or class of persons with respect to any accommodation, service or facility customarily available to the public, because of race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation of that person or class of persons.”

3. WorkSafe BC, Occupational Health and Safety Regulations,⁴ Part 04 General Conditions 4.19 *Physical or mental impairment* states:

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

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

Procedure (32.02.001 Services Available for Students with a Documented Disability^{2B})

Responsibilities of students with disabilities

1. Students who wish to take advantage of services must identify themselves to Student Support Services at the time of acceptance to Vancouver Island University by providing the following:
 - 1.1. Requests for accommodation or for changes in accommodation to the attention of Accessibility Services at the beginning of each semester in order to allow for arrangement of accommodation;
 - 1.2. Documentation of disability acceptable to Vancouver Island University, obtained from a qualified practitioner.
2. Discuss their situations at the beginning of the term with each instructor from whom they are seeking accommodation. Accessibility Services Office will contact instructors prior to this meeting if requested to do so by the student;
3. See that all requests for exam and other test accommodation (e.g., extended time, alternative location, etc.) are received by Accessibility Services Office at least one week prior to the scheduled date of exams; and
4. Contact and inform Accessibility Services Office as soon as possible of any additional disability, either permanent or temporary, or of any significant health changes that occur during their time at Vancouver Island University.

Responsibilities of Vancouver Island University towards students with disabilities

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

4. Provide the pre-enrollment (entrance) assessments in alternative format in accordance with the procedural guidelines of exam accommodation;
5. Ensure that persons with a documented disability are appropriately admitted;
6. Review documentation to ensure that recommendations and decisions regarding accommodation are based on appropriate medical information as well as educational considerations;
7. Provide accommodation, to students with documented disabilities;
8. Ensure that faculty and staff are knowledgeable about relevant Vancouver Island University policies and procedures;
9. Strive to meet all requirements of those sections of the building code dealing with access for persons with documented disabilities; and
10. Assist students with documented disabilities to access advanced registration if the following support services are specified in documentation:
 - 10.1. Interpreter service
 - 10.2. Braille, e-test, or audio-recorded textbooks
 - 10.3. Specialized equipment
 - 10.4. Optimal course scheduling

Review/Appeal Process

1. Students who have concerns or complaints regarding decisions on the provision of services under this policy and procedures can consult with the Human Rights Advisor. The Advisor provides consultation to students, an informal complaint resolution process and a formal complaint mechanism under the institution's Human Rights Policy.
2. In addition, students with disabilities have the right to access any of the institutional appeal procedures as appropriate to the situation.

All students with disabilities are encouraged to register with the Accessibility Services Office. Access to most services and programs provided by Accessibility Services Office are restricted to students who have registered with Accessibility Services.

Accessibility Services Office

disabilityaccessservices@viu.ca

Phone: 250-740-6446

Fax: 250-740-6615

¹ http://www.bclaws.ca/Recon/document/ID/freeside/00_96210_01

^{2A} https://services.viu.ca/sites/default/files/viu_policy_32.02_students_with_a_documented_disability.pdf

^{2B} https://services.viu.ca/sites/default/files/32.02.001_procedure_for_students_with_a_documented_disability.pdf

³ <http://laws-lois.justice.gc.ca/eng/const/page-15.html>

⁴ <https://www.worksafebc.com/en/law-policy/occupational-health-safety/searchable-ohs-regulation/ohs-regulation/part-04-general-conditions#SectionNumber:4.19>

SOCIAL WORK DEPARTMENT STATEMENT ON HUMAN RIGHTS AND PERSONAL HARASSMENT
POLICIES

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

Statement

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

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

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

Policy 21.03: Human Rights Policy¹

It is the policy of Vancouver Island University and our responsibility under the *BC Human Rights Code*², to provide an environment that is free of harassment and other forms of discrimination.

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

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

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

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

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

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

The following principles shall guide the University's response to allegations of violations of the Policy or Procedure:

- a. All members of the University community are required to comply with the Human Rights Policy and Procedure;
- b. The University will treat alleged violations of the Policy or Procedure promptly;
- c. A spirit of fairness to all parties will guide the proceedings;
- d. Adherence to confidentiality is required in accordance with the provisions of the Procedure and law; and
- e. Both complainants and respondents are entitled to a final resolution of allegations of violations of the Policy and/or Procedure.

The University considers discrimination and harassment to be a serious infringement of a person's human rights and University members found to be in violation of the Policy and Procedures may be

subject to a range of corrective measures, up to and including expulsion or dismissal from the University. Decisions regarding violations of the Policy and Procedure are made under the Procedure or the Harassment section of the relevant Collective Agreement.

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

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

This policy is intended to protect employees and students from personal harassment³ and to provide a procedure for addressing personal harassment complaints. For the purposes of this policy, “personal harassment” is defined as objectionable conduct or comment directed towards a specific person(s), which serves no legitimate work or educational purpose and has the effect of creating an intimidating, humiliating, offensive, or hostile work or educational environment. Personal harassment is a broad term that includes behaviours that could be called psychological harassment or bullying.

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

The following principles will guide the response to any allegations of personal harassment:

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

APPLICATION

This policy applies only to behaviour and incidents that are not covered by the institution's Human Rights Policy. Behaviour and incidents of personal harassment in which physical force is used or where threatening statements are made that could be reasonably perceived as placing a person at risk of injury may also fall under Policy 41.10 Prevention of Violence in the Workplace⁴. In this event, the Director, Human Rights and Respectful Workplace and the Administrative Coordinator, Health and Safety Services will work together to ensure that appropriate requirements of both policies are met. The procedures under this policy will apply to all personal harassment complaints between employees and between students and employees. Complaints involving students only shall be addressed under the Student Conduct Policy.

COMPLAINTS

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

POTENTIAL CONSEQUENCES

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

Responding to Complaints of Personal Harassment⁵

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

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

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

To Contact the Director

[Diversity, Equity and Human Rights Office](#)

Building 300, Room 100

Vancouver Island University

Nanaimo Campus

250-740-6430

Email: humanrights@viu.ca

Website: <https://adm.viu.ca/human-rights>

¹ <https://services.viu.ca/sites/default/files/policy-human-rights.pdf> (Human Rights Policy 21.03)

² http://www.bclaws.ca/Recon/document/ID/freeside/00_96210_01

³ <https://services.viu.ca/sites/default/files/policy-personal-harassment.pdf> (Personal Harassment Policy 21.05)

⁴ https://isapp.viu.ca/PolicyProcedure/docshow.asp?doc_id=21241

⁵ <https://www2.viu.ca/humanrights/institutionalresources.asp> (Responding to Complaints of Personal Harassment Procedure 21.05.001)

GUIDELINES FOR PROFESSIONAL CONDUCT

VIU CONDUCT GUIDELINES

As stated in Vancouver Island University 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.

SOCIAL SERVICES DIPLOMA PROGRAM PROFESSIONAL CONDUCT GUIDELINES

CASW

Students enrolled in the Social Services Diploma program are expected to be familiar with, adhere to and represent the values, ethics and responsibilities of the Social Work profession as articulated in the (CASW) Canadian Association of Social Workers Code of Ethics (see Appendix II) and in keeping with standards and guidelines set forth by the Canadian Association of Social Work Education (CASWE). Students are encouraged to visit both the [CASW](#) and [CASWE](#) websites.

BCCSW AND PRACTICE STANDARDS FOR PROFESSIONAL SOCIAL WORKERS IN BC

The regulatory body for the practice of social work in British Columbia is the BC College of Social Workers (BCCSW). The mandate of the BCCSW is to protect the public interest by establishing and supporting high standards for qualified Registered Social Workers.

The BCCSW approves a Code of Ethics which is a statement of principles for the practice of social work, and adopts Standards of Practice which describes the minimum acceptable level of performance for social workers in BC. (see [Appendix III](#)).

The BCCSW Standards of Practice are specific statements which are both comprehensive in scope and practical in application. These standards set the minimum acceptable level of practice and provide a guideline for Registered Social Workers to assess their own practice and develop and maintain high standards. The standards also serve to establish criteria for the assessment of complaints about the practice of Registered Social Workers may be based.

The BCCSW Code of Ethics is included in this handbook (see [Appendix III](#)). Students are also encouraged to visit the BC College of Social Workers website [BCCSW](#) (and the websites of regulatory bodies for social workers in other jurisdictions) to review the Standards of Practice for Social Workers.

THE BRITISH COLUMBIA ASSOCIATION OF SOCIAL WORKERS

The British Columbia Association of Social Workers (BCASW) was founded in 1956 and is a voluntary, not-for-profit membership association with branches and members (including students) throughout BC. The BCASW supports and promotes the profession of social work and advocates for social justice.

The BCASW works in partnership with the Canadian Association of Social Workers (CASW). They provide information and support to social workers, leadership in professional and social advocacy and professional development opportunities. Students may wish to visit the BCASW website.

THE INTERNATIONAL FEDERATION OF SOCIAL WORKERS - IFSW

The International Federation of Social Workers (IFSW) is a global organization striving for social justice, human rights and social development through the promotion of social work, best practice models and the facilitation of international cooperation. Students may wish to visit the IFSW website at [IFSW](#).

CANADIAN COUNCIL ON SOCIAL DEVELOPMENT - CCSD

The Canadian Council on Social Development (CCSD) is a not-for-profit organization that partners and collaborates with all sectors (nonprofits, philanthropy, government, and business) and the community to advance solutions to today's toughest social issues.

CCSD is an independent, neutral, non-partisan, non-governmental organization. Their aim is to provide an evidence based "safe space" that facilitates open and honest dialogue amongst the many sectors and public. They believe this leads to innovative and sustainable problem-solving of the many issues and challenges faced by individuals in today's society.

Students are encouraged to visit the CCSD website at [CCSD](#) as well as the National Association of Social Workers (USA) [NASW](#).

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](#).

FIELD EDUCATION (PRACTICUM)

For complete information on Field Education, please see the [Social Services Practicum webpage](#). The following information is provided as an overview of Field Education for the Social Services Diploma Program at VIU.

It is strongly recommended that prior to entering a field education placement, social service students review the VIU Human Rights related policies and documents (see [Appendix I](#)) in order to fully understand their responsibilities.

Social Services Diploma students will engage in a 210-hour full time practicum in an approved social services related organization to complete the final six credits of their two years of study.

The primary component of the two required practicum courses, SOCW 281 and SOCW 282, is a single continuous practicum scheduled in the intersession semester from mid-April through to mid-June. With the support of an agency assigned mentor and their VIU practicum course instructor students will have opportunity to develop their applied knowledge, skills and professionalism in keeping with the [Canadian Association of Social Workers Code of Ethics](#).

Students are strongly advised to make advanced arrangements regarding other commitments in order to be available for the full-time practicum (normally Monday to Friday during business hours).

The practicum component of the program is designed to provide students with the knowledge, skills and competencies necessary for Social Service work. The success of the field practicum is dependent upon the cooperation and investment of the students, the community agencies and the Practicum Instructor.

CRIMINAL RECORD CHECK

Vancouver Island University (VIU) requires all students to complete a Criminal Record Check and/or Criminal Record Verification (CRC) through the British Columbia Ministry of Public Safety and Solicitor General, in accordance with British Columbia's [Criminal Records Review Act](#).

Completed CRCs are uploaded into the student's online record where the student can freely access and download their clearance letter as needed to provide to prospective field placement sites at their request.

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

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

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

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

ROLES AND RESPONSIBILITIES OF THE VIU FIELD EDUCATION COORDINATOR

The Field Education Coordinator is responsible for setting up and facilitating the field education placement process. In consultation with Faculty Field Liaison personnel, s/he will make arrangements with new and existing field education agencies for student field placements. It is the responsibility of the Field Education Coordinator to:

- Discuss with you your learning needs and possible field placement interests.

- Consult with Field Faculty Liaison personnel, as needed, to determine your field education placement and a good match for your articulated learning needs.
- Identify who will act as your Faculty Field Liaison, and outline appropriate tasks and responsibilities to ensure that a suitable learning experience can be provided.
- Provide you with information regarding field education placement agencies' expectations and outline the field education placement process.
- Seek out information regarding any specific protocols or contractual agreements that may pertain to the specific field education site (e.g. school settings).
- Ensure that you and the Field Instructor are informed of any specific placement protocols or contractual agreements that are field education site-specific.
- Provide the field education agency with information about the program, field education placement procedures, field education expectations and evaluation process.
- Be available to the Field Instructor for clarification or consultation on the field education placement process.
- Recruit and develop possible field education placements.
- Send a letter to the field education agency formalizing the student field education placement and informing the agency of who the Faculty Field Liaison will be.

GRADUATION REQUIREMENTS

Students must complete 60 university-level credits and have completed all the core and elective courses to be eligible for the Social Services Diploma. To earn the diploma, students must:

- complete all required courses, and maintain a minimum "C" grade average;
- complete all requirements for program completion within a 5-year period

It is the student's responsibility to ensure that all requirements for the diploma are met. Students are encouraged to consult the Social Work Chair for information and guidance as to these requirements.

PREPARING FOR GRADUATION

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 **\$54.10** Graduation and Alumni Fee will be assessed to your student record and is payable when you submit your application.
4. Once the Graduation and Alumni fee has been paid, your application will be sent directly to your Degree Advisor or Program Coordinator to be confirmed. 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>

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.

RESOURCES

VIU STUDENT IDENTIFICATION

VIU STUDENT ID CARD

After you have registered and have been given your Student Number, a photo ID card can be obtained from the Photo ID Centre in the Library (building 305) at the main service desk.

Your Student ID card is required for using campus printers, at final exams; in the library, for any in-person registration transaction, to access the gym and cafeteria services; discounted bus passes, other discounts in the community, and more.

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 nontransferable.

At Nanaimo campus, you can get your photo ID by visiting the library service desk in Building 305. Cards are issued up to 30 minutes prior to closing.

To obtain your student card you need to bring:

- 1 piece of picture ID or 2 pieces of ID with no picture
- Your student number of registration receipt

Avoid the line-ups and submit your photo online. You can upload your photo through the [Student Record System](#). You will receive an email notification when your card is ready for pickup.



PHOTO REQUIREMENTS FOR VIU STUDENT ID

- Facing forward looking straight towards the camera
- Eyes open and clearly visible
- No tint or reflection on your glasses
- No face or head covering, unless worn for religious or medical reasons
- Head and shoulders only
- No filters or digitally-enhanced images

- A white or blank wall background
- JPEG images only (.jpg or .jpeg file types)
- File size is limited to 2 megabytes (MB)

Photos that do not meet these requirements will need to be re-submitted. You will be notified by email.

If you are unable to pick up your VIU ID card in person, we can mail your card to you. Please email library@viu.ca after uploading your selfie to indicate your preference and include a photo of your picture ID or 2 pieces of non-picture ID in your email.

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. There is a fee of **\$10** for replacement cards.

FINANCIAL AID & AWARDS

The VIU Financial Aid & Awards Office is committed to supporting students in their search for financial assistance, both in the form of loans, grants and awards, and in helping students to make the best use of these resources.

The Scholarship, Award and Bursary program, coordinated through the Financial Aid & Awards office, provides financial assistance, incentives, and rewards to eligible students to assist them in their pursuit of post-secondary education. For information on how to apply for scholarships, awards and bursaries visit [Deadlines and Processes](#)

For further information on financial aid and awards, visit [Financial Aid & Awards](#)

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.

LIBRARY SERVICES & COVID-19

The library [website](#) has information specific to their safety protocols and processes during the COVID-19 pandemic.

STUDENT COMPUTER ACCOUNT

VIU students are entitled to a student computer account and must abide by the [Use of Information Technology Policy](#). Your computer account will be used to log in to computers on campus, use VIU-Secure Wi-Fi, and log in to VIULearn (D2L).

Students have both a student record account and a computer account. These are separate accounts and can both have different passwords. You will not have a computer account until you create one by following the steps below.

To create a student computer account (if one has not already been created) visit this site and use one of the 2 methods described: [How do I create one?](#) (Using the account creation tool or through your student record.)

GET YOUR LIBRARY PIN

Your VIU student ID card is used to enter various buildings on campus, to access meal plans and dining dollars, and to borrow materials from the library. For a complete list of services, please visit: viu.ca/fim.

After you have gotten your [VIU Student ID Card](#) you can also set up your [library account](#) to access our online collection of millions of e-books, journal articles, and videos.

The Library has also put together a collection of digital resources to make sure you get set to use the Library. Check them out below:

- [Nanaimo: Getting Started @ VIU Library: Checklist for New Students](#)
- [Cowichan: Getting Started @ VIU Library: Checklist for New Students](#)
- [Powell River: Getting Started @ VIU Library: Checklist for New Students](#)

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 resource, citation assistance, or anything else library-related, please contact the library – they are happy to help. They will assist you 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, so don't hesitate 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 a 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://library.viu.ca/az.php>

You can either search for specific topics OR you can click onto the All Subjects option (below the search line) which lists disciplines e.g., Human Services, Humanities etc.

WRITING CENTRE

The Vancouver Island University Writing Centre has qualified and friendly faculty tutors are available to provide assistance with your writing free of charge.

As a part of VIU's response to COVID-19, The Writing Centre has switched to an all-online model. You can book e-tutoring/video-chat appointment on the [Writing Centre](#) website.

You will need to [register](#) the first time you use WCOOnline. Once you have registered you will be able to access The Writing Centre's timetable and book a half-hour appointment with the tutor.

You will be able to attach a sample of your writing to the appointment and describe the help you are looking for. The tutor will download their writing and make suggestions and then later upload it back to you. (The Writing Centre will endeavour to respond by the end of the scheduled appointment time but requests students to exercise patience in the regard).

SCHOLARSHIP, RESEARCH, AND CREATIVE ACTIVITY

The Scholarship, Research, and Creative Activity (SRCA) at VIU administers research grants and awards. They support and assist students in applying for undergraduate and graduate research. The SRCA 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 information regarding research activities, services, SRCA staff, important documents, resources and statistics please visit their webpage [SRCA](#)

SHQ'APHTUT – 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 others 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.

Services offered by the Services for Aboriginal Students team include:

- 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 visit the [Shq'apthut website](#) for the most up-to-date hours of operation.

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

Fax: 250-740-6385

Toll Free: 1-888-920-2221 local 6510

E-mail: sas@viu.ca Website: www.viu.ca/sas/

ACCESSIBILITY SERVICES

The Accessibility 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 Accessibility Services is restricted to students who have registered with Accessibility Services.

Learn about accommodation supports by contacting the Accessibility Services Office and arranging an in-person, online or telephone appointment with one of their counselors.

Visit their webpage at [Accessibility Services](#)

Nanaimo, Building 200 - Second floor, Room 214

Phone: (250) 740-6446 Email: disabilityaccessservices@viu.ca

ADVISING SERVICES

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 practicums, volunteering, cooperative education, peer helping, and employment.

Students who are not sure of their educational goals may meet with an 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 to gain information before they see an Advisor.

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).

[Educational Advising Services](#) are available (by telephone, email or Zoom) to answer your questions or steer you in the right direction when questions arise. At the Nanaimo campus, Advising is located in Building 200, 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

PERSONAL COUNSELLING AND CRISIS COUNSELLING

Students experience the full spectrum of issues, challenges and life events during their post-secondary years. Counsellors at VIU are professionally trained to respond to a wide range of issues and provide immediate, [confidential](#) service 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.

Distance counselling for VIU students is available through VIU [Counselling Services](#) from Monday to Friday, 8:30 am to 4 pm. VIU counsellors are currently available for distance counselling via phone and zoom. Urgent appointments are also available. For more details, please visit [Booking Appointments with a Counsellor](#).

VIUSU – VANCOUVER ISLAND UNIVERSITY STUDENT’S UNION

VIUSU is an independent student-run organization which supports student lifestyles and academic pursuits. The VIU Students’ Union exists to provide service, represent students and advocate on their behalf, and to enhance campus life.



Students’ Union events promote social interactions among the student body and provide inexpensive options for extra-curricular activities. Services of the Students’ Union are run by students, for students, and are designed to provide members of the student body significant savings on a range of items, from textbooks to bus passes. Advocacy work of the Students’ Union ranges from holding large, public campaigns to make education more affordable to helping individual students with grade appeals. Fees collected by the Students’ Union also cover funding to campus clubs, the student newspaper (the Navigator) and the student radio station (CHLY 101.7).

Services include:

- Students' Union Pub
- Health and Dental Plan
- Bookswap - Used Book Service
- Office of the Student Advocate
- Transit Fare Discounts and Semester Passes
- Students' Union Bursaries and Endowment Awards
- Students' Union Emergency Aid Funding
- Student Discounts
- Legal Services
- 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
- Assistance with launching a grade appeal
- Free Bike Registration
- Jumper Cables
- Members’ Handbook and Day-planner

For information on the VIU Student’s 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 – 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 Procedure.
- b. The University will treat alleged violations of the Policy or Procedure promptly;
- c. A spirit of fairness to all parties will guide the proceedings;
- d. Adherence to confidentiality is required in accordance with the provisions of the Procedure and law; and
- e. Both complainants and respondents are entitled to a final resolution of allegations of violations of the Policy and/or Procedure.

The University considers discrimination and harassment to be a serious infringement of a person's human rights and University members found to be in violation of the Policy and Procedures may be subject to a range of corrective measures, up to and including expulsion or dismissal from the University. Decisions regarding violations of the Policy and Procedure are made under the Procedure or the Harassment section of the relevant Collective Agreement. Appeals of decisions made under the Procedure or the relevant Collective Agreement shall be in accordance with the provisions of the Procedure. Members of the University community subject to collective agreements who elect to use the grievance provision in their collective agreement do not have the right to a further appeal under the provisions of the Procedure.

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

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: May 25, 2017

Executive Responsibility: Vice-President Academic

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 32.06	Student Conduct Appeals
Procedure 32.06.001	Student Conduct Appeals
Policy 41.09	Health & Safety
Policy 41.10	Prevention of Violence in the Workplace
Policy 41.17	Sexual Misconduct
Procedure 41.17.001	Sexual Misconduct
Policy 45.01	Use of Information Technology
Policy 96.01	Student Academic Code of Conduct
Procedure 96.01.001	Student Academic Code of Conduct

end of document

STUDENT ACADEMIC CODE OF CONDUCT



Policy 96.01

Student Academic Code of Conduct

Type:	B – Educational (Senate)	Last Approved: Nov 6, 2008
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 documented.

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.

end of document

ACADEMIC APPEALS POLICY



THIS POLICY IS CURRENTLY UNDER REVIEW

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 institution¹, 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

APPENDIX II – CASW CODE OF ETHICS

CASW CODE OF ETHICS

Although the official Code of Ethics for social workers in British Columbia is the BCASW/BCCSW Code of Ethics, the Code of Ethics developed by the Canadian Association of Social Workers is a valuable resource.

The [Canadian Association of Social Workers Code of Ethics](#) identifies core social work values and the principles which underline those values. The identified core values are:

Value 1: Respect for Inherent Dignity and Worth of Persons

Value 2: Pursuit of Social Justice

Value 3: Service to Humanity

Value 4: Integrity of Professional Practice

Value 5: Confidentiality in Professional Practice

Value 6: Competency in Professional Practice

(Retrieved from <http://www.casw-acts.ca/>)

Accompanying the CASW Code of Ethics are [Guidelines for Ethical Practice](#) which provide guidance on ethical practice by applying the values and principles in the Code to common areas of social work practice.

Student Printed Name: _____

Student Number: _____

Student Signature: _____

Date: _____

APPENDIX III– BCASW CODE OF ETHICS

BCASW CODE OF ETHICS

Ethical behaviour is at the core of every profession. The BCASW Code of Ethics was jointly adopted by the BC Association of Social Workers and the BC College of Social Workers in January 2003 and consists of eleven principles:

1. A social worker shall maintain the best interest of the client as the primary professional obligation.
2. A social worker shall respect the intrinsic worth of the persons she or he serves in her or his professional relationships with them.
3. A social worker shall carry out her or his professional duties and obligations with integrity and objectivity.
4. A social worker shall have and maintain competence in the provision of a social work service to a client.
5. A social worker shall not exploit the relationship with a client for personal benefit, gain or gratification.
6. A social worker shall protect the confidentiality of all professionally acquired information. She or he shall disclose such information only when required or allowed by law to do so, or when clients have consented to disclosure.
7. A social worker who engages in another profession, occupation, affiliation or calling shall not allow these outside interests to affect the social work relationship with the client, professional judgment, independence and/or competence.
8. A social worker shall not provide social work services or otherwise behave in a manner that discredits the profession of social work or diminishes the public's trust in the profession.
9. A social worker shall promote service, program and agency practices and policies that are consistent with this Code of Ethics and the Standards of Practice of the BC College of Social Workers.
10. A social worker shall promote excellence in her or his profession.
11. A social worker shall advocate change in the best interest of the client, and for the overall benefit of society.

(Retrieved from <http://www.bcasw.org/>)

APPENDIX IV CONFIDENTIALITY AGREEMENT

Vancouver Island University

SOCIAL SERVICES DIPLOMA

CONFIDENTIALITY AGREEMENT: SIGNATURE FORM

Expectations of Students Regarding Maintaining Confidentiality

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

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

Program Statement:

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

Student Agreement:

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

1. I will thoroughly review and abide by the spirit and letter of relevant policies, guidelines and ethical codes related to the protection of confidential information I acquire while registered as a student in the SSER program at VIU pertaining to service users, field placement settings and their personnel. Relevant confidentiality related documents include the most current version of:
 - a. The [CASW Code of Ethics and Guidelines for Ethical Practice](#).
 - b. The [International Federation of Social Workers Statement of Ethical Principles](#).
 - c. The [Freedom of Information and Protection of Privacy Act](#) (FIPPA).
 - d. [VIU Human Rights Related Policies](#).
 - e. Field Placement setting confidentiality policies and ethical codes.
 - f. Regional, provincial and international laws, policies and ethical codes relevant to my behaviour as a VIU social work student.
2. I agree to protect and keep confidential any and all personal and identifying information regarding any service users that I have acquired in my role as a VIU student registered in the SSER program, from any third party without the explicit informed consent from the service user, or their legal representative to share such information, within the limits of the law and in keeping with the CASW Code of Ethics.
3. I understand that my obligation to maintain this standard of confidentiality extends indefinitely after I have ceased contact with the service user or field education setting unless I have explicit informed consent from the service user, or their legal representative to share such information, within the limits of the law and in keeping with the CASW Code of Ethics.
4. I agree to seek and obtain prior written informed consent from a service user or their legal representative regarding the collection and use of any confidential information needed for the purposes of completing any assignments, process recordings, audio and video tapings, case examples, or any other learning situations, including use of all forms of social media, in keeping with the **SSER Program Student and Participant Consent Forms** (Appendix XI A and B) available in the [SSER Student Field Education Guide](#).

5. I agree to read and abide by the **SSER Program Social Media Use Guidelines** as outlined in Appendix XVI of the [SSER Student Field Education Guide](#) with particular attention to recommendations related to maintaining confidentiality.
6. I agree to consult with my SSER Instructor, Agency field instructor and/or relevant agency staff to clarify any confusion and ensure confidentiality is maintained at all times.
7. I understand and agree that any materials I develop or create for the field placement setting while performing the approved functions of the setting in my role as a student, particularly materials containing confidential service user information remains the property of the placement setting and I will not remove it from the setting without explicit informed consent based on reasonable purpose from the placement setting, the service user if appropriate, or their legal representative.
8. I understand and agree that as a student I am not authorized to speak on behalf of the agency, with the exception of approved communication related to learning activities. I will respect and follow the setting's policies regarding confidentiality and communication of information pertaining to the organization to any third party.
9. I understand that this agreement applies to my behaviour both on and off campus, and in the online environment.
10. I understand that limitations to confidentiality apply in situations where I am aware or believe that a person, particularly a child is in imminent risk of harm, or when I am legally compelled to reveal confidential information. In such situations, I agree to consult with my faculty liaison, SSER Program Chair, and/or agency field instructor or relevant agency personnel whenever possible prior to revealing confidential service user information.

Student Printed Name: _____

Student Number: _____

Student Signature: _____

Date: _____