SCHOOL AND COMMUNITY SUPPORT WORKER PROGRAM

Practicum Mentor Handbook: School and Community-based Placements

including Learning Logbooks

Rev September 2015
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SCHOOL AND COMMUNITY SUPPORT WORKER CERTIFICATE PROGRAM

Glossary of Terms

- **Student** also known as Practicum Student - An individual currently enrolled in the Vancouver Island University School and Community Support Worker Program.

- **Practicum Mentor** is responsible for supporting the student's learning in the practicum setting.

- **Practicum Instructor** also known as the Program Instructor or professor. The Practicum Instructor is employed by Vancouver Island University and teaches the practicum course.

- **Practicum Coordinator** - The Vancouver Island University staff member who makes arrangements with existing and new practicum agencies for the placement of students.

- **Practicum Site** - The setting, agency or school where the student undertakes practicum.

Introduction

The School and Community Support Worker (SCSW) Certificate Program at Vancouver Island University (VIU) is based on core values, beliefs and principles that inform and guide practice. People with disabilities are people first and should be recognized and respected for their individuality and their capacities. They are entitled to supports and services that promote an enhanced quality of life. Practitioners need to be committed to responsible and ethical practice, respect for others and personal growth.

The SCSW Certificate Program prepares graduates for practice in a range of support role in both community and school settings working with people who live with mental, emotional, behavioural and physical challenges.

The practicum is an essential and integral part of the overall training and education of School and Community Support Worker students. The SCSW Program provides an opportunity for students to develop the knowledge, awareness, values and interpersonal skills required to work with individuals who have disabilities within community and school settings. Students learn to apply and integrate theoretical knowledge to concrete situations. Students are encouraged to reflect on values and attitudes in relation to School and Community Support work. As well, students are expected to learn to work as part of a multi-disciplinary team within the field of Community Support.

The success of the field practicum is dependent upon the cooperation and investment of the students, the community agencies, schools and the University Practicum Instructors.

*We value the contribution of the Practicum Mentors. You provide an essential component of the School and Community Support Worker program.*
HEALTH AND HUMAN SERVICES MISSION STATEMENT

Our 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, interprofessional environment that is conducive to learning and promotes health and wellness for all.

Our Beliefs:
We believe that learning is a lifelong endeavour, and we 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.

April, 2008
Program Overview

Students who earn the SCSW certificate will have successfully completed the following courses:

- Introduction to Human Services
- Effective Interpersonal Communication
- Working in the Community Context
- Classroom Assisting
- Alternative Communication and Assistive Technology
- Service Planning
- Health and Personal Care
- Challenging Conditions
- Two Practica
- Elective

Objectives of Program

- To offer accredited and recognized courses at the post-secondary level relevant to School and Community Support Work.
- To provide students with generic, multi-disciplinary skills and perspectives to work with mentally and physically challenged individuals.
- To strengthen understanding of working in the community and school context.
- To prepare students for employment in the Community Support field in both community and school settings.
- To expose students to realistic work experiences where they can test theories, gain knowledge, develop skills and abilities, and assess personal suitability for the field of School and Community Support work.
- To provide students opportunities to apply critical thinking skills to course work and practical experiences.
- To enable students to continue on with related diplomas and/or degrees.

Purpose of Practica

The overall purpose of the School and Community Support Worker practicum is to assist students to develop the knowledge, skills, abilities and self-awareness to provide effective support for individuals with diverse abilities. The supervised practicum will assist students to transfer theoretical skills through direct practice in the School and Community Support field. Through a combination of classroom instruction, ongoing supervision and direct practice, students will gain the ability to understand, translate and integrate theory and practice. Students will develop their own learning plan in which goals and objectives, and what they hope to learn in their
practicum will be outlined. The opportunity for students to learn
about a variety of settings and to demonstrate work readiness is critical to success.

**Practicum Overview**

Students are required to complete two practicum courses in the SCSW Certificate
program. They will be expected to experience a new setting for each practicum
course, one community-based and the other school-based, and will be placed in
settings with individuals of various age groups and a range of diverse abilities.

Students will spend 135 hours at each practicum site under the supervision of a Practicum
Mentor/Supervisor and the Practicum

**Course Descriptions**

**Practicum: School-Based (SCSW 180)**

This practicum of 135 hours will take place when students have completed required SCSW school-
based specialty courses. This practicum is intended as an introduction and orientation to working
as an educational assistant in the school system. This course will give students an opportunity to
integrate and apply theory and skills, and to demonstrate competencies in an educational setting.

**Practicum: Community-Based (SCSW 190)**

The community-based practicum course of 135 hours will occur when students have completed key
courses for supporting people in a community context. This practicum will take place in a
community setting and will focus on development of the skills, knowledge and abilities required for
community support work. It will assist students to refine and demonstrate their ability to
understand and relate to others in a professional setting. The student and the Practicum
Mentor/Supervisor will jointly develop learning goals, objectives, tasks and responsibilities that will
consolidate and integrate core skills and practice concepts presented throughout the practicum.

Students will be expected to attend practicum classes during each placement and complete
purposeful learning activities, which have been added to this guide in the logbook section.
Practicum Roles & Responsibilities

The practicum is a partnership between the student, the University Instructor, the Practicum Coordinator, and the Practicum Mentor/Supervisor. All parties in the relationship assume certain roles and responsibilities which are outlined as follows:

**Student**
Students carry the responsibility for their professional and personal development. Specific expectations are to:

- Review and comply with the following University policy (with respect to student conduct) and the policies cross referenced:
- Review and comply with the following Faculty of Health and Human Services policies and procedures: [https://www2.viu.ca/hhs/HHSPoliciesandProcedures.asp](https://www2.viu.ca/hhs/HHSPoliciesandProcedures.asp)
- Maintain contact with the Practicum Instructor, keeping them informed of any changes, concerns or issues that arise.
- Commit to making good use of mentoring/supervision, taking initiative and guidance from personnel at the agency/school and developing and using practice skills.
- Comply with the agency's or school's protocols regarding confidentiality, work policies and procedures, attendance, hours of work, dress, etc. as outlined at the practicum site.
- Seek out information regarding any specific protocols or contractual agreements that may pertain to the specific practicum site.
- Develop a learning plan (i.e., goals and objectives) before starting their practica.
- Demonstrate professional attitude, ethics and conduct when interacting with clients/student and agency/school personnel.
- Attend practicum for the required number of days and hours specified by the program (135 hours total for type of placement). Report illness and/or absence to the Practicum Mentor/Supervisor.
- Practicum. Participate in feedback sessions and evaluation processes involving the Practicum Mentor/Supervisor and the Practicum Instructor
- Attend three mandatory practicum classes at VIU and successfully complete several purposeful learning activities in their practicum logbook.

**Required of Students:**

Students entering a community-based practicum are expected to be independent learners. Each student comes with a different skill. Some have a stronger background than others.

Following approval of a placement, students are expected to contact the agency representative to arrange orientation, and to enter assignments independently of university support. Students are expected to negotiate a schedule of attendance and to maintain that schedule.
**Practicum Mentor/Supervisor**

Practicum Mentors play a key consulting role in guiding the student's learning. Their role is to bridge the gap between theory and practice and provide mentorship to the student. Each student will be assigned to a Practicum Mentor, whose responsibilities are to:

- Be aware of and participate in the development of the learning goals and objectives of the student.
- Provide time for orientation to acquaint the student with the agency's or school's policies, procedures, roles, and overall philosophy.
- Ensure that any site-specific protocol or contractual agreement terms regarding student placement are followed.
- Introduce the student to other staff members.
- Provide meaningful learning opportunities for the student to fulfill his/her learning goals and objectives.
- Provide ongoing support and consultation (usually a specified minimum time each week).
- Monitor the student's learning and progress and provide the student with ongoing feedback.
- Meet with the student and the Practicum Instructor at mutually agreed times to discuss and review the student's progress and to provide input into the student's evaluation.
- Maintain contact with the Practicum Instructor to discuss any concerns, questions, suggestions or issues regarding the student or the program.
- Inform the student of any potentially unusual client behaviour (e.g. anxiety, anger) and how to deal with this.

**Principal or Designate – School-Based Practicum only**

The Principal is responsible for all persons employed at the school, including practicum students. The Principal (or designate)’s responsibilities for a Practicum Student are:

- Notify school staff and, if applicable, parents, that a practicum placement will occur.
- Introduce the student to other staff members.
- Provide the student with safety and emergency policies and procedures (e.g., earthquake, fire, lock down, violence in the workplace) and any relevant site-specific information (e.g., School Handbook).
- On-site supervision of the student, and in partnership with the mentor(s), provide the student with adequate instruction prior to and during the practicum regarding confidentiality and existing code of ethics.
- Ensure that any site-specific protocol or contractual agreement terms regarding student placement are followed.
In secondary schools, it may be the practicum supervisor (e.g., Skills for Life teacher, Head of Counselling Department, Resource Room teacher) who performs these duties.

**Vancouver Island University Practicum Coordinator**

The Practicum Coordinator is responsible for setting up and facilitating the practicum placement process. In consultation with VIU faculty s/he will make arrangements with new and existing practicum agencies for student field placements. It is the responsibility of the Practicum Coordinator to:

- Meet with the student to discuss her/his learning needs and practicum interests.
- Consult with VIU faculty, as needed, to determine the student's placement and learning needs.
- Consult with community agencies and schools to determine program areas in which they can mentor a student, and their criteria for student eligibility.
- Provide students with information regarding placement agencies' or schools' expectations and outline the placement process.
- Ensure that both the student and the Practicum Mentor are informed of any specific placement protocols or contractual agreements.
- Provide the agency or school with information about the program, field placement procedures, practicum expectations and the evaluation process.
- Formalize the practicum by sending a letter to the mentor and director of the agency or the school principal.
- Be available to the Practicum Mentor/supervisor for clarification or consultation about the practicum placement process.
- Recruit and develop possible practicum placements.

**Vancouver Island University Practicum Instructor**

The Practicum Instructor maintains contact with the Mentor/ supervisor and the student and acts as a channel between the University and the practicum. It is the responsibility of the Practicum Instructor to:

- Orient students to the learning goals, objectives, content, structure and process, evaluation and grading of the practicum.
- Be available to practicum students to assist them in developing their learning plans.
- Ensure that any site-specific protocols or contractual agreements regarding student placement are followed.
- Provide the practicum site with clear information on what is expected of all parties within the practicum relationship.
- Ensure students have the information related to general ethical practice, confidentiality and
appropriate conduct, prior to the student beginning her/his practicum.

- Ensure that the student receives ongoing feedback, consultation and support.
- Be available to the Practicum Mentor/supervisor and the student.
- Ensure that the written evaluation of the student's progress is received and that adequate feedback on the evaluation is provided to the student.
- Teach the practicum classes and provide feedback to the students on their learning activities logbook.
- Intervene for the purpose of problem solving, conflict resolution or handling of any other concerns or issues that may arise during the practicum.
- Facilitate the evaluation process and assign a final grade.

**Campus Career Center**

We encourage all mentors to register with our *Campus Career Centre*. The centre offers these opportunities: job postings at no cost, post personal or professional development events in the public calendar, post charity events or volunteer opportunities, register for career and job fairs, and receive invitations to networking and appreciation events. Here is the link to create an account: [https://career.viu.ca/employers/overview.htm](https://career.viu.ca/employers/overview.htm)

**Evaluation**

Vancouver Island University is ultimately responsible for evaluation and assignment of the final grade. The method of summative evaluation should be clearly discussed and understood by the student and the Practicum Mentor/supervisor at the beginning of the practicum. The Instructor will facilitate and collect evaluative information from all parties as part of the evaluation process. Additionally, students will be assessed on their learning activities logbook and attendance at mandatory practicum classes. See also section on grading and evaluation in the Learning Logbook appendices.

**Confidentiality**

Students are expected to adhere to the agency’s or school's policies of confidentiality. Within the practicum, it is expected that students will respect the privacy and rights of individuals and agency personnel with whom they work. Although practicum experiences may be discussed and documented for the purpose of linking knowledge to practice, the identities of the individuals and staff should not be disclosed. The Practicum placement may require you to sign a confidentiality agreement. For example, some VIHA services or VIHA affiliates will have you review and sign a "Confidentiality Acknowledgement" form. If a practicum site requires, the Practicum Coordinator will provide the student with the necessary forms. See sample *Affiliation Agreement* for further details.
Criminal Record Checks

As an educational institution Vancouver Island University (VIU) requires all students entering a practicum with youth or vulnerable adults to complete a Criminal Record Check (CRC) through the Ministry in accordance with Criminal Records Review Act legal requirements. VIU facilitates the application process for student CRCs during the admissions process. Students are responsible for providing their completed CRC documentation to your agency or school.

Workers’ Compensation Board Coverage and Student use of Vehicles During Practica

Ministry of Advanced Education through Vancouver Island University provides Workers’ Compensation Board coverage for students while they are engaged in their approved practicum training within British Columbia. This coverage does not include the use of their vehicle or other form of transportation to the practicum site. Students must not drive children or adults who are supported by schools or community agencies/sites.

Further details about WCB coverage can be accessed on VIU’s Health and Safety website http://www.viu.ca/healthandsafety/

Critical Incident Reporting

In the event of a critical incident, for example an accident, act of violence, or threats, the student must report this to the Practicum Mentor/supervisor and the Practicum Instructor immediately. VIU requires a formal incident report to be filed, within 24 hours, as part of our Health and Safety policies. Please call 250-740-6283 to report these incidents or if you have any questions.

Students should also follow the Practicum Supervisor/mentor’s instructions for reporting these incidents/accidents to the school/agency in accordance with your school or agency policies.
Affiliation Agreements

Affiliation agreements are standard practice for Universities who have students at community sites. These agreements are now required for all sites mentoring VIU Faculty of Health and Human Services students. These agreements cover responsibilities, liability and insurance contingencies for all parties. See Appendix for a sample Affiliation Agreement.

Handling Performance Concerns with Students

The practicum is different from most other educational courses. Students engage in important ethical and service delivery responsibilities within the placement organization. It is important to respond quickly to concerns and issues regarding performance and professional conduct and behavior.

Recommended Guidelines

• Early recognition and feedback is important. The Practicum Mentor/supervisor and University instructor should communicate their concerns and observations as soon as they are identified, particularly those of a serious nature. Early intervention can often provide the student with a better understanding of exactly what to address, and can prevent future problems.

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

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

• Setting goals and providing follow up enable the student to develop a plan of action within a specific time frame. Follow-up meetings for review, ongoing monitoring, discussion and feedback should be set up for the Faculty Instructor, Practicum Mentor/Supervisor and the student.
• Key points should be documented in writing as this feedback allows the student to review observations, goals and comments. A written contract may be useful to ensure communication is clear.

**School District #79 Status Report Form for School-Based Placements**

In accordance with the _Memorandum of Understanding_ between School District 79-Cowichan Valley and VIU, a Practicum Status Report form must be completed and signed by the student, Practicum Mentor/Supervisor(s), the school Principal (or designate), and the Practicum Coordinator. The student returns the completed form to the Practicum Coordinator for distribution to all parties to the Memorandum of Understanding. It is important that these forms be returned promptly and in advance of the student beginning practicum in order for the University to fulfill its reporting obligations.

Generally, the **start date of their Practicums should be one week after** the student and the school personnel have signed the Practicum Status Report form, and the student has returned the completed form to the Practicum Coordinator. See Appendix for sample Practicum Status Report.

**Tips on Field Placement**

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

• **Orientation:** Students need to become familiar with the setting and other staff. This enables them to begin work and feel at ease to ask questions and express ideas. Information regarding agency philosophy, confidentiality, policies and procedures should be discussed with the student. It helps if everyone involved (staff, clients and their families) are informed that a student will be joining the team.

• **Task Setting:** Involvement of the students in a full range of activities, (e.g., board meetings, committee meetings, staff meetings and discussions with other agencies), helps to broaden the scope of their knowledge and experience.

• **Responsibility:** If possible, give students one or more definite pieces of work which they can do relatively independently.

• **Building Relationships:** Building meaningful relationships is an essential component of the
student's practicum experience.

- **Diversity in Students:** It is important to recognize that students have different personalities and learning styles and to accommodate for this.

- **Supervision:** Students need feedback and support. It is important that a specific time be set aside regularly for informal discussion and debriefing. This is a time to answer questions and help students evaluate their skills and assist to transfer knowledge.

- **Observing and Being Part of a Community Agency:** Whenever possible, students should be involved in case conferences, discussions regarding approaches, problems and social issues. Students will increase their awareness in these areas by listening to people who are working in the field.

Thank you for your participation and support!
Appendix A  SCSW 180 School-Based Practicum Learning Logbook

SCSW 180 PRACTICUM:  SCHOOL BASED

STUDENT LOGBOOK

PURPOSEFUL LEARNING ASSIGNMENTS
COURSE DESCRIPTION

This practicum offers the opportunity to integrate theory and skills in a supervised practice experience in a school setting (K-12). This practicum experience is a total of 135 hours.

COURSE LEARNING OBJECTIVES

Students will demonstrate:

- Understanding of the relationship between theoretical knowledge and practical application and ability to apply knowledge to practice;
- Skill development in a work context;
- Understanding of the relationship between quality practice and organizational philosophy, structure, and policy and procedure;
- Awareness of professional and ethical practice.
- Develop an understanding about the role and expectations for working with people who have disabilities across the lifespan.
- Understand and articulate the importance and role of ethics in support work
- Engage in exemplary practice
- Follow professional obligations and commitments as outlined by a pertinent professional code of ethics
- Model and practice respect for diversity
- Facilitate inclusion and participation
- Identify appropriate learning content, strategies and routines for using alternative communication
- Design and implement an appropriate instructional strategies
- Assist individuals to meet their personal needs in ways that empower, give dignity and increase self-esteem
- Identify barriers to the acquisition of skills
- Understand the roles and responsibilities of an Educational Assistant
- Understand the roles and responsibilities of an Educational Assistant
- Understand policies, protocols and intervention techniques for crisis situations.
- Be self-aware
- Identify strategies to maximize the communication potential of each situation
- Use a variety of observation/assessment tools in an objective manner
- Organize and write concise, effective documents
- Research and document information for a variety of audiences and purposes
- Use grammar and other writing conventions appropriately
- Demonstrate constructive techniques for managing interpersonal conflict in team and group situations
- Identify and analyze the context, message, audience & purpose of written documents
• Demonstrate self-awareness regarding one’s skill, personal style, and values when working in groups
• Communicate in a caring, respectful and clear manner
• Utilize strategies for community building and community connecting
• Use personal understanding of diversity/social justice issues to support and advocate for individuals in the community or school
• Use personal understanding of diversity/social justice issues to advocate for individuals in the community or school
• Integrate theoretical knowledge with practice experience
• Establish effective relationships with children and/or adults
  Practice ethically & accurately assess the quality of own performance

METHOD OF STUDENT EVALUATION
Refer to *Evaluation* in the previous section, as well as the sections on Evaluation and grading in the Learning Logbook Appendices.

ASSIGNMENTS
Student will keep complete their *Purposeful Learning Logbook* to be handed in to the instructor at the end of their practicum course and their required 135 hours of practicum experience.

HANDLING OF STUDENT WORK
1. **Students are responsible for retaining a copy of all submitted work.**
2. All assignments to be submitted to the instructors during class time or during instructor office hours.
3. Every effort will be made to return assignments to students within two weeks.
4. Students can make an appointment with their instructor to review and discuss their exams, assignments or course grade.
5. Final grades will be posted on the Internet.

STUDENT SUPPORTS
1. Vancouver Island University Calendar
2. Writing Centre
3. Student Affairs Department
ATTENDANCE

Attendance and participation in classes is mandatory. Students are required to contact the instructor in advance if they are unable to attend classes. If students are absent from their practicum placement, they are required to make up time missed in order to fulfill the required 135 hours of practicum. Students are expected to contact their mentor immediately if they are unable to attend for their agreed schedule of hours.

GRADING

The following grading procedure will apply.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Point Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CR</td>
<td>Course Passed</td>
</tr>
<tr>
<td>F</td>
<td>Fail</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
</tbody>
</table>

1) Evaluation of Practicum
   a. 9 weeks of Purposeful Learning Assignment

2) Grading of practicum – Pass or fail
   a. Submission of proposed schedule of completion of practicum hours (prior to entry into practicum) 5%
   b. Submission of proposed goals – Minimum of 3 goals (prior to entry into practicum) 5%
   c. Mandatory attendance at 3 seminar meetings 15%
   d. Completion of 9 Logbook assignments - 5% each 45%
   e. Satisfactory mentor evaluation 15%
   f. Completion of 3 drop box Journal entries 15%
STUDENT LOGBOOK – PURPOSEFUL LEARNING ASSIGNMENTS – 9 Weeks

WEEK 1

In the school where you are doing your practicum, identify and record the school district’s mandate, or mission statement as it relates to supporting children with disabilities. Describe the school/school district policies that promote inclusion and participation for children with disabilities. Reflect in your journal about the meaning of the mandatory policies, and identify examples from your school setting how the mandate or policies are put into practice.

WEEK 2

Review the policies and procedures at your school or school district site. Identify and record:

a. Important health and safety protocols for the individuals supported, as well as the staff. Discuss what mechanisms are in place to keep people safe.
b. Policies that support and promote independence and inclusion.

In your journal reflect on your impressions of the wording of the policies and procedures. Is the wording respectful and does it represent SCSW ideas that have been discussed in class? In your opinion, are there changes or additions to the policies and procedures that the people in the group would benefit from?

WEEK 3

For one individual supported, at your practicum placement, identify and review for your journal an Individualize Education Plan (IEP) for one of the children in your class/school (remember to maintain confidentiality – no names or other identifying information). Discuss what “domains” were reviewed in the IEP. Discuss the purpose of these educational domains in relation to the child’s educational outcomes. Are the support needs clear? Are goals clearly identified? Are the remediation strategies clearly identified? Are the strategies described in clear terms of what needs to be taught? By whom? Who is responsible for fulfilling the outcomes? Are the objectives consistent?
WEEK 4

In your logbook you need to practice objective documentation. Using the activities and events you were involved in during one of the days this week, record in concise, full sentences what your school visit looked like. Remember that clear, objective documentation is an important part of School and Community Support Work. Clear, objective documentation is an important mechanism in providing best practice in support work.

a. Describe each school visit using full sentences.
b. Describe each school visit using objective statements, not subjective impressions of what happened or occurred.
c. Each entry should be between one and two pages in length.

WEEK 5

At this stage you should have completed approximately half of your practicum site visits.

a. Please identify three positive experiences that you have had in your practicum. Describe what you learned from these positive experiences and how you can use these experiences in your future School and Community Support practice. Further, describe how and why these experiences have changed your understanding of School and Community Support practice. Approximately 2 pages.

b. Please identify three challenges that you may have had in your practicum. From these challenges, describe what you may have learned and if in a similar situation in the future, what you would do. Further, describe how and why these experiences have changed your understanding of School and Community Support practice. Approximately 2 pages.
WEEK 6

In your journal, describe how either strategies to support behaviour, crisis intervention strategies, health and personal care techniques, teaching and learning strategies, or assistive communication strategies are utilized at your school (as applicable). Integrate and critically evaluate from your classroom knowledge how these techniques are implemented. Answer the question, “Does the practical implementation reflect what has been discussed in the classroom? If not, how and why does it differ?” Provide at least one concrete, practical example of how one of these strategies or techniques is utilized. If more than one strategy or technique is utilized at your practicum site, please briefly describe. Journal entries should be no less than 1 and no more than 2 pages.

WEEK 7

Identify and describe practical examples of how:

a. Inclusion and participation are facilitated and promoted within your school
b. Practices within the school that demonstrate respect for diversity
c. Individuals are assisted to meet their personal needs
d. Individuals are empowered, given dignity and encouraged to increase self-esteem at your School.

Further, critically reflect and expand your thinking to provide suggestions on other ways that educational setting might promote the four areas outlined above. Entries should be between 1 and 2 pages in length.

WEEK 8

In most schools, Educational assistants are asked as part of their responsibilities to ensure that they keep a sub-book. The intention of the sub-book is to provide substitute Educational Assistants with enough information about the child they are supporting and the routine of the day that is expected.

Identify (if it exists) the location of the sub-book. Comment on the ease of accessibility of the book.

Read the book. Comment on whether or not it contained enough information to understand the child’s needs and whether or not the day-to-day routine was explained clearly enough.
What information would you recommend be added to the sub-book you reviewed to make it more effective?

WEEK 9

From your experiences over the previous nine weeks, outline and describe the practical activity or toolkit item that you have developed and implemented during this school practicum. Describe one of the toolkit items that is effective in the school. The activity or tool should integrate your classroom knowledge. Be creative and have fun.
Appendix B  SCSW 190 Community Based Practicum Learning Logbook

SCSW 190 Practicum: Community-Living Based

Student Logbook

Purposeful Learning Assignments
COURSE DESCRIPTION
This practicum offers an opportunity to integrate and apply theory and skills in supervised community living practice experience. This practicum experience is a total of 135 hours.

COURSE LEARNING OBJECTIVES

Upon completion of the community-based School and Community Supporter Work practicum, students will understand the relationship between theoretical knowledge and practical application. Further, students will understand and demonstrate the ability to apply knowledge to practice in the work context.

Students will demonstrate:

- Skill development in a work context
- Understanding of the relationship between quality practice and organizational philosophy, structure, and policy and procedure
- Awareness of professional and ethical practice, and understand and articulate the importance and role of ethics in support work
- Follow professional obligations and commitments as outlined by a pertinent professional code of ethics
- Develop an understanding about the role and expectations for working with people who have disabilities across the lifespan
- Model and practice respect for diversity
- Facilitate inclusion and participation
- Assist individuals to meet their personal needs in ways that empower, give dignity and increase self-esteem
- Identify appropriate learning content, strategies and routines using effective communication
- Communicate in a caring, respectful and clear manner
- Understand policies, protocols and intervention techniques for crisis situations
- Use a variety of observation/assessment tools in an objective manner
- Demonstrate constructive techniques for managing interpersonal conflict in team and group situations
- Demonstrate self-awareness regarding one’s skill, personal style, and values when working in groups
• Utilize strategies for assisting individuals in developing their network of valued relationships and friendships in their community
• Utilize strategies for community building and community connecting
• Use personal understanding of diversity/social justice issues to support and advocate for individuals in the community or school
• Establish effective relationships with children and/or adults
• Research, organize and write concise, effective documents using grammar and other writing conventions appropriately, and identify and analyze the context, message, audience & purpose of written documents

METHOD OF STUDENT EVALUATION
Refer to Evaluation in previous section, as well as the sections on Evaluation and Grading in this Learning Logbook Appendix.

ASSIGNMENTS
Students are to complete the “Practicum Logbook” to be handed in to the instructor during the last scheduled practicum class.

HANDLING OF STUDENT WORK
1. Students are responsible for retaining a copy of all submitted work.
2. All assignments to be submitted to the instructors during class time or during instructor office hours.
3. Every effort will be made to return assignments to students within three weeks.
4. Students can make an appointment with their instructor to review and discuss their exams, assignments or course grade.
5. Final grades will be posted on the Internet.

STUDENT SUPPORTS
1. Vancouver Island University Calendar
2. Writing Centre
3. Student Affairs Department

ATTENDANCE
Attendance and participation in classes is mandatory. Students are required to contact the instructor in advance if they are unable to attend classes. If students are absent from their practicum placement, they are required to make up time missed in order to fulfill the required
135 hours of practicum. Students are expected to contact their mentor immediately if they are unable to attend for their agreed schedule of hours.

**GRADING**

The following grading procedure will apply.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Point Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CR</td>
<td>Course Passed</td>
</tr>
<tr>
<td>F</td>
<td>Fail</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
</tbody>
</table>

Grading of practicum – Pass or fail

a. Submission of proposed schedule of completion of practicum hours (prior to entry into practicum) 5%
b. Submission of proposed goals – Minimum of 3 goals (prior to entry into practicum) 5%
c. Mandatory attendance at 3 seminar meetings 15%
d. Completion of 9 Logbook assignments - 5% each 45%
e. Satisfactory mentor evaluation 15%
f. Completion of 3 drop box Journal entries 15%

**ASSIGNMENTS**

1. Proposed schedule of completion of practicum hours
2. Proposed goals
3. 9 Logbook assignments
4. 3 drop box Journal entries
Student Purposeful Learning Log Book Instructions

This logbook is intended to lead students purposefully through a practicum and direct them to specific concrete learning outcomes from their practicum setting. To complete the logbook each student must:

1) Complete all 9 assignments.
2) Each assignment is to be completed in the logbook. No separate sheets will be accepted.
3) Each assignment is to be handwritten. One of the skills important in School and Community Support work is the ability to document clearly and legibly. No typed material will be accepted.
4) Each entry is to be written in full sentences. Point form will not be accepted.
5) Attention must be paid to length, clarity and quality of writing.
6) The completed logbook is to be handed in at the last practicum class.

STUDENT LOGBOOK – PURPOSEFUL LEARNING ASSIGNMENTS – 9 Weeks

WEEK 1

In the community agency where you are doing your practicum identify and record the agency’s mandate, mission statement, objectives, and principles of practice or guiding principles. Recognize that not all agencies will have any or all of these. Reflect in your logbook about the meaning of the mandate, etc., and identify examples from your practicum setting how the mandate, etc. is put into practice.

WEEK 2

Review the policies and procedures at your practicum site. Identify and record,

a. Important health and safety protocols for the individuals supported, as well as the staff. Discuss what mechanisms are in place to keep people safe.
b. Policies that support and promote independence and inclusion.

In your logbook reflect on your impressions of the wording of the policies and procedures. Is the wording respectful and does it represent SCSW ideas that have been discussed in class? In
your opinion, are there changes or additions to the policies and procedures that the people in the group would benefit from?

**WEEK 3**

For **one** individual supported, at your practicum placement, identify and record in your logbook any documentation that is applicable to you for the person being supported (remember to maintain confidentiality – no names or other identifying information). Documents may include:

- a. Menu plan
- b. Activity schedule
- c. Health care routines/plans
- d. Medication Administration Records (no names or other identify)
- e. Charts that relate to supporting and understanding an individual’s behavioural needs
- f. Program plans
- g. Person centered plans/education plans/MAPS/PATHS etc.
- h. Vocational plans
- i. Etc.

Discuss the purpose of these documents. Questions that you might answer might include: “Why are these documents important in that person’s life?”; “How and why are these documents important and useful in supporting and improving the individual’s Quality of Life?”; “Do these documents effectively serve a purpose for the individual being supported?”, “Are the documents consistent?”
WEEK 4

In your logbook you need to practice objective documentation. Using the activities and events you were involved in this past week, record in concise, full sentences what your site visit looked like. Remember that clear, objective documentation is an important part of School and Community Support Work. Clear, objective documentation is an important mechanism in providing best practice in support work.

a. Describe each site visit using full sentences.
b. Describe each site visit using objective statements, not subjective impressions of what happened or occurred.
c. Each entry should be between ½ and 1 page in length.

WEEK 5

At this stage you should have completed approximately half of your practicum site visits.

c. Please identify three positive experiences that you have had in your practicum. Describe what you learned from these positive experiences and how you can use these experiences in your future School and Community Support practice. Further, describe how and why these experiences have changed your understanding of School and Community Support practice. Approximately 1 page.

d. Please identify three challenges that you may have had in your practicum. From these challenges, describe what you may have learned and if in a similar situation in the future, what you would do. Further, describe how and why these experiences have changed your understanding of School and Community Support practice. Approximately 1 page.
WEEK 6

In your logbook, describe how either strategies to support behaviour, crisis intervention strategies, health and personal care techniques, teaching and learning strategies, or assistive communication strategies are utilized at your practicum site (as applicable). Integrate and critically evaluate from your classroom knowledge how these techniques are implemented. Answer the question, “Does the practical implementation reflect what has been discussed in the classroom? If not, how and why does it differ?” Provide at least one concrete, practical example of how one of these strategies or techniques are utilized. If more than one strategy or technique is utilized at your practicum site please briefly describe. Logbook entries should be no less than 1 and no more than 2 pages.

WEEK 7

Identify and describe practical examples of how:

a. Inclusion and participation are facilitated and promoted.
b. Practices within the practicum site demonstrate respect for diversity.
c. Individuals are assisted to meet their personal needs.
d. Individuals are empowered, given dignity and encouraged to increase self-esteem at your practicum site.

Further, critically reflect on the program and expand your thinking to provide suggestions on other ways that the agency might promote the four areas outlined above. Entries should be between 1 and 2 pages in length.

WEEK 8

For one individual that is supported at your practicum site outline that individual’s Circle of Friends, using the Circles of Friends model (to be explained in the practicum class).

WEEK 9

From your experiences over the previous 9 weeks outline and describe the practical activity or tool that you have developed and implemented during this practicum. The activity or tool should integrate your classroom knowledge. Be creative and have fun.
Appendix C  Mentor Feedback Form sample

Mentors: At the end of the practicum, please complete this feedback form and discuss with the practicum student. The student will be responsible for turning it in to their instructor. We sincerely thank you for your time and involvement in supporting our students in this critical part of their learning.

PRACTICUM MENTOR’S FEEDBACK

Practicum Student: ____________________________

School/Agency Placement: ____________________________

School/Agency Mentor: ____________________________

Dates: From: ________________ To: ________________
PERFORMANCE CHECKLIST

BASIC WORK EXPECTATIONS

<table>
<thead>
<tr>
<th>needs work</th>
<th>satisfactory</th>
<th>well done</th>
<th>NA</th>
</tr>
</thead>
</table>

The student is punctual at the start and end of the day and returning from breaks.

Appearance and grooming are appropriate.

The student follows established safety procedures.

The student demonstrates a responsible attitude:

- demonstrates sound judgment
- is flexible
- is patient
- shows a willingness to learn (is enthusiastic)
- takes initiative
- shows consistent effort throughout the day
- demonstrates an appropriate sense of humour

Other comments:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
COMMUNICATION

The student follows verbal and written instructions.

The student clearly communicates verbally.

The student clearly communicates in writing.

The student demonstrates understanding that documentation must be accurate and complete.

TEAM WORK

The student establishes positive and appropriate relationships with:

- students/clients
- team members
- other school or agency staff
- parents (if applicable)
- the community (if applicable)

The student clarifies role expectations.

The student demonstrates a professional attitude with colleagues using tact/discretion.

The student uses discretion in handling confidential information.

The student participates in the problem solving process:

- contributes ideas and solutions
- accepts feedback with a positive attitude
• uses feedback in a constructive manner

The student actively participates in team meetings as appropriate

2. What do you consider to be the major strengths of this student?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. Any suggested areas for growth or further improvement? (i.e. Are there suggestions you could make to this student that would help them become more job-ready?)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Signature: ___________________________ Date: ___________________________
Appendix D  SD #79 Practicum Status Report (sample)

This report confirms each placement sent by Vancouver Island University to S. D. 79 schools. This Status Report confirms that:

1. __________________________ (name of student) from Vancouver Island University’s School and Community Support Worker Program has been placed at __________________________ (name of school) for a period commencing __________________________ (yr/mth/day) and completing __________________________ (yr/mth/day).

2. This placement will be an average of _______________ (hours per week).

3. The Vancouver Island University Practicum Instructor is __________________________.

4. Safety instruction and confidentiality procedures have been provided to the student as per the Partnership Agreement by the principal or designate.

5. The Criminal Record Check has been submitted by the student to the School Board Office prior to commencement of placement.

6. The undersigned will be informed of any changes to this Status Report. (e.g., change in hours, duration and/or mentor).

_____________________________  ______________________  ________________
Practicum Student (print)  Signature  Date
<table>
<thead>
<tr>
<th>Role</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holly Bradley, Practicum Coordinator</td>
<td>(Vancouver Island University)</td>
<td></td>
</tr>
<tr>
<td>Practicum Mentor in School, E.A (print)</td>
<td>Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Supervising: Teacher/Counsellor(e.g. LA, SFL) if applicable</td>
<td>Signature</td>
<td>Date</td>
</tr>
<tr>
<td>Principal or Designate (print)</td>
<td>Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>
DIRECTIONS TO STUDENTS

for SCSW Practicum in S.D. # 79 – Cowichan Valley Schools

STATUS REPORT FORM:

It is critical that this Status Report Form be returned prior to starting Practicum once you have obtained all relevant school signatures. Please drop the completed form off in the brown envelop outside of Office 520a in Building 180, Nanaimo Campus.

Before you begin your practicum the Status Report Form must be received by all the signatories to the School District # 79/Vancouver Island University Partnership Agreement.

Allow a week from the time you drop off the completed form to the actual start date of your practicum. Please ensure that the start date on the Status Report reflects this.

If you are a resident of Cowichan Valley and are not regularly attending courses at the Nanaimo Campus, this completed form can be dropped off with Maureen McGillvray at the Cowichan Campus (Administrative Support Staff for Credit Programs). She, in turn, will fax this form to the Nanaimo Campus so that it can be forwarded accordingly. Otherwise, this form can be placed in a clearly-marked brown envelope, to the left of the Practicum Coordinator’s office (Building 180, Room 511).

CRIMINAL RECORD CHECK:

A reminder: BEFORE you start your practicum, your Criminal Record Check needs to be forwarded to:

Lorna Newman, Assistant Superintendent
S.D. #79 School Board Office
2557 Beverly Street
Duncan, BC V9L 2X3

Enjoy your practicum!

Holly Bradley, MSW, RSW, Practicum Coordinator
School and Community Support Worker Program
Holly.Bradley@viu.ca | 250-740-6271

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~
Appendix E  Sample Affiliation Agreement

THIS AGREEMENT made effective as of this <date>.

<table>
<thead>
<tr>
<th>BETWEEN:</th>
<th>AND:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Institution:</strong></td>
<td><strong>Legal Name of Work Site Employer:</strong></td>
</tr>
<tr>
<td>Vancouver Island University</td>
<td>&lt;agency&gt;</td>
</tr>
<tr>
<td>(Hereinafter called the “University”)</td>
<td>(Hereinafter called the “Agency”)</td>
</tr>
<tr>
<td><strong>ADDRESS:</strong></td>
<td><strong>ADDRESS:</strong></td>
</tr>
<tr>
<td>900 Fifth Street</td>
<td>&lt;address&gt;</td>
</tr>
<tr>
<td>Nanaimo, BC</td>
<td></td>
</tr>
<tr>
<td>V9R 5S5</td>
<td></td>
</tr>
<tr>
<td><strong>Phone</strong> 250-753-3245</td>
<td><strong>Phone</strong> &lt;phone&gt;</td>
</tr>
<tr>
<td><strong>Fax</strong> 250-740-6489</td>
<td><strong>Fax</strong> &lt;fax&gt;</td>
</tr>
<tr>
<td><em>(Please change for different Campus)</em></td>
<td></td>
</tr>
</tbody>
</table>

| **INSTITUTION CONTACT:**         | **AGENCY CONTACT:**              |
| Dr. Carol Stuart, Dean          | {Contact Name}                   |
| Health & Human Services         | {Title}                          |

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

**DEAN SIGNATURE:**

____________________________________
<Name, Title>                      Date

**AGENCY’S SIGNATURE:**

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

PRACTICUM

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

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

TERM

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

TERMINATION AND AMENDMENT

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

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

SUSPENSION OR REMOVAL

(a) The Agency reserves the right to suspend, temporarily pending investigation, or terminate a Practicum in circumstances where the Agency determines the Practicum Student has, or there are reasonable grounds to believe that the Practicum Student has:
(i) failed to comply with the legislation, rules, regulations and policies of the agency
(ii) failed to meet licensing requirements e.g., first aid (annually), criminal record check (every five years or as required), as outlined in admission notes
(iii) endangered the mental or physical health or safety of any person; or
(iv) otherwise interfered with or compromised the operations of the Agency and/or the best interests of the people served by the Agency;

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

PRIVACY AND CONFIDENTIALITY

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

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

(c) The University agrees:

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

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

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

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

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

**UNIVERSITY**

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

**SUPERVISION**

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

**SITE SAFETY ORIENTATION**

The Agency will provide to the student, site and work specific safety training and will not permit the student to perform any duties, unless the student has all safety equipment required for the tasks to be performed by the student.

**ACCESS**

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

**STUDENT PRACTICUM EVALUATIONS**

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

**WORKERS’ COMPENSATION ACT INJURY COVERAGE**

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

NOTICE OF INJURY

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

INDEMNITY

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

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

INSURANCE

The University agrees to maintain liability coverage of no less than $5,000,000.00 (Cdn) to cover claims brought against the University, University employees or students who are involved in the Practicum for injury to or death of a person or damage to or loss of property caused by any negligent act or omission of the University, University employees, Students, while in attendance at the Agency work site.

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

CONFIDENTIALITY

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

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT (BRITISH COLUMBIA) (FOIPPA)

All records and personal information (as defined in the Act) received, collected, created, used, disclosed, and disposed of by the University as a result of this agreement are subject to the provisions of this Act.

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