SCHOOL AND COMMUNITY SUPPORT WORKER PROGRAM

Community-Based Student Practicum Handbook & Learning Logbook

SCSW 190

October 2015
COMMUNITY-BASED FIELD PLACEMENT STUDENT HANDBOOK

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** – The Practicum Mentor is responsible for supporting the student’s learning in the practicum setting.

- **Practicum Instructor** also known as the Program Instructor. 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/sites for the placement of students.

- **Practicum Agency/Site** – The setting where the Student undertakes practicum. Also referred to as field placement or agency or site.

- **Practicum Program** – The required field experience course(s) included within the Vancouver Island University School and Community Support Worker Program curriculum.

INTRODUCTION AND OVERVIEW

Welcome to the School and Community Support Worker (SCSW) Certificate Program at Vancouver Island University (VIU). This handbook is designed to provide you with information regarding your **Community-based** practicum. There is a separate Handbook for the School-Based practicum course.

The SCSW program 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. People with disabilities are entitled to supports and services that promote an enhanced quality of life and practitioners need to be committed to responsible and ethical practice, respect for others and to personal growth.
The SCSW Program prepares students for community support work in a range of community support settings for people who live with mental and physical challenges. The practicum is an essential and integral part of the overall training and education of SCSW students.

The practicum component of the program is designed to prepare students with the knowledge, skills and competencies necessary for working in community settings supporting persons with disabilities. The success of the practicum is dependent upon the cooperation and investment of the students, the community agencies and the University Practicum Instructor.

**There is a separate handbook for your School practicum placement.**

We hope the learning experiences that you encounter as a School and Community Support Worker Certificate student will inspire your dedication and commitment to the service of mentally and physically challenged individuals and their families and to the Human Services field.

### OBJECTIVES OF PROGRAM

- To offer accredited and recognized course work at the post-secondary level that is relevant to school and community support work.
- To enable students to gain generic, multidisciplinary and critical thinking skills and to gain perspectives for working with and supporting individuals who have developmental, physical or intellectual disabilities. The Community portion provides experience with adults with disabilities in community agency settings.
- To strengthen the students’ understanding of working in the community context and prepare them for employment as an educational assistant and/or community support worker.
- To expose students to realistic work experiences in which they can test theories, gain knowledge, develop skills and abilities, and assess personal suitability for working in the disability field.
- To provide students opportunities to apply critical thinking skills to course work and practical experience.
- To enable students to continue on with further education.
PURPOSE OF PRACTICA

The overall purpose of the School and Community Support Worker community-based practicum is to assist students to develop the necessary self-awareness, knowledge, skills, abilities and values to provide effective support for individuals with diverse abilities. The supervised practicum will assist students to transfer theoretical skills through direct practice in the Community setting.

Through a combination of classroom instruction, purposeful learning activities, ongoing supervision and direct practice, students will gain the ability to understand, translate and integrate theory and practice. 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 Program. One of these placements will be in a school setting and the other will be in a community setting. Students will spend a minimum of 135 hours at each practicum site under the direction of a Practicum Mentor and the Practicum Instructor. This handbook is design for your community-based practicum placement.

COURSE DESCRIPTION

Practicum – Community- Based (SCSW 190)
This practicum offers the opportunity to integrate theory and skills in a supervised practice experience in a community setting. The practicum experience in the community is a total of 135 hours.

This practicum experience will normally take place when students have completed a number of key SCSW foundation courses. This community-based practicum gives students an opportunity to integrate and apply theory and skills, and to demonstrate competencies in a supervised practice setting, focusing on development of the skills, knowledge and abilities required to support individuals with disabilities. This course will assist students to demonstrate and refine their ability to understand and relate to others in a community setting.

SCSW 190 Registration guidelines and pre-requisites:
In order to register for your SCSW 190 – Community-based Practicum, and embark on a practicum experience, you must be accepted to the School and Community Support Worker Program.

The formal pre-requisites for entry to this practicum course are “Permission of the SCSW Program Chair”

** Students are expected to attend three (3) mandatory practicum classes, and to successfully complete their Purposeful Learning Logbook. You will find a detailed Course Outline as part of the Purposeful Learning Log Book.

Prior to commencement of this practicum course, students need to develop a learning plan that will be shared with their mentor. See Appendix A for developing a learning plan.

** WHAT TO EXPECT **

1. Ensure you are formally registered for SCSW 190 Community-Based Practicum Course
2. Attend a required a Practicum Orientation Session.
3. At the Practicum Orientation you will receive a SCSW Practicum Request form. Complete it and then arrange a meeting with the Practicum Coordinator to discuss your practicum options and preferences.
4. The Practicum Coordinator will initiate contact with the prospective agency/site and Mentor. The needs of the student and the agency/site will be taken into consideration. The Practicum Coordinator will be aware of the abilities and preferences of both the student and Practicum Mentor, and will make the best match possible.
5. Once the agency/site and Practicum Mentor are identified, you will then arrange an interview with the Mentor for the purpose of determining suitability/readiness to undertake a practicum experience in that setting.
6. If, upon completion of the interview, the practicum is deemed suitable by both you and the mentor, then arrange a schedule for the practicum with your mentor.
7. You **must** notify the Practicum Coordinator regarding the outcome of the interview. If an agreement is reached with the agency/site, please confirm your mentor(s) name, your start date and your proposed weekly schedule. Once the Coordinator receives your notification, the arrangement will be formally confirmed
with the agency and the practicum mentor. Your practicum instructor will be informed of these details by the Practicum Coordinator.

**WHO DOES WHAT**

The practicum experience is a partnership between the student, the University Instructor, the Practicum Coordinator and the Practicum Mentor. All parties in the relationship assume certain responsibilities. The following is a general description of the roles and responsibilities of each party.

🔗 **THE STUDENT**

Students carry 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: [https://www2.viu.ca/calendar/GeneralInformation/generalregulations.asp](https://www2.viu.ca/calendar/GeneralInformation/generalregulations.asp)
- 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)
- Commit to making good use of mentorship, taking initiative and guidance from personnel at the school setting and developing and putting to use practice skills.
- Comply with the principles of confidentiality, policies, and procedures and hours of work, as outlined at the practicum site.
- **On the first day of placement**, seek out any site specific protocols, contractual agreements, safety and emergency related information relevant to practicum.
- Demonstrate professional attitude, ethics and conduct when interacting with students and school personnel.
- Attend the practicum for the required number of days and hours specified by the program (135 hours).
- Report illness or absence to the Practicum Mentor and Instructor.
- Maintain contact with the Practicum Instructors, keeping them informed of any changes, concerns or issues that arise in the practicum.
- Participate in mentoring/feedback sessions with the Practicum Mentor and the Practicum Instructor.
- Attend and participate in three mandatory practicum classes
- Complete and hand in your *Purposeful Learning Logbook* to your VIU instructor.
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
The Practicum Mentor plays a key role in the training and learning process of the Student. It is a guiding role that bridges the gap between theory and practice and provides mentorship to the student. Each student will be assigned to a Practicum Mentor at the placement setting. In honoring their responsibilities, Practicum Mentors are expected to:

- Be aware of and participate in the development of the student’s learning plan.
- Provide time for orientation to acquaint the student with the agency’s policies, procedures, roles, safety practices 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 on-going support and consultation (usually a specified minimum time each week).
- Monitor the student’s learning and progress and provide the student with ongoing verbal and written 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 evaluations.
- 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.
**Vancouver Island University Practicum Coordinator**

The Practicum Coordinator is responsible for setting up the practicum. In consultation with Vancouver Island University faculty, the coordinator will make arrangements with new and existing practicum agencies for student field placements. It is the responsibility of the Practicum Coordinator to:

- Orient students to the process for practicum placement, the different options for practicums and solicit student requests.
- Consult with Vancouver Island University faculty, as needed, to determine the student's placement and learning needs.
- Establish who at the agency/site will take on the supervisory/mentorship role for the student and outline appropriate tasks and responsibilities to ensure that a suitable learning experience can be provided.
- Provide students with information regarding placement agencies’ expectations and outline the placement process.
- Inform the student of any specific placement protocols or contractual agreements that are agency/site-specific.
- Provide the agency with information about the program, field placement procedures, practicum expectations and the evaluation process.
- Ensure that both Practicum Mentors and the student have confirmed the practicum placement.
- Be available to Practicum Mentors for clarification or consultation on the practicum placement process.
- Recruit and develop possible practicum placement sites.

**Vancouver Island University Practicum Instructor**

The Practicum Instructor maintains close contact with the Practicum Mentor and the Student and acts as a channel between the University and the field placement. It is the responsibility of the Practicum Instructor/Professor to:

- Orient students to the learning goals, objectives, content, structure and process, evaluation and grading of the practicum course.
- Ensure students have the information related to general ethical practice, confidentiality and appropriate conduct.
- Ensure that any site-specific protocol or contractual agreement terms regarding student placement are followed.
• Consult with the student and Practicum Mentor in the initial formulation of learning goals and objectives.

• Provide the practicum site with clear information on what is expected of all parties within the practicum relationship.

• Ensure that the student receives on-going feedback and support.

• Maintain regular contact with the Practicum Mentor and the student regarding goals, objectives and student progress.

• Ensure that the mentor completes the student evaluation and that adequate feedback on the evaluation is provided to the student.

• Teach Practicum classes and evaluate the student’s 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.

• Assign a final grade for the practicum course and field placement.

**CAMPUS CAREER CENTER**

All SCSW students are required to create a student account on Career VIU, a database system used for practicum tracking purposes. Once you have created an account please inform the Practicum Coordinator (Holly.Bradley@viu.ca). Career VIU is part of VIU’s Campus Career Centre. The centre offers student many career related services including: on and off-campus job postings, workshops and events related to job search and career planning, workshops on resumes, cover letters and interview skills, individual one-on-one coaching. We suggest you take some time to explore what opportunities are available to you as a VIU student.

**EVALUATION**

Vancouver Island University is ultimately responsible for evaluation and assignment of the final grade (credit or non-credit- see Course Outline for grading and evaluation details). The method of summative evaluation should be clearly discussed and understood by the student and the Practicum Mentor at the beginning of the practicum. The Practicum Instructor will facilitate and collect evaluative information as part of the evaluation process. Evaluation is based on successful completion of your Purposeful learning logbook, attendance at three mandatory practicum classes, and evaluations from your agency mentor. Please refer to the sample Affiliation Agreement in Appendix II as well.
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 ECEC, CYC, SCSW, SSER and BSW students. These agreements cover responsibilities, liability and insurance contingencies for all parties. Please see Appendix II for a sample Affiliation Agreement.

CRIMINAL RECORD CHECK

Most agencies offering a practicum placement will require you to have a Criminal Record Check (CRC) completed prior to the start of the practicum. There may be certain offenses that will preclude the practicum placement. It is important that you are aware of the criminal record check requirements. Some CRCs need to go to a professional licensing body to be cleared before you begin your placement, e.g. Community Care Facilities and school settings.

CRC Process

Criminal Record Checks must be completed before you begin your practicum.

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 through the Admissions/Registration Centre. You are responsible for providing your completed CRC documentation to your practicum agency.

WHEN CONCERNS ABOUT PRACTICUM ARISE

The practicum is distinct from other courses in that it focuses not only on educational objectives but also on your personal and professional responsibilities and awareness within the field. From time to time, concerns or problems could arise. These may pertain to practices you observe or are asked to participate in,
or you may experience issues in relation to a Mentor or co-worker within your placement. For many of us, raising concerns is not easy, however, it is an integral part of professional practice. It is important for you to recognize and address these concerns as early as possible.

Recommended Guidelines:

✓ Early recognition and clarification is important. When concerns arise, you need to decide what to do about the concern. Have you asked yourself if you have the whole picture? What have you tried? Have you asked for clarification or information in a non-judgmental way? If you think that you cannot resolve the issue yourself or with the other party, then you need to get some assistance.

✓ Discuss your concern(s) with your Practicum Instructor. At this time you can explore and clarify the issue/concern(s) and look at alternative ways of dealing with the situation.

✓ Your Practicum Instructor may suggest a meeting of all parties to discuss identified issues/concerns. A meeting can often clarify specific concerns and clearly define the problem in a specific and organized manner. At this time suggestions and options can be explored.

✓ If you find that some of the problems you are experiencing are personal, there are support services within Vancouver Island University (e.g. Student Support Services) and the community, to assist you in dealing with issues that may be affecting your education.

☞ CONFIDENTIALITY

Students are expected to adhere to the agency’s policies of confidentiality. Within the practicum, it is expected that students will respect the privacy and rights of individuals and agency personnel they work with. 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 Island Health Authority (IHA) services or IHA affiliates will have you review and sign a “Confidentiality Acknowledgement” form. If your practicum site requires this IHA form, the Practicum Coordinator will provide it. See also sample Affiliation Agreement in Appendix.
HEALTH CERTIFICATES

Some Practicum sites require students to have health certificates prior to the commencement of their practicum. You may also be required to have a First Aid certificate, and a TB test. Some placements may require Hepatitis B shots as well. It is important that students are aware of these requirements. Up-to-date immunization is recommended for your own protection. Contact your local Travel Immunization organization for more information and to arrange immunizations (see Travel Medicine and Vaccination Centre: http://www.tmvc.com/)

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. A formal report needs to be documented within 24 hours, as part of Vancouver Island University’s Health & Safety Policies. Practicum Instructors must inform Health and Safety Services immediately for any critical incident.

Students should also follow the practicum mentor/supervisor’s instructions for reporting these incidents/accidents to the agency.

Any questions, please call Health and Safety at 250-740-6283 or e-mail at safety@viu.ca

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 a vehicle or other form of transportation to the practicum site. Students must not drive children or adults who are supported by school or community agencies/sites.

Further details regarding WCB coverage can be found on the VIU Health and Safety website (under forms) at www.viu.ca/healthandsafety/forms.asp
TIPS ON FIELD PLACEMENT

THE INITIAL INTERVIEW

- Write down any questions that you want to ask regarding the agency/site. Do some research on what types of programs the agency provide to their patrons/clients.
- Make a list of your learning goals (what you want to learn from this placement) and **bring a copy of your Learning Goals to the interview**.
- Have a copy of your resume and know your related experience, education or volunteer work.
- Ask about the agency’s Criminal Record Check policy, and follow their process for completion of the CRC.
- Ask if a Health Certificate, current immunizations, First Aid certificates, etc. are required or recommended for practicum students.
- Clarify start and end dates for your practicum and arrange a weekly schedule, ensuring completion of 135 required hours.

GETTING STARTED

- Introduce yourself and get to know the personnel at the agency/site and what they do. With guidance from your mentor, introduce yourself to agency participants. Get to know them and their ways of being.
- Learn where policy and procedure manuals are and acquaint yourself with them.
- Observe informal work routines and practices, (e.g., lunch breaks, coffee breaks, dress codes).
- You may feel uncomfortable at first; this is all part of the process of risk-taking and learning.

ON-GOING INVOLVEMENT

- Set up supervision times with the Practicum Mentor and find out who the back-up Mentor is and when s/he is away.
- Attend relevant meetings or activities, e.g., staff meetings, gatherings, community meetings, if possible.
• If applicable, read files and begin a list of resources and materials most frequently used by the agency/site.

• Do not wait to be asked; you can always respectfully request to be involved in something you think may meet your learning goals.

• Many times agencies are extremely busy. You may want to find something you can work on independently that could assist the agency. Ask and volunteer.

• Have patience. It sometimes takes a while to be assigned to specific tasks or activities or responsibilities.

MAKING THE MOST OF YOUR PRACTICUM

• Be open to learning from many people.

• Recognize the limits of your training. Practice within the boundaries of your knowledge and skill base and seek out supervised experiences.

• Build relationships with clients from their own unique and varied backgrounds, allowing flexibility when you are applying techniques and skills. They should be applied appropriately to suit the client.

• Give it a chance, if you are in a placement that you do not particularly care for. Learning experiences take many forms and sometimes learning how to create a meaningful experience can be productive. Talk it over with your Practicum Instructor.

• Be respectful and demonstrate responsibility. Even though you are a student in a learning role, it is important that you approach fieldwork in much the same way you would if you were employed. Strive to be on time and accountable. Remember that one day you will be looking for a job and your practicum placements may turn into future employment.

• Look for your own creativity. You may have gifts, talents and ideas you can use in your placement. If you have ideas, share them. Students often add new life to organizations.

• Speak to your Practicum Mentor/Supervisor or to the Practicum Instructor as soon as possible if you have any concerns or if issues arise.

• Your practicum may be stressful at times. You may find that getting involved with clients may open up certain issues within yourself. Also, you may have expectations different from your academic setting. Be aware of these factors and seek support from appropriate places. Be gentle with yourself.
QUESTIONS AND ANSWERS

Q. Can I set up my own practicum?
A. Your practicum must be set up by the Practicum Coordinator, as the Human Services Department utilizes a number of practicum sites. Discuss your specific request with the Practicum Coordinator and you may be able to do your practicum at your requested site.

Q. Do I have a say in where I do my practicum?
A. You can certainly discuss your preference with the Practicum Coordinator and you may be able to do your practicum at your requested site.

Q. Can I do my practicum in my home community?
A. The Practicum Coordinator will work with you to develop a practicum site in your home community or as close as possible. This depends upon the availability of sites in your area and the availability of a Practicum Mentor.

Q. How flexible can my practicum hours be?
A. Each student’s individual needs will be taken into consideration; however, specific sites may require identified hours and times for a practicum experience. For example, an agency may require different hours than a group home.

Q. Will I have to have an interview and what will be expected of me during the interview?
A. The interview process may vary from site to site. Some practicum settings may require a formal process and others will be very informal. It is always good to be prepared. Bring an updated resume and introductory letter and be able to identify what your learning goals and objectives are, and what you hope to gain from the practicum experience. Take a proposed schedule of availability to your interview, along with your Non-Violent Crisis Intervention Certificate and any other certificates or qualifications you have earned (e.g., First Aid certificate, immunization record).

Q. What if I have a criminal record?
A. If you have a criminal record, you should discuss this with the Practicum Coordinator. Certain offenses may interfere with certain placements. However the type of offence and the length of time that has passed since the offense are often taken into consideration by the placement. Agencies/sties have the right and responsibility to determine criteria for accepting or declining practicum students.
SELF-CARE

The practicum experience can be stressful. The field placement is only one component of your overall training and at times you may find that you have numerous tasks and responsibilities that need to be addressed in specific time frames. As your practicum progresses, you will undoubtedly experience a broad range of emotions and feelings. These feelings are normal and expected, especially in the Human Service Field. As a practicum student you need to develop your ability to pace yourself and be aware of internal cues that tell you what you need to take care of yourself.

Self-care is an individual journey. The following are some tips that may assist you to adapt to the conditions, environment and pressures you may encounter during your practicum learning experience:

1. **Be aware of what type of experiences, thoughts or feelings cause you stress** and notice how you react.

2. **Notice what healthful habits you neglect**, such as eating, sleeping and exercise, when you are feeling under pressure.

3. **Find ways to structure and manage responsibilities**. Ask yourself what needs immediate attention and what doesn’t. You can only do one activity at a time. Learn to set priorities.

4. **Continue recreational activities** and save time for others. Balancing these elements in life will help you to maintain a healthy perspective.

5. **Find ways to make your practicum interesting and stimulating**. Alternate tasks and look for opportunities to be creative. This will help you maintain enthusiasm for the job.

6. **Speak positively to and of yourself**. Our own worst enemy is often our inner critic. Negative self-talk can undermine self-confidence and self-worth, creating feelings of insecurity and frustration. Remember that you are in a learning role and need to support and encourage yourself.

7. **Take time to breathe, relax and visualize** positive experiences. Seeing yourself in a positive light and being able to successfully interact with others can assist you in alleviating stress.
8. **Reach out for support.** Find someone you can talk to and with whom you can share your feelings and thoughts. Often a supportive friend, family member, instructor or counsellor can assist you in sorting out issues and concerns that arise during your practicum.

9. **Make time for your body.** Taking care of your physical self is often the most needed and most difficult. Try to exercise and be aware of how you fuel yourself. Drinking water, eating properly and exercising can enhance your mental and emotional wellness.

10. **Finally, remember that you have embarked on a growth experience.** Give yourself credit and enjoy your journey.
SCSW 190 Practicum: Community-Based

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. 

Prerequisite: Permission of the SCSW Program Chair.

COURSE LEARNING OBJECTIVES

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

GRADING
The following grading procedure will apply.

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<thead>
<tr>
<th>Grade</th>
<th>Point Description</th>
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<tbody>
<tr>
<td>CR</td>
<td><strong>Course Passed</strong></td>
</tr>
<tr>
<td>F</td>
<td><strong>Fail</strong></td>
</tr>
<tr>
<td>I</td>
<td><strong>Incomplete</strong></td>
</tr>
</tbody>
</table>
1) Evaluation of Practicum
   
a. 9 weeks of Purposeful Learning Logbook Assignment

2) Grading of practicum – Pass or fail

**METHOD OF STUDENT EVALUATION**

<table>
<thead>
<tr>
<th>Assignments/activities</th>
<th>% of final grade</th>
</tr>
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<tbody>
<tr>
<td>1 Submission of proposed schedule of completion of practicum hours (prior to entry into practicum)</td>
<td>5%</td>
</tr>
<tr>
<td>2 Submission of proposed goals – Minimum of 3 goals (prior to entry into practicum)</td>
<td>5%</td>
</tr>
<tr>
<td>3 Mandatory attendance at 3 seminar meetings</td>
<td>15%</td>
</tr>
<tr>
<td>4 Completion of 9 Logbook assignments - 5% each</td>
<td>45%</td>
</tr>
<tr>
<td>5 Satisfactory mentor evaluation</td>
<td>15%</td>
</tr>
<tr>
<td>6 Completion of 3 drop box Journal entries</td>
<td>15%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

**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 you 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 your 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.

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 1 page.

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 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 in your practicum site outline that individual’s Circle of Friends, using the Circles of Friends model. This will be explained in the Practicum Class.

Relationship Map

My Family

People Who Support Me (school, work)

My Friends

People who Support me (Home, Community)
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 A  SAMPLE MENTOR FEEDBACK FORM

SCHOOL AND COMMUNITY SUPPORT WORKER
CERTIFICATE PROGRAM

VANCOUVER ISLAND
UNIVERSITY

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 B *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><em>&lt;agency&gt;</em></td>
</tr>
<tr>
<td>(Hereinafter called the “University”)</td>
<td>(Hereinafter called the “Agency”)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ADDRESS:</th>
<th>ADDRESS:</th>
</tr>
</thead>
</table>
| 900 Fifth Street  
Nanaimo, BC  
V9R 5S5  
Phone 250-753-3245  
Fax250-740-6489 *(Please change for different Campus)* | *<address>*  
Phone *<phone>*  
Fax*<fax>* |

<table>
<thead>
<tr>
<th>INSTITUTION CONTACT:</th>
<th>AGENCY CONTACT:</th>
</tr>
</thead>
</table>
| Dr. Carol Stuart, Dean  
Health & Human Services | {Contact Name}  
{Title} |

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

**DEAN SIGNATURE:**

____________________________________  ________________________________
<Name, Title>                               Date

**AGENCY’S SIGNATURE:**

____________________________________  ________________________________
<Name, Title>                               Date
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.