



The University of British Columbia  
**School of Social Work**  
**Course Outline – SOWK 315**

*School Vision: Building upon a foundation of social justice and an ethic of care, we are a community of learners actively engaged in the development of critical, transformative knowledge for social work practice.*

<b>Year/Term</b>	2013-2014 Terms 1 & 2
<b>Course Title</b>	SOWK 315 – Practicum 1
<b>Course Schedule</b>	Field Days are Tuesdays and Wednesdays effective October 15 <sup>th</sup> , 2013 to November, 29 <sup>th</sup> 2013 for Term 1 and January 8 <sup>th</sup> , 2014 to April 11 <sup>th</sup> , 2014 for Term 2
<b>Course Location</b>	Host Agency

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**COURSE DESCRIPTION:**

In Social Work 315, the student completes a practicum in an agency under the supervision of a staff member, appointed as Field Instructor. The purpose of the practicum is to provide an opportunity to experience the core elements of social work in a work situation, and for the beginning development of competencies necessary for generalist social work practice. These competencies include:

- self-identification as a professional social worker
- practice skills relevant to social work
- understanding of professional responsibility within the framework of social work values, ethics, and principles
- self-awareness relative to attitudes, values and beliefs, and the ability to modify these in seeking a professional response to issues of age, race, class, gender, cultural ethnicity, and sexual orientation
- an ability to understand and use empowerment in practice
- sensitivity to needs and issues important to oppressed groups

It is intended that the agency and field supervisor will offer the student the opportunity to:

- pursue individual learning needs and adaptation of teaching to these needs
- put their knowledge and skills to use in the service of others
- experience him/herself in a beginning professional role

## **COURSE OBJECTIVES:**

### **1. Professional Development**

The student will have the opportunity to assume a professional role in relationship to clients, to develop self-awareness, professional autonomy and an understanding and commitment to the values and ethics of the social work profession.

Valuing life experiences, perceptions, values, and differences between persons will enhance self-awareness. Sensitivity to and ability to understand the impact of issues of age, race, class, gender, ethnicity, and sexual orientation will be stressed.

The student should be able to demonstrate the ability to:

- a. effectively examine his/her own practice behaviour;
- b. move toward disciplined application of knowledge and use of self in the service of others;
- c. be aware of his/her prejudices, biases, and stereotypes and demonstrate the ability to address/change these biases when working with people from life situations different from his/her own;

### **2. Organizational and Community Development**

The student should be able to demonstrate the ability to:

- a. work within a human service organization according to its purpose, structure and constraints;
- b. analyze the relationships with the community served;
- c. understand the impact of age, race, class, gender, ethnicity, and sexual orientation on the organization and community;
- d. advocate for development or improvement of services to ethnic minorities, women, and other disadvantaged groups

### **3 Generalist Practice**

The student will develop and apply effective, appropriate and purposeful relationship, communication, and intervention skills necessary for beginning-level generalist social work practice. The student should be able to demonstrate the ability to:

- a. develop work-related client systems
- b. gather relevant data, and assess the situation or community.
- c. design and implement an intervention plan in conjunction with clients systems.
- d. evaluate the effects of the intervention, and use the information gathered to modify his/her practice.
- e. contribute to the improvement of service delivery by evaluating his/her own professional development and effectiveness as a social work practitioner.
- f. recognize and deal appropriately with issues and conditions, which affect the helping process.

## **COURSE ASSIGNMENTS AND EVALUATION:**

### Assignments

Field Practicum assignments are determined through discussions between the student, the field instructor and the faculty liaison. Based on these discussions and the Course Objectives & Field Learning Goals listed above, in collaboration with their field supervisor, the student prepares their field evaluation form to establish learning goals for the practicum and sends it to their faculty liaison.

### Course Evaluation

The evaluation process for SOWK 315 – Practicum I includes completion of two evaluations (the Midterm Practice Performance Evaluation and Final Practice Performance Evaluation). Evaluations occur midway through a practicum and again at the end of the practicum.

**The field instructor, the student, and the faculty liaison must sign the summary evaluation. The student's signature indicates that s/he has read the evaluation; it does not necessarily indicate agreement. If there is disagreement, the student can make note of this in the space reserved for student comments, noting the areas of disagreement and giving his or her own perspective. A follow-up three-way conference with the faculty liaison may be needed.**

## **COURSE POLICIES:**

### Attendance

It is important that students attend regularly, be prepared for supervision sessions, and actively participate in the learning process. **Attendance of 44 days (350 hours) is mandatory.**

Students are allowed two days leave per term for illness without a make-up requirement. In those circumstances, the student must notify the field supervisor, or designate, as soon as possible. If further leave time is required, both the faculty liaison and the field instructor must be notified. For an extension of deadline, the student must obtain a Medical Deferment, and all parties must agree to a makeup arrangement, including a new deadline. Time taken off for personal reasons must be approved by the field supervisor and field liaison.

### The Placement Process

Third year BSW students begin their program in September and participate in a field orientation and preparation course. One day of this orientation is devoted to inviting field instructors to come and present their field placement settings to all of the students. This normally happens the second week of September. Additional sessions focus on

preparing students for interviews, identifying learning goals and understanding the roles and expectations of students, field instructors and faculty liaisons. Students complete a field planning form and turn this in to the Field Education Coordinator who then "matches" the students to specific field instructors. Students are then asked to arrange interviews with two field settings. Once the interviews have been completed and field instructors have indicated which students they will accept, students make their decisions as to which field setting they will accept. Students may interview at more settings if they have not been successful in identifying a "match" following the first two interviews. It is expected that all students will have finalized their field practicum by mid-October. After the interviews, the student and the field instructor inform the Field Education Coordinator about the outcome of the interview. If a placement is confirmed, the Field Placement Agreement Form is signed by all parties and submitted to the Field Education Assistant. Otherwise, the student meets with the field coordinator to review other possible placements.

The School's expectations for a third year BSW student are for a student to be placed in a community-based setting where the student is exposed to any of the following activities: outreach, advocacy, program planning and implementation, working with groups of individuals, participating in meetings, analyzing policies and their implications for practice, providing information and referral services and/or case management.

### Practicum Placement Agencies

1. Affiliated or approved placement agencies are agencies which meet the learning needs of the student and conform to accreditation standards set for social work field education. The School reserves the right to approve any agency or institution that provides placement for student practica, and to change any placement assigned to a student.
2. To conform to the generalist orientation of the B.S.W. program and to give the student the opportunity to explore and challenge skills in a new setting and practice area, the placement agency must be different from the student's regular work place and previous employment or volunteer experience.
3. The placement agency for the second practicum (SOWK 415) must also be different from the first placement (SOWK 315). However, the placement agency may be the same for both years if it is a large organization offering a wide range of opportunities and locations, and can provide more complex opportunities in the second year.

### The School-Agency Agreement

Field Education for School of Social Work students is provided in a number of different services and settings, referred to in this document as Field Practicum Settings. This section provides information to the relevant parties, the responsibilities and rights of the School of Social Work and the Field Practicum Settings. The section may be used more formally, as well, as a Memorandum of Agreement between the School and the Field Practicum Setting concerning Field Education. When the document is used in this way,

an Appendix or Appendices may be included covering specific policies or arrangements that cannot be included in any general outline.

Neither the School nor the Field Practicum Setting will be obliged to pay any monetary compensation to the other with respect to the responsibilities and rights outlined in this document or to the Student. Field Education is considered to be an educational course and not a period of apprenticeship.

### ***Responsibilities of the School***

The School will assign a representative of its faculty to act as Faculty Liaison to the Field Practicum Setting. The responsibility of the Faculty Liaison is to facilitate communication, act as a bridge between all concerned in the Student's experience in class and field, and assign a pass/fail standing for the practicum.

The School will consult with the Field Practicum Setting about educational goals, appropriate learning experiences, and expectations for student performance in the practicum.

The School will be responsible for selection, tentative placement and/or removal, and final grading of students placed with the Field Practicum Setting. However, final placement will be preceded by an interview involving the Student, the Field Instructor, and other appropriate agency persons; and will reflect mutual agreement between the Field Practicum Setting, the School, and the Student about the appropriateness of the placement.

Through the University of B.C.'s General Liability Insurance, liability and malpractice insurance is provided for all students while fulfilling the requirements of a practicum.

The School will make available to agency Field Instructors its library facilities, teaching materials and other resources as will further the objectives of the field instruction program. The School will seek the consultation of the affiliated Field Practicum Setting in the development of the educational goals and curriculum to meet the health and welfare needs of the community.

In addition to the services provided by students as a part of the field placement, it is the School's policy to offer additional services/resources to Field Practicum Settings in two areas identified below. Specific offerings in these areas will be a function from year to year of such variables as student interest and capacities and faculty workloads.

The two areas are:

1. To Field Instructors
  - Orientation seminars.
  - Field Instructor's Course.
  - Seminars/courses in social work practice, research, or policy and program planning.
  
2. To Agencies

- Student research projects in areas of interest to the agency.
- Student projects designed to provide additional services for the agency's clientele or to pursue policy or program concerns of the staff.

### ***Field Practicum Setting Responsibilities and Rights***

The Field Practicum Setting will recommend members of its staff, qualified within the School's criteria (practice experience and competence; preferably a BSW or MSW), and approved by the School, to act as Field Instructor(s) for students placed with it for field experience.

The Field Instructor(s) will be afforded time to instruct and supervise the Student's work in the Field Practicum Setting in accordance with the educational objectives, learning experience and performance expectations established by the School and agreed to by the Field Practicum Setting. (The general norm is that Field Education involves one-and-a-half hours per week for supervision, plus periodic meetings with the Faculty Liaison.)

The Field Practicum Setting will provide facilities, staff, materials and other resources necessary to meet the Field Practicum Setting's service commitments.

The Field Practicum Setting will accept students enrolled in the School for a practicum in social work education at times, in numbers, and at such locations of the Field Practicum Setting as will be agreed upon by both parties.

The Field Practicum Setting will not use students to replace its regular staff nor require students to render services except as they are identified for their learning value as part of an agreed-upon educational program.

The Field Practicum Setting demonstrates support for professional social work education and for the objectives and educational focus of the field practicum course.

The Field Practicum Setting will not compensate students for their services. However, the Field Practicum Setting will reimburse the students for incidental costs incurred in the rendering of assigned services, in accordance with the regular policies of the Field Practicum Setting concerning payment of such incidental costs.

The Student is accountable to both the Field Practicum Setting and the School to comply with the Agency's policies and regulations and for adherence to other established standards of professional conduct, i.e. BCASW Code of Ethics.

The Field Practicum Setting will accept students in field practicum without regard to age, race, class, culture, religion, ethnicity, or sexual orientation.

The Field Practicum Setting may request that the School remove any student whose performance the Field Practicum Setting deems unsatisfactory to meet the demands of its service programs or whose conduct otherwise interferes with its staff relationships or the discharge of its primary service function.

University of British Columbia  
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## Roles & Responsibilities of Field Education Personnel

### ***Student***

1. Participates in the matching process by providing information in a timely manner on educational and/or work background, and learning objectives, as required by the .
2. Arranges a pre-placement interview with the potential placement agency as proposed by the .
3. Shares with the field instructor learning objectives and relevant personal and practice background. Field instructor should be provided with an up-to-date resume during the pre-placement interview.
4. Informs the field coordinator about the outcome of the pre-placement interview.
5. Is expected to provide the field instructor with copies of the Practice and Interviewing Skills course outlines and bibliographies.
6. Formulates a learning contract with the field instructor, taking responsibility for the development of her/his learning objectives.
7. Takes initiative in obtaining supervision and consultation.
8. Actively participates with the field instructor to review and analyze learning experiences, and seeks new learning opportunities.
9. Works to complete tasks and responsibilities set out in the learning contract.
10. Maintains contact with the faculty liaison, keeping him/her informed of any major changes or problems in the practicum.
11. Consults with Field Coordinator and the Chair of Field Education around any concerns with field instructor or faculty liaison.
12. Observes agency policy on attendance and participation at appropriate meetings.
13. Applies social work values, adhering to the BCASW Code of Ethics in all practice situations, and acts in a professional manner as a representative of the agency/organization and School.
14. Completes course assignments punctually.
15. Evaluates the practicum upon its completion.

### ***Agency Field Instructor***

1. Participates in the assessment and selection of students referred by the Coordinator of Field Education for placement at the agency by means of pre-placement interviews
2. During the first weeks of the practicum, orients the student to the agency. The orientation includes information on mandate, policies, procedures, services, intake, case assignments, committees, task groups, planning and referral processes, sources of funding, administrative structure, and linkage to other agencies.
3. May wish to review practice course outlines and bibliographies provided by the student in order to assist the student in applying classroom learning to the agency setting.
4. Teaches and enables the student to integrate classroom theory with social work practice.
5. Assists the student in writing a learning contract, with learning opportunities and tasks commensurate with the educational objectives for field education, and opportunities provided by the agency.
6. Addresses gaps in learning necessary for the student to function in the agency. May assign readings and additional assignments for the student to develop skills and knowledge specific to the agency setting.
7. Assists in preparing the student for generalist social work practice, and for service provision within the agency setting.
8. Provides educational learning/teaching through 1.5 - 2 hours of regularly scheduled individual supervision time.
9. Provides the student with ongoing feedback about his/her progress towards achieving competency as a beginning-level practitioner.
10. Notifies the Faculty Liaison if there are concerns around the student's progress.
11. Assures quality of student service to agency client systems.
12. Works in collaboration with the Faculty Liaison to maintain the educational focus of field education, and to increase her/his field teaching skills.
13. Consults with the Faculty Liaison around any questions or concerns regarding the student or policies of the School.
14. Formally evaluates students' progress through the Progress Report, Practicum Performance Evaluation, and First and Final Evaluations. The field instructor's evaluations assist the Faculty Liaison in assigning standing.
15. Participates in field instruction seminars and workshops sponsored by the School of Social Work.



16. Notifies the student, faculty liaison and field coordinator of any absences longer than one week, and designates another agency staff as alternate or acting field instructor.
17. Provides feedback on the practicum after its completion.

### ***Faculty Liaison***

1. Contacts all assigned students and field instructors at the beginning of the field placement to discuss consultation and collaboration role, and establish at least two field visits.
2. Informs field instructors and students about curriculum policies, procedures, goals, and expectations involved in field education.
3. Meets with the field instructor and student during the first month of placement to facilitate formulation of the learning contract, and review student's initial progress.
4. Seeks to ensure that the student receives support, feedback through supervision, and evaluations from the agency.
5. Strengthens and supports the field instructor's teaching skills.
6. Meets to consult and collaborate with students and/or field instructors as required.
7. Facilitates resolution of problems between the student, field instructor and/or agency.
8. Informs and/or consults with the Coordinator of Field Education around problems in a placement.
9. Maintains close contact with field instructors when students are identified as "at risk for failure," participates in a review of the situation and formulation of a written plan outlining specific objectives to be met by the student and the field instructor in order for the student to successfully complete the field education course. This plan is to be developed by the student and approved and signed by all parties involved (student, field instructor, and faculty liaison).
10. Keeps the Field Coordinator and Chair of Field Education informed about developments that could result in the student leaving the placement.
11. Makes recommendations to the Field Education Coordinator about continuing or ending field placement in an agency, or continuing or ending field instructor participation.
12. Keeps the Field Coordinator informed about the quality of the field experience and learning opportunities at the various field placements.
13. Assigns the first term evaluation standing, and the final course standing (Pass/Fail), taking into account the field instructor's evaluations.

14. Provides feedback on the practicum after its completion.

### ***Coordinator of Field Education***

1. Recruits, reviews, and assesses applications from agencies/organizations for designation as field placement sites based on the learning needs of students, course objectives, and accreditation standards.
2. Reviews and assesses agency staff for appointments as Field Instructors.
3. Plans and implements the process for matching students to field placements, in consultation with the student and field instructors.
4. Approves student's placements in field agencies and any changes occurring thereafter.
5. Assigns Faculty to serve as Faculty Liaisons to confirmed field placements.
6. Plans seminars, workshops, and special events for field instructors.
7. Reviews the progress of the students throughout the year, in consultation with faculty liaisons.
8. Offers consultation to students, field instructors, agencies and faculty liaisons on field education issues.
9. Aids in final arbitration when problems and conflict arise in the field placement which necessitate a change of field instructor or field placement.
10. Oversees the evaluation of field placements, field instructors, and faculty liaisons.

### **Request for Placement Change**

After a placement is confirmed and a faculty liaison assigned, a student may be approved to leave the current agency and change to another only under special circumstances. Requests for placement change are to be made to the faculty liaison. The faculty liaison will then, in consultation with the Field Coordinator and Chair of Field Education, consider the following factors in his/her decision:

- student's particular circumstance, e.g. unexpected crisis in personal life
- number of hours left to complete the practicum within the academic year
- the agency is no longer able to provide a placement

The faculty liaison will set up a meeting with the student and field supervisor to discuss the request for the change. The faculty liaison, student or field supervisor may request that the Field Coordinator and Chair of Field Education be in attendance at this meeting. If the change is approved, the student will be expected to plan and implement closure with clients and colleagues. A component of which may be a meeting with the field instructor and faculty liaison.

## Completion of Practicum Hours

In the new placement, the faculty liaison, in conjunction with the new field supervisor, will determine whether the already completed hours would count toward the new practicum, or additional practicum hours will be required. The amount of time needed to understand the new agency's functioning, to insure adequate learning, and to attend to client needs will be taken into account. The final decision regarding hours to be completed, the practicum start and finish dates, as well as assignment deadlines will be written by the faculty liaison, and signed by the student, field supervisor, and faculty liaison, with a copy to the Field Coordinator.

In cases where the student's progress is a concern, and/or there is conflict between the student and field supervisor, and a request has been made for a change of practicum, please see the section below on "Problems in the Field".

## Problems in the Field

The student and field supervisor are expected to attempt to resolve issues through conferences by sharing concerns, reviewing the learning contract, and/or clarifying mutual expectations. Consulting the faculty liaison may also be of help. It is suggested that both the student and field supervisor document, in writing, his/her concerns and the discussion during these conferences.

If the conferences fail to resolve or improve the situation, a joint meeting (student, field supervisor, and faculty liaison) should be called to review and discuss possible solutions. When the situation involves risk of failure, or conflict between the field supervisor and student, appropriate procedures are as follows:

### 1. Risk of Failure

The joint meeting should include a review and discussion of the student's unsatisfactory performance and formulation of a written plan outlining specific objectives that the student needs to achieve within a specified period, in order to successfully complete the practicum. This plan is to be developed by the field supervisor and approved and signed by all parties, with a copy to the field coordinator.

At the end of the specific time, if the specific objectives have not been achieved, the faculty liaison, after consultation with the field supervisor and Field Coordinator and Chair of Field Education, may decide to:

- submit a failing mark; or
- seek to arrange a further placement under the following conditions:
  - a) acceptance by the new field supervisor and student of a new learning contract, which includes specific objectives addressing learning needs, identified in the previous practicum.
  - b) possible requirement of additional practicum hours as described under

“Request for Placement Change - Completion of Practicum Hours”.

- c) completion of a closure process with clients and colleagues in the previous placement.

2. Conflict between the field supervisor and student

Conflict may involve:

- incompatibility of teaching and learning styles
- ongoing lack of adequate supervision
- inappropriate agency workload

The joint meeting should include a review and discussion of the conflict and formulation of a written plan outlining specific objectives which the student and/or field supervisor needs to accomplish in order to meet both the student’s learning needs, and the needs of the agency, within a specified period. This plan is developed by the faculty liaison and signed by both the student and field supervisor, with a copy to the field coordinator. The faculty liaison will establish additional visits or consultations in order to monitor the placement.

At the end of the specified time, if the specific objectives have not been achieved, the faculty liaison, after consultation with the Field Coordinator and Chair of Field Education, may decide to change the student’s placement. Please see details on the closure process and completion of practicum hours in the previous section, “Request for Placement Change”.

## Policy on Professional Conduct for Social Work Students

### **Introduction**

The School of Social Work is charged with ensuring that all of its graduates have the requisite competencies and can meet the professional practice standards to be eligible for professional registration as Registered Social Workers in the Province of British Columbia. Professional social work behaviour requires adherence to the BC Association of Social Workers and the BC College of Social Workers Code of Ethics (2004) and the BC College of Social Workers Standards of Practice (2009). The professional conduct of social work students is directed by these standards, as well as by University policy. Professional social work ethics and standards are taught in the School’s social work curriculum.

### **General Policy**

Social work students are expected to behave in a professional manner in all aspects of the program and are responsible and accountable for their actions. Faculty are expected to help students interpret specific School and/or practicum guidelines and apply them in their conduct. It is the responsibility of Social Work faculty and students to familiarize themselves with the guidelines.

Examples of unprofessional conduct include but are not limited to:

- Disruptive and inappropriate behaviour;

- Behaving in a manner which endangers students, faculty, staff, practicum agency staff, clients and/or volunteers;
- Harassing or being abusive towards students, faculty, staff, practicum agency staff, clients and/or volunteers;
- Breaches of confidentiality.

In addition, social work students convicted of, or admitting to, serious illegal activities that are inconsistent with the practice of social work or likely to harm clients (such as assault, sexual assault, fraud, or trafficking in narcotics) will be subject to the procedure set out in this policy.

Social work students should also note that the laying of criminal charges, the commencement of civil proceedings, or the commencement of student disciplinary proceedings does not preclude the University from initiating the procedure set out in this policy.

### ***Advancement***

Although satisfactory performance in both academic coursework and in practicum placements is a prerequisite to advancement, it is not the sole criterion in the consideration of the suitability of a student for advancement or graduation. The School of Social Work reserves the right to require a student to withdraw from the School if the student is considered to be unsuited to proceed with the study or practice of social work. A student may be considered unsuited to proceed with the study or practice of social work if he or she engages in unprofessional conduct.

### **Procedure for Unprofessional Conduct**

When a member of faculty, staff, or practicum agency staff (the “Complainant”) believes that unprofessional conduct may have occurred, the Complainant is expected to first discuss the alleged unprofessional behaviour with the student. If the matter is not resolved satisfactorily between the student and the Complainant, or if the alleged unprofessional behaviour persists, the Complainant will bring the matter to the attention of the Chair of Field Education, whose practice will generally be as follows:

1. The Chair of Field Education and/or the Program Advisor will use reasonable efforts to notify the student of the allegations in writing, and invite them to meet with the Chair of Field Education and the Program Advisor to discuss the matter.
2. The Chair of Field Education and the Program Advisor will meet with the student and the Complainant to review the allegations. During this meeting, the student will be given the opportunity to respond to them. This may resolve the matter satisfactorily for all parties. If the student does not respond to the invitation or if he or she refuses to meet with the Chair of Field Education and the Program Advisor, the meeting will proceed without the benefit of the student’s response to the allegations, and the student will be informed in writing of the outcome.
3. If the matter is not resolved as a result of the meeting described in paragraph 2 above, the Complainant, within two weeks after the meeting described

above, will submit to the Director of the School a written detailed account of the allegations (including the names of any witnesses or facts that support his or her account). The Director will provide the student with a copy of this written account.

4. Within two weeks after the Director has provided the student with a copy of the Complainant's written account, the student may submit to the Director, his or her own written detailed account of the allegations (including the names of any witnesses or facts that support his or her account).
5. The Director will designate a faculty member to review the information provided in paragraphs 3 and 4 above. If, in the opinion of the faculty member reviewing the matter, an investigation is required, the faculty member will investigate the matter. The faculty member will submit all information and his or her findings to the Director.
6. The Director may decide to dismiss the complaint if the complaint is unsubstantiated or, if substantiated, is not a serious matter. However, if the Director finds that the complaint is a serious matter and is substantiated, the Director will consult with the Director who will determine whether the student is unsuited to proceed with the study or practice of social work and should be required to withdraw from the program. The Director will notify the student of his or her decision in writing.
7. If the student is not satisfied with the Director's decision, the student can appeal to UBC's Senate Committee on Appeals on Academic Standing.

Unless otherwise specified above, all steps to be taken by the Program Coordinator, the Program Advisor, and the Director, the faculty member designated to review and/or investigate the matter or the Director will be taken within a reasonable period of time.

### Student Accident Insurance

All students registered at UBC should have basic BC Medical Plan coverage or the equivalent from another province. UBC students performing course work in environments where the risk of injury is greater than in a classroom, e.g. labs, certain field work, and practicums are advised to purchase additional extended medical insurance, or the UBC Student Accident Insurance. The School, therefore, recommends students placed at the Ministry of Children and Family Development, hospitals, or others with increased risk to purchase either extended medical coverage, or the UBC Student Accident Insurance. The UBC Student Accident Insurance, available from the School's Administration office, provides accident (not illness) coverage only, for \$7.00. Further information on the Student Accident Insurance is available from the Field Education Assistant in the main office.

## **POLICY ON DISCRIMINATION AND HARASSMENT**

### **What is Discrimination?**

Discrimination, whether intentional or unintentional, is unfair, differential treatment of individuals and groups based on prejudice, ignorance, fear or stereotypes. Discrimination imposes burdens on, or denies opportunities to, individuals or groups

and is unfair because it is not based on actual academic or job performance, or any other form of competence. Instead it is based on the erroneous assumption that a particular individual shares attributes, usually negative, stereotypically associated with a group to which he or she is perceived to belong.

The B.C. Human Rights Code identifies thirteen grounds of prohibited discrimination. Discriminating on any of these 13 grounds violates the Human Rights Code and UBC's Policy on Discrimination and Harassment. <http://equity.ubc.ca/discrimination/> or [www.universitycounsel.ubc.ca/files/2011/09/policy3.pdf](http://www.universitycounsel.ubc.ca/files/2011/09/policy3.pdf)

## **What is Harassment?**

Harassment, a form of discrimination, is comment, conduct or behaviour that humiliates, intimidates, excludes and isolates an individual or group based on the BC Human Rights Code's thirteen grounds of prohibited discrimination. Harassment is unwanted and unwelcome attention from a person who knows, or ought to know, that the behaviour is unwelcome. Harassment can range from written or spoken comments to unwanted jokes, gifts, and physical assault, and may be accompanied by threats or promises regarding work or study opportunities and conditions. Harassment can be either a single incident or a series of related incidents.

Please note that UBC's Policy on Discrimination and Harassment apply when students are in the field.

## Religious Holidays

Recognizing the religious diversity of the UBC community, UBC permits students who are scheduled to attend classes or write examinations on holy days of their religions to notify their instructors in advance of the holy day and of their wish to observe it by absenting themselves from class or examination. Instructors provide opportunity for such students to make up work or examinations missed without penalty. This policy also applies to students in practica.

Students are required to give two weeks written notice of their intention to absent themselves under the terms of the University Policy on Religious Holidays. They will notify the field supervisor of their intent to be absent for a religious holiday

## Academic Dishonesty

Please review the UBC Calendar "Academic regulations" for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Also visit [www.arts.ubc.ca](http://www.arts.ubc.ca) and go to the students' section for useful information on avoiding plagiarism and on correct documentation.

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### Excerpt from the UBC calendar:

Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes.

The University accommodates students with disabilities who have registered with the Disability Resource Centre.

The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the drop date.

It is recommended that students retain a copy of all submitted assignments (in case of loss) and should also retain all their marked assignments in case they wish to apply for a Review of Assigned Standing. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.

**Academic Dishonesty:**

Please review the UBC Calendar “Academic regulations” for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Also visit [www.arts.ubc.ca](http://www.arts.ubc.ca) and go to the students’ section for useful information on avoiding plagiarism and on correct documentation.

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