



The University of British Columbia  
**School of Social Work**  
 Course Outline – SOWK 560

*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.*

Year/Term	<b>2013-2014 (Terms 1 and 2)</b>
Course Title	<b>SOWK 560 - Directed Field Studies in Social Work II</b>
Course Schedule	<b>Field Days are negotiated with Faculty Advisor/Liaison-Typically Mondays and Tuesdays</b>
Course Location	<b>Host Agency</b>

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**COURSE DESCRIPTION:**

**Course Description**

Directed Field Studies (DFS) provides advanced-level learning and practice opportunities in settings conducive to social development and or clinical practice in social work, under the instruction of approved agency-based supervisors. Students complete 450 hours (8 hours x approximately 56 days) during a practicum for six credits.

Field Education is designed to complement the student's academic work by allowing the opportunity to use theory and knowledge to work with client systems.

The practicum is the component of social work education through which students integrate into their professional behaviour the content and contexts learned in all areas of the curriculum. The practicum is designed to offer students a planned relationship between cognitive, reflective, and experiential learning that leads toward knowledge directed and value guided professional practice competence.

The course offers the student personalized practice activities and assignments according to the following guidelines:

1. Learning opportunities that are supportive of the MSW curriculum.
  2. Field practice assignments that provide opportunities to assess, synthesize and integrate information.
  3. Learning opportunities that promote development of autonomous and critically reflective professional practice.
  4. Field instruction that facilitates the development of professional competence with an emphasis on the application of skills and judgments in a context of human rights and social justice, professionalism, and ethical conduct.
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## LEARNING OBJECTIVES AND ADVANCED FIELD LEARNING GOALS:

### Learning Objectives

1. To develop advanced-level comprehension of the profession of social work, including the articulation, application and analysis of the knowledge and value base of social work.
2. To apply the practice knowledge and skills necessary for advanced level social work practice within the area of specialization, and develop advanced-level competence in the application of practice knowledge and skills in accordance with professional values and ethics.
3. To develop advanced-level skills in the use of supervision and consultation for professional development and practice evaluation.
4. To develop enhanced awareness, appreciation and achievement of skill in self-reflection, self-awareness, and self-understanding, in order to function effectively as a professional person, particularly in relation to persons of different mental or physical ability, age, culture, ethnicity, gender, sexual orientation, and socio-economic group.
5. To demonstrate practice efforts which promote equal opportunity, and work to eradicate oppression.

### Required Practice Behaviors

The learning opportunities available to the student will obviously vary according to the specific placement and agency. The methods of achievement outlined in your Field Evaluation should reflect the student's learning objectives according to his/her needs, drawing on the range of objectives outlined below:

Upon completion of the placement, the student is expected to demonstrate:

1. IDENTIFY AS A PROFESSIONAL SOCIAL WORKER AND ADOPT A VALUE PERSPECTIVE OF THE SOCIAL WORK PROFESSION
  - Goal is to facilitate collective well-being of all people to the maximum possible
  - Self-reflection as it relates to engaging in professional practice through understanding and consciousness of their own social locations and identities.
  - Awareness of personal biases and preferences to advance social justice and the social well-being of service users
2. ADHERE TO SOCIAL WORK VALUES AND ETHICS IN PROFESSIONAL PRACTICE
  - Knowledge of relevant social work codes of ethics in various professional roles and

activities and institutional contexts, particularly in relation to vulnerable or disadvantaged groups

- Skills to monitor and evaluate own behaviours in relation to codes of ethics

### 3. PROMOTE HUMAN RIGHTS AND SOCIAL JUSTICE

- Understands professional role in advancing human rights and responsibilities and social justice in the context of the Canadian society and internationally.
- Knowledge of the role social structures can play in limiting human and civil rights and employ professional practices to ensure the fulfillment of human and civil rights and advance social justice for individual, families, groups and communities

### 4. SUPPORT AND ENHANCE DIVERSITY BY ADDRESSING STRUCTURAL SOURCES OF INEQUITY

- Recognize diversity and difference as a crucial and valuable part of living in a society
- Have knowledge of how discrimination, oppression, poverty, exclusion, exploitation, and marginalization have a negative impact on particular individuals and groups, and strive to end these and other forms of social injustice.

### 5. EMPLOY CRITICAL THINKING IN PROFESSIONAL PRACTICE

- Skills in critical thinking and reasoning, including critical analysis of assumptions, consistent with the values of the profession, which they apply in their professional practice to analyze complex social situations and make professional judgments
- Identify and address structural sources of injustice and inequalities in Canadian society

### 6. ENGAGE IN RESEARCH

- Critique, apply, or participate in social work research
- Apply social work knowledge and knowledge from other disciplines to advance professional practice, policy development, research and service provision.

### 7. PARTICIPATE IN POLICY ANALYSIS AND DEVELOPMENT

- Knowledge of social policies in relation to well-being of individual, families, groups and communities
- Identify negative or inequitable policies and their implications and outcomes, especially for disadvantaged and oppressed groups, and to participate in efforts to change these

### 8. ENGAGE IN ORGANIZATIONAL AND SOCIETAL SYSTEMS CHANGE THROUGH PROFESSIONAL PRACTICE.

- Knowledge of organizational and societal systems
- Skills to identify social inequalities, injustices, and barriers
- Work towards changing oppressive social conditions
- Ability to critically assess social, historical, economic, legal, political, institutional and cultural contexts of social work practice at local, regional, provincial, national, and international

### 9. ENGAGE WITH INDIVIDUALS, FAMILIES, GROUPS AND COMMUNITIES THROUGH PROFESSIONAL PRACTICE

- Knowledge and skills to perform interactive practices such as engagement, assessment, intervention, negotiation, mediation, advocacy and evaluation.
- Ability to promote empowering and anti-oppressive practice
- Ability to practice at individual, family, group, organization, community and population levels, including advocacy and activism.
- Prepared for interprofessional practice, community collaboration and team work.

## Attendance

It is important that students attend regularly, be prepared for supervision sessions, and actively participate in the learning process. **Attendance of approximately 56 days AND 450 hours is mandatory. Please ensure your time sheet logs are completed and signed in the IPT system.**

Students are allowed two days leave per term for illness without a make-up requirement. In those circumstances, the student must notify the Field Instructor, 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 Instructor and field liaison.

## 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 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.

## The Placement Process

First year MSW students submit a completed Field Planning form to the Field Education Coordinator who then “matches” the students with the potential placement sites. Students are then asked to arrange interviews with the Field Instructor at the prospective agency. Once the interviews have been completed and Field Instructors have offered the placement, the student decides if he/she will accept the placement offer. Students may interview at more settings if they have not been successful in identifying a “match” following their initial interview. Otherwise, the student meets with the Field Education Coordinator to review other possible placements.

## Responsibilities & Roles of Parties Involved in the Field Education Program

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. The purpose of this section is to outline for the information and guidance of the relevant parties, the responsibilities of the School of Social Work and the Field Practicum Setting. 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 shall be obliged to pay any monetary compensation to the other in respect to the responsibilities and the rights outlined neither in this document nor to the Student. Field Education is considered to be an educational course and not a period of apprenticeship.

Directed Field Studies are vitally important in that they provide not only the opportunity to practice and refine foundation level social work skills and develop professional judgment, but also to integrate theory and practice.

Given the complexity of the DFS, questions and/or problems may be expected to arise about the nature of the enterprise. The first level of discussion about such matters involves the Field Instructor and the student. The next level includes the Faculty Liaison, and then, if necessary, the Chair of Field Education. If concerns relate to a specific course, instructors are ready and prepared to discuss these.

Directed Field Studies are most successful when lines of communication between all participants are kept open and used frequently. Faculty and Field Instructors have an obligation with students to see that this is done.

Providing a DFS that allows for development of advanced practice competence and that is monitored to ensure a satisfactory performance level involves many parties. The responsibilities and roles of each are designated below.

### ***School of Social Work***

- Ensures opportunities and performance of DFS are commensurate with MSW standards.
- The School shall 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 shall consult with the Field Practicum Setting about educational goals, appropriate learning experiences, and expectations for student performance in the practicum.
- The School shall 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 British Columbia's General Liability Insurance, liability and malpractice insurance is provided for all students while fulfilling the requirements of a practicum.
- The School shall make available to agency Field Instructors its library facilities, teaching materials and other resources as shall further the objectives of the field instruction program. The School shall 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.

#### To Field Instructors

- Special Seminars/workshops on supervision.
- Seminars/courses in social work practice, research, or policy and program planning.

#### 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 Education Coordinator***

- Reviews and assesses applications from agencies/organizations for designation as field placement sites.

- Reviews and assesses candidates for appointments as Field Instructors.
- Plans and implements the process for student's selection to field placements, in consultation with the student and Field Instructor.
- Approves student placements in field agencies.
- Plans seminars, workshops, and recognition events for Field Instructors.
- Reviews the progress of students throughout the year, through discussions with faculty advisors.
- Offers consultation to students, Field Instructors, agencies, and faculty advisors.
- Approves any changes in placements.
- Aids in final arbitration when problems and conflict arise in the field placement which necessitate a change of Field Instructor or placement.
- Oversees the evaluation of field placements, Field Instructors, and faculty advisors.

### ***Faculty Advisor/Liaison***

- Discusses DFS placement with student in accordance with student study plan and in conjunction with Coordinator of Field Education.
- Contacts all Field Instructors at the beginning of the field placement to discuss consultation and collaboration role.
- Informs Field Instructors and students about curriculum policies, procedures, goals, and expectations involved in field education.
- Meets with Field Instructor and student during the first one and a half months of placement to discuss DFS content and learning contract, and review student's progress.
- Seeks to ensure that the student receives support, feedback through supervision, and evaluations from the agency.
- To keep the Field Education Coordinator informed of any changes to this agreement.
- To monitor the progress of the learning experience.
- To be available to the student and to the Field Instructor for assistance as needed.
- To provide the Field Instructor with necessary material to familiarize oneself with the curriculum and program objectives.
- To assign the student a grade for the placement, based upon the student's performance during the placement period and the extent to which the student has attained her/his learning objectives, as indicated from the faculty advisor's meetings with the student and the Field Instructor's recommendations.
- To provide the student with written notice as early as possible if there is a risk of failure.
- Strengthens and supports the Field Instructor's field teaching skills.
- Facilitates resolution of problems between the student, Field Instructor and/or agency.

- Provides Field Instructors with curriculum materials upon request.
- Provides student with written notice as early as possible if there are serious problems with work. Keeps the Chair of Field Education and the Field Education Coordinator informed about developments that could result in the student being asked to leave the placement.

### ***Student***

- Provides information on interests, preference, and study plan in a timely manner, as requested by the Field Education Coordinator.
- Arranges pre-placement interviews with potential placement agencies.
- Returns completed Placement Agreement form
- Prepares a learning contract, which outlines objectives, available learning opportunities and evidence of accomplishments.
- Practices within the framework of professional social work values and ethics as outlined in the CASW Code of Ethics, and Agency Standards of Conduct.
- To meet with the Field Instructor at least one and a half hours per week and for ongoing supervision as needed. To prepare the necessary material and questions for discussions; the material should include direct evidence of interaction with clients, when appropriate, e.g. audio or videotapes, process recording, reflective log, journal, et cetera.
- To participate in conference meetings with the faculty advisor and Field Instructor at least twice during the practicum. In the last conference meeting, the student and Field Instructor are expected to have prepared a written draft evaluation that will serve as a basis for the discussion.
- To maintain agency records and follow agency policy.
- Fulfills obligations as assigned by the Field Instructor.
- Abides by normal working conditions/standards of field agency, including recording. In the case of illness or other extraordinary circumstances necessitating absence, the student is expected to notify his/her Field Instructor as soon as possible. Students are allowed two days leave in each term without a make-up requirement. When further leave time is required, the field days missed must be made up.
- Completes requisite hours of DFS.
- Maintains contact with the Faculty Advisor, keeping him/her informed of any major changes or problems in the practicum.
- Consults with the Field Education Coordinator around any major problems with Field Instructor or Faculty Advisor.
- Prepares for evaluations by summarizing work completed, objectives attained, and areas requiring further development.
- Completes feedback evaluation forms upon completion of the placement.

### ***Field Practicum Setting***

- The Field Practicum Setting shall:
  - 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 training.
- The Field Instructor(s) shall 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-half day per week, plus periodic meetings with the Faculty Liaison.)
- The Field Practicum Setting shall provide facilities, staff, materials and other resources necessary to meet the Field Practicum Setting's service commitments.
- The Field Practicum Setting shall 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 shall be agreed upon by both parties.
- The Field Practicum Setting shall 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 shall not compensate students for their services. However, the Field Practicum Setting shall 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 Field Practicum Setting shall 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.
- The Field Practicum Setting shall cover costs incurred by the student as they relate to the delivery of service (i.e. mileage, etc.)

### ***Field Instructor***

- Participates in the selection of practicum students through pre-placement interviews with students referred by the Field Education Coordinator. Advises the Field Education Coordinator of the outcome.
- To be open and interested; and to familiarize oneself with the student's course work and study plan.
- To meet with the student at least one and a half hours per week for formal supervision in addition to ongoing supervision as needed.
- To prepare mid-term and final evaluations of the student's performance and to participate in a conference meeting with the student and faculty advisor at least twice during the practicum to discuss the student's progress on meeting her/his objectives.

- To provide the student with all necessary materials and information to carry out assigned tasks including case or project assignments. The student should spend a minimum of four hours a week in direct client service as soon as possible.
- Reviews relevant course outlines and bibliographies provided by the student.
- Teaches and enables the student to integrate classroom theory with social work practice.
- Provides opportunities for development of professional competence, analytical skills and professional judgment.
- Provides individualized, specialized, and advanced level learning experiences to facilitate the student's achievement of the educational objectives that are reflected in the learning contract and course objectives.
- Provides ongoing feedback to the student about the progress towards achieving competency as an advanced level practitioner.
- Notifies the Faculty Advisor if there are concerns around the student's progress.
- Assures quality of student service to agency client systems.
- Works in collaboration with the Faculty Advisor to maintain the educational focus of field education, and to increase her/his field teaching skills.
- Consults and collaborates with the Faculty Advisor around any questions or concerns regarding the student or policies of the School.
- Formally evaluates the student's progress through written evaluations of the student's work as described in the course outline. Input from these evaluations provides important information to the Faculty Advisor for assigning standing.
- Notifies the student, faculty advisor and Field Education Coordinator of any absences longer than one week, and designates appropriate interim Field Instructor.
- Completes feedback evaluation forms on the practicum upon its completion.
- Participates in Field Instruction seminars and workshops sponsored by the School of Social Work.

### **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 Chair of Field Education and the Field Education Coordinator, 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 Instructor to discuss the request for the change. The Faculty Liaison, student or Field Instructor may request that the Chair of Field Education and the Field Education Coordinator 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 Instructor, 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 Instructor, and Faculty Liaison, with a copy to the Chair of Field Education and the Field Education Coordinator.

In cases where the student's progress is a concern, and/or there is conflict between the student and Field Instructor, 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 Instructor 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 Instructor 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 Instructor, and Faculty Liaison) should be called to review and discuss possible solutions. When the situation involves risk of failure, or conflict between the Field Instructor 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 Instructor and approved and signed by all parties, with a copy to the Chair of Field Education and the Field Education Coordinator.

At the end of the specific time, if the specific objectives have not been achieved, the Faculty Liaison, after consultation with the Field Instructor, the Chair of Field Education and the Field Education Coordinator, may decide to:

- submit a failing mark; or
- seek to arrange a further placement under the following conditions:
  - a) acceptance by the new Field Instructor 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 Instructor 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 Instructor 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 Instructor, with a copy to the Chair of Field Education and the Field Education 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 Chair of Field Education and the Field Education Coordinator, 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".

## 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 Board of Registration for Social Workers Code of Ethics (2002) and the Board of Registration Standards of Practice (2002). 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 Alleged 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 Program Coordinator, whose practice will generally be as follows:

1. The Program Chair and/or the Program Advisor will use reasonable efforts to notify the student of the allegations in writing, and invite him or her to meet with the Program Chair and the Program Advisor to discuss the matter.
2. The Program Chair 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 Program Coordinator 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 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 Chair, 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.

### Criminal Record Check

Under the Criminal Records Review Act, students placed at the Ministry of Children and Family Development, agencies contracted by MCFD, Health Authorities, some other Ministries and their affiliated facilities, and child care facilities may be required to have a criminal record check for security clearance. Please check with your assigned agency to determine whether a criminal record check is required, and to obtain information about the procedures and particular forms to be completed.

### 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 practica 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 Secretary in Room 300.

### 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.

#### 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.

To review UBC's Policy on Discrimination and Harassment, please see:

<http://www.universitycounsel.ubc.ca/policies/policy3.pdf> and for the Guide to UBC's Policy on Discrimination and Harassment, please see:

[http://equity.ubc.ca/files/2010/06/guide\\_discrimination\\_harassment1.pdf](http://equity.ubc.ca/files/2010/06/guide_discrimination_harassment1.pdf).

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

### Accommodation Requests

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

### 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 shall notify the Field Instructor 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.