



**a place of mind**  
THE UNIVERSITY OF BRITISH COLUMBIA



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# Field Education Policy Manual

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**Last updated: September 16, 2016**

**Bachelor of Social Work (BSW)**

**Master of Social Work (MSW)**

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## **Section A: The Field Education Program at UBC**

### **UBC School of Social Work Field Education Directory**

#### **Field Education Contacts**

For the most up-to-date contact information, please visit:

<http://socialwork.ubc.ca/field-education-2/field-education-contact>

Additional information about the school, including the names and coordinates of staff and faculty, is available on the website at <http://socialwork.ubc.ca/people>.

## Musqueam Declaration

We, the Musqueam people openly and publicly declare and affirm that we hold aboriginal title to our land, and aboriginal rights to exercise use of our land, the sea and fresh waters, and all their resources within the territory occupied and used by our ancestors...

We, the Musqueam people, are the members of the Musqueam Indian Band and/or persons of one quarter Musqueam Indian Ancestry descended from these hun'qum'i'num speaking people who from time immemorial occupied used and gained their livelihood from those lands, waters and seas as described above.

Our ancestors aboriginal right and our aboriginal right is to live upon and travel over our aboriginal lands, seas and waters without foreign control or restriction; to utilize, trade and consume all the resources and products of those lands, waters and seas. It is our right to govern ourselves and our communities, to uphold and determine our own customs, beliefs and laws.

Neither we nor our ancestors have ever given up, extinguished or diminished our aboriginal rights and title by treaty or agreement with any foreign government or power.

We have never considered the bits of land called "Indian Reserves" as compensation for our lost rights and cannot consider them as adequate compensation.

We have never accepted or agreed to the right of governments of Canada or British Columbia, or their agents, to tell us how to run our own affairs or determine how we should live our lives.

We, the Musqueam people, hereby declare our intent to exercise our aboriginal rights, to restore to our own use sufficient traditional resources to enable us and our descendants to live as distinct and independent people in our own land.

We announce our intent to obtain compensation for loss of resources and denial of their uses, where these have been destroyed our exploited by others, or where they cannot be restored.

We announce our intent to establish control of our own communities and our own resources in order to control, determine, and guarantee our future.

This is our aboriginal right; and a basic, universal human right.

Musqueam Indian Band  
Vancouver, British Columbia  
June 10, 1976

## UBC School of Social Work Overview

### About Us

The University of British Columbia Point Grey campus is located on the traditional, ancestral, and unceded territory of the hə́nq̓əmiṅəm̓ə́nq̓əmiṅ Musqueam people. We thank Musqueam for its hospitality and support of our work.

We are the third oldest School of Social Work in Canada, dating back to the late 1920s, when instruction in social work at the University of British Columbia consisted of a two year diploma course within the Dept. of Economics, Sociology and Political Science. The program slowly expanded and in 1943, Marjorie J. Smith became the first full-time instructor in social work at the University. Two years later the course evolved into the Department of Social Work with Smith as its first head. In 1950, the status of the department was again changed as it became the School of Social Work within the Faculty of Arts. The School celebrated its 75<sup>th</sup> Anniversary in 2005.

Today our nationally accredited programs continue to educate and train social workers for the future and to develop high educational standards in all branches of social work. Our School is richly endowed with strength and excellence in teaching, research, community service and international development informed by an ethic of care and commitment to social justice. There is much evidence to show we continue to provide leadership in social work education within BC, across Canada and internationally.

### Our Mission

Based on a commitment to fundamental social work values and a vision of social justice, UBC's School for Social Work prepares social workers for generalist and advanced professional practice. We promote the scholarly generation of critical transformative knowledge through research and study relevant to social work theories, and practices, social development and social administration.

### Our 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.

### Our Values

- 1. Human Dignity** - We honour the individual right to dignity and respect in all life circumstance.
- 2. Social Equity** - We are committed to equity from within and across social systems, practicing inclusion and respecting diversity.
- 3. Social Justice** - We promote social work values that aim to identify and address causes of exclusion, marginalization and oppression past and present.
- 4. Scholarship** - We generate transformative knowledge that advances social work theories, practices, social development and social administration.

## Field Education Background

The UBC School of Social Work is committed to the values of human dignity, social equity within and across social systems, celebrating diversity through inclusive discourse, and social justice which aims to identify and address causes of oppression. Building on a foundation of social justice and an ethic of care, we foster a community of learners actively engaged in the development of critical, transformative knowledge for social work practice.

Social work students are placed in community social service agencies or organizations on an unpaid basis for a period of social work practice. In the practicum, students focus on integrating the theory, knowledge, and skills taught in on-campus courses with learning from doing practice at the agency and in the community. The practicum earns course credit and is evaluated on a Pass/Fail basis.

### **BSW Mission Statement**

The Bachelor of Social Work (BSW) program provides students with the knowledge, values and skills necessary for an initial level generalist professional practice through a social justice lens.

The BSW addresses issues of power and issues of discrimination based on age, race, gender, sexual orientation, class and culture. The educational objective of the BSW curriculum is to provide students with the knowledge, values and skills necessary for an initial level of professional practice focusing on the interface between personal problems and public issues. Critical thinking and structural analysis are, therefore, central to the learning experience offered by the School and to the promotion of social justice and human well-being.

The School delivers a single, integrated BSW program which can be completed in two years on a full-time basis, or in three years on a part-time basis. In exceptional circumstances the time frame can be extended to a maximum of five years, upon written approval from the BSW Program Chair.

### **MSW Mission Statement**

The Master of Social Work (MSW) program offers an accessible, advanced professional degree focused on social work practice in the fields of child and family welfare, health and social care, and international and social development using a social justice lens.

The purpose of this MSW program is to prepare our graduates to be competent social work professionals, equipped with state-of-the-art knowledge and skills, a critical analytic lens, and a social justice orientation.

Adopting social justice as the organizing principle, the MSW program focuses on three major fields of practice which reflect not only the current trend of social work professional services but also the expertise of the faculty members who have actively been engaging in scholarly activities to advance social work knowledge. The three fields of practice are: children and family welfare; health and social care; and international and community development.

## Field Advisory Committee: Terms of References

The Field Advisory Committee, chaired by the Chair of Field Education and the Field Education Coordinator, is comprised of field instructors, faculty, faculty liaisons, students, and alumni. The committee provides a forum for discussion of matters relevant to the practicum and makes recommendations regarding the practicum to the School of Social Work as required. The Field Education Advisory Committee was formed to provide a space for more engaged dialogue and enhance relationships between the School and the field agencies.

### Purpose

The Field Education Department recognizes the valuable role played by agencies and field instructors in the education and training of our students.

The purpose of the Field Advisory Committee is to discuss, develop, revise and propose policies, regulations, procedures and courses related to the practicum. The committee assists the Bachelor of Social Work (BSW) program and Master of Social Work (MSW) program with regular and ongoing reviews of its field instruction practices in accordance with the University Of British Columbia's School Of Social Work and the Canadian Association of Social Work Education (CASWE) requirements and accreditation standards. This review includes the field practicum manual, criteria for selecting practicum settings, general learning objectives in each intervention area, criteria for evaluating student performance, and field instructor training programs.

### Goals

1. To review the field education curriculum to ensure that it conforms to accreditation standards, and recommend changes for improving the quality of field education;
2. To assist with creation and monitoring of the field education manuals and update them in order to ensure compliance with national accreditation standards and institutional policies and practices;
3. To develop appropriate mechanisms for obtaining feedback from (and maximize participation by) students, practicum agencies, and other relevant stakeholders;
4. To contribute to the development of governance policies and procedures for the Field Education Program of the School.

### The members of the Field Advisory Committee are:

- Chair of Field Education (Chair)
- Field Education Coordinator (Co-Chair)
- Field Education Instructor Representatives
- Community Representatives
- BSW Alumni Representative
- Full-Time BSW Student Representatives, class of 2014
- MSW Student Representatives

## 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 Field Coordinator.
2. Arranges a pre-placement interview with the potential placement agency as proposed by the Field Coordinator.
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 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 (“Field Coordinator”) 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 – 1.5 hours per week 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 and Family Studies.
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 Field Coordinator 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 informed about developments that could result in the student leaving the placement.
11. Makes recommendations to the Field 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.

### **Chair of Field Education**

1. Leads the ongoing development of all field education courses.
2. In consultation with academic and Field Instructors, establishes policies and procedures from the field education program.
3. Supports field education course coordinators and class teachers in their roles.
4. Oversees and addresses any critical issues that arise.
5. Engages in the ongoing consultation with students, faculty, and community class and field education staff to address any emerging challenges or new issues in field education.
6. Consults with faculty, Field Instructors and students regarding individual students in difficulty and confirm which students will be put on notice to fail or withdrawn from placement.
7. Engages in research and publication in relation to social work field education.

## Section B: Program Overview of Policies and Procedures

### Overview of Practicum Criteria for Students

#### School Expectations: 3<sup>rd</sup> Year BSW Student

In keeping with our vision, the UBC School of Social Work seeks to ensure that a social justice perspective underlies all field education placements. The third-year field placement pilot model is designed to provide an opportunity for students to learn about community-based practices that promote social change. Placements will focus on an initiative or project related to a social issue such as poverty, homelessness, violence against women, bullying in the workplace and schools, racism, homophobia, discrimination, or inequality. One of the ways this approach differs from our traditional direct practice field placement is the focus on broader social issues in macro (system/structural policy framework) and mezzo (community and neighborhood level) social work learning, rather than individual and family interventions characteristic of the direct practice placement. By focusing on the community level in third year, students are best prepared to engage in micro practice in the fourth year; making connections across all levels of social work practice upon graduation.

In this pilot, students will be placed in teams of 2-4 depending on the agency's needs and capacity. Students will collaborate with agencies to identify, develop and implement a project that contributes to the agency and the wellbeing of community members. The agency may have a project in mind, if not, students can develop one in consultation with the agency and their field liaison. Students are expected to work as a team, both with each other, and with agency staff, to complete the project.

As part of their field experience it is highly valuable for students to be engaged in the following kinds of activities: outreach, advocacy, program planning and implementation, working with groups of individuals, participating in meetings, analyzing policies and their implications for practice. These activities will support the connections they make between macro, mezzo and micro social work practice.

Students are expected to complete 2 days of service a week for a total of **350 hours** in their placement. Field placements take place on Tuesdays and Wednesdays with the option that students can work offsite on their project on Wednesdays. Orientation begins in September with weekly placements starting in mid-October and continuing until mid-April.

#### School Expectations: 4<sup>th</sup> Year BSW Student

Fourth-year BSW students are placed in community social service agencies or organizations on an unpaid basis for a period of social work practice. In the practicum, students focus on integrating the theory, knowledge, and skills taught in on-campus courses with learning from doing practice at the agency and in the community. The practicum earns course credit and is evaluated on a Pass/Fail basis.

The School of Social Work prefers a student to be placed in a complex system that allows for more in-depth clinical skill development. Students should be involved in any of the following activities: formal assessments, counselling individuals and/or families, collaborating with diverse professionals, exposed to

working in teams, presenting at case conferences, group work, understanding accountability structures, implementing intervention plans with clients or groups.

Students are expected to be at Practicum on Tuesday, Wednesdays, Thursdays and Fridays from the beginning of January to the beginning of April (378 hrs @ 8 hrs/day = approximately 48 days). Fourth year students will be doing their field practicum as a block placement.

### **School Expectations: MSW Foundation Level Practicum**

The Foundation level MSW practicum focuses on providing learning and practice opportunities to develop foundation social work skills. 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 development of competencies necessary for generalist social work practice. They will be in the field Tuesday, Wednesdays, and Thursdays (half days every Thursday, 450 hours or 56 days).

### **School Expectations: MSW Advanced Level Practicum**

The Advanced level MSW practicum focuses on the student's identified learning goals. The focus in the practicum is building on their skill base and developing a stronger theoretical and critically reflective approach to practice. A placement is 450 hours in duration. Advanced level MSW students can choose to do a practicum concurrently with courses or as a block placement.

*Part-time students (in either the BSW or MSW programs) may follow a different pattern for their field education as their programs are individually organized.*

## **Third Year BSW Students**

### **Field Practicum I - SOWK 315**

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. Students complete a field planning form and turn this in 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.

As determined by accreditation standards, the field practicum is a requirement of a Social Work degree. Social work students are placed in community social service agencies or organization on an unpaid basis for a period of social work practice. In the practicum, students focus on integrating the theory, knowledge,

and skills taught in on-campus courses with learning from doing practice at the agency and in the community. The practicum earns course credit and is evaluated on a Pass/Fail basis.

### **Course Description**

In Social Work 315, the student completes a practicum in a community-based agency. Students will complete this experience under the supervision of an agency staff member, referred to as a Field Instructor. The purpose of the practicum is to provide an opportunity to experience the core elements of social work in a work situation, with a focus on macro-social work practice, and to the concept of social justice. Students will have the opportunity to contribute to community priorities, and/or the resolution of complex community-based challenges. The experience will also support the development of competencies necessary for generalist social work practice.

These competencies include:

- a) Self-identification as a professional social worker understanding of his/her professional role in advancing human rights and responsibilities and social justice
- b) Ability to employ professional practices to ensure the fulfillment of human and civil rights and advance social justice for individuals, families, groups and communities.
- c) Understanding of professional responsibility within the framework of social work values, ethics, and principles
- d) 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
- e) An ability to understand and use empowerment in practice
- f) Understanding of how discrimination, oppression, poverty, exclusion, exploitation, and marginalization have a negative impact on particular individuals and groups.
- g) Ability to identify social inequalities, injustices, and barriers and work towards changing oppressive social conditions.
- h) Ability to critically assess the social, historical, economic, legal, political, institutional and cultural contexts of social work practice at local, regional, provincial, national, and international levels.

It is intended that the agency and field instructor 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. Development as a social work professional**

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) Reflect critically on his/her own practice behavior
- b) Apply disciplinary knowledge in community settings
- c) Commit to use of self in the service of others
- d) Be aware of his/her prejudices, biases, and stereotypes
- e) Adapt his/her own practice, in recognition of personal biases, as appropriate, 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) Adapt their practice to fit with the purpose and, structure of a human service organization
- b) Identify the constraints within which the organization is working
- c) Analyze the organization's relationships with the community served
- d) Determine appropriate approaches to serving this community
- e) Describe the impact of age, race, class, gender, ethnicity, and sexual orientation on the organization and community served by the organization
- f) Advocate for development or improvement of services to disadvantaged groups
- g) Employ professional approaches and interventions to enhance individual, family, group, community, and population well-being
- h) Describe social policies that are relevant to the wellbeing of individuals, families, groups and communities in Canadian and global contexts
- i) Articulate the impact of macro level interventions at the mezzo and micro levels of social work practice
- j) Identify negative or inequitable policies or processes and their implications and outcomes, especially for disadvantaged and oppressed groups
- k) Identify opportunities to promote positive social change at the community level
- l) Develop appropriate projects to achieve community-level change
- m) Implement community-level interventions to promote positive social change
- n) Collaborate with others while working as part of a team

## **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.

## **Fourth Year BSW Students**

### **Field Practicum II - SOWK 415**

As determined by accreditation standards, the field practicum is a requirement of a Social Work degree. Social work students are placed in community social service agencies or organization on an unpaid basis for a period of social work practice. In the practicum, students focus on integrating the theory, knowledge, and skills taught in on-campus courses with learning from doing practice at the agency and in the community. The practicum earns course credit and is evaluated on a Pass/Fail basis.

Fourth year students will be doing their field practicum as a block placement. They will be in the field Tuesday, Wednesdays, Thursdays and Fridays from the beginning of January to the beginning of April. Part-time students may follow a different pattern as their programs are individually organized.

The field planning process for fourth year students will begin in October with an orientation to field practicum choices. Agency instructors and student coordinators will be invited to present field practice settings to students. Students will complete a field planning form which they will submit to the field education coordinator and will be “matched” with two prospective agency settings. Students will arrange interviews with two field instructors. It is expected that all students will have finalized their field practicum by the end of November.

### **Course Description**

The overall goal of SOWK415 is for the student, upon completion of the practicum, to be able to demonstrate the theoretical knowledge and applied skills expected of a beginning social work practitioner. As such 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 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:

- effectively examine his/her own practice behaviour;
- move toward disciplined application of knowledge and use of self in the service of others;
- 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:

- work within a human service organization according to its purpose, structure and constraints;
- analyze the relationships with the community served;
- understand the impact of age, race, class, gender, ethnicity, and sexual orientation on the organization and community;
- 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:

- Develop work-related client systems
- Gather relevant data, and assess the situation or community.
- Design and implement an intervention plan in conjunction with clients systems.
- Evaluate the effects of the intervention, and use the information gathered to modify his/her practice.
- Contribute to the improvement of service delivery by evaluating his/her professional development and effectiveness as a social work practitioner.
- Recognize and deal appropriately with issues and conditions, which affect the helping process.

## Foundation MSW Students

### Field Practicum – SOWK 506

Students in the MSW Foundation program complete two practicums during their degree: each Practicum is for 450 hours. The first year practicum (Foundation) is done concurrently with courses, and students are in the field on Monday, Tuesday and Wednesday from January to May. The second year practicum (Advanced) normally takes place on Monday and Tuesday of each week during the academic year. For those who choose to complete a thesis you are still required to complete the Integrative Seminar.

### Course Description

Directed Field Studies in Social Work I provides learning and practice opportunities to develop foundation social work skills. The overall goal of SOWK 506 is for the student, upon completion of the practicum, to be able to demonstrate the theoretical knowledge and applied skills expected at a foundation level of professional training. As such 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 development of competencies necessary for generalist social work practice.

### Course Objectives and Field Learning Goals

1. To develop foundation-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 social work practice within the area of specialization, and develop foundation-level competence in the application of practice knowledge and skills in accordance with professional values and ethics.
3. To develop foundation-level skills in the use of supervision and consultation for professional development and practice evaluation.
4. To develop enhanced foundation level 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 socioeconomic group.
5. To demonstrate practice efforts which promote equal opportunity, and work to eradicate oppression.

## Advanced MSW Students

### Field Practicum – SOWK 560

### 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:

- Learning opportunities that are supportive of the MSW curriculum.
- Field practice assignments that provide opportunities to assess, synthesize and integrate information.
- Learning opportunities that promote development of autonomous and critically reflective professional practice.
- 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.

### **Course Objective and Advanced Field Learning Goals**

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 socioeconomic group.
5. To demonstrate practice efforts which promote equal opportunity, and work to eradicate oppression.

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:

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

#### **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

#### 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

#### 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

#### 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.

#### 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

#### 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.

#### 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

#### 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

#### 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 inter-professional practice, community collaboration and team work.

## Social Work Placement Process

### Practicum Application Process Overview

The School of Social Work utilizes a relational model whereby the Coordinator of Field Education meets with the students not only in several group orientations, but also in individual 30 minute meetings where the matching process and learning needs are discussed. Students all complete a preliminary form to facilitate discussion.

#### Step 1: Planning Forms and Updated Resumes

- 3<sup>rd</sup> year students must attend a Practicum Information Session in June (for October start)
- If students are unable to attend they are required to contact the Field Education Coordinator a minimum of one week prior. Updated resumes and planning forms must be submitted by Aug 1<sup>st</sup>
- Please complete 3<sup>rd</sup> year BSW planning form at the following link: <http://arts6.sites.olt.ubc.ca/3rd-year-bsw-placement>
- 4<sup>th</sup> year BSW students must meet with the Field Coordinator during the month of April of their 3<sup>rd</sup> year to discuss planning for 4<sup>th</sup> year placements. Planning forms and updated resumes must be submitted by May 1<sup>st</sup>
- Please complete 4<sup>th</sup> year BSW planning form at the following link: <http://arts6.sites.olt.ubc.ca>

*Policy statement: If students do not submit their resumes and planning forms by the deadlines, their application for practicum will move to the bottom of the list. This may result in not being placed in sequence.*

#### Step 2: Interview with Field Education Coordinator

- Sign up for (and attend) a Placement Planning Interview with the Field Education Coordinator.

#### Step 3: Matching and Assignment of Placement

- During the interview with the Field Education Coordinator student placement preferences will be discussed. Although all attempts are made to secure an appropriate student in field placement, the School of Social Work does not guarantee any student a particular field placement site.
- Authority for the assignment of field placement sites rests with the Field Education Coordinator. By signing the Field Placement request form, the student agrees that s/he will not unreasonably refuse a field placement site that the Field Education Coordinator has determined to be appropriate.

*Policy statement: In consultation with the student, refusal of an appropriate site may constitute a withdrawal from field placement. The student also agrees to the sharing of pertinent information with*

*potential field placement agencies, in compliance with the Freedom of Information and Protection of Privacy Act.*

### **Third Year BSW Placement Process**

In keeping with our vision, the UBC School of Social Work seeks to ensure that a social justice perspective underlies all field education placements. The third year field placement pilot model is designed to provide an opportunity for students to learn about community-based practices that promote social change. Placements will focus on an initiative or project related to a social issue such as poverty, homelessness, violence against women, bullying in the workplace and schools, racism, homophobia, discrimination, or inequality. One of the ways this approach differs from our traditional direct practice field placement is the focus on broader social issues in macro (system/structural policy framework) and mezzo (community and neighborhood level) social work learning, rather than individual and family interventions characteristic of the direct practice placement. By focusing on the community level in third year, students are best prepared to engage in micro practice in the fourth year; making connections across all levels of social work practice upon graduation.

In this pilot, students will be placed in teams of 2 – 4 depending on the agency's needs and capacity. Students will collaborate with agencies to identify, develop and implement a project that contributes to the agency and the wellbeing of community members. The agency may have a project in mind, if not, students can develop one in consultation with the agency and their field liaison. Students are expected to work as a team, both with each other, and with agency staff, to complete the project.

### **Fourth Year BSW Placement Process**

Fourth year BSW 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 be accepting the placement offer. Students may interview at more settings if they have not been successful in identifying a “match” following their initial interview. After the interview(s), the student and the field instructor inform the Field Education Coordinator about the outcome of the interview. Once a placement is confirmed, the Field Placement Agreement Form is signed by all parties and submitted to the field secretary. Otherwise, the student meets with the Field Education Coordinator to review other possible placements. It is expected that all students will have finalized their field practicum by the end of November.

### **Foundation and Advanced MSW 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.

Foundation MSW students and Advance MSW students, please complete the following planning form at this link: <http://arts6.sites.olt.ubc.ca>

### **Finding Areas of Interest/Potential Agency Ideas**

A good place to start is to design a list of your interests and doing a preliminary search on possible services that fit those interests. Utilizing the field education coordinator for clarity and ideas is also an effective option.

In finding possible agencies, social service directories that list local human service organizations are available for most communities. These guides often provide basic information about the purpose and function of an agency, the population that is served, and basic contact information. An example of a helpful directory is the Vancouver Redbook Online (<http://www.bc211.ca>).

Once the student has several ideas, they can bring these forward to the field education coordinator.

### **Selecting Agencies for Placements**

The third year field placement pilot model is designed to provide an opportunity for students to learn about community-based practices that promote social change. Placements will focus on an initiative or project related to a social issue such as poverty, homelessness, violence against women, bullying in the workplace and schools, racism, homophobia, discrimination, or inequality. One of the ways this approach differs from our traditional direct practice field placement is the focus on broader social issues in macro (system/structural policy framework) and mezzo (community and neighborhood level) social work learning, rather than individual and family interventions characteristic of the direct practice placement. By focusing on the community level in third year, students are best prepared to engage in micro practice in the fourth year; making connections across all levels of social work practice upon graduation. Specific learning outcomes are noted in the SOWK 315 course outline.

The practicum in the 4th year provides students with a more advanced learning experience in which they are expected to demonstrate a further developed and more integrated practice of generalist social work values, theory, knowledge, and skills. Specific learning outcomes are noted in the SOWK 415 course outline.

Given these expectations, agencies approved as field placements for BSW students are to provide students with opportunities and conditions in order to meet their learning goals. Students will engage in activities appropriate to the 3rd or 4th year level of the BSW program. Specific activities to be performed are negotiated and outlined in individualized learning plans. The number of clients or activities taken on should be in sufficient number and variety to facilitate learning, and represent an increasing level of complexity and challenge.

Learning experiences may include direct practice with individuals, couples, families, and small groups; community development projects; needs assessments; proposal development; policy analysis; program planning; program evaluation; advocacy; research projects; and special projects.

Agencies also encourage student understanding of the professional social work role and activities in the context of the organization and broader community through providing opportunities for students to attend staff meetings, to participate in in-service professional development sessions, and to observe and interact with social workers in practice (either within the agency or by way of arrangement with collateral agencies). Students also benefit from opportunities, which allow them to further develop their oral and written communication skills.

Agencies are expected to provide experienced supervisors (field instructors) who are able to arrange regularly scheduled supervisory sessions for students to discuss questions and issues arising in the practicum related to the theory and practice of generalist social work.

### **Agency Criteria**

When an agency has indicated an interest in supervising a student in a field placement, the Field Education Coordinator ensures that the agency can provide both the range and depth of experience to provide a quality learning environment for the student.

The following criteria are used as a guideline to assess the appropriateness of an agency as a placement setting:

- The agency's philosophy of service will be compatible with the philosophy, values, and ethics of the social work profession.
- The agency can clearly articulate its programs and methods.
- The agency's programs and services will offer students a range of learning opportunities appropriate to the generalist social work framework.
- The agency will have a qualified field instructor.
- The agency will demonstrate support for professional social work education and for the objectives and educational focus of the field instruction course.
- The agency will provide time for the field instructor to fulfill her/his role and responsibilities as field instructor, and to attend field instruction sessions and workshops whenever possible.
- The field placement shall not require students to render services except as they are identified for their contributions to learning.

### **Field Instructor Criteria**

Once an agency has demonstrated that it meets these criteria, it will be necessary to identify which agency representative will be the field instructor.

The following criteria are presented as a guideline:

- The field instructor will ideally be a qualified social worker, preferably with a MSW or alternatively a BSW degree. If this is not possible, a related degree and/or experience may be acceptable.
- The field instructor will demonstrate the following attributes: knowledge of the affiliated agency; interest in supervision and field instruction; and a willingness to accept and apply the educational objectives of the program's curriculum.
- The field instructor will be able to provide 1 – 1.5 hours weekly of formal individual supervision time, to provide the student with ongoing feedback about her/his progress towards achieving the established learning objectives, as well as informal supervisory time on an on- going basis.
- The field instructor will attend meetings and workshops provided by the School of Social Work as regularly as possible.

Please refer to Field Education Roles and Responsibilities, for further details on the field instructor's duties.

### **Student Responsibilities Pre-Placement**

- Reflect on preferences regarding practicum setting, populations to work with, and any special considerations or accommodations wanted for the placement.
- Be aware of any information relayed by the Field Education Coordinator regarding forms, meetings or placement information.
- Schedule a meeting with the Field Education Coordinator to discuss your practicum preferences and arrangements.
- Prepare a professional resume and cover letter
- Write down questions for your first meeting (interview) with your field instructor
- Review the website or relevant literature of the agency that you will interview with before the interview.
- Study the course materials (course outlines, reading lists, handouts from class) and be ready to share this information with your practicum agency as needed.

Once a placement is confirmed, students should familiarize themselves with routes to the placement setting, as punctuality is important.

Keep in mind that students are representing themselves as well as University of British Columbia, School of Social Work when in practicum placements and should act accordingly.

### **Placement Contact**

The school Field Education Coordinator is the primary contact with potential placements and works as a liaison between the student and placement agency.

It is the student's responsibility to remain in contact with the field education coordinator and equip them with their most up to date resume prior to being placed.

The Field Education Coordinator will keep the student informed on the progress of placements and what steps need to be taken.

### **Interview**

Students are required to interview with potential placement agencies prior to a practicum. The style and depth of the interview is dependent on the field instructor and agency protocol. Students are expected to be prepared for these interviews and can anticipate competing with other students from UBC and other schools.

### **Placement Practicalities**

#### **Attendance**

Every student is required to complete a time log indicating the specified number of days and hours undertaken in each placement. Time taken off for any reason must be made up. Students must negotiate with their Field Instructor if they are to be absent for any reason. All hours are minimum hours. Lunch hour is not included in your daily log of time.

Students are allowed those holidays observed by the agency during the placement period and may also negotiate with the agency to take additional religious holidays. These days must also be made up.

Ideally, students should attend placement during the normal business hours of the agency or of their field educator. Flextime and additional hours may be worked; however, placement should not cease until the date of the full timetabled days has been reached. The details of the actual hours worked should be negotiated with the Field Instructor, recorded in the learning plan and the time log. These details must also be in accordance with the program requirements.

#### **Illness and absence**

Students are expected to contact their Field Instructor as soon as possible if they are unable to attend placement on a particular day. In the case of lengthy absences due to illness or other issues, the field educator and student should contact the Coordinator of Field Education. Documentation relating to the absences is required to be submitted and the time will have to be made up once ready to return to placement.

#### **Travel and Related Expenses**

Students will be expected to travel to placements throughout the Lower Mainland, and these may be some distance from their residence and from University. The students' learning needs will take priority over travel time in any decision about placement.

Travel expenses to and from placement are the responsibility of the student in full.

## **Ethics and Field Education**

Students in placement are often confronted with ethical decisions as they undergo their placements. In facing these dilemmas students are required to become familiar with the BCASW *Code of Ethics* (see appendix) and to consult with their field instructor and faculty liaison.

### **Confidentiality**

It is critical that the confidentiality of clients and colleagues whom students meet in their placement is upheld at all times. Within the classroom the following guidelines developed by Wilson (Wilson, S. 1978, *Confidentiality in Social Work*. New York, Free Press, p 49) are helpful:

- All names of clients, relatives, and significant others mentioned by name in a case record or recording must be altered. Fake names or incorrect initials can be used.
- If the interview or case material concerns a highly unusual or much publicized situation which could be identified easily even after the client's name has been changed, the nature of the primary diagnosis or presenting problem, proper nouns, and certain identifying information may also need alteration. This may affect the reality of the situation and make it more difficult for the student to adequately present what really happened, but if it comes to a choice between presenting accurate recordings in the classroom and preserving privacy and confidentiality, the latter must take priority.
- Material of a highly confidential or incriminating nature should not be taken into the classroom at all. A student who is not certain should consult their field educator or faculty liaison for guidance.
- All material which students wish to take into the classroom should be reviewed first by the field educator to ensure that proper measures have been taken to preserve confidentiality.
- Tape and video-recorded material cannot be adequately disguised to preserve confidentiality. The client's permission must be secured before a student takes such material into the classroom. Furthermore, certain technical steps should be taken to conceal identity even when the client has given permission for use of the material. Students should seek specific direction from their field educator.

### **Intellectual property**

Field educators are encouraged to discuss matters of intellectual property with students particularly where students are engaged with research and/or documents production on behalf of the agency. Where students have made significant written contributions in the agency, field educators are encouraged to acknowledge this work.

For guidance about intellectual property, field educators should consult relevant organizational policies. Further information can be found on the university website at <http://universitycounsel.ubc.ca/policies>

### **Harassment and Field Education Placements**

Students engaged in field education and practicum placements have the same rights and responsibilities as any member of the UBC community. The Faculty of Social Work expects that agencies providing field education placements will offer students a workplace environment free of discrimination and harassment.

In the rare case that an agency does not have its own appropriate policy, it is expected that agencies will follow procedures similar to the University of British Columbia. Please refer to UBC's Discrimination and Harassment Policy on page 49 of this manual. A complete list of policies that are related to bullying, discrimination and harassment is also available online at <http://bullyingandharassment.ubc.ca/resources>.

### **What to Do If Harassed**

If a student experiences harassment in the University or on placement, the student should take up the matter with the appropriate person. On placement, this is the field instructor and faculty liaison. If the field educator is the alleged harasser, the student should consult the Chair of Field Education and their faculty liaison. If the harassment occurs within the University, the student should consult one of the university's Harassment and Discrimination Support Officers.

If seeking resolution of a matter concerning harassment, a student, in addition to contacting the appropriate people as mentioned above, may also take one or more of the following actions.

- Contact the Chair of Field Education.
- See what resources are available to you at <http://bullyingandharassment.ubc.ca>.

### **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 fieldwork, and practicums are required to purchase additional extended medical insurance, or the [UBC Student Accident Insurance](#). The cost of Student Accident Insurance is \$7/year/student, and the School will collect the premium from students.

A student who has an accident, injury including emotional stress or is involved in any event likely to cause an insurance claim should observe the following steps:

1. Notify the agency; the Coordinator and Chair of Field Education as soon as possible. This puts the matter on notice.
2. Gather any written evidence relating to the accident or loss of property.
3. Do not delay taking action.

Any accident or other such event could affect your ongoing placement and therefore you may also wish to speak to your field educator and placement class teacher or the Unit of Study Coordinator.

### **Counselling Support for Students**

Students who have any personal or family issues which may impact negatively on their performance on placement should contact University Counselling Services. The counselling service is both free and confidential and students are encouraged to ask for help as early as possible before placement begins. The counsellors can also provide support for students already on placements.

More information can be found at <http://students.ubc.ca/livewell/services/counselling-services>.

## Workplace Placement Policy

Field Education is aimed at providing students with new learning opportunities. Normally, students are not placed in the organization in which they are or have been recently employed; however, in **exceptional** circumstances, students may be assigned a placement in their current or recent workplace. In some circumstances, the Field Education Committee may approve a workplace practicum if the following conditions are met:

- The student articulates clear, learning-related reasons why a workplace practicum is more appropriate than a practicum at another site.
- The student must be placed in a program, department or component of the organization that differs from their work program, department or component. This means that the assigned learning activities must differ from those that are associated with her/his job. The tasks for the practicum must be outlined and materially different from regular employment tasks through a job description.
- The student must be assigned a social worker who is not or was not her/his work supervisor to provide the field instruction/supervision.
- Division of time for the practicum and time for student's employment must be clearly delineated.
- Students may not have two placements in the same setting, or a placement in a work setting that was used to provide documentation for an exemption based on work experience.

Students are advised to consider the following when requesting a placement in their current or recent workplace:

- Practicum is educationally focused and designed to provide opportunities to gain new knowledge and skills.
- Practicum is a time to take risks; this might be difficult in one's workplace.
- For some people, it may be difficult to adjust to the student status in a place of work.
- Should there be any difficulties in the practicum related to student performance or conflict with the field instructor, a student's employment could be affected.

Requests for a placement in one's workplace or recent workplace should be made in writing and addressed to the Field Education Chair and Field Education Coordinator. The Field Education Coordinator will review the request and consult with other faculty members and advisory groups as needed. The Field Education Coordinator may request a meeting with the student and/or the potential field instructor. The Faculty Field Coordinator will communicate with the placement and review whether the placement will meet the School's and the student's learning objective.

## Intern Placement Tracking (IPT) Quick Reference Guide

IPT is a secure online database used to complete administrative tasks related to field placements. Students, field instructors and faculty liaisons use the IPT to electronically complete required field placement forms. The database is found online at [www.runiptca.com](http://www.runiptca.com).

### How do I log in?

You should have already received an email with your default user name and password to use for your first login. If you have not, please check your Junk Mail as it was sent automatically through IPT.

1. Organization ID – ubcsw
2. User Name – use your default user name for your first login (case sensitive)
3. Password – use your default password for your first login (case sensitive)
4. Create your private username and password after first login

*If you forget your username/password, click “Forgot your username or password?” on the login page to have a password reset link emailed to you.*

### How do I view the required forms?

1. From your home page click on the “My Forms” link on the left side of the page. This will open the Online Forms List page.
2. From the Online Forms List page click “View” beside the form you want to view, complete, or sign. The selected form will open in a new window.

*Some forms require the completion of the appropriate section or sections and your signature. Other forms require only your review and signature.*

### How do I complete a section of a form?

To complete a form, you must be logged into your own IPT account. Text can be entered anywhere you see this  (piece of paper and pencil) icon. Click the icon and a text box will open, there is no limit to amount of text you can enter. Some sections are completed using drop boxes or check boxes. Please remember to save your work as you go.

### How do I sign a form?

To sign a form, you must be logged into your own IPT account. Each form has a signature block listing the required signatures for each form. Click the link that appears after your title and name. The link is in blue and reads ‘Click to Sign Completed Document’; a text box will open allowing you to enter your name. Once you sign the form you cannot make changes. Please save your work frequently and enter your signature only when you have completed your portion of the form.

If you signed the form by accident, or if the form requires changes after it has been signed, please contact the Field Education team.

## International Social Work Placement Process through International Service Learning

### International Social Work Placements (ISWP)

#### Guidelines for BSW and MSW International Placements.

#### 1. Students are matched to International Agencies, outside of Canada, made available through the UBC International Service Learning (ISL) Program

Students do not search out and develop their own out of country international placements. Instead they are matched to existing placements as developed and vetted by the UBC International Service Learning Program.

The School of Social Work is open to placements outside of country as they can provide enriching experiences. It is essential however, that students are well prepared for the placements and that the Chair of Field Education is confident in the student's ability to benefit from a distance educational experience.

Interested students must express their interest in an International Service Learning opportunity and complete a form online. Only students who have completed all of the prerequisite Social Work courses, have taken the "International Development" course and who meet the suitability criteria will be considered for a practicum outside of country.

#### Criteria for Eligibility

- . Demonstrated ability to follow-through on responsibilities
- . High level of self-direction, initiative, clarity of purpose
- . Good level of academic performance
- . Quality of student's references
- . Strong previous placement evaluation
- . Strength of the rationale/proposal for an international placement
- . Learning needs that can be better met at a distance rather than locally

#### Pre-Departure

- . Invited students will go through interviews during the summer to assess for self-awareness and readiness.

- . After their interviews, students will be informed if they are accepted into the program and once accepted, students will receive a comprehensive offer package (i.e. risk, contract and expectations).
- . Once the agreement contract is signed, the student must attend a pre-departure learning orientation.
- . Pre-departure training happens between September - December (monthly or bi-monthly partnerships) for students departing in January of the next year. Students preparing for placements in summer will have pre-departures between January - April of the same year. Students will be paired with mentors from UBC, who will guide them through creating personal learning plans.

### **Fees**

- . Program Fees are \$2500 - \$4500. This fee covers all preparation, in country support, host families, stay and food. Air Fare is not included in this program fee.
- . Students are automatically assessed for \$1500 award based on their previous academic performance.
- . ISL can assist students who are interested with fundraising, and charitable receipts can be issued to people who make contributions towards the student's trip.

### **Departure**

- . Departure January (usually 2nd or 3rd) or mid-May
- . The direct field supervisor is from the community partner in the host country. Students also have a Faculty Liaison from the School of Social Work.
- . Half-way through the international placement, students are brought together for an appreciative enquiry workshop and debrief.

### **Returning to Canada**

- . Students must do a final report and presentation for the School of Social Work.
- . When returning to Canada, there is a re-entry debriefing workshop in September.
- . Students will present at a public engagement event to speak about their learning experience in October.
- . Students participate in alumni and leadership opportunities.

## **2. Students are matched to International Agencies housed within Canada**

Students do not search out and develop their own in-country placements with International Agencies housed in Canada. Instead they are matched to existing placements developed by the UBC School of Social Work Field Coordinators.

The School of Social work is open to placements outside of the Lower Mainland. Out of region and out of province placements can provide enriching experiences for students. It is essential however, that students are well prepared for the placements and that the Chair of Field Education is confident in the student's ability to benefit from a distance educational experience. Students are required to submit a proposal as to why they seek an out of region/out of province placement with an International Agency.

Only students who have completed all the prerequisite course work and who meet the suitability criteria will be considered for a practicum outside of the Lower Mainland.

See **Criteria for Eligibility** as stated above.

### **International Agency Criteria**

The International Agency has already been assessed by the Field Education as being committed to meeting the requirements of a placement such as providing the students with appropriate social work assignments, with regular supervision and other requirements as outlined.

- . The Agency is able to meet objectives of the UBC School of Social Work practicum.
- . The Practicum supervisor is committed to provide a minimum of one hour of supervision per week.
- . The Practicum supervisor is able to meet three times, by various methods such as face to face, telephone, or by e-communication with the Faculty Liaison.
- . The Practicum supervisor is willing to write an evaluation at the mid-point and at the end of the placement.

### **Student Proposal**

Students must develop a practicum proposal. This proposal should be submitted to the Chair of Field Education six (6) months in advance of the beginning of the semester in which the student is planning to do his/her placement.

The Proposal should address the following:

1. Why the student wishes to do a distance/international placement
2. What are the student's learning goals
3. What type of agency does the student believe will best meet these learning goals
4. If placed in Quebec, how to address possible language limitations and how to make a contribution in a culturally meaningful manner
5. Provide the names of two UBC School of Social Work faculty who would be prepared to be verbal references

6. How an aspect of this experience will be presented to the School community, if feasible
7. Health and Accident Insurance Coverage plans
8. Outline of a risk assessment (safety concerns) of the environment where the student will be working
9. How the student intends to finance their out of region/province field experience

## **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.

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.

1. To Field Instructors: Orientation seminar, 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.

## Evaluation Process

The Field Education Coordinator/Assistant Field Education Coordinator, Faculty Liaison, and other designates are available to provide guidance, suggestions, intervention and support to field instructors and students when necessary. At mid-term and at the end of the term (for both 3rd and 4th year students), evaluation sessions are held. The Faculty Liaison will be present if requested by the student or the field instructor. In all cases, the Faculty Liaison is responsible for assigning the final grades after consulting with the agency's field instructor. In every case, the final decision on whether or not a student has passed their practicum course remains the responsibility of UBC, not of the agency or the field instructor.

While it is expected that field instructors and students will monitor and discuss student progress on an ongoing basis throughout the term, formal evaluations are to occur at two particular points in 3rd and 4th years. For 3rd and 4th year practicum students, mid-term evaluation occurs in February/March and final evaluation in April. The mid-term evaluation process for 3rd and 4th year students is the same.

Students are evaluated by their Field Instructors based on the completion of their hours and learning goals created at the beginning of the placement. These evaluations are to be completed at the midterm point on the practicum as well as the end.

Faculty Liaisons are a part of this process as well when they meet with both the student and Field Instructor to assess the achievement of the learning goals.

Students should be in regular contact with their Faculty Liaisons to coordinate meetings.

Faculty Liaisons are available to both students and Field Instructors as a resource regarding issues or questions within the practicum placement.

## Conflict Resolution in Placement

### Who to Contact

Resolving conflicts within a placement should begin with a discussion with the Field Instructor. Students should attempt to work with the Field Instructor to solve any issues that may arise.

If the student feels uncomfortable approaching the Field Instructor or the discussions are unsuccessful, the Faculty Liaison should be contacted as soon as possible.

Faculty Liaisons should be kept updated on any issues, regardless of if conflicts are resolved with the Field Instructor.

### 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 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 Instructor 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:
  - 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.
  - Possible requirement of additional practicum hours as described under "Request for Placement Change - Completion of Practicum Hours".
  - Completion of a closure process with clients and colleagues in the previous placement.

### Conflict between Field Instructor and Student

Difficulties or concerns may arise with respect to the learning experience or the field instruction process at any practicum placement.

The Field Instructor, the student, and the Faculty Liaison have a responsibility to identify and deal with problems, concerns, or potential problems as early as possible.

The first stage in the process of problem resolution is the sharing of the concern by the student or Field Instructor with each other. When mutual resolution is difficult or either the student or the Field Instructor needs assistance or guidance addressing an issue, the Faculty Liaison should be contacted. Any party may request a meeting of two or three of the involved individuals; for example, a student may request a meeting with the Field Instructor, the Faculty Liaison, or both.

The goal of the meeting is to resolve the problem or concern if at all possible through a mutually agreed upon plan of action. The plan may include amendments to the learning plan, specific agreement concerning time lines to be met and/or criteria for evaluation of agreed upon actions.

In the event that the problem/concern cannot be resolved by the involved individuals, the placement setting and the school have the right to terminate the placement.

### **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 Instructor to discuss the request for the change. The Faculty Liaison, student or Field Instructor 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.

### **Protocol for Terminating Field Placements**

Field placements can only be terminated following an intervention with the Faculty Liaison and/or the Field Education Coordinator, who will attempt to establish the conditions for a successful field placement with both the student and the Field Instructor.

Students can only terminate their field placements with the permission of their Faculty.

## Holistic Wellness

Practicum can be a time where a student's ability to balance self-care and the demands of school, placement and personal life is challenged. It can feel like a time when we are busy meeting the demands and needs of others, that we have "nothing left in our bucket". At these times research has shown that it is important to have a wellness plan, and circles of support that keeps one "alive" in the work, and help us replenish our bucket. Tools of reflexivity, vicarious resilience, resistance and activism are important approaches that can assist students, together with a social work community of care and wellness.

### Importance of Self-Care

Practicum, while an exciting time for most students, can also be a location for struggle and challenge. Some of the reasons for struggle can include life crises or traumatic events, reminders of one's own oppression, ethical crises, and conflicting time commitments. Further, the process of engaging in reflexive practice requires students to become comfortable with being uncomfortable, to challenge and interrogate their own privilege and oppressive behaviours and actions, and ultimately, to question the very profession they have spent time and money to train in. As a result, practising self-care is a key component of reflexive practice for all students. A strong wellness plan is an essential tool for students in field education. They should create one and make it a living document, reviewing it and reflecting on the application of their goals as they move through their placements.

Self-care is fundamentally about the ways we show up on our own behalf to care for, nourish and replenish the Self, while also actively working to reduce and heal stress effects. Since job stress and burnout (the accumulation of occupational stress over time) are commonly cited occupational hazards within the social work profession, stress benefits from a closer look.

Clearly, reducing and healing stress is a key aspect of the overall health and well-being for social workers. A holistic and integrated to self-care helps to reduce stress and tend to the multiple dimensions of a whole person well-being including:

- Physical (the body) – to live, move, and breathe  
Physical self-care involves ensuring an overall healthy lifestyle that includes eating healthy, drinking lots of water, getting plenty of exercise; other self-care activities in this dimension might include de-cluttering your home and office (so you have a feeling of spaciousness and manageability); taking time away from computers, TV, and telephones; enjoying moments to rest and replenish.
- Emotional (the heart) – to love, care, and be in relationship with self and others  
Emotional self-care might include setting clear boundaries on time and energy; engaging emotional boundaries within helping relationships, surrounding yourself with positive people and affirming or inspiring messages; addressing any issues or problems so that issues don't build up; giving and receiving love, kindness and support; spending time with people you care about and who care about you.

- Psychological (the mind) – to learn, think, and grow  
Psychological self-care activities might include personal and professional development; giving attention to things that are in your control (sphere of influence); taking time for personal reflection; noticing your inner experiences, thoughts and feelings; cultivating self-awareness through such things as journaling, getting feedback from others, mediation, coaching/counselling, and consultation/supervision where you have the opportunity to grow, learn and reflect.
- Spiritual (the spirit) – to connect with essence, purpose, and meaning  
Spiritual self-care might include prayer, mediation, visualization, practicing gratitude, spending time in nature, being aware of the non-material aspects of your life; identifying what is meaningful to you in your work/life; practicing mindfulness and being present in the moment.

### **Helpful Resources**

- Ahmed, S. (2004). The Cultural Politics of Emotion. Edinburgh: Edinburgh University Press. Chapter 1, The Contingency of Pain, 20-31.
- Clark, N. (2012). The Reflexive practitioner in field education in Canada. In J.Drolet, N. Clark & H. Allen (Eds.), Shifting Sites of Practice: Field Education in Canada, 79-97. Toronto: Pearson Education Canada, Inc.
- Hart, M. (2003). Am I a modern day missionary? Reflections of a Cree social worker. Native Social Work Journal/Nishnaabe Kinoomaadwin Naadmaadwin, 5, 299-309.
- Hernández, P., Engstrom, D., & Gangsei, D. (2010). Exploring the impact of trauma on therapists: Vicarious resilience and related concepts in training. Journal of Systemic Therapies, 29(10), 67-83.
- Loiselle, M. & McKenzie, L. (2006). The Wellness wheel: An Aboriginal contribution to Social work. First North-American Conference on Spirituality and Social Work. Ontario: University of Waterloo, Renison College. Retrieved from <http://www.stu.ca/~spirituality/Loiselle.pdf>.
- Richardson, C. & Reynolds, V. (2012). “Here we are, amazingly alive”: Holding ourselves together with an ethic of social justice in community work. International Journal of Child, Youth and Family Studies, 1, 1–19.

## Field Education Policies

### Attendance and Hours

It is important that students attend regularly, be prepared for supervision sessions, and actively participate in the learning process in field placements.

	<b>BSW 3<sup>rd</sup> year</b>	<b>BSW 4<sup>th</sup> year</b>	<b>MSW Foundations</b>	<b>MSW Advance</b>
<b>Days of Placement</b>	Tuesday and Wednesday	Tuesday to Friday	Monday, Tuesday and Wednesday and Thursday (half days every other week)	Monday and Tuesday
<b>Months of Placement</b>	Oct to April	Jan to April	Jan to May	Sept to April
<b>Days Hours</b>	44 days 350 hours *Mandatory	48 days 378 hours *Mandatory	56 days 450 hours *Mandatory	56 days 450 hours *Mandatory

- Note students cannot include breaks or lunch hour.
- Students are expected to work at full 8-hour day unless otherwise agreed upon by their agency. This includes a half hour lunch break for which students do not earn practicum hours. Therefore, each day a student will typically complete 7.5 of practicum hours.
- Students have the option to continue to work at their placements for the month of December and Reading Break. This can be negotiated between the student and their individual agency.

### Sick Time

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.

### 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 practicum.

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.

## Safety Protocols

### Potential Risks

There are five areas of risk to which students might be exposed in the field placement.

- Risk of physical injury related to travel to and from the field placement;
- Risk of emotional and psychological trauma due to triggers in the social work field.
- Risk of physical injury or illness, which may occur in the performance of assigned and prescribed duties during the course of the field placement;
- Risk of a lawsuit for negligence in which students may be named by a community patron, a client with whom they are, or have been, engaged in their role as students;
- Risk of a lawsuit for physical injury or property damage if students were to have passengers (such as other students or clients) in a personally owned auto involved in an accident resulting in bodily injury and/or property damage, while engaged in their field practice responsibility.

### Student and Agency Responsibilities in Risk Management

Agency responsibilities in risk management include:

- Responding immediately to a student concern about safety. No safety issue can be seen as insignificant.
- Informing students of safety and security programs/regulations of the agency.
- Advising against students working alone in the agency, especially during evening hours.
- Informing the student if an assigned client has a history of violence.
- Discussing safety issues with students prior to home visits.

Students' responsibilities in risk management include:

- Arranging office furniture with personal safety in mind (e.g., always have a pathway to the door).
- Never working alone in a building.
- Informing the Field Instructor or other staff of when and where clients will be seen.
- Understanding agency/Faculty policy regarding transporting clients in a personal vehicle (see below).
- Reporting any concerns or incidents related to personal safety to the Field Instructor, Faculty Liaison and the Field Education Coordinator.

### Communication Regarding Safety Concerns

Any safety concerns should be discussed with both the Field Instructor and Faculty Liaison. Particularly, if a student feels unsafe to discuss any circumstances with their Field Instructor, it is imperative to involve the Faculty Liaison. It is very important for Faculty Liaisons to inform students about agency policy in safety protocols. Students are responsible for learning and implementing safety policies.

## Criminal Record Check and Immunizations

UBC is subject to the requirements of the Criminal Records Review Act, which means that all students who are enrolled in programs that include a practicum component involving work with children or vulnerable adults will have to undergo a criminal record check before they will be permitted to register in the practicum. If you are found to present a risk of physical or sexual abuse to children, or physical, sexual, or financial abuse to vulnerable adults, as a result of the CRRA Check, you will not be permitted to register in the practicum. If the practicum is required for your program, this means that you may not be able to complete the program and you may not graduate. Therefore you should consider this requirement carefully before applying to, or continuing in, this program. All practicums require criminal record checks.

UBC's University Counsel FAQs on the CRRA:

[http://universitycounsel.ubc.ca/files/2012/01/Criminal\\_Records\\_Checks.pdf](http://universitycounsel.ubc.ca/files/2012/01/Criminal_Records_Checks.pdf)

Relevant and Specified Offences:

<http://www2.gov.bc.ca/gov/content/safety/crime-prevention/criminal-record-check>

Students requesting a placement in a Health Care Setting will be asked to verify that all required immunizations are up-to-date. Please contact the Office of Field Education for more detailed information on these requirements. Students are responsible for ensuring that they meet these requirements, and for any expenses that are incurred. Documents confirming that students meet health care requirements must be submitted to the Office of Field Education prior to the start of the practicum. As per health care policy, students who do not meet these requirements will not be able to complete a practicum at health care settings.

## Policy on Professional Conduct for Social Work Students

UBC School of Social Work is in charge 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 behavior 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 is 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 behavior;

- 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. 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 behavior with the student. If the matter is not resolved satisfactorily between the student and the Complainant, or if the alleged unprofessional behavior 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 (the “Director”) 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.
8. Unless otherwise specified above, all steps to be taken by the Field Education Coordinator, the Chair of Field Education, the Program Advisor, the Director and the faculty member designated to review and/or investigate the matter will be 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 fieldwork, and practicums are required to purchase additional extended medical insurance, or the [UBC Student Accident Insurance](#). The cost of Student Accident Insurance is \$7/year/student, and the School will collect the premium from students.

### About Student Accident Insurance

The plan is of benefit to UBC students performing course work in environments where the risk of injury is greater than in a classroom, e.g., laboratories, certain field work, or practicums. It provides a \$50,000 maximum benefit for death or dismemberment, \$100,000 for injury resulting in paralysis and a \$10,000 excess medical coverage, e.g., ambulance, prescription drugs.

Essentially, the basic BC Medical Plan or its equivalent from another province must be in place as the student plan provides only a measure of excess medical coverage. Physician/surgeon fees are not covered by the plan, as BC Medical, or its equivalent, will pay these costs for claims within Canada. The plan does not provide 24-hour coverage. It only applies during the time when a student is involved in course.

### Exclusions

Students performing course work outside of Canada and those travelling in chartered (i.e. non-scheduled) aircraft are excluded from this basic plan, but can secure alternative coverage by contacting Risk Management Services at 604-822-5623. Claims should be reported to the insurer via Risk Management Services, as soon as possible, but not later than thirty (30) days after the date of the accident. Upon receipt of such notice the insurer will send the claimant a claim form.

### **Reporting Incidents Step by Step**

Students completing the practicum portion of their studies are eligible for workers' compensation if they experience work-related illness or injury while doing their practicum, provided their practicum meets certain requirements.

<http://rms.ubc.ca/health-safety/safety-programs/accident-incident/accidentincident-reporting-for-workers/>

Two forms must be filled out for each accident/incident involving a UBC practicum/clinical placement student.

Form 1:

Supervisor/Preceptor completes:

<https://www.cairs.ubc.ca/>

Form 2:

Practicum/clinical placement student completes:

[http://www.hr.ubc.ca/health/files/WorkSafeBC\\_Form\\_6a.pdf](http://www.hr.ubc.ca/health/files/WorkSafeBC_Form_6a.pdf)

This form can be given to the supervisor and submitted using the supervisor's online form, or it can be faxed to UBC Workplace Health Services at 604-822-0572.

More Information: <http://rms.ubc.ca/insurance/insurance-programs/student-insurance-optional/>

## Work Safe BC

As of July 1, 2013, health and human students participating in practicum components of a program are covered by WorkSafeBC. In turn, UBC is obligated to ensure the health and safety of its students, including site-specific orientations for new and young workers (Social Work students).

### **WorkSafeBC coverage for practicum/clinical placement students**

Students completing the practicum portion of their studies are eligible for workers' compensation if they experience work-related illness or injury while doing their practicum, provided their practicum meets [certain requirements](#).

The Ministry of Advanced Education, not UBC, determines which practicum students are eligible for workers' compensation. If you're unsure about whether or not your practicum work is covered by WorkSafeBC, contact [Fritz Christo](#) at the Ministry of Advanced Education, Innovation and Technology at 250.953.4267.

An eligible practicum/clinical placement is defined as:

- An assigned work experience component of a UBC-sanctioned program;
- A required component of the program which is included in the program description in the institutional calendar, normally as a credit course; and which must be successfully completed by the student as a requirement for program graduation and certification; and
- Unpaid work activities, which are supervised by the host employer or a qualified designate, and which occur at the host employer's regular business location.

The practicum/clinical placement may occur either:

- Off-site at the host employer's regular place of business; or
- On-site on UBC premises, but only in a work place that is part of UBC's regular business activities, such as an office administration practicum in the administration department.

Coverage does not include:

- Simulated Work Experience
- WorkSafeBC coverage does not extend to work places created specifically for the purposes of experiential training/simulated work experience while attending a program established by UBC.

### *Out-of-Province Practicum*

- WorkSafeBC coverage is for workers who are injured while on the job in British Columbia. Students working outside of BC should confirm coverage with the province or country in which they will be on practicum. It is advisable that students obtain their own medical insurance for out-of-country placements.

### *Claim process for practicums*

If a practicum student has seen a doctor or has missed time from work as a result of a work-related injury/illness, (s)he must start a WCB claim by calling the [WorkSafeBC Teleclaim Contact Centre](#) at 1.888.WORKERS (1.888.967.5377). In addition, both the student and his/her supervisor (employer) must complete an online report:

[https://www.hse2.ubc.ca/consdata/incident\\_accident/public\\_page.php](https://www.hse2.ubc.ca/consdata/incident_accident/public_page.php)

More Information: <http://rms.ubc.ca/health-safety/safety-programs/accident-incident/accidentincident-reporting-for-workers/>

## Discrimination and Harassment Policy

### *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.

Please see: <http://equity.ubc.ca/discrimination> or <http://universitycounsel.ubc.ca/files/2013/08/policy3.pdf>

### *What is Harassment?*

Harassment, a form of discrimination, is comment, conduct or behavior 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 behavior 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. <http://www.hr.ubc.ca/respectful-environment/files/UBC-Respectful-Environment-Statement.pdf>  
<http://bullyingandharassment.ubc.ca/resources/>

## Academic Policies

### Students Requiring Academic and Practicum Accommodation

The UBC School of Social Work is fully committed to the equitable and full participation of all students in the field education courses, and accordingly we advise all students to thoroughly review the University of British Columbia's Policy 73 on Accommodation available at:

<http://universitycounsel.ubc.ca/files/2010/08/policy73.pdf>

*"The University of British Columbia recognizes its moral and legal duty to provide academic accommodation. The University must remove barriers and provide opportunities to students with a disability, enabling them to access University services, programs and facilities and to be welcomed as participating members of the University community. The University's goal is to ensure fair and consistent treatment of all students, including students with a disability, in accordance with their distinct needs and in a manner consistent with academic principles."*

*1.2. The University will provide academic accommodation to students with disabilities in accordance with the Human Rights Code (BC) and the Canadian Charter of Rights and Freedom. Provision of academic accommodation shall not lower the academic standards of the University. Academic accommodation shall not remove the need for evaluation and the need to meet essential learning outcomes.*

Persons with disabilities are persons who:

*2.2.1.1. Have a significant and persistent mobility, sensory, learning, or other physical or mental health impairment which may be permanent or temporary; AND*

*2.2.1.2. Experience functional restrictions or limitations of their ability to perform the range of life's activities; AND*

*2.2.1.3. May experience attitudinal and/or environmental barriers that hamper their full and self-directed participation in life.*

#### **Requests for Services:**

Note it is the student's responsibility to make a request for accommodation in accordance with this policy, 2.2.2. *"To be eligible to receive academic accommodation, students must self-identify and provide appropriate documentation of disability."* The request for accommodation must be made in advance of placement when every possible or order that a decision can be made and accommodation provided. However, if significant psychological or mental health issues arise during placement, these should be brought to the attention of the Field Education Coordinator, Faculty Liaison and Chair of Field Education as soon as possible in order to provide accommodation.

Congruent with this policy, students seeking accommodations in the Field Education Courses at the School of social work must register with the UBC Access and Diversity office:

<http://students.ubc.ca/success/student-supports/academic-accommodations>

*Academic Accommodation 2.3.1. "An academic accommodation is a change in the allocation of University resources, or in teaching or evaluation procedures, which is designed to meet the particular needs of a student with a disability."*

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.

### **Academic Concessions**

If psychological difficulties or physical illness have affected your academic performance in the field course and you may require an academic concession, the field office will require a Certificate of Illness or a letter from your treating doctor or counselor as per UBC policy.

Note: if psychological difficulties, an ongoing medical condition or disability will have a longer-term impact on your academic performance, please see: <http://students.ubc.ca/about/access>.

### **Confidentiality**

In accordance with BC's Freedom of Information and Protection of Privacy Act, UBC Access and Diversity policy states that students "are not required to share information or documentation about your disability or ongoing-medical condition with your instructor or any other University office. Your transcript and record will not note your registration with Access & Diversity. By registering with Access & Diversity, you have given permission for Access & Diversity to share the minimum information necessary to ensure the provision of services."

## Guidelines for Audio/Video Taping

Research on skill acquisition has demonstrated that audio and videotaping of student-client interviews is an effective method to help students learn practice skills, explore different skill responses, and improve assessment skills, as well as feel comfortable with tape recording.

The following are some suggestions on how to optimize the taping:

1. Always ask the client for permission to tape the interviews. Be prepared to explain exactly why you want to tape it, who will hear the tape, and what you plan to do with it.
2. Present your request in a comfortable manner. If you are uncomfortable with taping, the client may pick up your discomfort. Past experience indicates that clients are usually quite cooperative when they understand that the tape is a useful, educational tool to enhance your work with them.
3. Many persons who have never taped interviews before fear that the client will object. In reality, most do not object to taping. You might explain that you are a student and that taping the interview and going over it afterward with your instructor will help you learn and be of better service to the client. It will also give the client the benefit of the thoughts of your instructor and perhaps of other professionals with more experience. Further, if you do not need to be concerned with taking written notes you can devote your full attention to the interview itself. The client might be advised that the tape will be available for him/her to listen to as well, and that you and s/he can use it in your work together. The client may wish to be reassured that the tape can be erased immediately after its use. In this case, you must ensure that this procedure is followed.
4. The taping might be introduced somewhat experimentally. Tell the client, "We'll try it for five or ten minutes, and if it bothers you, we'll shut it off." Most will agree, and chances are that after a few minutes both you and your client will have forgotten about the tape recorder.
5. Always have the machine clearly visible. Never attempt to hide it or the microphone. Place it in a position that will clearly pick up the client's voice and your own. Avoid placing it near noise sources like open windows or air conditioners. Turn off nearby radio and televisions. Test the tape recorder before recording the interview.
6. If the tape is to be used in a classroom or heard by anyone outside the agency, the client's written permission must be obtained. Taping requires both permission to tape the interview and permission to let others hear it.

**Be sure to check agency policy on taping and use all forms required.** If the agency does not have its own forms, you may wish to use the form provided here or a variation of this form.

## Consent for Audio/ Video Taping

Student: \_\_\_\_\_ Agency: \_\_\_\_\_

Field Instructor: Faculty Liaison: \_\_\_\_\_

I, \_\_\_\_\_ (print subject's name) hereby authorize the School of Social Work to make a sound and/or visual Recording of me with my awareness, in connection with \_\_\_\_\_ (project/course) of the School. I understand, that before the Recording and if I so wish, to require that my name and other identifying information and/or any other portion of the Record be erased, and further that, subsequent to this opportunity, no other identifying information will be added to the Record. Further, I understand that this Record will not be used for any commercial purposes by the School of Social Work for the teaching of social work. Finally, I understand that I am free to impose additional restrictions, and that, upon written request, at any time, I may review the Recording and alter the terms of this consent, if I so choose.

Additional Restrictions: \*

\_\_\_\_\_  
Witness not related to client/subject

\_\_\_\_\_  
Client/subject signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of parent or legal guardian

if subject under 16 years of age.

I, \_\_\_\_\_ (student/faculty member) have explained this Consent form to the client/subject. I am satisfied that the subject understands this Consent and possesses the capacity to grant the consent.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Student/Faculty Member

\* Some examples of commonly used phrases are:

- "Use by the participating social work student and their immediate instructor and Faculty Advisor only."
- "Use by the participating social work student's class and instructor only."
- "Use by the School of Social Work faculty and students in regular classes only."
- "Use by the School of Social Work regular classes up to (insert date) only."
- "To be erased immediately following review by Faculty Advisor."

These are examples only; other phrases may be composed and used, bearing in mind the need to be specific and avoid ambiguity.

## SECTION C: APPENDICIES

### Evaluation Form

#### Field Placement Information

Student:	<input type="text"/>
Student email:	<input type="text"/>
Placement Agency:	<input type="text"/>
Address:	<input type="text"/>
Name of Field Instructor:	<input type="text"/>
Email of Field Instructor:	<input type="text"/>
Telephone #:	<input type="text"/>
The practicum will start on:	<input type="text"/>
Will end on:	<input type="text"/>

Instructions on how to complete this evaluation

1. Under each Core Learning Objective identify 2-3- learning objectives that are relevant to your placement setting.

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. In consultation with your Field Instructor identify how you will meet these goals under Evidence of Achievement.

3. There are areas for comments from both the student and the field instructor throughout the document. Please make use of these narrative spaces to provide specific details and information that cannot be addressed elsewhere in the document.

Practicum Evaluation

Core Learning Objectives (Adapted from Accreditation Standard 31.1)

Examples of possible learning objectives:

*Able to participate as an appropriate team/staff member*

*Practice personal reflection and self-correction to assure continual professional development*

*Demonstrate professional demeanor in behavior, appearance and communication*

*Use effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues*

*Use supervision and consultation appropriately*

Learning Objectives	Evidence of Achievement	Mid Term Comments	Final Comments
1.		Student Comments:  Field Instructor Comments:	Student Comments:  Field Instructor Comments:
2.		Student Comments:  Field Instructor Comments:	Student Comments:  Field Instructor Comments:

3.		Student Comments:  Field Instructor Comments:	Student Comments:  Field Instructor Comments:
4.		Student Comments:  Field Instructor Comments:	Student Comments:  Field Instructor Comments:
5.		Student Comments:  Field Instructor Comments:	Student Comments:  Field Instructor Comments:

Student Self Evaluation/Comments:

Field Instructor’s Comments:

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 behaviors in relation to codes of ethics

Examples of possible learning objectives:

- Recognize and manage personal values in a way that allows professional values to guide practice*
- Make decisions guided by BCCSW/BCASW (2003).*
- Tolerate ambiguity in resolving ethical conflicts*

Learning Objectives	Evidence of Achievement	Mid Term Comments	Final Comments
1.		Student Comments:  Field Instructor Comments:	Student Comments:  Field Instructor Comments:
2.		Student Comments:	Student Comments:

		Field Instructor Comments:	Field Instructor Comments:
3.		Student Comments: Field Instructor Comments:	Student Comments: Field Instructor Comments:
4.		Student Comments: Field Instructor Comments:	Student Comments: Field Instructor Comments:
5.		Student Comments: Field Instructor Comments:	Student Comments: Field Instructor Comments:

Student Self Evaluation/Comments:

Field Instructor’s Comments:

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

Examples of possible learning objectives:  
*Understand the forms and mechanisms of oppression and discrimination*  
*Advocate for human rights and social and economic justice*  
*Engage in practices that advance social and economic justice*

Learning Objectives	Evidence of Achievement	Mid Term Comments	Final Comments
1.		Student Comments:	Student Comments:

		Field Instructor Comments:	Field Instructor Comments:
2.		Student Comments: Field Instructor Comments:	Student Comments: Field Instructor Comments:
3.		Student Comments: Field Instructor Comments:	Student Comments: Field Instructor Comments:
4.		Student Comments: Field Instructor Comments:	Student Comments: Field Instructor Comments:
5.		Student Comments: Field Instructor Comments:	Student Comments: Field Instructor Comments:

Student Self Evaluation/Comments:

Field Instructor's Comments:

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.

Examples of possible learning objectives:

*Recognize how cultural structures and values may oppress, marginalize, alienate, or create or enhance privilege and power*

*Become aware of how personal biases and values may influence working with diverse groups*

*Recognize and communicate understanding of the importance of difference in shaping life experience*

Learning Objectives	Evidence of Achievement	Mid Term Comments	Final Comments
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1.		Student Comments:  Field Instructor Comments:	Student Comments:  Field Instructor Comments:
2.		Student Comments:  Field Instructor Comments:	Student Comments:  Field Instructor Comments:
3.		Student Comments:  Field Instructor Comments:	Student Comments:  Field Instructor Comments:
4.		Student Comments:  Field Instructor Comments:	Student Comments:  Field Instructor Comments:
5.		Student Comments:  Field Instructor Comments:	Student Comments:  Field Instructor Comments:

Student Self Evaluation/Comments:

Field Instructor's Comments:

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

Examples of possible learning objectives:

*Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom*

*Identify and evaluate models of assessment, prevention, intervention, and evaluation*

Learning Objectives	Evidence of Achievement	Mid Term Comments	Final Comments
1.		Student Comments:  Field Instructor Comments:	Student Comments:  Field Instructor Comments:
2.		Student Comments:  Field Instructor Comments:	Student Comments:  Field Instructor Comments:
3.		Student Comments:  Field Instructor Comments:	Student Comments:  Field Instructor Comments:
4.		Student Comments:  Field Instructor Comments:	Student Comments:  Field Instructor Comments:
5.		Student Comments:  Field Instructor Comments:	Student Comments:  Field Instructor Comments:

Student Self Evaluation/Comments:

Field Instructor's Comments:

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.

Examples of possible learning objectives:

*Use practice experience to inform inquiry*

*Use research evidence to inform practice*

Learning Objectives	Evidence of Achievement	Mid Term Comments	Final Comments
1.		Student Comments:  Field Instructor Comments:	Student Comments:  Field Instructor Comments:
2.		Student Comments:  Field Instructor Comments:	Student Comments: Field Instructor Comments:
3.		Student Comments:  Field Instructor Comments:	Student Comments:  Field Instructor Comments:
4.		Student Comments:  Field Instructor Comments:	Student Comments:  Field Instructor Comments:
5.		Student Comments: Field Instructor Comments:	Student Comments:  Field Instructor Comments:

Student Self Evaluation/Comments:

Field Instructor's Comments:

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

Learning Objectives	Evidence of Achievement	Mid Term Comments	Final Comments
1.		Student Comments:  Field Instructor Comments:	Student Comments:  Field Instructor Comments:
2.		Student Comments:  Field Instructor Comments:	Student Comments:  Field Instructor Comments:
3.		Student Comments:  Field Instructor Comments:	Student Comments:  Field Instructor Comments:
4.		Student Comments:  Field Instructor Comments:	Student Comments:  Field Instructor Comments:

5.		Student Comments:  Field Instructor Comments:	Student Comments:  Field Instructor Comments:
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Examples of possible learning objectives:

*Analyze, formulate, and advocate for policies that advance social well-being*

*Collaborate with colleagues and clients for effective policy action*

Student Self Evaluation/Comments:

Field Instructor's Comments:

<p>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 levels.</p>
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Examples of possible learning objectives:

*Continuously attend to changing locales, populations, technological developments, and emerging societal trends relevant to providing services*

*Able to advocate for policies, practices and programs that are in the best interest of clients*

*Able to identify change strategies and present these to the field instructor*

Learning Objectives	Evidence of Achievement	Mid Term Comments	Final Comments
1.		Student Comments:  Field Instructor Comments:	Student Comments:  Field Instructor Comments:
2.		Student Comments:  Field Instructor Comments:	Student Comments:  Field Instructor Comments:
3.		Student Comments:  Field Instructor Comments:	Student Comments:  Field Instructor Comments:

4.		Student Comments:  Field Instructor Comments:	Student Comments:  Field Instructor Comments:
5.		Student Comments:  Field Instructor Comments:	Student Comments:  Field Instructor Comments:

Student Self Evaluation/Comments:

Field Instructor's Comments:

9. Engage with individual, 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

**ENGAGEMENT:**

Examples of possible learning objectives:

*Create rapport and positive relationships with individuals, groups and communities from diverse backgrounds*

*Use empathy and other interpersonal skills*

*Able to conduct effective interview*

Learning Objectives	Evidence of Achievement	Mid Term Comments	Final Comments
1.		Student Comments:  Field Instructor Comments:	Student Comments:  Field Instructor Comments:
2.		Student Comments:  Field Instructor Comments:	Student Comments:  Field Instructor Comments:

3.		Student Comments: Field Instructor Comments:	Student Comments: Field Instructor Comments:
4.		Student Comments: Field Instructor Comments:	Student Comments: Field Instructor Comments:
5.		Student Comments: Field Instructor Comments:	Student Comments: Field Instructor Comments:

**ASSESSMENT:**

Examples of possible learning objectives:

*Collect, organize, and interpret client data*

*Make multi-dimensional assessments of strengths, resources, problems and needs*

*Select appropriate intervention strategies*

Learning Objectives	Evidence of Achievement	Mid Term Comments	Final Comments
1.		Student Comments: Field Instructor Comments:	Student Comments: Field Instructor Comments:
2.		Student Comments: Field Instructor Comments:	Student Comments: Field Instructor Comments:
3.		Student Comments: Field Instructor Comments:	Student Comments: Field Instructor Comments:
4.		Student Comments:	Student Comments:

		Field Instructor Comments:	Field Instructor Comments:
5.		Student Comments: Field Instructor Comments:	Student Comments: Field Instructor Comments:

**INTERVENTION:**

Examples of possible learning objectives:

*Help clients resolve problems*

*Make appropriate referrals*

*Negotiate, mediate, and advocate for clients*

*Able to terminate relationships appropriately*

Learning Objectives	Evidence of Achievement	Mid Term Comments	Final Comments
1.		Student Comments: Field Instructor Comments:	Student Comments: Field Instructor Comments:
2.		Student Comments: Field Instructor Comments:	Student Comments: Field Instructor Comments:
3.		Student Comments: Field Instructor Comments:	Student Comments: Field Instructor Comments:
4.		Student Comments: Field Instructor Comments:	Student Comments: Field Instructor Comments:
5.		Student Comments: Field Instructor Comments:	Student Comments: Field Instructor Comments:

**EVALUATION:**

Examples of possible learning objectives:

*Help clients resolve problems*

*Critically analyze, monitor and evaluate interventions  
Keep accurate and effective records*

Learning Objectives	Evidence of Achievement	Mid Term Comments	Final Comments
1.		Student Comments:  Field Instructor Comments:	Student Comments:  Field Instructor Comments:
2.		Student Comments:  Field Instructor Comments:	Student Comments:  Field Instructor Comments:
3.		Student Comments:  Field Instructor Comments:	Student Comments:  Field Instructor Comments:
4.		Student Comments:  Field Instructor Comments:	Student Comments:  Field Instructor Comments:
5.		Student Comments:  Field Instructor Comments:	Student Comments:  Field Instructor Comments:

Student Self Evaluation/Comments:

Field Instructor's Comments:

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Date of Mid Term Meeting:

Faculty Liaison's Assessment at the Mid Term (Satisfactory/Unsatisfactory):

Date of Final Meeting:

Faculty Liaison's Assessment for the course (Pass/Fail):

**MID TERM SIGNATURES:**

Student Signature: (*[Student Name]*): [Midterm Evaluation](#)

Field Instructor Signature: (*[Field Instructor Name]*): [Midterm Evaluation](#)

2nd Field Instructor Signature: (*[2nd Field Instructor Name]*): [Midterm Evaluation](#)

Faculty Liaison Signature: (*[Faculty Liaison Name]*): [Midterm Evaluation](#)

**FINAL SIGNATURES:**

Student Signature: (*[Student Name]*): [Click to sign Completed Document](#)

Field Instructor Signature: (*[Field Instructor Name]*): [Click to sign Completed Document](#)

2nd Field Instructor Signature: (*[2nd Field Instructor Name]*): [Click to sign Completed Document](#)

Faculty Liaison Signature: (*[Faculty Liaison Name]*): [Click to sign Completed Document](#)

## BCASW Code of Ethics

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

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

## CASWE Code of Ethics and CASWE-ACFTS Accreditation Standards

### CASWE Code of Ethics

Ethical behaviour is at the core of every profession. On the occasion of National Social Work Week 2005, the Canadian Association of Social Workers (CASW) adopted a new Code of Ethics and published Guidelines for Ethical Practice to serve as a companion document to the Code.

The Social Work Code of Ethics was last issued in 1994. In light of new developments and new forms of practice, it has now been revised following extensive consultation with key stakeholders and experts.

We invite both social workers and the public to review the [Code of Ethics](#) and the [Guidelines for Ethical Practice](#) (2005).

### CASWE-ACFTS Accreditation Standards

The Canadian Association for Social Work Education – l'Association canadienne pour la formation en travail social (CASWE-ACFTS) is a national, charitable, association of university faculties, schools, departments, and modules offering social work education in Canada.

The Commission on Accreditation (COA) is responsible for the accreditation of Bachelor of Social Work and Master of Social Work degree programs in Canada. The CASWE-ACFTS Standards for Accreditation and Procedures for Accreditation are based on the educational policies, standards and procedures adopted by the CASWE-ACFTS Board of Directors.

The Standards for Accreditation lists principles of social work education that guide accreditation standards, statements of learning objectives for students, and specific standards categorized under four domains. The Procedures for Accreditation outlines the accreditation process, specifies the types of accreditation, and provides an explanation of the reconsideration and appeal process. The Procedures for Accreditation also clarifies financial responsibility for the accreditation process, defines conflict of interest, identifies confidentiality issues, and student relations. Schools may use either English or French in the preparation of their documents.

The document, [Standards for Accreditation](#) outlines the Principles guiding the Accreditation of Social Work education programs. The accreditation standards are organized in four Domains related to these principles.

The document, [Procedures for Accreditation](#), provides information to the schools on the process leading to Accreditation. It gives information on the different types of Accreditation, deadlines and reports due dates, as well as the Commission on Accreditation responsibilities (COA).

## UBC Services

- Access and Diversity: <http://students.ubc.ca/about/access>
- UBC Student Counselling Services: <http://students.ubc.ca/livewell/services/counselling-services>
  - Brock Hall: [604.822.3811](tel:604.822.3811)
    - Brock Hall  
1874 East Mall Room 1040  
Vancouver, BC Canada V6T 1Z1
  - First Nations House of Learning: [604.822.8940](tel:604.822.8940)
    - 1985 West Mall  
Vancouver, BC Canada V6T 1Z2
  - BC Women's Hospital & Health Centre: [604.822.3811](tel:604.822.3811)
    - 4500 Oak Street Study and Learning Commons, F403  
Vancouver, BC Canada V6H 3N1
- Student Health Services: <http://facultystaff.students.ubc.ca/student-health-service>
  - Phone: [604.822.7011](tel:604.822.7011)
  - UBC Hospital  
2211 Wesbrook Mall Room M334, Koerner Pavilion  
Vancouver, BC Canada V6T 1Z3
- UBC Wellness Centre: <http://students.ubc.ca/livewell/services/wellness-centre>
  - Phone: 604.822.8450
  - Email: [wellness.centre@ubc.ca](mailto:wellness.centre@ubc.ca)
  - Irving K. Barber Learning Centre  
1961 East Mall Room 183  
Vancouver, BC Canada V6T 1Z1
- International Students: <http://students.ubc.ca/about/isd>
  - International Student Advisor or a Regulated Canadian Immigration Consultant: [isa@students.ubc.ca](mailto:isa@students.ubc.ca)
  - General enquiries: [international.house@ubc.ca](mailto:international.house@ubc.ca)
  - International House  
1783 West Mall  
Vancouver, BC Canada V6T 1Z2
- UBC Mental Health Network: [http://www.ubcmhn.com/wp-content/uploads/2013/02/MHN\\_resource\\_sheet.pdf](http://www.ubcmhn.com/wp-content/uploads/2013/02/MHN_resource_sheet.pdf)