



THE UNIVERSITY OF BRITISH COLUMBIA

School of Social Work | Okanagan Campus

## Field Education Handbook



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[MSW Program Homepage Canvas](#)

## ACKNOWLEDGEMENTS

We respectfully acknowledge that we live and work in the unceded territory of the Syilx people here in the Okanagan Valley.

The School of Social Work at UBC's Okanagan Campus acknowledges the contribution of ideas, material and content in this handbook from a large group of friends and colleagues in the social work field. In particular, we would like to thank the Schools of Social Work from Florida Atlantic University, Dalhousie University, McMaster University, the University of Calgary, and King's at Western University for permission to draw from the content in their manuals.

## ABOUT THIS HANDBOOK

This Field Education Handbook is intended to provide students with information regarding the Field components of the Master of Social Work (MSW) program, including an overview of field/practicum requirements and field-related policies and procedures.

The Field Education Handbook is revised annually. A new edition becomes available in the spring of every year and comes into effect for the next academic year. Students looking for information in this Handbook must ensure they are using the version relevant to the academic year. The Handbook is available and easily accessible on the School of Social Work website, the M.S.W. Program Homepage on Canvas for students, and in the [Field Instructor Hub](#) for Field Instructors.

Students are encouraged to become familiar with the information in this Handbook, as well as the Field Education Course syllabi (SOCW 519 and 559). To supplement the information in this handbook, students should also review the Okanagan [Academic Calendar](#) and become familiar with all university [policies, dates and deadlines](#). Students are held accountable to the information in the MSW Student Handbook as well.

## SCHOOL OF SOCIAL WORK RESPECTFUL DIALOGUE AND CONDUCT GUIDE

The School of Social Work (SSW) is committed to cultivating a respectful, inclusive environment by upholding the University of British Columbia's Principles and Practices of respectful dialogue and conduct.

The University explicitly states: *"Racism and discrimination have no place in our community and we will take measures to ensure those values are upheld at all times. Not only are racist, sexist, misogynist and hate-based comments potentially unlawful, they may also contravene UBC's Discrimination Policy and Student Code of Conduct and can result in discipline for non-academic misconduct"*<sup>1</sup>

In alignment with this statement, SSW colleagues and students will demonstrate accountability, appreciate various perspectives, empower and respect others through scholarship and education in order to foster the best possible conditions for learning, researching and working.

Social work professional identity, SSW Values and Mission promote societal change through equity, social justice, diversity, and inclusion: *"We must work together to dismantle the tools of discrimination, colonization and white supremacy that remain prevalent and entrenched in our everyday systems."*<sup>1</sup>

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<sup>1</sup> [UBCO Statement on Racism and Discrimination](#)

Therefore, Indigenization, decolonization, anti-colonial, anti-racism, anti-oppression knowledge and skill development are expected throughout all aspects of the Master of Social Work (MSW) education and professional work. The goal is to work on creating equitable, diverse, and inclusive learning spaces where Indigenous Peoples, 2SLGBTQIA+, women, gender diverse individuals, people with disabilities, Black people, People of Colour, multiracial individuals and individuals from equity deserving groups can thrive, feel safe, valued, and respected.

The SSW acknowledges our greater responsibility and necessary commitment toward addressing the complicity and harmful role that social work (in practice and education) has played in the historical and ongoing perpetuation of a predominant colonial reality. This is an opportunity to learn how to **effect optimal environmental change by developing and modeling** respectful dialogue skills and conduct during classroom discussions, teaching environments, practicums and community. Therefore, as recommended and stated in the [2022 Educational Policies and Accreditation Standards on Anti-Racism, Diversity, Equity](#), and Inclusion, the [ARIE report](#) (other [strategic plans and frameworks](#)) and feedback from SSW members, the Faculty, SSW program, and Field Education Office are **aligning their actions and resources** to foster a climate of respectful dialogue and conduct.

## ADVOCACY, RESPECT, AND SOCIAL CHANGE

[The BC College of Social Workers Code of Ethics and Standards of Practice](#), [CASW's Code of Ethics](#), and [2022 Educational Policies and Accreditation Standards on Anti-Racism, Diversity, Equity, and Inclusion](#) highlight social work advocacy, cooperative respect, and commitment to social justice. The MSW program offers opportunities for:

- Learning about historically and existing systems of oppression and discrimination, and identifying ways to address them through existing systems
- Developing healthy relationships and alliances toward reimagining and building new systems
- Exercising personal and professional empathetic, kind, change leadership
- Exemplifying respectful, mindful communication principles
- Intentionally identifying and engaging in Indigenization, decolonization, anti-racism, anti-discrimination, anti-ableism and anti-oppression<sup>2</sup>

## ALIGNING ACTIONS AND RESOURCES

The UBCO SSW puts emphasis on respectful dialogue and conduct:

- Inclusion of two sections of SOCW 531 Anti-Racist and Anti-Oppressive Clinical Practice for the 2023-2024 academic year
- The Faculty of Health and Social Development (FHSD) is implementing training/education (Indigenization, decolonization, anti-racism, anti-discrimination, anti-ableism and anti-oppression, conflict engagement, inclusive teaching, and power and privilege) for FHSD members
- The SSW is reviewing the Respectful Dialogue and Conduct Principles at Student Orientations
- The FHSD EDI Team will be presenting resources at Student Orientations

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<sup>2</sup> Please refer to the 54 recommendations from the [UBC Anti-Racism and Inclusive Excellence Task Force Report- ARIE Report](#). Specifically, the ARIE Intersectional recommendations, as well as the Indigenous, Blackness and People of Colour Committee Reports.

- Field Education Orientations will highlight the characteristics of professional dialogue and conduct specific to field assignments.
- With the support of faculty, Field Education Coordinators will cultivate additional field education sites that serve Indigenous communities and ethnically, racially, 2SLGBTQIA+ and gender diverse populations, including people with disabilities.
- Initial Field Liaison meetings with Field Instructor and the student will review the site/agency and UBCO's commitment to student well-being through Indigenization, decolonization, anti-racism, anti-discrimination, anti-ableism and anti-oppression principles.<sup>3</sup>
- Offer supplemental Indigenization, decolonization, anti-racism, anti-discrimination, anti-ableism and anti-oppression training for Field Education Instructors.
- Make campus resources available to students experiencing incidents or concerns, including but not limited to racism, transphobia and other forms of discrimination and harassment as outlined in [UBCO Policy SC7: Discrimination](#).
- SSW EDI Committee will continue to conduct regular meetings and make recommendations for change.
- The FHSD EDI Advisor to the Dean and FHSD EDI Coordinator, as well as the university's Equity and Inclusion Office can provide information about campus resources should concerns arise.
- SSW faculty and staff will participate in Cultural Safety Training with Syilx Elders.

The SSW embraces the University's Respectful Dialogue and Conduct Principles and social work values, with a vigorous commitment to our role as change agents. The SSW advances the principles of respectful dialogue through actions that promote Indigenization, decolonization, anti-racism, anti-discrimination, anti-ableism and anti-oppression. This commitment will be reflected in the MSW Student and Field Education Handbooks, as well as the FHSD Equity website. For more detailed information about the principles and guidelines for respectful dialogue, please refer to [Appendix A](#).

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<sup>3</sup> Please refer to the resources offered through the [FHSD Equity page](#)

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# 1. Introduction to Field Education

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## Field Education Personnel

Students, instructors, faculty and staff practice social work values, adhering to the BCASW/CASW Codes of Ethics in all field work situations. The following is a brief description of the roles and responsibilities of the School of Social Work personnel involved in the field education practice. It is important to understand each person's role and to address concerns and/or inquiries appropriately.

Please see the appendix for detailed descriptions of the [Field Education Instructor](#) and [Student roles and responsibilities](#).

## Field Education Coordinator

The Field Education Coordinator (FEC) is a registered, practicing Social Worker. Reporting to the Director of the School of Social Work, the Field Education Coordinator has academic and administrative responsibility for field education. The person in this role has four main tasks in relation to Field Education:

1. Secure and evaluate quality practicums,
2. Match students with available and appropriate opportunities,
3. Distribute to students, Field Education Instructors and Field Education Liaisons necessary information about field education, and
4. Develop Field Education policies and procedures.

***No practicum goes ahead without Field Education Coordinator approval.***

## Community Field Education Liaison

The Community Field Education Liaison is a practicing Social Worker employed by UBCO. This person assists the Field Education Coordinator in the administrative responsibilities for field education, collaborates on the creation and execution of orientations, seminars and workshops for students and Field Education Instructors, as well as assisting in integrative seminars.

The Community Field Education Liaison is also responsible for all associated tasks of a Field Education Liaison. They are responsible for liaising between the social work program, the Field Education Instructor, and the student. Their function is to visit practicums, to ensure collection and posting of evaluation documents has taken place, and to become involved if concerns arise in practicums.

## Field Education Liaison

The Field Education Liaison is a practicing Social Worker employed by UBCO. This person is responsible for liaising between the social work program, the Field Education Instructor, and the student. Their function is to visit practicums, to ensure collection and posting of evaluation documents has taken place, and to become involved if concerns arise in practicums.

The Field Education Liaison must keep fully informed with what is going on in each practicum. In addition, where necessary, this person may provide the student with communication strategies, assistance with building bridges between theory and practice, and problem-solving support. The Field Education Liaison recommends a pass or fail grade to the Field Education Coordinator.

The responsibilities of the Field Education Liaison are as follows:

- Participate in meetings with the Field Education Instructor and student as per the [Field Education Liaison visitation schedule](#) and participate in formal evaluations.
- Maintain an understanding of the nature of the practicum to ensure a congruent fit between the educational opportunities provided by the agency, the student's learning needs, and the MSW curriculum.
- Consult with the Field Education Instructor regarding student's learning design. Monitor, support and advise the Field Education Instructor regarding their role.
- Consult with students regarding their learning objectives, progress and/or problems in field education.
- Facilitate resolution of concerns between the student, Field Education Instructor and/or agency. Examples of such concerns may include student performance, supervision, and/or learning opportunities.
- Provide feedback and recommendations to the Field Education Coordinator regarding the quality of the practicum, available learning opportunities and community/agency needs.
- Maintain responsibility for field education required documents, as well as ongoing documentation of concerns, if any, regarding the student practicum.

### **Field Education Committee**

The School of Social Work has established the Field Education Committee with the intended responsibilities of input and consultation to the Field Education Coordinator regarding policies and procedures within the Field Education Office.

### **Responsibilities & Opportunities:**

1. Provide perspectives from designated stakeholder bodies for review and consideration.
2. Provide input to the Field Education Office in relation to Field Education policies and procedures with regard to: students, agencies and Field Education Instructors, College of Graduate Studies, Accreditation Standards, and BCCSW requirements.
3. Provide input to the Field Education Coordinator in regards to community engagement, development of evaluation methods, and development of clinical supervision training and community networking in alignment with the field education office and the School of Social Work's vision.
4. As per the request of the Field Coordinator, conduct the review and decision process for student matters including appeals and incidents. Student confidentiality dictates presence of student committee members.

### **Composition:**

- Chair; voting, School of Social Work Field Education Coordinator;
- Director of the School of Social Work; voting, (attendance on an ad-hoc basis);
- One Faculty and/or Staff members; voting, appointed by the Director of the School of Social Work;
- One to two student representatives; voting, appointed by the Director o Requires the submission of a self-nomination
- Community representative; non-voting, appointed by the committee Chair on an ad hoc basis for consultation on broader advisory items.



## Field Education Office Contacts

### Field Education Office

General inquiries, IPT password resets,  
CRC requests

[ask.field@ubc.ca](mailto:ask.field@ubc.ca)

### Field Education Coordinators

- Sharon Crux [sharon.cruxrasi@ubc.ca](mailto:sharon.cruxrasi@ubc.ca)  
250-801-6607 | ART 305
- Jamie Tomlinson [jamie.tomlinson@ubc.ca](mailto:jamie.tomlinson@ubc.ca)  
250-807-8587 | ART 305

### Field Education Liaison

- Marlo Goll [marlo.goll@ubc.ca](mailto:marlo.goll@ubc.ca)  
250-575-7617

### Community Field Education Liaison

- Shelayne Paul [shelayne@mail.ubc.ca](mailto:shelayne@mail.ubc.ca)

## Intern Placement Tracking (IPT) Software

All documentation related to field education is completed through Intern Placement Tracking (IPT). Students, Field Education Instructors and Field Education Liaisons are encouraged to log in and familiarize themselves with the system in advance of the practicum.

The web-based software is used for tracking essential field education information, including:

- Field education student contact details
- Field education agency and instructor details
- Notes and comments regarding field education experiences
- Placement hours tracking
- Learning agreements and evaluations

UBC Okanagan's IPT login can be found at [runiptca.com](http://runiptca.com)

The organization ID is: ubcosw *\*note that this is case sensitive.*

Each student, agency, and Field Education Instructor will receive account login details via email from the Field Education Office.

To set up an account:

- When logging in to IPT the first time, use the username and password provided by the School of Social Work (via email).
- Once logged in, set a new username and password. Usernames and passwords have no restrictions (write these down somewhere in case you forget them).
- To reset a forgotten password or username, please contact the Field Education Office.

Students, Field Education Instructors, and agencies may access and update their own information as needed. A request to reset your login can be completed by sending an email to [ask.field@ubc.ca](mailto:ask.field@ubc.ca)

### **Clinical Social Work at UBCO**

All practicum opportunities are clinical, as defined by Kim Kelly Harriman in her 2016 article [Clinical Is as Clinical Does: Thinking Differently about Social Work Internships](#). Students bring their unique skills, flexibility and personal reflective practice to the practicum, resulting in individualized learning that meets their needs.

### **Field Education Timeline**

Students are not able to start their practicum more than one week prior to or one week after the date listed below. If students wish to start prior to the start date listed below they must have approval from the Field Education Coordinator.

Learning Plans, Midterm Evaluation and Final Evaluations can occur whenever the student and instructor are prepared to do so. The dates below are deadlines by which students and field instructors must complete the associated forms on the field education tracking and evaluation software.

<b>SEPTEMBER TO APRIL PRACTICUMS</b>	
TRACKING & EVALUATION FORMS	DUE DATE
Confirmation of Practicum	Within 10 business days from the email confirmation from the FEC
Start of Practicum	See Syllabus for exact dates
Learning Plan	Mid-September
Midterm Evaluation	January
Last day of Practicum & Final Evaluation All Forms signed Field Survey	April

<b>JANUARY TO APRIL PRACTICUMS</b>	
TRACKING & EVALUATION FORMS	DUE DATE
Confirmation of Practicum	Within 10 business days from the email confirmation from the FEC
Start of Practicum	See Syllabus for exact dates
Midterm Evaluation	February

Last day of Practicum & Final Evaluation All Forms signed Field Survey	April
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JANUARY TO AUGUST PRACTICUMS	
TRACKING & EVALUATION FORMS	DUE DATE
Confirmation of Practicum	Within 10 business days from the email confirmation from the FEC
Start of Practicum	See Syllabus for exact dates
Learning Plan	Last week of January
Midterm Evaluation	May
Last day of Practicum & Final Evaluation All Forms signed Field Survey	August

MAY TO AUGUST PRACTICUMS	
TRACKING & EVALUATION FORMS	DUE DATE
Confirmation of Practicum	Within 10 business days from the email confirmation from the FEC
Start of Practicum	See Syllabus for exact dates
Learning Plan	May
Midterm Evaluation	July
Last day of Practicum & Final Evaluation All Forms signed Field Survey	August

Students and their Field Education Instructor mutually agree upon the completion of their practicum: It needs to be communicated and documented on the field education tracking and evaluation software if the student will remain in their practicum until the end of the term regardless of 450 hours already being met **OR** if the student will complete their practicum upon reaching 450 hours regardless of time in the term. Students completing their practicum with Foundry will remain in their practicum until the end of the term regardless of 450 hours already being met. This is a requirement of the practicum locations.

## **Field Education Structure**

Field education is the central component of social work education. The integration of knowledge, values and skills in the context of field education is a critical and distinctive aspect of the student's overall social work education<sup>4</sup>.

### ***Field Education Learning Outcomes***

It is expected that students will develop and utilize critical thinking skills in each of the learning outcome domains listed below. Upon completion of their field education practicums, students will be able to:

1. Identify as a professional social worker and conduct oneself accordingly
2. Adhere to social work values and ethics in professional practice
3. Navigate and understand the various levels of structures and connections within an organization and community. Develop and maintain professional and collegial relationships.
4. Participate in the dynamic, interactive, and reciprocal processes of a therapeutic relationship with theoretically informed knowledge base to effectively practice with individuals, families, and groups.
5. Engage in research-informed practice and practice-informed research.
6. Advance human rights and social and economic justice
7. Assess and apply knowledge of human behavior and the social environment
8. Analyze, formulate, and advocate for policies that advance social well-being. Have awareness and utilization of various legislation.

Further details regarding these learning outcomes, and how they are demonstrated/evaluated, are provided in the course syllabi. Students can find the latest version on Canvas. Instructors can find the latest version in the Field Instructor Hub. FEL provides support for crafting a Learning Plan that reflects the progression of these competencies

### ***Course Overview***

Students must complete a minimum of 450 hours of field education in each of SOCW 519 (Foundation track Year 1) and SOCW 559 (Foundation track Year 2 and Advanced track). The practicum hours are to occur Monday-Thursday. An alternate practicum schedule can be proposed if it is in the best interest of the agency and student. The proposed schedule must be submitted via email to the Field Education Coordinator prior to the start of the practicum.

### **SOCW 519 Field Education I**

The Foundation track Year 1 field practicum occurs in a supervised setting where the student applies generalist practice knowledge, skills, interventions, and ethics. Generalist practice can include individual, family, group, and community; organizational development; and policy change. Completion of field education prepares students for initial professional practice with various client constituencies.

### **SOCW 559 Field Education II**

The Advanced field education is built on previous foundational learning and advanced social work knowledge gained throughout the MSW curriculum. The practicum considers the student's educational needs and professional development. Learning opportunities are provided to support critical analysis, synthesis, and evaluation of knowledge, as well as the application of advanced practice skills.

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<sup>4</sup> [2013 CASWE Accreditation](#) Principle 5, p. 3

***\* Please note all practicums require registration in the co-requisite integrative seminar (SOCW 518 for SOCW 519 and SOCW 558 for SOCW 559). The seminars are scheduled on Fridays during the semester of the student's practicum. SOCW 559 distance practicum students will participate through an online platform.***

### ***Professional Development***

Students in SOCW 559 are required to complete one Professional Development event. Following the completion of the event, students must record the details on the Professional Development Worksheet on the field education tracking and evaluation software and complete the items as outlined on the worksheet.

Criteria:

- Event must be a minimum of one hour
- Can be in person or online
- Cannot be the same event used for another course's requirement
- Cannot be the same event that is required within practicum
- Focus is on professional development not personal development

### ***Field Education Policies & Procedures***

These policies are laid out to provide equitable, clear and consistent guidelines to students during their field practicum. However, there may be circumstances that require an exception. Students who believe they require an exception to any policy and/or procedure should first discuss this with the Field Education Coordinator, who may direct the student to complete an [Exception to Field Policy Request Form](#), available on the Canvas MSW Program Homepage.

### ***Field Education Streams***

The nature of the assigned stream dictates course registration. Students will be notified of their field education stream prior to the course registration date. For precise dates, please see the MSW Program Homepage on Canvas.

#### **As noted in the Form A application to Field:**

Students are randomly assigned after consideration of “\*site availability” and “\*\*Exception to Field Policy” submissions.

\*Site availability: A site that is only available during a specific stream, i.e., a School related placement, that may only be available for Sept – April or Jan – April.

\*\*An Exception to Field Policy for the accepted specified accommodation reasons must be completed by with the submission of the Field Application. These exceptions include

- Medical (certification)
- Accommodations (as arranged through DRC – i.e., mobility, religious, etc.).
- Does not include reasons such as financial stress

Students are randomly assigned to a stream if no crucial factors are identified through the Exception to Field Policy form. Other factors are considered: agency availability, previous years stream (for returning students).

Students in the first year of the two-year Foundational Track are randomly assigned to one of two (2) Field Education practicum streams:

1. Winter Local (January-April)
2. Summer Local (May-August)

Students in the second year of the two-year Foundational Track OR the one-year Advanced Track are randomly assigned to one of five (5) Field Education practicum streams:

1. Winter Local (January-April)
2. Winter Distance (January-April)
3. Winter Two-Term Local (September-April)
4. Summer Local (May-August)
5. Summer Distance (May-August)

Below is a table containing detailed information about each of the streams:

#### **FDN Year 1 Winter Local Practicum (January-April)**

Local field education practicum agencies are located within the Okanagan Valley region and **may be up to 125 km from UBC's Okanagan campus**. Therefore, students are expected to make their own arrangements for and bear the cost of private or public transportation to and from their practicum location. *If students require support in arranging their transportation to and from their practicum location, please refer to Section 4 Accommodation Policy.*

This practicum requires completion of 28-30 field education hours per week on average, Monday through Thursday as there are scheduled courses on Fridays.

*Alternative schedules must be approved by the Field Education Coordinator.*

#### **FDN Year 1 Summer Local Practicum (May-August)**

Local field education practicum agencies are located within the Okanagan Valley region and **may be up to 125 km from UBC's Okanagan campus**. Therefore, students are expected to make their own arrangements for and bear the cost of private or public transportation to and from their practicum location. *If students require support in arranging their transportation to and from their practicum location, please refer to Section 4 Accommodation Policy.*

This practicum requires completion of 28-30 field education hours per week on average, Monday through Thursday, as there are scheduled courses on Fridays.

*Alternative schedules must be approved by the Field Education Coordinator.*



### **FDN Year 2/ADV Winter Local Practicum (January-April)**

Local field education practicum agencies are located within the Okanagan Valley region and **may be up to 125 km from UBC's Okanagan campus**. Therefore, students are expected to make their own arrangements for and bear the cost of private or public transportation to and from their practicum location. *If students require support in arranging their transportation to and from their practicum location, please refer to Section 4 Accommodation Policy.*

This practicum requires completion of 28-30 field education hours per week on average, Monday through Thursday as there are scheduled courses on Fridays.

*Alternative schedules must be approved by the Field Education Coordinator.*

### **FDN Year 2/ADV Summer Local Practicum (May-August)**

Similar to the Winter Local Practicum Stream, this summer practicum is in the Okanagan valley (**may be up to 125 km from UBC's Okanagan campus**) and requires completion of 28-30 field education hours per week on average, Monday through Thursday, as there are scheduled courses on Fridays. Therefore, students are expected to make their own arrangements for and bear the cost of private or public transportation to and from their practicum location. *If students require support in arranging their transportation to and from their practicum location, please refer to Section 4 Accommodation Policy.*

*Alternative schedules must be approved by the Field Education Coordinator.*

### **FDN Year 2/ADV Winter Distance Practicum (January-April)**

**\*\*\*Only Available to students in Advanced Track or Year 2 of Foundational Track**

Advanced Track students or Year Two Foundational Track students may be interested in completing a distance practicum (i.e., outside of the Okanagan Valley). Distance practicums occur at approved locations across Canada, and require the completion of 28-30 field education hours per week on average, Monday through Thursday. During their practicum, students are required to complete one core course online: SOCW 558. This online course may require scheduled online class time on Fridays (the MSW Student Handbook includes further information about the Online Integrative Seminars).

Advanced Track students interested in this Stream are strongly advised to consult the MSW Student Handbook, and the list of online electives offered in the summer (available on the Program's Canvas page), to ensure they have an appropriate plan to complete the three electives from distance by the end of the year.

*Alternative schedules must be approved by the Field Education Coordinator.*

Students in this stream may play a more active role in identifying where they would ideally like to be placed. However, as is the case for all practicums, students are not permitted to contact agencies to arrange their own practicum, nor should they contact any potential field education placement site or Field Education Instructor.

### **FDN Year 2/ADV Summer Distance Practicum (May-August)**

**\*\*\*Only Available to students in Advanced Track or Year 2 of Foundational Track**

Advanced Track students or Year Two Foundational Track students may be interested in completing a distance practicum (i.e., outside of the Okanagan Valley). Distance practicums occur at approved locations across Canada, and require the completion of 28-30 field education hours per week on average, Monday through Thursday. During their practicum, students are required to complete one core course online: SOCW 558. This online course may require scheduled online class time on Fridays (the MSW Student Handbook includes further information about the Online Integrative Seminars).

*Alternative schedules must be approved by the Field Education Coordinator.*

Students in this stream may play a more active role in identifying where they would ideally like to be placed. However, as is the case for all practicums, students are not permitted to contact agencies to arrange their own practicum, nor should they contact any potential field education placement site or Field Education Instructor.

### **FDN Year 2/ADV Two-Winter-Terms (September-April)**

Similar to the Winter/Summer Local Practicum Stream, this practicum is in the Okanagan valley (**may be up to 125 km from UBC's Okanagan campus**), and is a part-time practicum, with an average of 12-15 hours per week over an 8-month period. Therefore, students are expected to make their own arrangements for and bear the cost of private or public transportation to and from their practicum location. If students require support in arranging their transportation to and from their practicum location, please refer to Section 4 Accommodation Policy.

Current examples of agencies for this practicum include: [Foundry Kelowna](#), [Foundry Penticton](#), Third Space, and other agencies as communicated to you by your Field Education Coordinator. Some clinical counselling agencies also prefer this stream in order for students to have six months follow through and closure with clients.

*Due to the time-lines, the September – April field session requires:*

- *Notifying the second year Field Education Coordinator of your availability for this stream*
- *Early issued Form A & B along with a spring/summer interview – which can be arranged via video conference.*

*\*Attends SOCW 558 (Advanced Integrative Seminar) on Fridays during Winter Term 2.*

## **Types of Practicums Available**

The definition of clinical social work used by the School of Social Work highlights the interconnectedness of micro, mezzo and macro practice. Field practicums may have a primary focus on one level of intervention, but through reflective practice, students will become skilled in identifying the elements of multiple levels of practice in their interventions.

The practicums available represent a wide cross-section of experiences, ranging from individual and group work to community level interventions, prevention-oriented activities, research, leadership and policy development.

**Areas of potential engagement:**

- Individual and group counselling
- Psychoeducational groups and projects
- Psychotherapy
- Brief interventions
- Advocacy
- Harm reduction
- Social action
- Research
- Community resource development
- Crisis intervention
- Program development

The availability of practicums in some areas of engagement may be limited in the Okanagan Region. Students will indicate all areas of interest on the Field Education Application.

**Sample agency settings:**

- Health authorities (hospital, community, mental health & substance use, tertiary care)  
Community-based not-for-profit organizations
- Larger non-governmental organizations
- Service delivery crown corporations
- Collaborative or multi-agency offices
- Public or private clinics

## 2. Setting up Practicums

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**Field Sites**

Eligible practicum agencies are those which meet the learning needs of the student and conform to Canadian Association for Social Work Education (CASWE) accreditation standards. When an agency has indicated an interest in supervising a student in a field practicum, the Field Education Office ensures that the agency can provide both the range and depth of experience to provide a quality learning environment for the student.

**Students are not to contact agencies to arrange their own practicum, nor should they contact any potential field education placement site or Field Education Instructor. Examples of reasons behind this policy follow:**

- Agencies and the Field Education Office have established guidelines/protocols on how agencies wish to be contacted for inquiries and arranging practicums.
- The Field Education Office maintains relationships with agencies and instructors. If established protocols are not followed, this can damage the relationship.
- While potential instructors may be interested in supporting a student, the overall agency may not be in a position to support due to space, changes in service delivery, upcoming transitions that

the field instructor may not be aware of, etc. Field instructors may then commit to supporting a student when this may not be feasible and can delay the student being successfully placed.

**Therefore, students must not independently contact a potential field education location and/or Field Education Instructor. Doing so will delay the ability of the Field Coordinator to successfully place the student.**

Students assigned to a Distance practicum may research and provide the Field Education Coordinator with a contact list for a variety of agencies, however, they must not contact the agency. Although students may have pre-existing connections in the community, this policy applies to all students in all practicum streams.

## **Partner Agencies**

The School partners with agencies who demonstrate the following characteristics:

- The setting has a philosophy of service that is compatible with the values and ethics of the social work profession, and with the philosophy and the educational objectives of the School of Social Work.
- Relevant staff are interested in participating in social work education and have the capacity to support the full requirements of having a student.
- The organization offers students a range of learning experiences commensurate with the School's objectives for field work.
- The setting has policies regarding discrimination and harassment.

The organization makes available suitable space and working facilities for students. *Consistent with the type of work and the context, these may include the use of a desk, privacy for interviewing, access to phones and equipment, office supplies, and transportation costs for out-of-office interviews, meetings, etc.*

Students are welcome to provide the Field Education Coordinator with requests to explore agencies with whom the school is not already partnered with.

## **Field Instructors**

In most cases, each student in practicum will receive field instruction by an experienced Social Worker on the staff of the partner agency. The school also values the learning experiences that are available in certain innovative settings where there are no experienced social workers on staff and attempts to develop field practicums in areas of practice that are of special interest to students.

A Field Instructor should have an MSW (or equivalent degree as recognized by CASWE), a minimum of two years of post-degree practice experience and be recommended by the agency. In situations where the Field Instructor does not have an MSW or equivalent experience, alternative supervision will be arranged. The Field Education Liaison in most circumstances would provide additional supervision to the student.

New Field Instructors are required to participate in the training for Field Instructors offered by the Field Education Office if they have not previously completed this training. The training takes on a combination of delivery methods including in person, webinar and one on one video orientations as needed. The Field Education Coordinator will provide the necessary instructions on where to access the most recent/current training.

## Setting up a New Field Education Partnership

If the above criteria for agency and field instructor have been met, the following process can be followed to set up a new partnership.

1. The prospective agency/instructor or Field Education Coordinator initiates a conversation.
2. The two parties discuss interest, capacity, fit, and scope of practice
3. Agency completes [Field Education Agency Form](#)
4. Field Instructor completes [Field Instructor Form](#)
5. The Student Placement Agreement is created-initiated by the UBCO School of Social Work 6. Field Education Instructor accesses training and resources.

## Preparing for Practicum

The following timeline outlines the process of practicum preparation from submission of the Field Education Application to the Confirmation of Practicum meeting between the Field Education Instructor and the student.

<b>April</b>	Advanced and Second Year Students interested in Sept – April stream contact Field Office for Application instructions
<b>May</b>	(NEW) Students submit Part A of the Field Education Application
<b>Mid-May/June</b>	Students requesting a Distance Placement meet with Field Education Coordinator Student interviews for Foundry, Third Space or other Sept – April agencies.
<b>Early July</b>	Students are notified of their Field Education Stream Registration for Winter Term 1 & 2 begins Students complete Part B of the Field Education Application
<b>August</b>	September to April stream Confirmation of Practicum form completed
<b>September - November</b>	Pre-Practicum Preparation Sessions for Winter Term 2 stream (required)
<b>Late November</b>	Winter Term 2 placement students are notified of their field education placement via the field education tracking and evaluation software and confirmation email from FEC
<b>November - December</b>	If applicable, Winter Term 2 placement students can submit an Exception to Policy in Field Education Form (to appeal placement)
<b>November - December</b>	Winter Term 2 placement deadline for students to: Meet with prospective Field Education Instructor Submit Confirmation of Field Education Placement Form (Within 10 business days from the notification of field education placement)
<b>January - April</b>	Three Pre-Practicum Preparation Sessions in March for Summer Stream (two required)

<b>Late March</b>	Summer Term placement students are notified of their field education placement via the field education tracking and evaluation software and confirmation email from FEC
<b>March - April</b>	If applicable, Summer Term placement deadline for students to submit Exception to Policy in Field Education Form (to appeal placement)
<b>March/April</b>	Summer Term placement deadline for students to: Meet with prospective Field Education Instructor Submit Confirmation of Field Education Placement Form (Within 10 business days from the notification of field education placement) Second Year students interested in Sept – April stream contact Field Office

## Field Education Application

Students are required to complete the Field Education Application (Part A and B). The student's completed application provides critical information to the Field Education Coordinator regarding the student's preferences, experiences and learning goals. Part A is used for assignment of Field Education Stream, any field education accommodations that are required, and agency matching purposes. Part B is the primary process through which students are matched to their field education opportunity. It is currently under revision and will be made available once finalized. To achieve a high level of fit between an agency and a student, the Field Education Coordinator provides: an anonymous resume (unless student waives anonymity) and may share relevant information about the student with the agency, including the student's track in program, work experience, learning goals, areas of strength and growth, and other details applicable to the matching process. Once interviews are scheduled, the student's name and contact information will be shared.

Please see the MSW Program Homepage on Canvas for due date. Any forms not submitted by the due date will receive secondary prioritization of preferences to those who submitted by the deadline.

### [Field Education Application Part A](#)

## Matching Process

Students are assigned to their practicums through a matching process, based on the information the student provides in the Field Education Application Form along with information collected from agencies and Field Education Instructors. The matching process is currently under revision. An addendum to the Field Education Handbook will be made available upon the finalization of the process for the upcoming academic year.

The Field Education Coordinator is tasked with assigning the entire cohort of students to the most appropriate and available field education sites in the social work domain, while considering a professional assessment of each student's learning needs in relation to the long-term relationship with field education partners, and above all else, the clients and communities they serve. The Field Education Office does not assign students to field education as a direct segue to a post-degree job.

While every effort will be made to provide the best educational opportunity for the student, practicum opportunities and hours are dictated by the schedules available at participating agencies, the needs of its service users, and the Field Education Instructor's schedule. Students may request a particular schedule, agency or region, while at the same time recognizing that the School of Social Work cannot guarantee that these preferences can be met.



## **Notification of Practicum Placement**

Students are formally notified of their practicum placement via the field education tracking and evaluation software and a confirmation email from the Field Education Coordinator. Once the student has been notified of their practicum placement, they are to schedule the Confirmation of Practicum meeting (see below) with their Field Education Instructor within ten (10) business days.

## **Appeal Practicum Placement**

If students have concerns about the suitability of their practicum prior to starting their practicum but after the assignment of the placement, then an [Exception to Field Policy Request Form](#) be submitted for review by the Field Education Committee. The student members of the committee will not be present for the review of the request if student identifiers are unavoidable in the presentation of the appeal.

Concerns that may justify a change in assignment after practicum has started include conflict of interest, occurrence of discrimination or harassment, or the field instructor and student identify a substantial reason for it not being a good match.

If a new practicum is deemed appropriate by the committee, the Field Education Coordinator will arrange for another suitable match. Every effort will be made to line up a practicum for the same initial term. However, there is not guarantee this will occur due to agency and instructor availability.

## **Inability to Confirm a Practicum**

The Field Education Office will work closely with all students in supporting and advising them through the process of setting up the field practicum. However, the Field Education Office does not guarantee that a practicum will be found for every student by the required start date. Goodness of fit and availability of agencies play a significant role in confirming a practicum. If by the end of the first week of the term that the student was set to start practicum, multiple attempts to secure a practicum have failed students may be moved to a different Field Education stream.

The Field Education Coordinator will then work collaboratively with the student to devise a plan to address gaps (e.g., in learning, preparation work, or professionalism) that will lead to a greater likelihood of success in securing a placement in the future and in completing the placement successfully.

## **Confirmation of Practicum Meeting**

This meeting occurs within ten (10) business days of the student receiving confirmation from the Field Education Coordinator of their assigned practicum via the field education tracking and evaluation software. The student will initiate the confirmation meeting with the Field Education Instructor. During the meeting with the Field Education Instructor the student initiates discussion about each of their expectations of the student-instructor relationship. Through this early discussion, the Field Education Instructor and student will begin to mutually contract ways of relating and dealing with challenges together before they arise. The ideas, plans and insights generated from these initial discussions will advance the learning and teaching opportunities in the practicum to the mutual benefit of both the student and the Field Education Instructor.

The following topics should be discussed during this meeting.

1. Start date
2. Schedule/hours
3. Dress code
4. Any suggested/required readings to complete prior to practicum commencement

5. Any prerequisites required from the student
6. Brief overview of roles and responsibilities of the student
7. Supervision model/structure/schedule

It is expected that students discuss at this meeting the completion date of their practicum. It needs to be communicated and documented on the field education tracking and evaluation software if the student will remain in their practicum until the end of the term regardless of 450 hours already being met OR if the student will complete their practicum upon reaching 450 hours regardless of time in the term.

During this meeting, the student and Field Education Instructor complete the field education tracking and evaluation software (IPT) Confirmation of Practicum form.

### **Confirmation**

The practicum is not finalized until the Field Education Instructor, student, and Field Education Coordinator have each signed the Confirmation Form. The signed form must be completed by the appropriate deadline as indicated on the MSW Program Homepage. Once the practicum has begun, changes in the placement need to be approved by the Field Education Coordinator. The School reserves the right to change any practicum assigned to a student.

### **Pre-Practicum Preparation Sessions**

As part of the Course requirements for passing, students must attend pre-practicum preparation sessions as outlined in the course syllabi (SOCW519 and SOCW559), in the term prior to their field practicum. Topics that are critical for a successful practicum experience are covered, including discussions of roles and objectives, professional conduct and responsibilities, interview preparation, skills workshops, expectations and practical steps. There will be opportunities to review general questions about practicum matching, processes and evaluation.

The course calendar indicates the days for these sessions as placeholders, but they do not occur every week. The most current dates, times and locations of the class are posted on the MSW Homepage on Canvas.

If extenuating circumstances prevent a student from attending, the student must submit an [Exception to Field Policy Request Form](#) prior to the training. The submitted form will be reviewed by the Field Education Coordinator and taken into consideration for assigning a pass or fail grade, as attendance in these classes is a requirement for passing the Field Education course. The Field Education Coordinator may consult with the Field Education Committee in the consideration of the student's request.

### **Agency Specific Requirements**

Some agencies may require an updated immunization record, additional trainings, a criminal record check (CRC) or an RCMP check in order to host a social work student. These additional measures and/or costs associated with field education will be the expense of the student. It is the responsibility of the student to identify and successfully fulfill specific agency requirements.

The School of Social Work cannot share criminal record check results they receive with agencies unless a signed waiver is completed, and is only permitted to share criminal record check results with agencies for the purpose of practicum. The School of Social Work is not permitted to share criminal record check results for the purpose of employment or volunteer opportunities. If an agency requires the criminal record check results of a student, the process to complete is as follows:

1. The student emails the Field Education Coordinator at [ask.field@ubc.ca](mailto:ask.field@ubc.ca) to request their individual waiver (waivers include the date the criminal record check was completed for the specific student)
2. The completed and signed waiver is to be returned to the Field Education Coordinator via email at [ask.field@ubc.ca](mailto:ask.field@ubc.ca) or hard copy.
3. The Field Education Coordinator will provide the completed waiver and criminal record check results to the Field Education Instructor.

If the agency does not accept a copy of the previously completed CRC, students need to complete a new CRC for that specific agency. Due to the time required to receive a CRC, students should find out as soon as possible from their agency if an additional CRC is required, to avoid delays.

### **Health Authority Practicums**

Health authority practicums have additional requirements for practicum. These settings can include but are not limited to, hospitals, community-based services, or long-term care facilities. Practicums must be formally requested by the Field Education Coordinator through the Health Authority HSPnet system. In order to put forward the request students must complete an HSPnet consent form. Students will be provided the HSPnet consent form by the Field Education Coordinator to review and complete.

Each Health Authority has various processes and requirements. The school has been provided with a clear list of requirements from Interior Health. Interior Health requires that all of the requirements are completed before the student begins their practicum, while other health authorities may vary in their expectations regarding timing. Below are requirements for all Interior Health Authority practicums:

- HSPnet request
- Interview with prospective Field Instructor and/or Social Work Professional Practice Leader
- [SPECO checklist](#)
- IHA Orientation for Student and Faculty
- [Link to SPECO curriculum](#)

### **Own Agency Requests**

A practicum in the place where a student is currently employed must have prior approval of the Field Education Coordinator. Such a practicum requires a clear delineation between the student and employee roles and will only be approved where it can be reasonably proved that no conflict of interest exists. Because the student and the organization may find it difficult to differentiate between the focus on learning and the focus on work, students and agency personnel should be aware that a practicum at the student's place of employment may not be appropriate.

### **Potential Risks Involved with Own Agency Practicum**

- The student's learning needs may be minimized in the interest of meeting agency priorities.
- The student may feel constrained about thinking critically about their agency.
- A negative evaluation of the student's performance may affect the student's employee status.
- Workplace conflict and disputes due to the dual role of the student may create tension

An Own Agency Practicum may only be utilized as a practicum site when all of the below requirements are met and is approved by the Field Education Coordinator:

- The proposed agency must meet the same criteria as other approved School of Social Work field education agencies, which will be confirmed by the Field Education Coordinator.

- The agency must be large enough and sufficiently diversified so that the activities will constitute new learning for the student: i.e., a new population, new treatment modalities/methodologies, new field of practice. The student should be placed in a different department/unit, different floor, or different site from current position as employee.
- The agency releases the Field Education Instructor to provide the student with direct educational supervision.
- The agency releases the student from job-related responsibilities to assume the field education student role.
- The agency provides a procedure for addressing potential conflicts of interest and ethical concerns in the practicum.
- Confidentiality between the field education instruction staff and the work staff will be maintained in order to encourage the student to challenge themselves in their learning process while not jeopardizing their return to employment (i.e. information concerning their evaluation and progress will not be shared).
- If approved students are allowed to do only one field practicum at their agency of employment.
- All of the required field education hours must take place under the supervision of a new (to the student) MSW-qualified Field Education Instructor. The Field Education Instructor must meet the standards of our program unless other arrangements have been approved by the Field Education Coordinator.
- Students must submit the [Own Agency Form](#) at the same time as the Field Education Application Form.

Students are not permitted to accept paid employment at the agency where they are completing a practicum. In larger agencies, students may be approved to accept paid employment (not paid practicum) if it is with an entirely different unit and supervisor, this must be discussed with the Field Education Coordinator prior to accepting any employment.

### 3. While in Practicum

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#### Supervision

Supervision is a critical component of students learning and growth in practicum. Field Instructors and students are expected to meet for a minimum of 90 minutes of supervision each week. Various supervision models are acceptable, and could include group supervision, amongst others. The timing and format of the supervision can be mutually agreed upon in the first week of practicum and ideally remains consistent through the practicum. This supervision time helps ensure that there will be an opportunity for ongoing communication regarding practice issues, knowledge integration and professional development. In situations where there is a co-supervision or team-supervision model, one person must be designated as the Field Instructor who is ultimately responsible for the student evaluation.

The School recognizes and expects the gradual independence process of a student throughout a practicum. Students ideally begin with shadowing, progress to working with field instructor observation and move towards independent tasks with support and consultation. The process of being observed and receiving feedback while learning is an integral part of developing higher level skills.

#### Liaison Meetings

The purpose of the Field Education Liaison meetings is to help promote the student's learning. These joint meetings are centered on how the practicum is going generally and helping bridge any concerns

between student and agency. Field Education Liaisons will make a minimum of three points of contact with students and their Field Education Instructor during the duration of the practicum. The chart below addresses timing and meeting purpose.

Meeting	Method of Interaction	Materials Used for Discussion	Purpose
Initial Check-In (within first 2-3 weeks)	In person or virtual  *If a distance practicum the meeting will be via video conference  Student is responsible for arranging the meeting time	Learning Plan	Clarify the program goals and expectations for the practicum  Assist in the development and clarification of the learning plan  Ensure that the Field Education Instructor and student have an agreed upon process for dealing with concerns.
Midterm Check-In  Coincides with midterm evaluation meeting between the student and instructor.	Video conference or phone unless requested in person by the student and/or instructor.  Student is responsible for arranging the meeting time	LOW Midterm, Time Sheet, and Learning Plan	Review the progress of the practicum.  Discuss plans or remainder of the practicum.  Ensure all forms are up to date. Provide any needed support to the student or Field Education Instructor.
Final Check-In  Coincides with final evaluation meeting between the student and instructor.	Video conference or phone unless requested in person by the student and/or instructor.  Student is responsible for arranging the meeting time	LOW Final, Time Sheet, and Learning Plan	Discuss the overall experience of the practicum-challenges and highlights.  Ensure all forms are complete.  Review requirements for concluding the practicum.

## Learning Plan

The Learning Plan outlines specific learning goals of the student and activities that will be undertaken to achieve them. The learning plan is a valuable document that should be referred to multiple times throughout the practicum. It will be referenced at both the midterm and final evaluation meetings. A learning plan is created on the field education tracking and evaluation software by the student, with consultation from the Field Education Instructor if required. Further instructions for completing this document are found on the Learning Plan document. The learning plan should be drafted one day prior to your initial check to allow for the Field Education Liaison review.

## Tips for Creating Learning Goals

The learning goal is what the student wants to be able to demonstrate in terms of knowledge and/or skills upon completion of the Field Education.

It needs to be specific. Broad goals such as, “I want to learn more about different mental health illnesses” is a great starting point but do not give the student or Field Instructor enough information to develop activities and accountabilities. Aim for more specific goals that provide detail such as, “I want to learn

how to complete mental status exams with youth” or “Develop knowledge of legislation that relates to capability”.

When the goal is written with clarity both student and Field Instructor will easily be able to identify if student is successful in meeting the goal.

The learning goal needs to be advancing. The goal to “be a good team player” is only appropriate if the student currently identifies a challenge in being a good team player.

Activities need to be specific and directly linked to the learning goal. One learning goal could and should have multiple activities to support that learning. For example, the learning goal of “Develop knowledge of legislation that relates to capability” these could be some activities:

- Research what legislation exists in BC and Canada
- Discuss impacts and integration of legislation applicable to clientele at agency with Field Instructor after research completed
- Seek knowledge from Vulnerable Adults specialist in Interior Health
- Contact Public Guardian and Trustee for direction on where to gather more knowledge

### **Midterm and Final Evaluations**

Evaluation is an ongoing process of assessing and clarifying the extent to which the student is applying knowledge, values and skills in practice. Participation of the student and feedback to the student are essential to promote the integration of theory and practice, as well as to promote professional growth and development.

It is expected that Field Education Instructors and students will monitor and discuss student progress on an ongoing basis throughout the practicum period and develop plans to address any identified gaps or concerns. Formal evaluations are to occur at two particular points: at midterm and near the end of the placement period.

### **Field Liaison Involvement**

- The midterm and final evaluation occurs between the Field Instructor and Student. The student, Field Instructor, or Field Liaison can request the Field Liaison be present (via phone call or video conference) for the evaluation meeting. Once the evaluation is complete, the student and field instructor will meet with the field liaison for a check in.
- The check ins take approximately 15-20 minutes, and can occur via phone call or video conference. If the placement is in the Okanagan Valley, the student and field instructor may also request an in-person meeting.
- Midterm and final check ins are often scheduled during the initial learning plan meeting. If not, the field liaison will reach out to student and field instructor via phone or email to set up a time to meet.



## Midterm Evaluation Process

- The midterm evaluation will be carried out in a meeting between the student and Field Education Instructor. The student is responsible for initiating a request to meet with the Field Education Instructor once they have completed or are near completing 225 hours in practicum.
- The Learning Outcomes Worksheet (LOW), as it relates to the Learning Plan are used as the focus of the discussion. Both the student and Field Education Instructor must sign off on the required midterm evaluation forms after the evaluation meeting has taken place.
- The Field Education Liaison will review and document the completion of the required evaluation forms after the midterm evaluation student/instructor meeting and schedule a midterm evaluation check in meeting within a week.
- Appeal: If the student does not agree with the evaluation, they may submit a letter to the Field Education Liaison outlining their concerns.
- If a student fails to submit their required field education documents and participate in the evaluation meetings, the practicum may be suspended until they have done so.

How to prepare	What to expect	Documentation
<ul style="list-style-type: none"><li>• Student completes LOW midterm document one week prior to meeting</li><li>• Field Education Instructor completes LOW components 2 days prior to meeting</li><li>• The Field Education Liaison holds a mid-term evaluation check in meeting unless attending the Student-Instructor Evaluation meeting</li></ul>	<ul style="list-style-type: none"><li>• Review learning to date and progress ratings, using LOW document to guide discussion.</li><li>• Review learning goals for second half of practicum</li></ul>	<ul style="list-style-type: none"><li>• LOW midterm portion completed by both student and Field Education Instructor</li><li>• Hours in Field Education Timesheet up to date</li></ul>

***For further information on the midterm evaluation process, please refer to the appropriate course syllabus.***

## Final Evaluation Process

### Field Liaison Involvement Liaison

- The student, Field Instructor, or Field Liaison can request the Field Liaison be present (via phone call or video conference) for the entire evaluation meeting.
- If the Field Liaison will not be present for the entire evaluation meeting, they will participate in the first 15-20 minutes of the meeting via phone call or video conference.
- The student is to notify the Liaison when the evaluation meeting is scheduled.

The final evaluation generally follows the same process as the midterm evaluation:

1. The final evaluation will be carried out in a meeting between the student and Field Education Instructor. The student is responsible for initiating a request to meet with the Field Education Instructor once they have completed or are near completing 450 hours in practicum.
2. The Learning Outcomes Worksheet (LOW), as it relates to the Learning Plan (both available through the IPT system), the Field Education Timesheet, and finalization of the Field Education Learning Plan, as well as the student's field education portfolio (if they chose to prepare one) are used as the focus of discussion.

3. Both the student and Field Education Instructor must sign off on all required final evaluation forms (see course syllabus. Students and Field Education Instructors may print copies for their own records.
4. The Field Education Liaison will schedule a final evaluation review meeting and file the evaluation package.
5. Appeal: If the student does not agree with the evaluation, they may submit a letter via email to the Field Education Liaison outlining their concerns.

How to prepare	What to expect	Documentation
<p>For final meeting:</p> <ul style="list-style-type: none"> <li>• Student completes LOW final document one week prior to meeting.</li> <li>• Field Education Instructor completes final LOW components 2 days prior to meeting.</li> <li>• The Field Education Liaison schedules a final evaluation review meeting unless attending the student/instructor final evaluation meeting.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and celebrate learning and growth through practicum, using LOW document and ratings to guide discussion</li> <li>• Identify strengths and areas for continued learning</li> </ul>	<ul style="list-style-type: none"> <li>• LOW final document completed</li> <li>• After final check in with liaison, review all forms and ensure they are signed off <ul style="list-style-type: none"> <li>○ LOW final</li> <li>○ Field Education Time Sheet</li> <li>○ Field Education Learning Plan</li> </ul> </li> </ul>

*For further information on the final evaluation process, please refer to the appropriate course syllabus.*

## Ending Well

Below is an optional checklist that students can review during the last few weeks of practicum.

- Reflect on the progress that has been made at the practicum and plan to achieve any outstanding tasks or goals.
- Initiate conversations with the Field Education Instructor, other employees, and clients about the ending of field education. This will ensure that the ending is not abrupt and allows time for discussion about the ending.
- Ensure that paperwork and projects are completed and submitted.
- Plan for the last day at practicum. Often social work students feel gratitude toward their Field Education Instructor and agency. Feel free to plan something special to show appreciation.
- Meet with the Field Education Instructor and contact the Field Education Liaison for final check-in
- Once your evaluation has been finalized, consider offering a small gesture of gratitude i.e., a card) to your Field Instructor and the Agency, particularly if culturally significant.

## **End of Practicum Survey**

A survey is available at the end of practicum to collect feedback from both students and field education instructors. This information is a valuable resource that keeps practicum information current and assists the Field Education Coordinator in developing and revising effective practicum processes.

[https://ubc.ca1.qualtrics.com/jfe/form/SV\\_3W5EJWgr0BU64Bw](https://ubc.ca1.qualtrics.com/jfe/form/SV_3W5EJWgr0BU64Bw).

Students are required, as part of their course, to complete the end of practicum survey by the deadline stated on the course syllabus. There are two parts to the student survey. Part one is anonymous feedback about the overall Field Education experience. Part two is not anonymous and is specific to their practicum location and experience. Feedback from the part two survey may be shared with the Field Education Instructor and/or agency. If students have concerns regarding their feedback being shared they are to connect with the Field Education Coordinator.

Field Instructors are required to complete the end of practicum survey by stated deadline provided by the Field Education Coordinator.

## **4. Field Education Policies and Procedures**

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### **Accommodation Policy**

The School of Social Work adheres to [UBC Policy #73](#), Accommodation for Students with Disabilities, and is committed to making the practicum experience accessible to all students. The practicum accommodation is a collaborative process characterized by discussion with the student, Field Instructor and Field Education Liaison and Disability Resource Center (DRC) as needed.

If a student is aware of any anticipated accommodation (disability or non-disability related) required in their practicum, they must notify the Field Education Coordinator as soon as the requirement is known. If the accommodation is due to a disability, students will be required to register with the UBCO [Disability Resource Centre](#). The DRC can support and guide the student through the accommodation process and will consult with anyone experiencing barriers in their education. The Field Education Coordinator will work with the Disability Resource Centre to best meet the needs of the student.

Students have an opportunity to notify the Field Education Coordinator of requests for accommodation in practicum through the [Field Education Application Form Part A](#).

Students with a Disability Resource Centre registered need for accommodation will receive priority in matching due to the potential of fewer agencies being able to meet the accommodation request.

Click on [FAQ](#) to see examples of accommodations that may be relevant to the field experience.

### **Extension of Practicum**

If, due to unforeseen circumstances, a student becomes aware that they will be unable to fulfill the required practicum hours by the end of term the following process should be followed.

1. Discuss with Field Education Instructor
2. Notify Field Education Liaison as soon as possible

3. Field Education Liaison will inform Field Education Coordinator that there is a concern. In cases where the situation affects student progression in the program, the Program Coordinator will be consulted with.
4. Student fills out [Exception to Field Policy Request Form](#)
5. A meeting will be arranged between student, Field Education Liaison, and Field Education Coordinator to determine next steps, which will vary according to the individual situation.
6. Potential actions could include:
  - Extending the practicum within the same agency
  - Supplementary hours from a different agency
  - Possible additional fees

### **Field Education Instructor Absence**

If the Field Instructor must be away beyond 2 weeks, they are to advise the Field Education Liaison to help ensure appropriate alternate supervision is in place.

If a student's Field Instructor leaves the agency after the start of the field practicum, attempts will be made to find an appropriate replacement within the agency, if no other suitable Field Instructor is available within the agency, other alternatives will be explored. If no other alternatives are possible, a new practicum with a qualified Field Instructor will be arranged for the student in which the following will apply:

- The student will be involved in the decision-making process.
- The Field Education Liaison originally assigned to the student will remain with the student in order to provide support and continuity for the student and new field instructor.
- There is no guarantee of a second practicum being arranged during the current term. If it cannot be arranged the student will receive a "T" grade-which indicates "continuing".

### **Student Practicum Misconduct Reporting Form**

Field Instructors have access to a Misconduct Reporting Form on the field education tracking and evaluation software. They are asked to document any incidences and/or behaviour that breaks the expectations of the professional conduct standards or significant concerns regarding the progress in the practicum. Upon receiving this form, the Field Liaison and/or Coordinator will work collaboratively with the Field Instructor and student to address the matter.

### **Field Education Corrective Action Plan**

This is developed by the Field Education Liaison or Field Education Coordinator following the submission of an Incident Report or Practicum Misconduct Report made that outlines significant concerns of a student's progress and/or behaviour in practicum. The Corrective Action Plan will clearly identify the misconduct, the professional standards and/or program policies that were breached, any remedial action to be taken by the student, Field Instructor, or School. It will include a date by which the student must have completed the remedial action.

### **Incident Reporting Form**

This form can be utilized by students, the Field Education Liaison and/or the Field Education Coordinator. Its purpose is to document details of events that occur in the context of Field Education that are out of the norm, identify a risk/concern, and/or require follow up. This form can be found on the MSW Canvas Homepage under the Field Education Tab for students and on the Field Instructor Hub

for Field Education Instructors. Once completed, this form will be filed in the student's file with the School of Social Work. Circumstances under which the Incident Report should be used are found in the [Appendix F](#).

### **Strike Procedures**

Students who are applying for a practicum in a unionized environment are encouraged to speak to the agency about the potential for a labour disruption and the agency's policy around students in practicum during a labour disruption.

Students are to be informed of the potential risks to crossing a picket line and the potential risk involved in engaging in strike activities. If strike action occurs while the student is in placement, the student is advised by the Faculty of Social Work not to cross and/or join in the picket line. Students should not cross or join illegal picket lines.

Any student hours/days spent engaged in work, which would normally be the responsibility of unionized social workers, will not be acknowledged as practicum hours. Alternate activities, related to the student's placement practice area, may be assigned. These activities are to be jointly approved by the Field Education Liaison and Field Education Coordinator. No make-up time will be required for those students who participate in alternate activities during a strike.

If the strike continues for an extended period, alternate learning activities, to meet course requirements, will be provided, following consultation with the Field Education Liaison and Coordinator and the student(s) directly impacted. There is no guarantee that in this event that the student will be able to meet the course requirements by the end of the term. This may result in a delay in the program completion or alternate practicum site selected.

### **Risks**

There are risks to crossing a picket line and risks involved in engaging in any strike activities. The university is not liable for any mishap or injury incurred while engaged in collective action.

### **Offers of Employment by Agency While in Practicum**

The School of Social Work is committed to ensuring students have a learning experience in their practicum that is focused on the goals and objectives negotiated and stated in their Learning Plan. For those with potential employment opportunities within their field education site, these guidelines are intended to reduce the potential for conflicts of interest while ensuring student learning outcomes and supervision needs are the priority for the duration of the practicum.

In larger agencies, students may be approved to accept paid employment (not paid practicum) if it is with an entirely different unit and supervisor, this must be discussed with the Field Education Coordinator prior to accepting any shifts.

If students are offered employment, they should not negotiate commencement of employment until their field education hours are concluded, and they have completed and submitted ALL documentation related to practicum to the Field Education Office. The UBCO's liability insurance and Workplace Safety Insurance will only apply to duties completed within the scheduled practicum hours.

### **Financial Remuneration**

Students do not get financial remuneration while in practicums. However, agencies, in accordance with their own incidental cost policies, can reimburse students for expenses incurred when carrying out their

student responsibilities. When this is not possible, students need to be informed before the practicum is confirmed. Students and Field Education Instructors are encouraged to discuss this in the preliminary meeting.

### Witnessing Client Documents

Students are not permitted to witness signatures on documents for clients outside of the mandate of the agency. Examples of documents include rental agreements, loan applications, lease agreements, and all other legal documents.

### Professional Conduct

The School of Social Work is committed to creating a learning environment conducive to optimal education and clinical practice. The School has identified standards of professional conduct as minimum requirements for the conduct of students registered with the School of Social Work.

All students are expected to abide by these [Standards of Professional Conduct](#) guided by the [Canadian Association of Social Workers](#), as well as the UBC [Board of Governors Policies, Procedures and Guidelines](#) and UBC Okanagan's [Campus-Wide Policies and Regulations](#), including the [Student Code of Conduct](#). ***Misconduct is any violation of the above referenced Standards of Professional Conduct.***

Social work students are not held to the standard of care of fully qualified professionals, but rather that of a reasonable student. Students are expected to be competent for their position and have greater skills than lay people. They are expected to know their own limits and, when appropriate, to refer the case to or seek assistance from the Field Instructor or other qualified staff.

### Conflict Resolution/Challenges in Practicum

Students are expected to take initiative in seeking advice, consultation or help from the Field Education Instructor, Field Education Liaison or the Field Education Coordinator. If a student encounters a situation that needs resolution, as a professional, the student is expected to follow the process below.

- Either discuss this directly with the person(s) involved or seek outside assistance.
- Consult with their Field Education Instructor- discussion between Field Education Instructor and student may adequately resolve issues.
- If applicable, Field Education Instructors are encouraged to document instances in a Practicum Misconduct Form (on IPT).
- Consult with Field Education Liaison and then if necessary, the Field Education Coordinator for additional support or assistance.
- Instances which require remedial action are to be tracked by the Corrective Action Plan Form, which can be obtained from and submitted to the Field Education Coordinator.
- If the situation cannot be resolved through these steps, see [Termination of Placement](#) process.

If a student feels they are being asked to do something unfair, unreasonable, unethical or illegal they must:

- Consult with the Field Education Instructor first, or if necessary, consult with the Field Education Liaison immediately. Acting against an agency's policy without consultation could result in a student's removal from the agency.
- Complete an [Incident Report Form](#) to document details and submit to Field Education Coordinator.



## **Concerns Regarding Students' Professional Conduct in Practicum**

Students' behaviour that causes the Field Instructor, Faculty Liaison or Field Education Coordinator to question the student's potential to achieve the practicum objectives or practice as a professional social worker should result in a thorough review. A student's impaired judgment, professional misconduct, failure to adhere to the CASW Code of Ethics or ACSW Standards of Practice and/or engagement in irresponsible behaviour places the student at risk of failing the practicum and/or removal from the program.

Initial Steps When Serious Concerns Are Identified by below persons:

### **Field Education Instructor**

If concerns develop about a student's practicum progress and/or behaviour, the instructor should:

- If possible, share the concerns and potential for remedial action with the student;
- Contact the Faculty Education Liaison for consultation as soon as possible; and
- Document the problematic behaviour or lack of progress in Practicum Misconduct form on IPT.

### **Student**

If concern about their practicum progress and/or behaviour are brought to their attention, the student should:

- Listen to the concerns and potential for remedial action described by the Field Instructor;
- Be explicit about learning needs, including supervision needs;
- Ask for clarification in writing;
- Contact the Faculty Liaison for consultation as soon as possible; and

### **Faculty Education Liaison**

If concerns develop about a student's practicum progress and/or behaviour, the liaison should:

- Provide support to the student and field instructor, including information about the policies and processes related to challenges in practicum.
- Consult with the student and/or Field Instructor as needed, documenting these consultations on the School Incident Report Form and email to the Field Education Coordinator; and
- Inform the Field Education Coordinator as soon as possible.

When an issue cannot be resolved in field practicum or is considered to be egregious by the Field Education Coordinator, the student may be referred to the School's Professional Suitability Committee. This may lead to termination of practicum or removal from the program.

The process that takes place prior to a decision that a student is deemed unsuitable is described in Appendix D of the Student Handbook.

## **Termination of practicum**

The School of Social Work reserves the right at any time to terminate a field practicum when it is determined that the scholarship, professional fitness, or professional conduct of a student is unsuitable for the practice of the social work profession, or when responding to allegations of serious, unprofessional conduct by either the student or the agency.

A student may not self-terminate a practicum. Abandonment of duties, particularly as it relates to client relationships, is a serious ethical violation of professional norms and can have very serious consequences for the agency, clients, and student's standing in the program.

A student who wishes to terminate their practicum for any reason should follow the [Conflict Resolution](#) process first. If the request is the result of a specific-acute incident, including perceived harassment or discrimination, an [Incident Report](#) is ideally completed the same day as the incident.

(Please see [Harassment and Discrimination Policy and Procedures](#) for further information on expectations and processes). Once the Incident Report has been submitted the student must send an email to notify the Field Education Coordinator. The Field Education Coordinator will follow up and help to determine appropriate course of action.

Field Education Instructors are to report concerns to the Field Education Liaison verbally or in writing and complete a Student Practicum Misconduct Form. The Field Education Liaison will consult with the Field Education Coordinator, who will direct the next steps.

A student may be assigned a grade of Fail (F) for field education which would lead to the involvement of the Program Coordinator if any of the following were to occur:

- The student ceases to attend the field practicum without consultation;
- The field practicum has been terminated due to unsatisfactory progress (as outlined in the course syllabus); or,
- The field practicum has been terminated because the continuing presence of the student in the agency jeopardizes the welfare of clients and/or staff
- The student violates agency policy.

In the event of a practicum termination, a student cannot continue with subsequent scheduled coursework until they have met with the MSW Program Coordinator of the School of Social Work and Field Education Office. Students who are required to withdraw should refer [College of Graduate Studies](#) for more information.

### **Attendance and Participation**

The Field Education Practicum can be intensive and is highly participatory in nature. Regular attendance is a professional commitment that is expected of students in their Field Education prep classes, practicums, and other mandatory scheduled events. Vacations and other personal events should not conflict with field practicums.

Students are expected to make appropriate and professional decisions regarding absences. If a student is unable to make it to practicum, they must notify their Field Education Instructor immediately, or leave a message if the Field Education Instructor is unavailable. It is the student's responsibility to make sure that clients are notified of any absence, and that other arrangements are made to provide service for clients in the student's absence.

If it is considered that the student has made an unprofessional decision in this respect, the Field Education Instructor will first attempt to resolve the problem with the student and will document the occasion in a Student Practicum Misconduct form. If it cannot be resolved, a Corrective Action Plan can be initiated with the Field Education Liaison and Field Education Coordinator.

Students who, because of unforeseen events, experience a prolonged absence during a term must report to the Program Coordinator of the School of Social Work to request academic concession as close as possible to the time when attendance is adversely affected. If appropriate, the [Exception to Field Policy Request Form](#) can be used.

For further information, please refer to UBC Okanagan's Campus-Wide [Policies on Academic Concession](#) page for information on conflicting responsibilities and unforeseen events.

Failure to meet attendance standards, as outlined in this handbook and course syllabi, may result in:

- Timeframe for field education to be extended to meet duration and learning objective requirements-which could include additional fees. There is also no guarantee that the agency/instructor is available to support the practicum beyond the initial agreed upon date,
- The student failing the course.

### **Holy Days**

UBC recognizes the diversity of religious practices among its students. UBC will review requests from students to absent themselves from regularly scheduled classes, field practicum hours and/or examinations on formal holy days of a recognized religion actively practiced by the requester. Consideration of such requests will be subject to operating constraints of the agency. Students will be required to make up missed hours or fulfil other such requirements as may be deemed necessary and appropriate in granting the request.

Students shall inform their Field Education Instructor on the first day of the practicum of the holy days on which they wish to be absent during a semester and shall discuss possible alternative arrangements with the Field Education Instructor. Field Education Instructors shall make reasonable efforts to accommodate such requests. In some instances, consultation with the Field Education Coordinator or Program Coordinator may be advisable.

### **Statutory Holiday and University Breaks**

All students are strongly encouraged to take a break during the university winter break (December) and regular statutory holidays, but to attend their regular practicum days through reading breaks in November and February in order to provide consistency of service to clients and agencies.

The general expectation is that students will not take time off during reading break for personal or family vacations. If students wish to take time off at reading break or some other time, they may do so if it is arranged with their Field Education Instructor and causes no complications or hardships for their clients or agency work. Students who wish to take time off must make these arrangements prior to commencing their practicum and get an agreement on this in writing from their Field Education Instructor, including a plan for how the missed hours will be made up. The Field Education Liaison may request a copy of this written agreement/plan.

### **Bereavement**

The school acknowledges the unique needs of the bereavement and the difficulty that may be involved. Students who experience bereavement and require time away from practicum, should inform their Field Instructor and Field Education Liaison at their earliest convenience and indicate their expected return to practicum, if known. The student will meet with the field instructor and field education liaison to create a plan to make up the time.

### **Illness**

The student must make up time missed due to illness.

When the time lost in practicum due to illness exceeds what can be reasonably recovered within the academic year, a medical deferment may be obtained. Please see the Student Handbook for this process.

In consultation with the student, the Field Education Coordinator will then decide when the practicum can be completed, whether it can be completed by the student at the same agency or at a new placement site, and how much time will be required to adequately evaluate the student's practice. See [Extension of Practicum](#) section for further details.

## Confidentiality

Confidentiality is a fundamental tenet of social work practice. Field education students are expected to uphold professional standards of conduct, including respect for the confidentiality of client and agency information obtained while in practicum. Students shall exhibit the highest degree of professional discretion and integrity when encountering confidential data or materials. This policy equally applies to students sharing in social media spaces, posting pictures and other electronic formats. Any confidential information obtained while in practicum must remain confidential and not be shared once the practicum has ended. See [Professional Standard of Conduct #5 \(CASW\)](#) which speaks to expectations around Confidentiality.

## General Guidelines Related to Confidentiality

<b>Practicum</b>	The student shall not reveal confidential communications or information without the express consent of the client, unless required to do so by law. Always follow agency protocols regarding confidentiality and the release of information.
	Discussion of client information with a client's family and friends is unethical and is a breach of confidentiality unless the student has the client's express permission to do so.
	Discretion should be used when discussing a client or private agency information where there is potential to be overheard by employees, workers, or clients.
	The information disclosed to a social work student by a client is confidential to the greatest possible degree. However, this does not preclude the student from sharing information with their Field Education Instructor for the purpose of supervision, nor should it prevent completing necessary documentation. Students can inform clients that, as students, their information could be or will be discussed in the realm of supervision.
<b>Classroom</b>	Within the walls of UBC classrooms, students must use the utmost care and professional discretion in discussing, obtaining, and sharing information about clients and agencies.
	Students may receive consultation in seminar or classroom settings, where the specifics of the client are protected, and the intent is to enhance or improve the professional or the service provided. It is the student's responsibility to determine and seek guidance as to when information they share falls under consultation and is shared outside of the agency.
	While it is acknowledged that the integrative seminar classroom is a public setting, instructors and students shall respect one another's privacy when discussing classroom activities outside of the classroom.
	<p>Social workers and social work students are governed by the British Columbia College of Social Workers and as such, do not disclose identifying information when discussing clients for teaching or training purposes, unless the client has consented to such disclosure, as noted in the <a href="#">BC College of Social Workers Standards of Practice</a>, section 5.10.</p> <p><i>Social workers obtain clients' informed consent before photographing, audio or video taping or permitting third party observation of clients' activities. Social workers comply with the requirements regarding use or disclosure of information for research or educational purposes set out in any applicable privacy and other legislation. In the absence of any applicable legislation, where case scenarios are</i></p>

	<i>presented for research, educational or publication purposes, client confidentiality is ensured through the alteration and disguise of identifying information.</i>
<b>In other settings</b>	Discussion of a client's problems outside the agency or university classroom, or in a public place (such as the university hallways, a public washroom, a café, or an elevator) is unethical and violates confidentiality.
	Outside of the agency or the university classroom, discussion of a client (even if the student believes they are safeguarding the client's identity) is unwise and may impair public confidence in the social work profession.
<b>Duty to warn and breaching confidentiality</b>	Students should not confuse confidentiality with their duty to act in instances where there is concern of harm to self or others. When working with children or vulnerable adults, the duty to warn applies to statements or information about abuse.
	Where students are obliged to make a report, they must make every effort to consult directly with their Field Education Instructor, other agency staff, Field Education Liaison or the Field Education Coordinator before contacting law enforcement, child protective services, or other governing body.
	If breaching confidentiality becomes necessary, it should be done in a way that minimizes harm to the client or the agency and that heeds any applicable laws and always with consultation from the Field Education Instructor.

## Conflict of Interest

A conflict of interest is defined as any situation that could result in compromised social work judgment or client care because of a personal or familial relationship with an assigned client, care provider, facility, agency or client care area.

The student is obliged to inform the Field Education Office of any circumstances that may compromise the integrity of the practicum. These circumstances may arise before or during the practicum, and the obligation to inform applies to students, Field Education Instructors, and faculty. Arrangements will be made to ensure that students can successfully complete their hours without a conflict of interest.

All efforts will be made to avoid matching a student with a Field Education Instructor who is also a Course Instructor, or in any dual role that involves an imbalance of power. In some cases, such as pursuing an interest in an area of expertise, this may occur. In these situations, the following process will be followed to minimize the risk of conflict of interest.

- Any field instructor who receives an offer to teach a course at UBCO School of Social Work in which their student may be taking must consult with the Field Education Coordinator prior to accepting the offer.
- The student, Field Education Coordinator and the Field Education Instructor must have a discussion before practicum to clearly outline how potential conflicts of interest will be managed.

- Planned mitigation factors may include involving a secondary Field Education Instructor at the practicum agency or planning for the Field Education Liaison to participate in all evaluation meetings.

## **Professional and Personal Relationships**

The establishment of clear and appropriate boundaries with clients is of critical importance. Students must recognize that their role may place them in a position of power and responsibility with clients. It is the student's responsibility to prevent abuse of this power both during and after the provision of social work services. Relationships with clients and colleagues must be professional in nature and conflicts of interest must be identified, managed and whenever possible, avoided.

### ***Use of Social Media***

Although it is recognized that social media is a prevalent means of communication, students should exercise a high degree of professionalism in this regard. To help navigate this, please see general guidelines of conduct below, including information regarding different types of relationships.

- The content of publicly accessible electronic communications should adhere to the values outlined in the CASW Code of Ethics.
- Postings should be treated as public documents recognizing that they could be seen by anyone. Appropriate professionalism in public postings is essential.
- Any use of social media that mentions/identifies the School of Social Work, the Field Education setting, their employees, or client groups, must state that the views expressed are those of the writer and are not the views of the School of Social Work members as a whole, and/or the Field Education setting.
- Members of the School of Social Work are prohibited from publicly using/sharing client related information and/or circumstances. At no time can sharing or exchange of any information related to a client that would in any way reveal a client's identity be permitted.

### ***Guidelines for Interacting with Clients***

- Always maintain professional boundaries in all workplace relationships. Do not contact clients on a personal mobile device or via social media. While in the School of Social Work, developing non-professional relationships on social media sites with clients or their families is prohibited.
- Do not post photos or information or discuss specific details about clients or client-based learning experiences, even if unnamed or seemingly anecdotal.
- Do not comment upon or criticize clients (even if unnamed) in online forums.
- Do not exchange private emails (nor email addresses), text messages or photos with or about clients. All electronic correspondence with clients should be done from a work email (as determined by your practicum agency).

### ***Guidelines for Interacting with Field Education Instructor and Colleagues***

- Do not post content or otherwise speak on behalf of your Field Education Instructor/agency unless you are authorized to do so.
- Maintain professional boundaries in all workplace relationships. Do not exchange private emails, text messages or photos with or about instructors or colleagues.

- Do not criticize fellow professionals, field instructors or fellow classmates, even if unnamed, online. If there are concerns, they are to be addressed through official university or agency channels.
- Do not post photos or information or discuss confidential details about colleagues, instructors or workplace practices online, even if unnamed or seemingly anecdotal.

### ***Guidelines for Using Electronic Devices for Learning Purposes***

- It is the student's responsibility to familiarize yourself with your practicum agency's policy for the use of personal electronic devices for learning purposes. Always ask your Field Education Instructor before using personal devices.
- Students are never to collect client information on a personal mobile device. Only agency provided mobile devices should be used for the collection of client information (such as updated electronic health records or conducting intake assessments, etc.).

Failure to meet these behavioural standards/expectations may result in a report to the School of Social Work's Suitability Committee.

## **5. Health, Safety & Wellness**

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Field Education sites will provide students with specific orientation to their policies and procedures regarding risk management, student and client safety. If the Field Education Instructor does not provide this orientation, the student must ask for it.

Although the risk of physical danger to a student in field education is generally low, student safety is paramount to the School of Social Work. If the student is experiencing an unsafe environment, they must first discuss their concerns with their Field Education Instructor, and then their Field Education Liaison. If concerns of safety are not mediated, then the student and Field Education Liaison can discuss with the Field Education Coordinator.

### **Personal Safety with Clients**

Students should never give out personal information (such as telephone numbers or addresses) to clients and should be cognizant of inadvertently providing identifying information (e.g., 'I catch the bus at...' or 'I live near...'). Students should not see clients while alone at an agency or without access to a professional for support and guidance if required.

If a student is concerned that a client may have the potential to become physically violent, they should notify agency personnel immediately. Protective measures, such as positioning oneself for an easy exit, keeping a cell phone available, and immediately leaving if one feels endangered, should be used in all potentially volatile situations.

Diffusion techniques such as allowing lots of physical space, using non-threatening body language, speaking in a calm yet firm tone of voice and communicating an understanding of the client's concerns, should be used if a client becomes verbally aggressive or abusive. Students should never raise their voice or criticize or correct an angry client. If a student suspects a client may have a weapon, they should remove themselves from the environment as quickly and safely as possible and seek assistance from agency staff member or emergency personnel (911). Do not attempt to remove any weapons.



## Working Alone

When seeing clients in an area outside of the agency such as a client's home, students should discuss procedures and any safety risk in advance with the Field Education Instructor. Helpful strategies may include ensuring someone knows where you are going and when you will return, asking in advance who will be with the client when you visit, being aware of your surroundings and/or pre-arranging to be telephoned during and after the visit. To mitigate the specific challenges of practicum activities outside of the agency, the following workplace safety processes should be considered.

### **Before a student is required to conduct an independent home/community session:**

- The student will receive training on how to identify signs of agitation, de-escalate potentially dangerous situations, as well as how and when to enlist assistance
- The student will be provided with opportunities to observe and shadow the work of the field instructor in the home/community environment
- Clients/work assignments will be pre-screened to assess any history of violence, and will balance the complexity and the level of risk with the student's knowledge, skills and experience
- Field instructors will introduce clients to the student and explain their role within the agency
- Learning objectives for the session will be clearly established
- A cellular phone shall be accessible so that the student can maintain contact with the agency at all times
- The student will provide the agency with their itinerary for the session, as well as their current address, phone number and emergency contact details

### **While in the home/community:**

Depending on the practicum setting, the option to have an escort shall be provided.

- The student will contact the supervisor/designate when commencing and completing the session
- If upon arrival the environment is determined to be unsafe, the student is instructed to decline or terminate the session.

## Insurance

All MSW students are automatically enrolled in student accident insurance to cover any incidents that may arise during off-campus activities such as practicum.

You can read more about it here <https://srs.ubc.ca/insurance/insurance-programs/insurance-student-automatic/>

The basic BC Medical Plan (or its equivalent from another province) must also be in place as the student plan provides only extra medical coverage. International students are automatically enrolled in iMED until their BC Medical Plan takes effect. Physician/surgeon fees are not covered by the plan, as BC Medical, or its equivalent, will pay these costs for claims within Canada.

## Professional Liability

UBC students are covered for professional liability/malpractice coverage while enrolled in SOCW 519 or SOCW 559 as a university-sponsored activity. Agencies may request a letter confirming the UBC coverage by sending an email to [ask.socialwork@ubc.ca](mailto:ask.socialwork@ubc.ca).

## WorkSafeBC Coverage

Students completing the field education portion of their studies are eligible for workers' compensation if they experience work-related illness or injury while doing their field education. Students engaged in a practicum outside of BC are not eligible to transfer this coverage outside of the province and should look into related coverage available to them.

Information on WorkSafeBC insurance for practicum students can be found on the [UBC Okanagan Risk Management web page](#).

## Vehicle

UBC does not provide any form of insurance for private vehicles. Students are responsible for appropriate registration and maintenance of personal vehicles used to commute to and from practicums. If the student is expected to use personal vehicle for practicum purposes, please check with the agency and insurance provider to verify that protection is appropriate for use and clarify with agency who is paying for mileage.

***If students are requested to transport clients, they are only permitted to do so in an agency vehicle. Students are not permitted to transport client in their personal vehicles.***

For tips on preparing for winter road conditions in the interior of BC, see the ["Shift into Winter"](#) campaign.

## Discrimination and Harassment

The [UBC Policy on Discrimination and Harassment](#) applies to students in practicum. While in field education, students may believe they are being harassed by or discriminated against by others (e.g. Field Education Instructor, other workers or practicum students, clients) based on gender, religion, sexual orientation, ethnicity, and other personal characteristics. It is important to voice these concerns with the Field Education Instructor. If the student prefers to share with someone other than the FEI, the student is welcome to share with the Field Education Liaison or the Field Education Coordinator to discuss safety and options. If necessary, students may discuss concerns with the Director of the School or the Dean of the Faculty of Health & Social Development.

The [Incident Reporting Form](#) is used by student/and or receiver of information to document the details of the situation. It is important to know that the Field Office may be obligated to speak with the Director, report to the BC College of Social Workers or take other action if an incident occurs involving the professional conduct of a Registered Social Worker

The [UBC Okanagan Equity and Inclusion Office](#) is available to provide support and guidance in situations of harassment and discrimination.

## Sexual Misconduct

No relationships of a sexual nature are to occur between practicum students, Field Education Instructors, Field Education Personnel, or co-workers while in practicum. If a situation arises in practicum where a student feels sexually harassed, speak with the Field Education Instructor if appropriate or Field Education Liaison as soon as possible. Follow up will occur with the Field Education Coordinator and the Incident Reporting Form is utilized. Further actions may be taken based on the policy below, depending on the nature of the incident.

Sexual misconduct is not tolerated by UBC, as outlined in the [Sexual Assault and Other Sexual Misconduct Policy](#). The policy applies to students, staff and faculty of UBC.

UBC Okanagan has a [Sexual Violence Response office](#) that provides support, information about reporting, and links to community resources for those who have been impacted by sexual misconduct or assault.

# APPENDIX

## Appendix A: Respectful Dialogue and Conduct Resources

The School of Social Work (SSW) is committed to cultivating a respectful, inclusive environment by upholding the University of British Columbia's Principles and Practices of respectful dialogue and conduct. As referenced in the SSW Respectful Dialogue and Conduct guide, the following references provide detailed policies, procedures, resources, and ethical guidelines.

- [SSW Values](#)
- [Respectful Dialogues Guide](#)
- [Student Guidelines for Respectful Online Conduct](#)
- [Building a Respectful Online Work Environment](#)
- [Respectful Dialogue and Debate: Principles and Practices](#)
- [UBCO Statement on Racism and Discrimination](#)
- [Policy SC7: Discrimination + UBC Statement on Respectful Environment for Students, Faculty and Staff](#)
- [BC College of Social Workers Code of Ethics and Standards of Practice](#)
- [CASW Code of Ethics: Core Social Work Values and Principles](#)
- [CASW Guidelines for Ethical Practice](#)
- [UBC ARIE Task Force Final Report](#)
- [CASWE Media Release: Board of Directors Endorses a Statement of Complicity and Commits to Change](#)
- [CASWE Educational Policies and Accreditation Standards for Canadian Social Work Education](#)
- [Trans, Two-Spirit and Gender Diversity Task Force](#)
- [The Disability Resource Centre \(DRC\)](#)

## Appendix B: Standards of Professional Conduct

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Ethical behavior is at the core of the social work profession. The School of Social Work curriculum conforms to the overarching core values of the profession of the [Canadian Association of Social Workers' \(CASW\) Code of Ethics](#). Students are required to demonstrate these core values by exhibiting the behaviors identified and by meeting the following expectations of The School of Social Work with respect to professional conduct: [Guidelines for ethical practice](#).

### 1. Respect for the Inherent Dignity and Worth of Persons

- 1.1 Maintain the best interest of the client as the primary professional obligation.
- 1.2 Respect the intrinsic worth of clients. Do not discriminate in interactions with others, based on age, race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation, unrelated criminal convictions, or any other ground protected by human rights legislation.
- 1.3 Treat clients and their families with respect and dignity both in their presence and in discussions with other members of the health care team or academic community.
- 1.4 Treat all members of the health care team or academic community with respect and dignity in, or out of, their presence, in written communications, and in discussions with others.
- 1.5 Respect client autonomy by disclosing findings and test results pertinent to the client's care and by discussing treatment options with the client or legal representative and by involving the client, or legal representative, in the treatment options where appropriate and with regard to the client's preferences
- 1.6 Adhere to the guidelines for informed consent and consult with the client's legal representative when a client lacks the capacity to make treatment decisions.

### 2. Pursuit of Social Justice

- 2.1 Advocate change in the best interest of the client, and for the overall benefit of society.

### 3. Service to Humanity

- 3.1 Place professional service before personal goals or self-interest.
- 3.2 Conduct research and complete assignments in accordance with university policies and in an ethical and unbiased manner, record and report results truthfully, and credit work and ideas developed by others. Appropriately acknowledge the contributions made by others to your research, publications and other presentations.

### 4. Integrity in Professional Practice

- 4.1 Act with integrity and demonstrate personal and academic honesty in all interactions and communications, verbal and written.
- 4.2 Do not allow another profession, occupation, affiliation or calling affect the social work relationship with the client, professional judgment, independence and/or competence.
- 4.3 Do 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.

- 4.4 Ensure that all communications on the internet and social media are respectful and meet the same level of professionalism as would be expected in direct or other written communications with and about colleagues, instructors, students, and clients.
- 4.5 Use social media responsibly refraining from posting any information or comments related to clients, and from disclosing personal or confidential information about members of the health care team or academic community. Do not post information that is untruthful, hurtful, or disrespectful and use discretion when posting personal information.
- 4.6 Respect the intellectual property of others by adhering to University policy and guidelines related to copyright and distribution of written, audio or digital materials.
- 4.7 Accurately report and record history, test results, and other information pertinent to the care of the client.
- 4.8 Engage in ethical interactions with agencies, by declaring and managing conflicts of interest, real or perceived.
- 4.9 Create and maintain an atmosphere conducive to learning and to the conduct of professional work in all learning environments (classroom and all clinical settings). Maintain personal composure and consideration for others in all interactions. Model language, appearance, and demeanor appropriate to the academic or professional healthcare setting.
- 4.10 Establish and maintain appropriate personal boundaries in relationships with clients, staff, students and faculty, recognizing your potential influence over others and the vulnerability inherent in relationships in which there is a power disparity.
- 4.11 Respect the personal boundaries of others including, but not limited to, refraining from making unwanted romantic or sexual overtures, protecting personal information, and respecting individual workspace.
- 4.12 Do not engage in sexual or romantic relations with clients, or with individuals with whom you have a supervisor/supervisee relationship. Do not engage in exploitive relationships with colleagues, students, clients, or their families for emotional, financial, research, educational or sexual purposes.
- 4.13 Follow specified protocols to disclose and address clinical errors or misjudgments
- 4.14 Do not use alcohol or drugs, including prescription drugs, in any way that could interfere with academic, professional or clinical responsibilities
- 4.15 Report professional misconduct to the appropriate authorities while taking care to avoid unjustly discrediting the reputation of members of the health care team or of the academic community.
- 4.16 Model behaviour consistent with the Code of Conduct and ethics of professional and licensing bodies, and teach and promote concepts of professional behaviour, ethical research and practice.
- 4.17 Meet expectations related to punctuality, attendance and participation in all academic classes and clinical settings including student practicums. Meet deadlines for group or individual assignments, or for the submission of requested documentation and information in the clinical or academic setting. Make timely alternative arrangements when you are unable to meet stated deadlines.
- 4.18 Use computers provided in the academic or health care settings in accordance with the applicable policies and engage for personal use only as provided in the site policies
- 4.19 Use personal communication devices in the academic or health care settings appropriately. Use of personal communication devices must not be disruptive or interfere

with interactions with clients, families, or other health care providers. Comply with requests from clients or other health professionals to cease using personal communication devices in the academic or health care setting

## **5. Confidentiality in Professional Practice**

- 5.1 Respect and maintain the privacy and confidentiality of information about clients. This includes limiting discussion of client health issues to appropriate settings for clinical or educational purposes and to those family member caregivers identified by client consent.
- 5.2 Avoid potential breaches of privacy and confidentiality when communicating through various modes of communication, especially the internet and social media, and take precautionary measures including using other more secure means of communicating as required.
- 5.3 Act in accordance with obligations imposed by privacy legislation related to collection, storage and disclosure of personal information and maintenance and use of health records. Disclose confidential information only when required or allowed by law to do so, or when clients have consented to disclosure.
- 5.4 Adhere to data access and security regulations in both academic and clinical settings. Do not share computer login codes, communicate client data via unsecured networks, or obtain or use any other information outside the bounds of the defined access and use regulations. Use only institution-approved personal data storage devices, such as USB keys, and use appropriate password/encryption to protect sensitive data.
- 5.5 Do not access personal information related to clients or any other individuals stored in files or computers in the University or clinical setting unless authorized and required to fulfill your clinical duties to a client with whom you have a current health professional/client relationship.

## **6. Competence in Professional Practice**

- 6.1 Provide feedback, oral or written, to members of the health care team or academic community, in a timely, constructive and respectful manner to identify deficits and effect change and not to embarrass or humiliate.
- 6.2 Be accountable to yourself and all relevant stakeholders for personal decisions in the workplace and all learning environments.
- 6.3 Promote and maintain personal health and well-being and monitor your physical and mental fitness to perform duties in the academic and clinical setting. Seek appropriate assistance as required in the event you are physically or mentally unfit to perform your assigned duties
- 6.4 Recognize personal limitations when the situation exceeds your level of experience or competence and consult with and refer to appropriate professional colleagues.
- 6.5 Participate in the processes of self-regulation of the profession.
- 6.6 Maintain and enhance competence through commitment to professional development and practice evaluation.
- 6.7 Demonstrate self-awareness and responsibility for your actions by accepting and responding appropriately to supervision and feedback regarding academic and clinical and professional performance.



## Appendix C: Frequently Asked Questions

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### **What if I am unhappy with my practicum assignment?**

There is an appeal process in place but sometimes you may just need to know more about how the Field Education Office expects the placement to meet your stated goals and needs. Often this information is enough to help understand the reasoning for the placement and potential opportunities to learn that you may not have been aware of.

If you do have concerns, the first step is to contact the Field Education Coordinator to have an open minded and respectful conversation about it. Please reflect on and be prepared to answer these kinds of questions:

- How does this assignment not meet my expectations?
- Have I considered personal biases, perceived status or a “job” orientation, rather than learning opportunity?
- Have I been clear about my learning goals? Have they changed?
- Are there ways I can achieve these in this setting that I haven’t explored?

### **Can I arrange my own practicum?**

This not an option in the UBC Okanagan MSW program. The school and Field Education Coordinator have established relationships with local agencies, who expect requests to come through those channels. Students who contact agencies on their own risk jeopardizing these relationships and causing confusion regarding the process for our partner agencies. Agencies prefer a streamlined matching process versus having multiples students contact them.

### **Can I pursue an international practicum?**

The UBC Okanagan School of Social Work does not have an international practicum program at this time.

### **Why aren’t available practicums posted so that I can pick?**

Practicum partnerships change from year to year. The list of partnerships with our school is also a valued resource that the Field Education does not wish to make public and available to other schools to utilize.

### **Why can’t I get paid for my practicum hours?**

When students are being paid for their practicum, this blurs the lines between learning experience and employee expectations. Students are not able to fully engage in the learning lab experience and have additional expectations on them from their employer beyond a student in a practicum.

### **What are some examples of accommodations that might be applied to a practicum?**

The following are common examples of accommodations that might be applied to a work term placement or a practicum where medically supported:

- Part-time schedule: The student may need a longer period of time to complete the required number of hours of work designated for a given practicum to manage fatigue or to allow for regular medical treatments related to a disability, and therefore may require a part-time practicum.
- Wheelchair accessibility: The physical environment of the work placement may need to be a wheelchair accessible space due to the student's mobility impairment.
- Specialized technological equipment: Equipment and physical environment needs that will support a student with visual or hearing impairment.

## Appendix D: Field Education Instructor Responsibilities

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1. Be aware of applicable student expectations as outlined in the Field Education Handbook
2. Provide orientation to the student: agency information, roles and responsibilities, resources, safety procedures
3. Demonstrate respect for the opinions, values, customs and rights of others-ensure safe learning environment
4. Accept students in a field practicum without regard to age, race, class, culture, religion, ethnicity or sexual orientation.
5. Assist the student as needed with the completion of the Learning Plan and implementation of learning activities
6. Notify the Field Education Liaison and Field Education Coordinator if the student is absent longer than one week
7. If, for whatever reason, the FEI is unavailable to the student for more than a day, ensure student has an alternate temporary instructor
8. Within the capacities of the agency, provide diversity of experiences to support the student's learning objectives
9. Assist the student in valuing and integrating theory & knowledge into social work practice
10. Be familiar with course outlines/content to understand what the student is learning
11. Encourage student participation in agency activities that may enhance their learning
12. Facilitate observation of and work experiences with other workers when possible
13. Provide a minimum of 90 minutes of instruction/supervision time weekly-can be delivered through a variety of models/methods
14. As appropriate, be available or assign a designate(s) for brief, informal guidance of the student
15. Assist in preparing the student for generalist social work practice and service provision within an agency setting
16. Assess the students' performance and learning needs and complete midterm and final evaluations
17. Address difficulties in students' performance and develop approaches collaboratively to address these issues
18. Sign off weekly or at minimum biweekly, the students' time sheets
19. Complete midterm & final online evaluations, questionnaire of the field education experience, and sign off on applicable tracking and evaluation forms
20. Notify Field Education Liaison of any questions or concerns around procedures of the program or of student's progress
21. Participate in field education seminars, workshops and meetings, whenever possible

## Appendix E: Student Responsibilities in Field Practicum

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1. Follow procedures and policies as outlined in the Field Education Handbook
2. Be prepared for and use supervision in a purposeful & responsible manner
3. Initiate midterm evaluation meeting once 225 hours mark reached
4. Coordinate meeting between Field Education Instructor, Field Education Liaison and student at the beginning of practicum to review the Learning Plan.
5. Complete assigned work in agency by deadlines given, with attention to detail
6. Take initiative for requesting learning activities and learning about the field education agency
7. Uphold professional standards of conduct, including respect for the confidentiality of client and agency information obtained while in practicum
8. A cooperative attitude and willingness to learn mindset
9. Keep to expectations of time management set forth by UBCOSW and the field education agency
10. Show willingness to seek help when needed
11. If conflict arises, take this up directly with the person(s) involved in a professional manner, or seek outside consultation
12. Engage in healthy conversations to address problems, to not participate in gossip or triangulation
13. Demonstrate respect for the opinions, values, customs and rights of others
14. Adhere to the BCASW/CASW Code of Ethics
  - a. <http://www.bccollegeofsocialworkers.ca/registrants/code-of-ethics-and-standards-of-practice/>
  - b. <https://www.casw-acts.ca/en/Code-of-Ethics>
15. Identify themselves as practicum student to patients/clients at all times and when signing notes on records/charts
16. Complete requirements as outlined in Field Education Syllabus
17. Remain up to date on deadlines of the course and communications from Field Education Coordinator
18. Take time to reflect on and analyze learning experiences
19. Find a workable balance between study, personal life, employment and field education practicum.
20. Place the service user's best interest ahead of students' own
21. Communicate any known absences in advance and make plans with the Field Education Instructor to complete missed hours

## Appendix F: Incident Reporting Chart

Situation	Processes	Links and References
Student experiences accident or injury in practicum	<ul style="list-style-type: none"> <li>• Seek first aid as necessary</li> <li>• Follow agency protocol</li> <li>• Notify Field Education Liaison</li> <li>• Complete Student Incident</li> <li>• Report, submit to Field</li> <li>• Education Coordinator</li> <li>• In addition, 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:               <ol style="list-style-type: none"> <li>1. Call WorkSafeBC to report</li> <li>2. Both student and supervisor (employer) must each complete UBC CAIRS report</li> </ol> </li> </ul>	<p>WorksafeBC Teleclaim Contact Centre 1.888.WORKERS (1.888.967.5377)</p> <p><a href="#">UBC Centralized Accident - Incident Reporting System (CAIRS) online reporting</a></p> <p><a href="#">Student Incident Report</a></p>
Student experiences harassment, discrimination or sexual misconduct in practicum	<ul style="list-style-type: none"> <li>• If comfortable, inform the harasser that the behaviour is offensive and unwelcome and will not be tolerated</li> <li>• Seek support from trusted individual</li> <li>• Inform Field Education</li> <li>• Instructor and Field</li> <li>• Education Liaison</li> <li>• Complete Student Incident</li> <li>• Report and submit to Field</li> <li>• Education Coordinator</li> <li>• Field Education Coordinator will assist the student in connecting to support for formal processes.</li> </ul>	<p><a href="#">UBC Policy on Discrimination and Harassment</a></p> <p><a href="#">UBC Okanagan Equity and Inclusion Office Discrimination and Harassment</a></p> <p><a href="#">Student Incident Report</a></p>
Student reports incident witnessed involving other student(s)	<ul style="list-style-type: none"> <li>• Provide and/or receive support for incident</li> <li>• Report to Field Education Coordinator if related to field education</li> <li>• Report to Student Coordinator if related to academic setting</li> </ul>	<p><a href="#">Incident Reporting Form</a></p>
Student experiences any form of violence or abuse sexual violence	<ul style="list-style-type: none"> <li>• Ensure personal safety and obtain first aid as needed</li> <li>• Seek support from a trusted individual</li> <li>• Notify trusted faculty member if relevant to school experience</li> </ul>	<p>The <a href="#">Sexual Violence Response Office (SVPRO)</a> provides support and information to individuals who have experienced sexual violence</p>

Field Education Liaison or Field Education Coordinator notes unsafe or unprofessional student conduct in practicum	<ul style="list-style-type: none"> <li>• Informal conflict resolution process initiated between student and Field Education Office Personnel</li> <li>• Written report to be made by utilizing Incident Report</li> <li>• Potential referral to the Suitability Committee</li> </ul>	<p>Conflict resolution</p> <p>Student Practicum Misconduct form</p> <p>Termination of Placement</p> <p><a href="#">Appendix B - Standards of Professional Conduct</a></p> <p><a href="#">Appendix B - Professional Suitability Policy</a></p> <p>Appendix C: Procedure for Addressing Alleged Unprofessional Conduct</p>
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It is good practice to keep a journal of each incident, noting the time, date, location, and a brief description, and the names of those who directly observed each incident.<sup>5</sup>  
Please see these additional UBC Okanagan resources available for student support.

[Student, Staff and Faculty in Crisis](#)

[UBC Okanagan Resources - Students](#)

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<sup>5</sup> Source document: [Workplace Violence Prevention | Safety & Risk Services \(ubc.ca\)](#)