ACKNOWLEDGEMENTS

The School of Social Work at UBC’s Okanagan Campus would like to acknowledge the contribution of ideas, material and content in this manual from a large group of friends and colleagues in the social work field. In particular, we would like to thank the Florida Atlantic University for permission to draw from the content in their manuals. Their assistance has been instrumental in strengthening the content and form of this manual and we believe helps make our program stronger.

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

UBC consistently ranks among the top 3 universities in Canada\(^1\) and the top 40 universities world-wide\(^2\). UBC Okanagan School of Social Work offers a clinical and direct practice M.S.W. program with two tracks: Advanced One-Year track for those with a social work degree and a Foundational Two-Year track for those with an undergraduate degree other than social work. There are over 55,000 social workers in Canada\(^3\), and labour market demand is strong for the profession\(^4\), across the country\(^5\).

Our M.S.W. program integrates critical, structural, and social-relational perspectives with clinical knowledge and expertise. Our graduates enter the job market with specialized knowledge as well as evidence-based expertise. Our program is fully accredited by the Canadian Association for Social Work Education (CASWE), having recently been awarded an exemplary 6-year accreditation\(^6\).

We are a faculty of dedicated instructors and scholars, who are committed to your professional and occupational success. Welcome, to one of the country’s finest Schools of Social Work.

John Graham, PhD, RSW  
Director, School of Social Work

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1  http://www.webometrics.info/en/north_america/canada  
2  https://www.ubc.ca/about/our-place.html  
5  http://www.canadavisa.com/social-workers-4152.html  
6  http://caswe-acfts.ca/members/institutional/
# TABLE OF CONTENTS

**DIRECTORY** ...................................................................................................................................... 7

**PART ONE: INTRODUCTION TO THE SCHOOL OF SOCIAL WORK** .................................................... 8

  Introduction to the School of Social Work .................................................................................. 8
  Program Mission ..................................................................................................................... 8
  Curriculum ............................................................................................................................... 8
  What is Clinical Social Work? .................................................................................................. 9
  Program Objectives ................................................................................................................. 9

**PART TWO: PROGRAM INFORMATION** ......................................................................................... 11

  Degree Requirements ............................................................................................................... 11
    Foundational Two-Year Track M.S.W. .................................................................................. 12
    Advanced One-Year Track M.S.W. ........................................................................................ 15
  Electives .................................................................................................................................... 16
    Pre-Approved Electives ......................................................................................................... 16
    SOCW 541 Directed Studies and SOCW 598 Graduating Paper ........................................... 17
    Electives (Outside of SOCW and HINT) ................................................................................. 18
  Thesis Option ............................................................................................................................ 18
  Research Opportunities ............................................................................................................. 19
  Evaluation ................................................................................................................................ 19
    Submission of Assignments .................................................................................................... 19
    Return of Assignments .......................................................................................................... 20
    Grading .................................................................................................................................. 20
    Grade Challenges/Appeals .................................................................................................... 21
    Teaching Evaluation .............................................................................................................. 21
    Annual Progress Reports ...................................................................................................... 21
  How to Graduate ....................................................................................................................... 21
  Tuition and Awards ................................................................................................................... 22
    Tuition ................................................................................................................................... 22
    Awards .................................................................................................................................. 22
  General Information .................................................................................................................. 23
    Email Communication .......................................................................................................... 23
    E- Learning ........................................................................................................................... 23

Revised April 3, 2018
# DIRECTORY

Faculty member contact information can be found on the School of Social Work website at:  
https://socialwork.ok.ubc.ca/contact/faculty-and-staff/

<table>
<thead>
<tr>
<th>Question or Concern</th>
<th>Point of Contact</th>
</tr>
</thead>
</table>
| Questions related to the Social Work program | Program Coordinator  
ask.socialwork@ubc.ca |
| Professional advice regarding career development and related aspirations | Faculty Advisors  
Students will be notified in September of their assigned faculty advisor |
| • Initial consultation in regards to course selection, electives, degree requirements  
• Assistance in navigating School of Social Work policies in the Academic Calendar  
• Guidance for campus student services | Academic Advising  
ask.socialwork@ubc.ca | UNC 207  
250-807-9100 for an appointment |
| Field education-related matters | Field Education Office  
ask.field@ubc.ca | ART 303 | 250-807-9437  
Field Education Coordinator  
Field Education Liaison |
| When in placement, students should first direct field education concerns to their assigned Field Education Liaison. | Jacqui Gerow  
Executive Assistant to the Director  
jacqui.gerow@ubc.ca | ART 360-WKE | 250-807-8738  
Field Education Coordinator  
Field Education Liaison |
| In the instance a student goes through the proper channels (as above), but still requires further consultation, a student may request, through either the Program Coordinator or Field Education Office, a referral to discuss a given matter with the Director of the School. Referred appointments with the Director may then be made via their Executive Assistant. | John Graham, PhD, RSW  
Director, School of Social Work  
john.graham@ubc.ca | ART 360D |

Please refer to the [M.S.W. Program Homepage](https://socialwork.ok.ubc.ca/) on Canvas for announcements, dates and deadlines.
PART ONE: INTRODUCTION TO THE SCHOOL OF SOCIAL WORK

This manual is intended to provide students with information regarding the Master of Social Work (M.S.W.) program, including rules, policies, procedures and student resources particular to the School. It is important that students also review the Okanagan Academic Calendar and be familiar with all University policies, dates and deadlines.

Please ensure you have the most up to date version of this manual, available on the Canvas M.S.W. Program Homepage > Forms and Manual section. All School of Social Work referenced forms are also available under this section. It is the student’s responsibility to be informed of all deadlines as outlined on the M.S.W. Program Homepage on Canvas.

Introduction to the School of Social Work

Program Mission

Informed by a vision of social justice, the School of Social Work promotes social well-being, change, healing, and growth at multiple levels. We are committed to fostering the integration of varied and diverse theoretical perspectives which contribute to holding central the dynamic interplay between individuals and their environments. Recognition is given to the impact of harmful and oppressive environments, our interdependence, and the human need for caring, loving and sustaining relationships throughout the life course.

We are committed to building collaborative relationships with communities and organizations to create change spanning the continuum from personal to societal for all, including marginalized populations. The School also addresses critical social issues integral to the Okanagan region. In particular, we acknowledge the injustices Indigenous peoples have experienced; their strengths and capacities, their contributions to social work knowledge and practice, and their rights to self-determination.

Striving for excellence in teaching, practice, research, ongoing professional development, and community service, we share knowledge with local, provincial, national and global communities. Our graduate program advances the ideals of international, interdisciplinary, and interprofessional education. The School promotes the values of diversity, creativity, stewardship, leadership and innovation in the teaching-learning process. Our programs develop social workers who are competent, ethical, critical thinkers, and reflective in their practice.

Curriculum

The curriculum is designed to build upon a strong generalist foundation and broaden the student’s understanding of social and personal problems through an examination of critical theories that detail the inequitable and harmful conditions which give rise to personal problems. Further, students deepen their understanding of intra-psychic and relational dynamics that are manifested in the lives of clients and in the clinical situation. The interplay
between the individual and the social world is held central in understanding personal problems and intervention possibilities. A critical approach to clinical social work practice is fostered as students examine contemporary clinical theories and the empirical bodies of knowledge, which serve to inform practice. As well, the program provides students with an advanced understanding of research methodology as it pertains to evidence-based practice in clinical settings.

What is Clinical Social Work?

The Master of Social Work degree at the University of British Columbia, Okanagan Campus is a clinical program. The School has adopted the following definition of clinical social work, adapted from an excerpt of Advanced Social Work Practice In Clinical Social Work (CSWE, 2009):

Clinical social workers engage in relationally based interventions that include, but are not limited to, counselling and psychotherapy to restore, maintain and enhance well-being. Interventions responsive to all dimensions of diversity are guided by theory, best practices, and current evidence. These goals are further enhanced through advocacy, social action, and research. Clinicians also participate in community and policy interventions based on knowledge gained through their practice experience.

Program Objectives

- To prepare students for advanced clinical social work practice,
- To significantly expand and deepen students’ knowledge of clinical social work practice,
- To integrate critical social work theory into clinical social work practice,
- To enhance clinical skills related to practice with individuals, families and groups,
- To develop research skills appropriate for research in clinical settings and to systematically integrate these findings to enhance effective practice,
- To advance students’ capacity to analyze personal problems from social and psychological perspectives,
- To advance students’ capacity for reflective ethical practice,
- To enhance critical awareness of the role of power, culture, gender, sexual orientation, ability, ethnicity, social condition, socioeconomic class, and age, among other positionalities in clinical social work practice,
- To develop students’ leadership and supervisory knowledge and skills, and
- To advance students’ capacity to understand inter-professional, community, and social policy perspectives as they impact clinical practice.

In order to prepare for an education and career in social work, students must become familiar with the relevant codes of ethics (BCASW, BCCSW and CASW). By committing to these codes and principles, students will have a guiding framework for most situations they will experience.
Acknowledging Student Expectations

As students of a professional Social Work program, students can first and foremost expect to be relied upon to place the service user’s best interest ahead of their own at all times.

When entering this professional degree program, a transition takes place. Students are no longer part of the undergraduate student culture and they move into a climate of professionalism and taking responsibility and initiative for one’s own learning and behaviour.

At the start of this process, it is common to be uncertain and to seek the certain or secure path from student to social worker. However, as in life, there are many twists and turns and unexpected experiences between being a student and a beginning professional.

Students will be challenged to think differently, to question and experience what they may not have anticipated; both in the classroom and in field education. Students are encouraged to take every opportunity to step outside their comfort zone and to embrace the unknown territory with the confidence that they can handle these learning opportunities.

Furthermore, the School of Social Work highly encourages M.S.W. students to access clinical services for themselves, throughout the completion of their degree. The latter is supported by the belief and understanding that a strong clinician highly benefits and grows as a professional from experiencing the practice through a lens of a client or service user.

The School of Social Work hopes that students will trust its guidance and experience as it asks students to engage as a graduate student within a professional program. This means that we strive to uphold, teach, honor and reinforce professional practice standards.
PART TWO: PROGRAM INFORMATION

The School of Social Work offers a Master of Social Work (M.S.W.) degree that provides clinical education for professionals and is designed to prepare students for clinical practice with individuals, families, and groups, as well as leadership roles in clinical practice organizations. **The M.S.W. program is designed for full-time study. Students must be continuously registered in courses during all terms (maximum of 12 credits per term, unless granted permission by the Program Coordinator).** Please note that students who have completed all degree requirements, will be invited to complete additional electives, once the program has confirmed other students have registered in sufficient courses to ensure their degree requirements are met.

Advanced One-Year track M.S.W. (30 credits *pending Senate approval) is designed for students who currently hold an approved social work degree and who wish to advance their theoretical understanding and practice skills.

Foundational Two-Year track M.S.W. (60 credits) is designed for students who hold an undergraduate degree. Students spend the first year building foundational knowledge, and their second year advancing their social work skills.

Both M.S.W. degrees are governed by the College of Graduate Studies which actively encourages interprofessional learning, practice, and research as foundational principles. Accordingly, approved elective courses included for the M.S.W. program are interprofessional courses offered by the Faculty of Health and Social Development.

**Degree Requirements**

The vast majority of M.S.W. students pursue the Course-Based Option, while a small number complete the Thesis-Based Option. The Thesis-Based Option frequently takes an additional year than the ordinary program duration; this is due to the highly demanding research project that can seldom be completed alongside a full course load. For example, Foundational Two-Year track students may take three years or more to complete the Thesis-Based Option of the M.S.W. program. Please see the next section for more information about undertaking a thesis.

Students wishing to discuss the degree progression and requirements of undertaking a thesis are encouraged to contact the Program Coordinator at ask.socialwork@ubc.ca.

Students are reminded to retain the syllabus/course outline of every course they take in case they are ever required to prove the content of a course they have taken.
**Foundational Two-Year Track M.S.W.**

In the Foundational Two-Year track, students will take 60 credits through one of the following options:

<table>
<thead>
<tr>
<th>Foundational Two-Year Track M.S.W.</th>
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</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
</tr>
<tr>
<td><strong>Required Courses:</strong></td>
</tr>
<tr>
<td>• SOCW 511 Introduction to Social Work Theory and Practice (3 credits)</td>
</tr>
<tr>
<td>• SOCW 512 Theories and Interventions for Clinical Social Work (3 credits)</td>
</tr>
<tr>
<td>• SOCW 513 Assessment Skills for Clinical Social Work (3 credits)</td>
</tr>
<tr>
<td>• SOCW 514 Diversity and Critical Reflective Practice (3 credits)</td>
</tr>
<tr>
<td>• SOCW 515 Social Welfare Policy in Canada (3 credits)</td>
</tr>
<tr>
<td>• SOCW 516 Foundations of Ethical Practice (3 credits)</td>
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<tr>
<td>• SOCW 517 Social Work and Indigenous Peoples and Canada (3 credits)</td>
</tr>
<tr>
<td>• SOCW 518 Integrative Seminar for Field Education (3 credits)</td>
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<tr>
<td>• SOCW 519 Social Work Field Education I (450-hours; 6 credits)</td>
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<th><strong>Second Year</strong></th>
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<tbody>
<tr>
<td><strong>Course-Based Option</strong></td>
</tr>
<tr>
<td>SOCW 558 Advanced Integrative Seminar (3 credits)</td>
</tr>
<tr>
<td>SOCW 559 Field Education II (450 hours; 6 credits)</td>
</tr>
<tr>
<td><strong>Thesis Option</strong></td>
</tr>
<tr>
<td>SOCW 558 Advanced Integrative Seminar (3 credits)</td>
</tr>
<tr>
<td>SOCW 559 Field Education II (450 hours; 6 credits)</td>
</tr>
</tbody>
</table>

| **Required Courses:**               |
| • SOCW 551 Advanced Clinical Social Work Theory and Practice (3 credits) |
| • SOCW 552 Community, Place, and Policy in Clinical Practice (3 credits) |
| • SOCW 553 Research Methods and Evidence in Clinical Social Work (3 credits) |
| • SOCW 554 Mental Health and Mental Illness (3 credits) |
| 3 approved electives (9 credits)*pending Senate approval|

| **Required Courses:**               |
| • SOCW 599 Thesis (9 credits)       |
| • SOCW 553 Research Methods and Evidence in Clinical Social Work (3 credits) |
| 1 of the following courses, determined in consultation with research supervisor:
| • SOCW 551 Advanced Clinical Social Work Theory and Practice (3 credits) |
| • SOCW 552 Community, Place, and Policy in Clinical Practice (3 credits) |
| • SOCW 554 Mental Health and Mental Illness (3 credits) |
| 1 approved electives (3 credits) *pending Senate approval|

| 1 approved graduate-level research methods course (3 credits)*pending Senate approval |
Based on the assigned field education placement, courses will be scheduled as follows:

<table>
<thead>
<tr>
<th><strong>Foundation Track Year 1 [2018-2019]</strong></th>
<th>Winter Term 1</th>
<th>Winter Term 2</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Winter Term 2 Placement</strong></td>
<td>511 (001)</td>
<td>514 (001)</td>
<td>515 (001)</td>
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<tr>
<td></td>
<td>512 (001)</td>
<td>518 (001, 002)</td>
<td>517 (001) April block</td>
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<tr>
<td></td>
<td>513 (001, 002)</td>
<td>519 (003) (6 credits)</td>
<td><em>Elective</em></td>
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<td>516 (001)</td>
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<tr>
<td><strong>Summer Placement</strong></td>
<td>511 (001)</td>
<td>514 (001)</td>
<td>517 (001) April block</td>
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<td>512 (001)</td>
<td>515 (001)</td>
<td>518 (001)</td>
</tr>
<tr>
<td></td>
<td>513 (001, 002)</td>
<td>518 (001, 002)</td>
<td>519 (001) (6 credits)</td>
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<td>516 (001)</td>
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<tr>
<td><strong>Clinic Placement (September to December)</strong></td>
<td>511 (001)</td>
<td>514 (001)</td>
<td>517 (001) April Block</td>
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<td></td>
<td>512 (001)</td>
<td>515 (001)</td>
<td><em>Elective</em></td>
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<td>513 (002)</td>
<td>518 (001, 002)</td>
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<td>516 (001)</td>
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<tr>
<td><strong>Clinic Placement (January to August)</strong></td>
<td>511 (001)</td>
<td>514 (001)</td>
<td>517 (001) April Block</td>
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<td>512 (001)</td>
<td>515 (001)</td>
<td><em>Elective</em></td>
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<td>513 (001, 002)</td>
<td>518 (001, 002)</td>
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<td>516 (001)</td>
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<tr>
<td><strong>Foundation Track Year 2 [2018-2019]</strong></td>
<td>Winter Term 1</td>
<td>Winter Term 2</td>
<td>Summer</td>
</tr>
<tr>
<td><strong>Winter Placement</strong></td>
<td>551 (001, 002)</td>
<td>553 (001, 002)</td>
<td>Elective</td>
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<td>552 (001, 002)</td>
<td>558 (001, 002)</td>
<td>Elective</td>
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<td></td>
<td>554 (001)</td>
<td>559 (003) (6 credits)</td>
<td>Elective</td>
</tr>
<tr>
<td><strong>Winter Placement + Foundry Elective</strong></td>
<td>551 (001, 002)</td>
<td>553 (001, 002)</td>
<td>Elective</td>
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<td>552 (001, 002)</td>
<td>558 (001, 002)</td>
<td>Elective</td>
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<td>554 (001)</td>
<td>559 (002) (6 credits)</td>
<td>Elective</td>
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<tr>
<td><strong>Summer Placement</strong></td>
<td>551 (001, 002)</td>
<td>553 (001, 002)</td>
<td>558 (001)</td>
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<td></td>
<td>552 (001, 002)</td>
<td>Elective</td>
<td>559 (002) (6 credits)</td>
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<td>554 (001)</td>
<td>Elective</td>
<td>Elective</td>
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<tr>
<td><strong>Summer Placement + Foundry Elective</strong></td>
<td>551 (001, 002)</td>
<td>553 (002)</td>
<td>558 (001)</td>
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<td>552 (001, 002)</td>
<td>Elective</td>
<td>559 (002) (6 credits)</td>
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<td>554 (001)</td>
<td>Elective</td>
<td>Elective</td>
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<tr>
<td>Distance Summer Placement</td>
<td>Distance Summer Placement + Foundry Elective</td>
<td>Clinic Placement (September to December FND)</td>
<td>Clinic Placement (September to December FND) + Foundry Elective</td>
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<td>Foundry Elective</td>
<td>Foundry Elective</td>
<td>Elective</td>
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<tr>
<td>553 (001, 002) Elective</td>
<td>553 (001, 002)</td>
<td>553 (001, 002)</td>
<td>553 (001, 002)</td>
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<tr>
<td>558 (002) (online)</td>
<td>558 (002) (online)</td>
<td>558 (002)</td>
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<td>559 (002) (6 credits)</td>
<td>559 (002) (6 credits)</td>
<td>559 (003) (6 credits)</td>
<td>559 (003) (6 credits)</td>
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<td>559 (002)</td>
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<td>559 (001) (6 credits)</td>
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<td>523 (003)</td>
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<td>553 (001, 002)</td>
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<td>Elective</td>
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<td>559 (001) (6 credits)</td>
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<td>523 (001)</td>
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<td>558 (001)</td>
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<td></td>
<td>559 (001) (6 credits)</td>
<td>559 (002)</td>
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<td>Elective</td>
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</tbody>
</table>
Advanced One-Year Track M.S.W.

In the Advanced One-Year track, students will take 30 credits through one of the following options:

<table>
<thead>
<tr>
<th>Advanced One-Year Track M.S.W.</th>
<th>4 Required Courses:</th>
<th>1 approved electives (3 credits) *pending Senate approval</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course-Based Option</strong></td>
<td>• SOCW 551 Advanced Clinical Social Work Theory and Practice (3 credits)</td>
<td></td>
</tr>
<tr>
<td>SOCW 558 Advanced Integrative Seminar (3 credits)</td>
<td>• SOCW 552 Community, Place, and Policy in Clinical Practice (3 credits)</td>
<td></td>
</tr>
<tr>
<td>SOCW 559 Field Education II (450 hours; 6 credits)</td>
<td>• SOCW 553 Research Methods and Evidence in Clinical Social Work (3 credits)</td>
<td></td>
</tr>
<tr>
<td><strong>Thesis Option</strong></td>
<td>Required Courses:</td>
<td>1 approved graduate-level research methods course (3 credits) *pending Senate approval</td>
</tr>
<tr>
<td>SOCW 558 Advanced Integrative Seminar (3 credits)</td>
<td>• SOCW 559 Thesis (9 credits)</td>
<td></td>
</tr>
<tr>
<td>SOCW 559 Field Education II (450 hours; 6 credits)</td>
<td>• SOCW 553 Research Methods and Evidence in Clinical Social Work (3 credits)</td>
<td></td>
</tr>
<tr>
<td>*<em>3 approved electives (9 credits)<em>pending Senate approval</em></em></td>
<td>1 of the following courses, determined in consultation with research supervisor:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• SOCW 551 Advanced Clinical Social Work Theory and Practice (3 credits)</td>
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<tr>
<td></td>
<td>• SOCW 552 Community, Place, and Policy in Clinical Practice (3 credits)</td>
<td></td>
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<td></td>
<td>• SOCW 554 Mental Health and Mental Illness (3 credits)</td>
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</tbody>
</table>

Based on the assigned field education placement, courses will be scheduled as follows:

<table>
<thead>
<tr>
<th>Advanced Track [2018-2019]</th>
<th>Winter Term 1</th>
<th>Winter Term 2</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Winter Placement</strong></td>
<td>551 (001, 002)</td>
<td>553 (001, 002)</td>
<td>Elective</td>
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<td></td>
<td>552 (001, 002)</td>
<td>558 (001, 002)</td>
<td>Elective</td>
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<tr>
<td></td>
<td>554 (001)</td>
<td>559 (003) (6 credits)</td>
<td>Elective</td>
</tr>
<tr>
<td><strong>Winter Placement + Foundry Elective</strong></td>
<td>551 (001, 002)</td>
<td>553 (001, 002)</td>
<td>Elective</td>
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<td></td>
<td>552 (001, 002)</td>
<td>558 (001, 002)</td>
<td>Elective</td>
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<td></td>
<td>554 (001)</td>
<td>559 (002) (6 credits)</td>
<td>Elective</td>
</tr>
<tr>
<td>Summer Placement</td>
<td>551 (001, 002)</td>
<td>552 (001, 002)</td>
<td>554 (001)</td>
</tr>
<tr>
<td>Summer Placement + Foundry Elective</td>
<td>551 (001, 002)</td>
<td>552 (001, 002)</td>
<td>554 (001)</td>
</tr>
<tr>
<td>Distance Summer Placement</td>
<td>551 (001, 002)</td>
<td>552 (001, 002)</td>
<td>554 (001)</td>
</tr>
<tr>
<td>Distance Summer Placement + Foundry Elective</td>
<td>551 (001, 002)</td>
<td>552 (001, 002)</td>
<td>554 (001)</td>
</tr>
<tr>
<td>Clinic Placement (September to August ADV)</td>
<td>551 (002)</td>
<td>552 (002)</td>
<td>554 (001)</td>
</tr>
<tr>
<td>Clinic Placement (September to August ADV) + Foundry Elective</td>
<td>551 (002)</td>
<td>552 (002)</td>
<td>554 (001)</td>
</tr>
<tr>
<td>Foundry Placement (multi-term – September to April)</td>
<td>551 (001)</td>
<td>552 (002)</td>
<td>554 (001)</td>
</tr>
<tr>
<td>Foundry Placement (1 term - Summer)</td>
<td>551 (001)</td>
<td>552 (002)</td>
<td>554 (001)</td>
</tr>
</tbody>
</table>

**Electives**

*Pre-Approved Electives*

Students must undertake a number of electives in order to fulfill M.S.W. degree requirements. Pre-approved electives consist of SOCW and 500-level HINT courses, as listed in the Okanagan Academic Calendar.
**SOCW 541 Directed Studies and SOCW 598 Graduating Paper**

Students are restricted from registering in SOCW 541 Directed Studies and SOCW 598 Graduating Paper until their course outline has been approved by the Program Coordinator. Once approved, the Program Coordinator will register them in the course.

<table>
<thead>
<tr>
<th>SOCW 541 Directed Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calendar description: A learning experience in a focused area of study, with the agreement and under supervision of a faculty member selected by the student.</td>
</tr>
<tr>
<td>A student may engage in a directed studies course if there is specific curriculum they are seeking, or if, for example, they are interested in a community engagement project.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SOCW 598 Graduating Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calendar description: A scholarly paper in an area of interest that conforms to the demands of a peer-reviewed social work journal.</td>
</tr>
<tr>
<td>A student may engage in a graduating paper:</td>
</tr>
<tr>
<td>• to provide students an opportunity to develop skills in writing for publication,</td>
</tr>
<tr>
<td>• to deepen the student’s understanding of a particular theoretical or practice issue,</td>
</tr>
<tr>
<td>• to potentially make a contribution to the social work literature, and</td>
</tr>
<tr>
<td>• to demonstrate mastery of a particular content area.</td>
</tr>
</tbody>
</table>

Typically, the graduating paper will be approximately 20 pages in length and conform to the specific guidelines of the selected journal. When a final draft is completed, a second reader is assigned by the Program Coordinator. The second reader’s role is to read and provide feedback to the student about the manuscript. The second reader’s role is not evaluative in the academic progression of this course, but rather is collegial in their feedback. The instructor is responsible for approving the final draft of the paper and assigning the grade of Pass or Fail. Students are encouraged to submit their paper to the selected journal.

Process for undertaking SOCW 541 and SOCW 598:

1. **Students must first approach a faculty member about the possibility of doing one of these courses under their supervision.**
2. If the faculty member agrees to supervise this course, a course outline must be developed between the student and faculty member. The faculty member or student may request the School of Social Work course outline template from the Program Coordinator.
3. Submit course outlines to the Program Coordinator at ask.socialwork@ubc.ca at least eight weeks prior to the course beginning in order to obtain approval. This timeframe is such to ensure that any necessary revisions to the course syllabus may take place.
4. The submission deadline is to be determined between the student and instructor. Final grades are due by the end of the examination period.
Electives (Outside of SOCW and HINT)

Courses outside of SOCW and HINT must be approved prior to the course start date in order to be applied for credit towards the M.S.W. degree.

Process for seeking approval:
1. To seek approval for a course that is not pre-approved, students must submit the following to the Program Coordinator at ask.socialwork@ubc.ca
   a. The current official course syllabus for the requested course (usually from the course instructor).
   b. A rationale for the requested course, explaining why you wish to count this course toward your M.S.W. degree.
2. Students will be notified via email by the Program Coordinator whether the request has been approved by the School of Social Work as an eligible elective for the M.S.W. degree.
3. Students may then register themselves in the course on their own. If there are restrictions on the course, students must follow the registration procedure of the department that is offering the course. Consultation regarding registration should occur with the course instructor and/or the department’s administrative staff.

Please note, that for some Interdisciplinary Graduate Studies (IGS) courses, the College of Graduate Studies (CoGS) Registration Form must be submitted to CoGS with the appropriate signatures. This would only occur if there are restrictions on the IGS course that does not allow MSW-O students to register themselves.

Thesis Option

A thesis consists of an independent research or scholarly project which aims to develop knowledge and practice implications for clinical social work practice.

Undertaking a thesis often times can be a complex and challenging process, therefore, please consider the following process and review the complete and current guidelines for preparing a thesis, as regulated through the College of Graduate Studies. It would be wise to also review the CoGS’ resources for Current Students to learn more.

The purpose of undertaking a thesis is:

- to deepen understanding of specific theoretical and/or practice issues,
- to strengthen capacity for scholarly investigation, and
- to contribute to the social work knowledge base.

Students considering a thesis should first meet with or corresponded with the Program Coordinator to understand the requirements of the degree pathway. Because the M.S.W. program is a course-based master’s program, engaging in a thesis may extend the duration of a
student’s period of study. This is due to the highly demanding research project that can seldom be completed alongside a full course load. For example, Foundational Two-Year track students may take three years or Advanced One-Year track students may take two years to complete their degree.

A student should familiarize themselves with the research interests of faculty members by reviewing the faculty profiles on the School of Social Work webpage or speaking with their assigned Faculty Advisor. Additionally, the student is strongly encouraged to review the Thesis Process outlined in Appendix A before meeting to discuss a potential thesis with a supervisor. If a student has a faculty supervisor in mind, they may approach them about supporting them as a thesis student. If a faculty member has agreed to supervise a thesis student, the student must inform the Program Coordinator, who will ensure the correct paperwork is completed and submitted for the School of Social Work and the College of Graduate Studies.

Research Opportunities

While the School of Social Work has a research-intensive faculty, the M.S.W. is not a research-intensive program. The program upholds a focus on clinical social work and supports students to obtain professional skills in order to exit with a basic understanding of advanced services.

Research Assistantships (RAs) periodically become available. Students can forward their CV to the Executive Assistant to the Director at any time to have their CV placed in the general database that faculty may review for ideal student candidates. Students are also encouraged to seek out work study positions as opportunities to get involved in campus research.

Please note that not every research opportunity is paid. It takes a significant time and effort by a principal investigator or research coordinator to teach students how to be researchers and orient them to their lab/projects. While getting paid to assist in research may seem like an exciting opportunity—data input, formatting, etc., however, there may be more volunteer (vs. paid RA) opportunities available.

Evaluation

Submission of Assignments

Assignments should be submitted directly to the instructor at the beginning of class. If this is not possible, it is the student’s responsibility to make other arrangements with the instructor for the submission of assignments. Unless outlined differently in the instructor’s course outline the following applies with respect to the submission of assignments:

- Late assignments will be assessed as follows: 5% deduction of the total value of the assignment for each calendar day. (For example, if the assignment is due on a Friday and submitted the following Thursday, the assignment is considered six days late and the value of the assignment will be reduced by 30%)
• Up to one week prior to the due date of an assignment, any member of the class can request in writing an extension to the deadline. The purpose of such an extension would be educational in nature. For example, an extension may be requested if the instructor and students perceive the need for greater coverage of a topic related to the assignment. All students present in class, together with the instructor, will be required to reach consensus regarding an extension of the deadline. There may be only one extension per assignment.

• Extensions may be granted on an individual basis for the following reasons: personal illness or accident (doctor’s certificate may be required), compassionate reasons, major life crisis, and/or a significant health issue. The student must contact the instructor of the course, and the instructor may consult with the Program Coordinator before making a decision with regard to an extension.

• All assignments must be submitted to successfully complete the course.

Note: Instructors may apply different policies with respect to submitting assignments. Always check the course outline to be aware of policies specific to the course and Instructor.

Return of Assignments

Normally, assignments submitted at various points throughout a course will be graded and returned within a two-week period. When an assignment is likely to take longer than two weeks to grade and return, the Instructor will inform the students of this situation at the time assignments are submitted. If there is a final examination in a course, all assignments and other graded work will be returned by the Instructor at the end of the semester or no longer than one week prior to the examination date. It is a UBC policy not to return final exams.

Grading

Grades are assigned according to the College of Graduate Studies’ grading scale:

<table>
<thead>
<tr>
<th>Percentage (%)</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90–100</td>
<td>A+</td>
</tr>
<tr>
<td>85–89</td>
<td>A</td>
</tr>
<tr>
<td>80–84</td>
<td>A-</td>
</tr>
<tr>
<td>76–79</td>
<td>B+</td>
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<tr>
<td>72–75</td>
<td>B</td>
</tr>
<tr>
<td>68–71</td>
<td>B-</td>
</tr>
<tr>
<td>64–67</td>
<td>C+</td>
</tr>
<tr>
<td>60–63</td>
<td>C</td>
</tr>
<tr>
<td>0–59</td>
<td>F (fail)</td>
</tr>
</tbody>
</table>
Grade Challenges/Appeals

In the case of dispute over grades, students should review the process for a Review of Assigned Standing. Students who wish to protest decisions relating to their academic studies may do so, as outlined in the Appeal Procedure. The protest should be initiated as near the source of difficulty as possible, presumably to an Instructor, and progress to the Director of the School and then to the Dean of the Faculty. There is a standing committee of the University Senate – the Committee on Appeals of Standing and Discipline – that reviews all appeals made to the Senate, the senior academic authority in the University.

Teaching Evaluation

The University recognizes the importance of high-quality teaching for the academic preparation of its students, and accordingly requires that instructors to be annually evaluated by procedures that include provision for assessment by students.

Students are encouraged to provide feedback to instructors by completing the teaching evaluation provided in class each term. This feedback is part of the evaluation of teaching effectiveness required by the Committees on Appointments, Promotion and Tenure and by the Director. It is expected that students will provide fair and constructive feedback to each instructor.

Annual Progress Reports

To meet the College of Graduate Studies’ requirement, all students whose M.S.W. program will continue after June 30 of the given year must complete an Annual Progress Report. Students will be notified about the process each year in April.

How to Graduate

At UBC Okanagan campus, one convocation ceremony occurs every year in June. Students must apply for degree conferral in February, September, or November in order to attend the graduation ceremony in June.

When students are approaching degree completion, they will be notified by the Faculty of Health and Social Development’s Graduate Program Assistant, who will provide instruction on applying to graduate.

Once a student applies to graduate and final grades have been entered, the student’s program requirements will be checked and their file will be forwarded to the College of Graduate Studies to close the student’s program and send a notification of degree conferral to Enrolment Services. You are then a graduated M.S.W. student, congratulations!
Tuition and Awards

Tuition

According to UBC policy, every student enrolled in a master's program is required to maintain continuous (year-round) registration by paying tuition instalments according to the fees listed for the Master of Social Work Specialized Master’s Degree Program, plus authorized student fees. Failure to pay fees will result in a financial hold inhibiting registration for courses and an interest penalty. Fees are payable each September, January and May of each year of your M.S.W. program, until your program is closed. To avoid the potential risks of being restricted from course registration or being deemed ineligible for convocation, please ensure there is no outstanding balance on your student financial account. For more information about tuition and other fees payable, please contact Student Services and Financial Support.

Awards

Many awards are administered by the College of Graduate Studies. Students should feel free to review these awards, but should be aware that, as a professional course-based program, they may not be eligible. Students who are eligible for awards are contacted by the CoGS Awards Coordinator.

There are two awards specifically for M.S.W. students. The annual call for applications is made in March each year. Instructions regarding application will be emailed to students in March each year, and an announcement available on the M.S.W. Program Homepage. Students may contact the Chair of the Admissions Committee (this information is available upon request from the Program Coordinator), for further inquiries about these awards.

<table>
<thead>
<tr>
<th>Jody Rud Memorial Award in Social Work</th>
</tr>
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<tbody>
<tr>
<td>A $1,200 award has been endowed by the family and friends of Jody Rud for a student in any Masters of Social Work Program in the School of Social Work in the Faculty of Health and Social Development at the University of British Columbia, Okanagan campus, with preference given to students with an emphasis on drug and alcohol addiction or homelessness. Consideration will be given to students who demonstrate a combination of academic achievement and volunteerism, community involvement, or campus leadership. The award is made on the recommendation of the School. Jody will be remembered for his compassionate nature and his dedication to making a difference in the lives of others.</td>
</tr>
</tbody>
</table>

This award is available only to support students engaged in full-time study and/or research leading to a degree at the University of British Columbia and will normally be paid only if the recipient is registered as a full-time student at the University during the payment period.

<table>
<thead>
<tr>
<th>Matthew Yip Memorial Award</th>
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<tbody>
<tr>
<td>A $1,200 award has been endowed by family, friends, and colleagues in memory of Matthew Yip, BASc ‘15. The award is offered to an outstanding graduate student in the Master of Social</td>
</tr>
</tbody>
</table>
Work program in the School of Social Work in the Faculty of Health and Social Development at The University of British Columbia, Okanagan campus and is based upon a combination of academic achievement and excellence in a field education placement which focuses on mental-health issues. Preference is given to students whose studies focus on depression, anxiety, and suicide.

General Information

Email Communication

Communication between the School and students is done via email notifications using the information provided by the student in the Student Service Centre (SSC) database. It is essential that students keep all their contact information (email, street address and phone number) updated in the SSC system to ensure that they receive all required information and notices from the School and other UBC departments.

In order to maintain a professional identity, students must review their email address to ensure it is appropriate for interactions with the School of Social Work and Field Education representatives. For example, an email address of a cutesy or vulgar nature would not be considered appropriate in a professional context. All students are strongly encouraged to setup a free UBC student email account.

Students must use proper email etiquette when emailing staff and faculty at UBC’s Okanagan Campus. This includes a greeting, salutation, concise information and closing with one’s name and student number. Be courteous and use proper grammar.

E- Learning

UBC Okanagan uses Canvas as an online learning environment. In addition to the M.S.W. Program Homepage, all courses will have a site here, where course materials, assignments, and notices are posted. Students are responsible for logging in with their CWL and saving a copy of the syllabus and reading materials for each course.

Intern Placement Tracking (IPT) Software

IPT 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
- Evaluations and learning agreements
UBC Okanagan’s IPT login can be found at 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 in September.

To setup an account:

a. When logging in to IPT the first time, use the User Name and Password provided by the School of Social Work (via email).
b. Once logged in, set a new User Name and Password.
   i. User Name and Password have no restrictions (write these down somewhere in case they are forgotten).
   ii. If User Name or Password are forgotten, 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.

*Library*

Students wishing to improve upon their literature search skills can arrange to meet with a subject librarian to determine what skills need improving upon and how to address them.

The [UBC Social Work subject guide](#) is available. This guide lists core resources for Social Work.

A [course guide for 2017W1 SOCW 553](#), Research Methods and Evidence in Clinical Social Work exists to assist all M.S.W. students. This resource is designed to help guide you through the literature review research and writing process, leading to the completion of your evidence-based practice group assignment.

The [UBC Okanagan Library’s Centre for Scholarly Communication (CSC)](#) supports graduate students, post-doctoral fellows, staff and faculty in disseminating their research. The CSC provides one-on-one consultations and workshops, including writing support for theses, dissertations, journal articles and grant proposals.

*Graduate Collegium*

University life is challenging! Finding a place to belong shouldn’t be difficult. Every graduate student needs to have a ‘home away from home,’ especially when most of their time is spent on campus.
The Graduate Collegium, located on the fourth floor in Arts and Science building (ASC 460) offers all current registered graduate students the opportunity to have that special ‘gathering place,’ where they can hang out, eat lunch, spend time with their peers in intellectual discussion(s) and/or use it for a planned event.

*Use of ‘M.S.W. Candidate’*

Students are expected not to place ‘M.S.W. (Candidate)’ after their signatures on any emails, papers and/or forms. It is possible that an unofficial signature on agency paperwork could become an issue during accreditation and certification reviews. Note that the term ‘candidate’ is reserved by universities for doctoral students only who have completed all but their dissertation. The term ‘candidate’ usually indicates that the person has passed a formal exam and received a vote of academic approval from a select faculty committee and the Dean. In most institutions, these individuals then have a certain number of years to complete the dissertation or their candidate status is removed. As such, there is no ‘candidate’ status, or other symbolic indicator, for students who are working towards an M.S.W. degree.

*Student Privacy and Confidentiality*

The School of Social Work must keep students’ personal information confidential, as required under the Freedom of Information and Protection of Privacy Act. The duty of confidentiality is subject to several exceptions. For example, pertinent information about the student may be disclosed in the following circumstances:

- To the extent necessary for health or safety reasons; see the fact sheet on Disclosing Personal Information for Health and Safety Reasons;
- To other University faculty or staff on a ‘need to know’ basis;
- To external agencies, Field Education Instructors, etc. for the purpose of administering educational programs such as external placements and work-study programs;
- To professional governing and licensing bodies for the purpose of licensing, registration, insurance, investigation or discipline; and/or
- To the police for the purpose of a law enforcement investigation, or where otherwise authorized by law

*Campus Closures*

In the event of heavy snow or an extreme weather event, visit ok.ubc.ca for details on campus closures. Please refer to the Okanagan Academic Year for scheduled campus closures.
PART THREE: FIELD EDUCATION

The integration of knowledge, values and skills in the context of field education is a critical and distinctive aspect of social work education; therefore, field education is considered the central component of social work education (2013 CASWE Accreditation Principle 5, p. 3).

All School of Social Work field education opportunities are clinical, as defined by the domain elaborated in the Harriman (2016) article Clinical Is as Clinical Does: Thinking Differently about Social Work Internships. All of the field education opportunities in which our students participate have mandates, populations and services that weave into the social ‘safety net.’ Additionally, the student brings, to any given site, their skills, flexibility and personal reflective practice to bring forth the learning they require.

 Eligible placement 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 education placement, 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 M.S.W. student.

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). Specific course requirements and instructions are provided in the course outline, however, the following field education objectives are provided in the next section.

Field Education Objectives

SOCW 519 Field Education I

The foundation track year one field education placement 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.

The overall goals for this generalist field education placement are to:

- Integrate classroom knowledge through application to agency-based practice experiences through the assessment, synthesis and integration of micro, mezzo and macro perspectives;
- Develop a professional social work knowledge base;
- Develop generalist practice skills;
- Develop professional judgment that demonstrates the values, ethics and norms of the social work profession;
• Facilitate self-reflection and critical evaluation of professional responsibilities and behaviours in order to enhance conscious use of self in professional practice, and;
• Value the role of evidence-based and evidence-informed practice.

SOCW 559 Field Education II

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

The overall goals for this advanced field education component are to:

• Integrate classroom knowledge through application to agency-based practice experiences through the assessment, synthesis and integration of micro, mezzo and macro perspectives;
• Expand the professional knowledge base of students;
• Practice and refine advanced level social work practice skills;
• Facilitate students’ critical evaluation of their professional behaviour and enhance their consciousness of themselves as professional social workers;
• Develop professional judgment that demonstrates the values, ethics, and norms of the social work profession;
• Develop advanced, specialized or supervisory social work roles, and;
• Value the role of scholarship and develop the capability to undertake practice related research.

Field Education Learning Outcomes

Upon completion of the SOCW 519 and SOCW 559 field education, students will be able to:

1. Identify as a professional social worker and conduct oneself accordingly
2. Apply social work ethical principles to guide professional practice
3. Apply critical thinking to inform and communicate professional judgments
4. Engage diversity and difference in practice
5. Advance human rights and social and economic justice
6. Engage in research-informed practice and practice-informed research
7. Engage in policy practice to advance social and economic well-being and to deliver effective social work services
8. Respond to contexts that shape practice
9. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
10. Apply knowledge of human behavior and the social environment (HBSE).
Further details regarding these learning outcomes, and how they are demonstrated/evaluated, are provided in the course syllabus for SOCW 519 and SOCW 559 and available on the IPT system.

Field Education Policies

Multiple policies pertaining to field education are outlined in Part Four: School of Social Work Policies, provided in the next section of this manual. These policies have been approved by the School of Social Work and will be included in the Okanagan Academic Calendar as of June 2018, and effective Winter 2018 (i.e., September 2018), pending Senate approval.

While these policies are laid out to provide equitable, clear and consistent guidelines to students during their field education placement, 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 will likely advise the student to complete an Exception to Field Policy Request Form, available on the M.S.W. Program Homepage.

General Field Education Timeline

Please refer to the M.S.W. Program Homepage for all due dates

<table>
<thead>
<tr>
<th>April/May</th>
<th>Students submit the Field Education Application Form</th>
</tr>
</thead>
</table>
| Mid-May/June       | Students requesting a Distance Placement meet with Field Education Coordinator  
                     | Student interviews for Foundry or Social Work Mental Health Clinic |
| Early July         | Students are notified of their Field Education Stream |
| Early July         | Registration for Winter Term 1 & 2 begins            |
| July-October       | Students meet with the Field Education Coordinator as a supplement to the matching process |
| August             | Deadline for purchasing UBC student accident insurance |
| Mid-September      | Field Education Orientation (required)               |
| Mid-October        | Winter Term 2 placement students are notified of their field education placement |
| Early November     | If applicable, Winter Term 2 placement students must submit Exception to Policy in Field Education Form (to appeal placement) |
| Mid-November       | Winter Term 2 placement deadline for students to:   
                     | - Meet with prospective Field Education Instructor  
                     | - Submit Confirmation of Field Education Placement Form  
                     | - Submit Field Education Learning Plan Form |
| Mid-February       | Summer Term placement students are notified of their field education placement. |
Early March
If applicable, Summer Term placement deadline for students to submit Exception to Policy in Field Education Form (to appeal placement)

Mid-March
Summer Term placement deadline for students to:
- Meet with prospective Field Education Instructor
- Submit Confirmation of Field Education Placement Form
- Submit Field Education Learning Plan Form

Field Education Matching Process

Students are assigned to their placements through a matching process, based on the information the student provides in the Field Education Application Form (due date is published on the M.S.W. Program Homepage on Canvas) and information collected from agencies and Field Education Instructors.

Students are not to contact agencies to arrange their own placement, nor do they contact any potential field education placement site or Field Education Instructor. Students assigned to a Distance field education placement, may research and provide the Field Education Coordinator with a contact list for a variety of agencies, however, they must not contact the agency. It is acknowledged that students may have pre-existing connections in the community, however, this policy applies to all students in all placement streams.

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, taking into account a professional assessment of that 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.

While every effort will be made to provide the best educational opportunity for the student, placement 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. The School of Social Work cannot guarantee flexible schedules or particular communities or client populations. Students are required to uphold realistic expectations when requesting a particular schedule or region and recognize that their expectations may not be able to be met.

Available field education placements are normally agencies located in the Okanagan Valley region. The availability of placements in some areas may be limited and students must be prepared to accept a field education placement anywhere within 125 km of UBC’s Okanagan campus. Students make their own arrangements for and bear the cost of personal transportation during a placement. UBC does not provide any form of insurance for private vehicles. If students are requested to transport clients, it is best to do so in an agency vehicle. Conflict of interest occurs when objectivity in a student’s evaluation or supervision is compromised by personal factors. If an assigned placement presents an opportunity for any such possibility should occur in a placement assignment, please inform the Field Education
Coordinator immediately. See the policy in Part Four regarding Conflict of Interest in Field Education.

The Field Education Office does not assign students to field education as a direct segue to a post-degree job.

Field Education Streams

The nature of the assigned field education placement dictates course registration. Please refer to the degree requirements and associated scheduling of courses in Part Two of this manual for more information. Students will be notified of their field education stream prior to the course registration date. For precise dates, please see the M.S.W. Program Homepage on Canvas.

Please refer to the following section for specific information about various placements. All placements require registration in the co-requisite integrative seminar (SOCW 518 for SOCW 519 and SOCW 558 for SOCW 559).

Students may express their interest in the following field education options on the Field Education Application Form. Please note that not all requests can be accommodated, as outlined above.

Winter Term 2 Placement (January-April)

This field education placement requires completion of 28 field education hours per week, Monday through Thursday as there are scheduled courses on Fridays. Alternative schedules must be approved by the Field Education Coordinator.

Summer Term Placement (May-August)

This field education placement requires completion of 28 field education hours per week, Monday through Thursday as there are scheduled courses on Fridays. Alternative schedules must be approved by the Field Education Coordinator.

Students may also express interest in completing a distance field education placement (i.e., outside of the Okanagan Valley) during the Summer Term.

UBC’s Social Work Mental Health Clinic

UBC’s Social Work Mental Health Clinic, located in the UBC Interprofessional Clinic, provides long-term services to children, adolescents, and their families with moderate to severe mental health symptoms or mental illness. This field education placement requires a long-term commitment. For Advanced One-Year track students the Clinic placement requires a 12-month commitment from September to August. For Foundational Two-Year track students, the Clinic placement requires a 16-month commitment and combines both SOCW 519 and SOCW 559 as
one assigned field education placement; it has two entry points (i.e., September to December, or January to April). Students are required to actively engage in an assigned case load with both children/adolescents and parents, as well as independent learning within the Social Work Mental Health Clinic opportunities.

Foundry Placement

Foundry Kelowna is a relatively new agency in the Okanagan Valley that services youth (ages 12-24) and their families. It follows a ‘hub’ model, where multiple services and agencies co-locate to provide one-stop services for youth and families. The main areas for care are related to mood/anxiety/distress, substance use, and early psychosis. The process involves an assessment, brief intervention and/or referral pathway.

This assigned field education placement will be a team-based placement. There are two options to complete the Foundry placement:

1. September to April (multi-term, part-time), or
2. May to August (Summer term, full time).

M.S.W. field education students assigned to Foundry Kelowna will be participating in walk-in counselling and service hours, as well as community and organizational development opportunities.

Distance Field Education Placement

Distance placements follow the same timelines for local placements, however, students have an active role in identifying potential placements where they would ideally like to be placed. Distance placements are only available for SOCW 559 Field Education II students. Students are not to directly contact the agency or prospective Field Education Instructors. *Distance placements will be available for the Summer Term only (i.e., May to August 2019).*

Students who wish to be considered for a distance placement must meet with the Field Education Coordinator (either in-person or by videoconference) during the late spring (see *M.S.W. Program Homepage* for dates and appointment scheduling) in order to discuss their preferences.

Own Agency Placement

A field education placement in the place of employment must have prior approval of the Field Education Coordinator. A placement in the place of employment requires a clear delineation between the student and employee roles and will only be approved where no conflict of interest can reasonably be proved. Students and agency personnel need to be cautioned that a placement at the student’s place of employment may not be appropriate, because the student
and the organization may find it difficult to differentiate between the focus on learning and the focus on work. For example:

- The student’s learning needs may be minimized in the interest of meeting agency priorities.
- The student may feel constrained to think critically about their field education placement/employment agency.
- If the placement is paid, the student may be obligated to perform certain tasks beyond those appropriate to the learning goals.
- 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 for the student and/or the agency.

An Own Agency Placement may only be utilized as a field education placement site when all of the below requirements are met:

- 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 must constitute new learning for the student: i.e., a new population, new treatment modalities/methodologies, new field of practice. It should also be located 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 placement in the place of employment situation.
- 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).
- Students are allowed to do only one field education placement at their agency of employment.
- All of the required field education hours must take place under the supervision of a new (to the student) M.S.W.-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.
- If the Field Education Instructor has never supervised an M.S.W. student before, they are required to attend the School of Social Work’s Field Education Instructors’ Supervisory Training.
• Students must submit the Own Agency Placement Form, due at the same time as the Field Education Application Form.

If a student is considering accepting paid employment in the same agency as their field education placement after a placement has already begun, they must advise the Field Education Coordinator prior to accepting any paid shifts.

**Setting Up the Placement/Meeting with Prospective Field Education Instructor**

During the initial meeting with the prospective Field Education Instructor, while discussing the Field Education Learning Plan, it is the student’s responsibility to initiate discussion about each of their Field Education Instructor and student’s 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. Students can first and foremost expect to be relied upon to place the service users’ best interest ahead of their own at all times. The ideas, plans and insights generated from these initial discussions will advance the learning and teaching opportunities in the placement to the mutual benefit of both the student and the Field Education Instructor.

The nature of the student role in a field education placement varies according to the agency as well as the Field Education Instructor and their current workload. The Field Education Instructor will provide a short job description of what they anticipate for the student’s experience; however, the student must be open to the possibility of change. It is understood that the Field Education Instructor will enable opportunities for the student to build on their current level of mastery and the goals they have made for the field education opportunity. Because of the uniqueness and variability of each placement, goals should be developed keeping in mind the learning objectives of the placement based on the generally accepted social work competencies and practice behaviors.

Social work students are not held to the standard of care of fully qualified professionals, but rather that of a reasonable and educated social work student. Students are expected to be competent for their position and to have acquired social work skills and knowledge. They are expected to recognize and understand their own limits and, when appropriate, to refer the case to or seek assistance from the Field Education Instructor or other qualified staff.

Students are not employees of UBC, nor of the agency, but are students filling a professional role with the agency. Students must take the initiative to make the most of learning opportunities in becoming a professional social worker under the guidance of their Field Education Instructor. In accordance with the BCCSW Code of Ethics, social work students must identify themselves as student interns to patients/clients at all times and when signing notes in records/charts and all other documents produced by the student for or on behalf of the field education agency.
Some agencies may require an updated criminal record check 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. The School of Social Work cannot share criminal record check results they receive with agencies. Students may find information about how to share their criminal record check on the School of Social Work website.

Please note that financial remuneration does not occur for students while in placements. 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 prior to confirmation of the placement. Students and Field Education Instructors are encouraged to discuss this in the preliminary meeting.

The field education placement is not finalized until the Field Education Instructor, student, and Field Education Coordinator agree upon the agency experience outlined in the Field Education Learning Plan and adding their electronic signature to the Confirmation of Field Education Placement Form being submitted to the Field Education Office (available on the IPT website). The signed confirmation form must be submitted via IPT to the Field Education Coordinator by the appropriate deadline as indicated on the M.S.W. Program Homepage. Once the placement has begun, changes in the placement need to be approved by the Field Education Coordinator. The School reserves the right to change any placement assigned to a student.

**Appeal of Assigned Placement**

*If* the student has concerns with the suitability of their placement *after* the assignment of the placement, *and* an initial meeting between the student and Field Education Instructor has occurred, *then* an Exception to Field Policy Request Form may be submitted for review by the Field Education Committee. If a new placement is deemed appropriate by the committee, the Field Education Coordinator will arrange for another suitable match. The student then has two weeks to meet with the new prospective Field Education Instructor to discuss the Field Education Learning Plan and confirm the new placement with the Field Education Coordinator.

**Placement Check-Ins/Field Education Liaison Visit**

A Field Education Liaison is responsible for visiting students with their Field Education Instructors as early as possible in the term. Settings which are new to the program, or those which have new Field Education Instructors, will usually be visited within the first two weeks of placement. The main purpose of these sessions is to clarify the program goals and expectations for the placement, to assist in the development and clarification of the learning plan, and to ensure that the Field Education Instructor and student have an agreed-upon process for dealing with concerns.

Field Education Liaisons are responsible for a minimum of three points of contact with students and their Field Education Instructor. At least one of these points of contact will be an on-site
visit. Field Education Liaisons are available more frequently for on-site visits or by phone, as necessary.

<table>
<thead>
<tr>
<th>Point of Contact</th>
<th>Method of Interaction</th>
<th>Materials Used for Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial (within first 2-4 weeks)</td>
<td>In person</td>
<td>Learning Plan Review of expectations</td>
</tr>
<tr>
<td>Midterm (as scheduled)</td>
<td>In person or by phone upon request</td>
<td>LOW Midterm Plus: Time Sheet, PD Events Worksheet, and Learning Plan</td>
</tr>
<tr>
<td>End of Placement (as scheduled)</td>
<td>In person or by phone upon request</td>
<td>LOW Final Plus: Time Sheet, PD Events Worksheet, and Learning Plan</td>
</tr>
</tbody>
</table>

The purpose of the Field Education Liaison meetings is to help promote the student’s learning. These joint meetings are working sessions centred on 1) How the placement is going generally, and 2) Helping bridge any concerns between student and agency. Field Education Liaisons have the responsibility to assign or recommend to the Field Education Office a Pass/Fail grade to each student and therefore need to see evidence of the student’s learning within the field education required documents.

**Student Evaluation**

SOCW 519 and SOCW 559 are each 6-credit courses and graded on a Pass/Fail basis by the Field Education Liaison in consultation with the Field Education Instructor and student. The completed required documents are first reviewed by the Field Education Liaison, and a final grade is recommended to the Field Education Office for grade submission.

Evaluation is seen as 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.

If at any point during the placement, a student’s performance is assessed to be unsatisfactory, the Field Education Instructor and/or the Field Education Liaison along with the Field Education Coordinator will make options and recommendations based on the circumstances by incorporating a Corrective Action Plan (CAP).

While it is expected that Field Education Instructors and students will monitor and discuss student progress on an ongoing basis throughout the placement period, formal evaluations are to occur at two particular points: at midterm and near the end of the placement period. The midterm and final evaluations can involve the Field Education Liaison by request of the student, Field Education Instructor, or the Field Education Liaison. At both midterm and final evaluations, the Field Education Instructor provides a review of the student’s current abilities relating to practice behaviours:
### Midterm Evaluation Process

For further information on the midterm evaluation process, please refer to the specific course syllabi available on Canvas.

1. 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 225 hours in placement. The student should schedule a time that is convenient for both the Field Education Instructor and the Field Education Liaison, should they be in attendance. The Field Education Instructor and/or the student may invite the Field Education Liaison to join them for the midterm evaluation meeting or they may choose to proceed on their own.

2. The Learning Outcomes Worksheet (LOW), as it relates to the Learning Plan (both available through the IPT system), is used as the focus of their discussion. Both the student and Field Education Instructor must sign off on the required midterm evaluation forms.

3. If there is any concern about the potential of a student not successfully completing their placement, the Field Education Instructor and the Field Education Liaison, as well as the Field Education Coordinator must be informed of the situation. A Corrective Action Plan (CAP) will be initiated.

4. The Field Education Liaison will review and document the completion of the required evaluation forms. If the student does not agree with the evaluation, they may submit a letter to the Field Education Coordinator outlining their concerns. If a student refuses to submit their required field education documents and participate in the evaluation meetings, the placement may be suspended until they have done so.

### Final Evaluation Process

For further information on the final evaluation process, please refer to the specific course syllabi available on Canvas.

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

1. The student initiates a request to meet with the Field Education Instructor. The Field Education Instructor and/or the student may invite the Field Education Liaison to join them for the final evaluation meeting or they may choose to proceed on their own.
2. The Learning Outcomes Worksheet (LOW), as it relates to the Learning Plan (both available through the IPT system), the Field Education Time Sheet, Professional Development Events Worksheet, and finalization of the Field Education Learning Plan, as well as the prepared field education portfolio 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 are asked to print copies for their own records.

4. The Field Education Liaison will review and file the evaluation package. If the student does not agree with the evaluation, they may submit a letter outlining their concerns.

**Attendance and Absences**

Students are expected to make appropriate and professional decisions regarding absences. If a student is unable to make it to placement, they must notify their Field Education Instructor immediately, or leave a message if the Field Education Instructor is unavailable. If it is considered that the student has made an unprofessional decision in this respect, the Field Education Instructor will first attempt to resolve with the student and document the occasion in a Placement Conduct Incident Form (on IPT). If it cannot be resolved, a Corrective Action Plan (CAP) can be initiated with the Field Education Liaison and Field Education Coordinator.

**Illness**

- The student must make up any missed time.
- When the time lost in placement is due to illness which exceeds what can be reasonably recovered within the academic year, a medical deferment may be obtained. A doctor’s note or other documentation may be required.
- The Field Education Office will then decide when the placement 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.

**Statutory Holiday and University Breaks**

- All students are strongly encouraged to take a break during the winter university break (Christmas) and regular statutory holidays, but to attend their regular placement 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.
- It is required that students who wish to take time off make these arrangements prior to commencing their placement 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 and/or plan.

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 education placement 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. Students will be required to make up missed hours or fulfill 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 placement 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.

Resolving Conflict in Placement

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 either discuss this directly with the person(s) involved or to seek outside assistance. Students should consult with their Field Education Instructor or Field Education Liaison prior to contacting the Field Education Coordinator for additional support or assistance. Note that constant complaining to classmates, co-workers or others and not taking positive steps toward resolution is unprofessional and therefore unacceptable behaviour.

Discussion between Field Education Instructor and student may adequately resolve issues. Field Education Instructors are encouraged to document instances in a Placement Conduct Incident Form (on IPT). Instances which require remedial action are to be tracked by the Corrective Action Plan Form (CAP), which can be obtained from and submitted to the Field Education Coordinator.

Students must abide by the policies, rules and regulations set forth by the agency. If a student feels they are being asked to do something unfair, unreasonable, unethical or illegal please consult with the Field Education Instructor first or if appropriate, the Field Education Liaison immediately. Acting against an agency’s policy without consultation could result in a student’s removal from the agency.

Students are expected to demonstrate the program’s competencies and perform in a professional manner, keeping commitments to the agency, the Field Education Instructor, and
the clients as their primary responsibility. It is the student’s responsibility to make sure clients are notified of any absence and other arrangements are made to provide service for clients in the student’s absence. As a professional in social work, primacy of clients is the foremost responsibility.

A student may not self-terminate a placement. 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 and their clients.

See the policy in Part Four regarding Termination of Field Education.

**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 must be professional in nature and conflicts of interest must be identified, managed and whenever possible, avoided. Sexual relationships with clients are prohibited as this represents an abuse of power within the context of a professional helping relationship.

**Student Safety in Field Education Settings**

Field Education sites are expected to provide students with specific orientation to their policies and procedures regarding risk management and staff, 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. The following is provided as general tips for enhancing safety in the placement environment:

**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 nonthreatening 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 an agency staff member or emergency personnel (911). Do not attempt to remove any weapons.
- When seeing clients in an area outside of the agency such as a client’s home, students should discuss 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 the visit.

**Client Suicide Prevention**

The scope of suicide prevention is well beyond what could be covered in this manual. However, every student, no matter the placement, should be aware and follow the placement agency’s policy regarding suicide prevention and intervention. Should a student be concerned that a client may harm themselves, it is imperative to involve others in the agency so that a complete suicide risk assessment can be arranged and a safety plan can be implemented for the client. It may be required that students complete a ‘Critical Incident’ report in some instances related to suicidality. Consultation with the Field Education Instructor or Field Education Liaison is required.

**Harassment and Discrimination in Field Education**

While in field education, students may believe they are being harassed by others (e.g. Field Education Instructor, other workers or placement students, clients) based on gender, religion, sexual orientation, ethnicity, and other personal characteristics. It is important to voice these concerns with non-offending others such as the Field Education Instructor, Field Education Liaison or the Field Education Coordinator to discuss safety and options.

Concerns and complaints about harassment in any form are taken very seriously by the School of Social Work. Students with questions or concerns about harassment are encouraged to contact the Director of the School, the Dean of the Faculty of Health & Social Development or the UBC Equity Office. The School adheres to the policies outlined by the University’s Equity Office regarding discrimination and harassment.
Student Insurance Coverage

UBC students are covered for professional liability/malpractice coverage while enrolled in SOCW 519 or SOCW 559 as a University-sponsored activity. Students can request a letter confirming the UBC coverage from the Field Education Coordinator so that they can present this to another party, if required.

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 placement outside of BC are not eligible to transfer this coverage outside of the province and are advised to inquire of related coverages available to them.

Students must also purchase the UBC student accident insurance. This insurance covers coursework in environments where the risk of injury is greater than in a classroom, e.g., laboratories, certain field work, or field education. It provides a $50,000 maximum benefit for death or dismemberment, $100,000 for injury resulting in paralysis and a $10,000 excess medical coverage, e.g., ambulance, prescription drugs. The plan does not provide 24-hour coverage. It applies only during the involvement of the student in coursework (or field education).

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.

Confidentiality in Practice

Confidentiality is a fundamental tenant 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 placement. Students shall exhibit the highest degree of professional discretion and integrity when encountering confidential data or materials. This policy equally applies to student’s sharing in social media spaces, posting pictures and other electronic formats. Any confidential information obtained while in placement must remain confidential and not be shared once the field education placement has ended.

General Guidelines Related to Confidentiality:

- The information disclosed to a social work student during the course of the relationship with 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.
• The client should feel free to make a full disclosure of information to the social work student in order for the student to most effectively provide needed services. The client should be able to make this disclosure with the knowledge that the student will respect the confidential nature of the communication. The student shall not reveal confidential communications or information without the express consent of the client, unless required to do so by law.

• The obligation to safeguard client confidence is subject to certain exceptions which are ethically and legally justified because of overriding social considerations. Where a client threatens to inflict bodily harm to another person and there is a reasonable probability that the client may carry out the threat, the student should take reasonable precautions for the protection of the intended victim, including notification of the police. Similarly, by law, anyone who is aware that a child is being abused or neglected, or there is a serious threat to a child’s well-being, is required to make a report to the Ministry of Child and Family Development. Clients should be informed of such limits to confidentiality from the outset of any clinical encounter.

• Clients should be encouraged to discuss their problems candidly, knowing at the same time that their privacy will be respected, and that they will not be discriminated against based on the information they share. However, confidentiality, like other ethical duties, is not absolute. 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.

• Discussion of a client’s problems or of ‘private’ 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 he or she is safeguarding the client’s identity) is unwise and may impair public confidence in the social work profession. 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. Discussing a client by name is to be avoided. When inquiring about clients or agencies with other students, remember that in many cases it is considered inappropriate and unprofessional to gain information about parties out of personal curiosity or personal concern when posing questions as a social work professional or student.

• 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. Prior consent of the client must be sought when releasing information to any external parties. Standard practice is to keep any information you see or hear confidential. Only share information with people who have a proven ‘need to know.’ Discretion should also be used when you are discussing a client or private agency information and you may be in earshot of other employees, workers, or clients who do not have a ‘need to know’ with respect to the confidential information you are discussing. Generally,
identifying information should only be released with the written consent of the client. Always follow agency protocols regarding confidentiality and the release of information.

- Consultation: Client information is expected to be shared with Field Education Instructors or other agency staff when the intent is in the best interest of the client and the services rendered. Students can inform clients that, as students, their information could be or will be discussed in the realm of supervision. Additionally, 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 exercise due care in determining when information they share falls under consultation and is shared outside of the agency.

- Duty to warn: Students should not confuse confidentiality with their duty to take action in instances where there is concern of harm to self or others. In instances when working with children or vulnerable adults – the duty applies to statements or information around abuse. In situations where a student is 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 prior to contacting law enforcement, child protective services or other governing body.

Ending Well in Field Education

Feelings at the End of Field Education

It is natural to have a range of feelings when dealing with endings. Some feelings at the end of field education may include denial, anger, sadness, guilt, abandonment, grief, anxiety, self-doubt; however, there may also be feelings of pride, happiness and a sense of accomplishment. It is important for students to be aware of these feelings and know this is ‘normal’. The School encourages students to consider reflecting on past endings and the feelings experienced. Support is available to help manage these feelings, especially if difficulty has been experienced with previous endings. Share your feelings with your Field Education Instructor or your Field Education Liaison, and ask for assistance with this transition. Also, it is important to note that counselling services through Campus Health and Wellness are available.

What We Know about Endings

- Endings are inevitable
- Endings are a mutual experience
- Endings need to take into account the multi-dimensional relationships that develop among students, Field Education Instructors, employees, and clients
- Endings can be emotional
- Having a plan makes the transition easier
- Self-awareness aids in dealing with emotions and feelings
- Students have support from Field Education Instructors, Field Education Liaison and Field Education Coordinator, as well as other social work students
- Developing a plan will help with maintaining control, managing your feelings, appropriately attending to relationship endings, and ensuring all requirements for field education are met

**Checklist for a Positive and Successful Ending to Field Education Placement**

- Reflect on the progress that has been made at the placement. Review the Field Education Learning Plan and make a plan to achieve any of the 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.
- Anticipate reactions from the people at the placement. Attend to these reactions and discuss feelings with a support system.
- Ensure that paperwork and projects are completed and submitted to the Field Education Instructor and Field Education Liaison, as appropriate.
- Plan for the last day at placement. Often social work students feel gratitude toward their Field Education Instructor and agency. Feel free to plan something special to show appreciation. Ensure all required hours are completed.
- Complete and submit the final evaluation documents in collaboration with the Field Education Instructor.
- Meet with the Field Education Instructor and contact the Field Education Liaison to review the final evaluation and bring closure to the experience.
PART FOUR: SCHOOL OF SOCIAL WORK POLICIES

The following policies have been approved by the School of Social Work. They will be included in the Okanagan Academic Calendar as of June 2018, and effective Winter 2018 (i.e., September 2018), pending Senate approval.

Academic Regulations

Introduction

The academic regulations set out below apply specifically to students enrolled in the Master of Social Work program in addition to the general policies and regulations set out as the Campus-Wide Policies and Regulations in this Calendar, as well as the Academic Regulations of the College of Graduate Studies.

Leave of Absence

Requests for a leave of absence must satisfy the requirements outlined by the College of Graduate Studies for On-Leave Status. Students must seek approval from the Program Coordinator of the School of Social Work prior to applying to the Dean of Graduate Studies for On-Leave Status. A leave is ordinarily granted when a student is best advised for personal, health, or other reasons to have time completely away from academic responsibilities.

The Master of Social Work program is a cohort-based program, and each term’s courses lead into the following term. Thus, a student must consider that they will need to re-enter the program where they left off after a leave to ensure program progression. A student may not take a leave of absence exceeding one year; those who fall into this category and wish to return to the School must reapply for admission to the program. Therefore, if a student is contemplating a decision to take a leave of absence from studies in the Master of Social Work program, it is recommended that the student make an appointment with the Program Coordinator to understand the academic implications of taking a leave.

Students experiencing extenuating circumstances during a field education placement and who wish to request a leave of absence are required to consult with the Field Education Coordinator and the Program Coordinator for programmatic understanding prior to formally seeking approval for leave.

Withdrawal and Readmission

Students progress through the Master of Social Work degree on a term-by-term basis, only by satisfying the successful completion of the previous term’s courses. Students who are considering withdrawal or students who receive less than a B- in any course should meet with the Program Coordinator to discuss the implications for their program. Specifically, students must make the necessary arrangements to return to study for the term in which the courses
they require are offered. Refer to the Academic Regulations outlined by the College of Graduate Studies for Academic Progress and Withdrawal, Reinstatement and Readmission.

Attendance

The Master of Social Work program is an intensive full-time program and is highly participatory in nature. Regular attendance is a professional commitment that is expected of students in all classes and other mandatory scheduled events. Specific policies for attendance expectations for each course are noted in each respective course syllabus. Satisfactory attendance includes arriving on time, remaining for the duration of class or experience, and participating in all scheduled coursework and field education placements. Students who do not attend or participate regularly as outlined in course syllabi may not meet course expectations.

Vacations and other personal events should not conflict with classes or field education placements. Absences during a field education placement may result in the timeframe for field education to be extended to meet duration and learning objective requirements. Failure to comply with the attendance policies, as outlined in course syllabi, may result in the student failing the course.

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. See UBC Campus-Wide Policy on Academic Concession for information on conflicting responsibilities and unforeseen events.

Academic Accommodation for Students with Disabilities

Students seeking accommodations during coursework and/or field education placements should follow the Academic Accommodation Process, as outline by the College of Graduate Studies.

In many instances, an academic accommodation for coursework does not extend to field education. The Field Education Coordinator should be consulted prior to the field education matching process if accommodation is sought.

Program Regulations

Criminal Record Check

As a condition of admission, applicants to the School of Social Work’s Master of Social Work program are required to submit a criminal record check that provides clearance to work with children and vulnerable populations during a field education placement. Students enrolled in the Master of Social Work program are required to provide notification and authorization for a further criminal record check should the student be charged with, or
convicted of, a relevant criminal offence subsequent to their last Criminal Records Review Act check.

Some agencies may require an updated criminal record check 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. The School of Social Work cannot share criminal record check results they receive with agencies.

Failure to comply with the School of Social Work’s criminal record check policies, or failure of the criminal record check may result in the student being withdrawn from the Master of Social Work program.

*Student Accident Insurance*

After admission to the program, social work students must purchase UBC student accident insurance prior to the communicated deadline each year. This additional accident insurance coverage is required for many field education placements.

Failure to comply with the School of Social Work’s student accident insurance policy may result in the student being withdrawn from the Master of Social Work program.

Information about purchasing UBC student accident insurance will be provided to students each spring via email. Additional information about student safety during practicum is available through Risk Management Services.

*Professional Conduct Standards in the School of Social Work*

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 a 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, as well as by University policy, at all times and in particular while in any settings where activities (e.g. academic, clinical practice or social) are carried out under the auspices of the University.

Although satisfactory academic performance is a prerequisite to advancement, it is not the sole criterion in considering the suitability of a student for advancement from year one to year two, or advancement to course completion and then graduation. Students’ professional conduct is evaluated as a component of the program that also includes assessment of academic coursework and field education required for graduation. Students who fail to meet expectations regarding professional conduct may be deemed unsuitable for further training and may be withdrawn from the program even though the student meets all other academic and field education requirements.
Before a student is deemed unsuitable, the School will conduct a review in accordance with the Procedure for Addressing Alleged Unprofessional Conduct. A review is triggered when a student violates the Standards of Professional Conduct.

**Field Education Placements**

Placements are arranged by the Field Education Office. Under no circumstance shall students contact agencies to arrange their own placement, nor shall they contact any potential Field Education Instructor.

Students are assigned to their placement through a matching process, based on the information provided in the Field Education Application Form. While every effort will be made to provide the best educational experience for the student, it is incumbent upon the student to have an open mind with regards to the education they will receive from any given site. Presumptions or assumptions with regards to a learning experience can be inaccurate. The Field Education Office assigns the entire cohort of students to the most appropriate field education sites available. While student learning needs are greatly considered, above all else, protection of clients and the agencies that serve them are the primary consideration for field education placements. Late applications may result in fewer placement opportunities for the student who misses the field education application deadline, as matching begins as soon as the deadline has occurred.

Field education placements are normally in agencies in the Okanagan Valley region, however distance placements for students in the M.S.W. Advanced track or second year of the M.S.W Foundational Two-Year track may be permitted upon approval from the Field Education Office. The availability of placements in some areas may be limited and students must be prepared to accept a field education placement anywhere within 125 km of UBC’s Okanagan campus. Students make their own arrangements for and bear the cost of personal transportation during a placement. UBC does not provide any form of insurance for private vehicles. If students are requested to transport clients, it is best to do so in an agency vehicle.

A field education placement in the place of a student’s employment (i.e. Own Agency Placement) must have prior approval of the Field Education Coordinator, whether the intended placement is paid or unpaid. An Own Agency Placement requires a clear delineation between the student and employee role and will only be approved where no conflict of interest can satisfactorily be proved.

Financial remuneration is not to be expected by students while in placements. If a student is considering accepting paid employment in the same agency as their field education placement after a placement has already begun, they must consult the Field Education Coordinator prior to accepting any paid shifts. The student may be required to request an Own Agency Placement depending on the nature and extent of the paid work being considered.
Please refer to the School of Social Work website for information, deadlines and forms for submission to the Field Education Office. Students are responsible for keeping up-to-date on deadlines and all posted field education information.

Field Education Requirements

Students complete a minimum of 450 hours of field education. Students may be required to complete additional hours if necessary to meet the objectives of the course, to demonstrate competency, or if there was a breakdown or interruption in their placement due to the student or Field Education Instructor’s ability to attend. It is the student’s responsibility to maintain a record of hours.

The Master of Social Work program is a full-time, continuous program of study. Students who choose to seek employment or engage in other responsibilities at the same time as field education must ensure that field education and client best interest takes priority.

It is required that students in a four-month term placement commit to a minimum four-day-per-week schedule. Placement hours are dictated by the schedules available at participating agencies, the needs of their clients, and the Field Education Instructor’s schedule. The School of Social Work cannot guarantee flexible schedules or particular communities or client populations.

Students who believe they require an exception to any policy or procedure pertaining to field education should first discuss this with the Field Education Coordinator, who will likely advise that a student complete an Exception to Policy in Field Education Request, which will be reviewed by the Field Education Committee. The student should explain the context in which the request comes and supporting facts or documents. While the Field Education Office will consider all requests, available placement sites are limited and thus decisions of the Field Education Committee in regards to placement assignment are final.

Conflict of Interest in Field Education

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, health care provider, facility, agency or client care area. Students are required to report any situation where a conflict of interest may be present.

The student is obliged to inform the Field Education Office of any circumstances that may compromise the integrity of the placement. This applies to instances that may arise prior to or during the placement, and 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.
Termination of Field Education

The School of Social Work reserves the right at any time to terminate a field education placement 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.

A student may not self-terminate a placement. A student who wishes to terminate their placement must first discuss the matter with the Field Education Coordinator.

A student will be assigned a grade of Fail (F) for field education and will be required to withdraw from the program if one or more of any of the following situations occurs:

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

In the event of a field education placement termination, a student cannot continue with subsequent scheduled coursework until they have met with the Program Coordinator of the School of Social Work and Field Education Office. Students who are required to withdraw should refer to the section on Withdrawal and Readmission for more information.

Social Media

The School of Social Work recognizes the growing importance of electronic communication and is committed to supporting the rights of social workers to interact knowledgeably and socially in the social media. Members of the School of Social Work community are responsible and accountable for their actions and statements in social media, and recognize that appropriate boundary setting is vitally important in the development and maintenance of professional relationships. The use of discriminatory, derogatory or unfounded statements or willful misrepresentation on social media is not condoned by the School of Social Work and can result in disciplinary action up to and including school and/or field education termination. For additional expectations of professional conduct in relation to social media, please see the School of Social Work Standards of Professional Conduct 4.4, 4.5 and 5.2.

Professional Standards for Students in the School of Social Work

The School of Social work is committed to creating a learning environment conducive to optimal education and clinical practice. The School has identified the standards of professional conduct set out in this policy 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, as well as by University policy, at all times and in particular while in any settings where activities (e.g., academic, clinical practice or social) are carried out under the auspices of the University. The School of Social Work adheres to and promotes UBC Board of Governors Policies, Procedures and Guidelines and UBC Okanagan’s Campus-Wide Policies and Regulations, including the Student Code of Conduct.

Students’ professional conduct is evaluated as a component of the Master of Social Work (M.S.W.) program that also includes assessment of academic coursework and field education required for graduation. Students who fail to meet expectations regarding professional conduct may be deemed unsuitable for further training and may be withdrawn from the program even though the student meets all other academic and field education requirements.

Before a student is deemed unsuitable, the School will conduct a review in accordance with the Procedure for Addressing Alleged Unprofessional Conduct.

**Standards of Professional Conduct**

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 behaviours identified and by meeting the following expectations of The School of Social Work with respect to professional conduct:

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 placements. 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.

Please see Appendix ‘B’ for Procedure for Addressing Alleged Unprofessional Conduct and Appeal.
Appendix A: Thesis Process

1. **Secure a faculty supervisor.** The supervisor must be a full-time faculty member with the rank of Assistant, Associate or Full Professor in the School of Social Work. The faculty member should be actively involved in research and publication and should ideally have experience working with graduate students. Further details regarding supervisor selection can be found in the CoGS Handbook on Supervision and Examination.
   a. Seek to align your research interests with those of your supervisor: for example, if you are interested in contributing to the social work knowledge base regarding practice in the area of family violence, then you should begin by seeking out a faculty member with expertise in this area. Occasionally, faculty members seek graduate students as paid research assistants; this can provide a ‘ready-made’ research focus, financial assistance, and valuable research training.
   b. Take the time to ask questions – what expectations does the faculty member have of you? What type of supervision do they envision? How often will you interact? Faculty members often expect thesis supervision to lead to joint publication; find out more about this, what does it entail, discuss your expectations – what are you hoping for? What kind of timeframe are you planning? Is it realistic? Ensure that the faculty member is not planning a sabbatical or extended travel that will preclude them from providing supervision during the time you are complete and writing up your research.

2. **Clearly define your research and the methodology you will use for your investigation.** This is the most challenging aspect of a thesis – students often begin with a very wide scope and have difficulty developing a clear and achievable area and method of inquiry. Therefore, considerable time should be spent by the student, with guidance from the supervisor, to develop and refine a research question before determining the appropriate method(s) to be used to answer the research question.

3. **Formulate your research proposal, supervisory committee and UBC application for ethical approval.** Supervisory committee members consist of individuals who offer expertise to help guide your research. Typically, they will be UBC faculty members, though only your supervisor must be in the School of Social Work.

4. **Begin your inquiry and analyze the information you collect.** As you do this, you should be in regular contact with your supervisor – you may want to set up a schedule of supervisory sessions or timeframes for submission and review of materials.

5. **Format the written thesis.** It is your responsibility to follow proper format and this information is available on the College of Graduate Studies website. Once all members of your supervisory committee provide written approval, the thesis is submitted to the College of Graduate Studies and a ‘university examiner’ is selected to read and assess the thesis.
At this point you should have completed all other program requirements – defense of the thesis is the final component of your graduate program.

6. **Formal defense of the thesis.** This occurs approximately six weeks after submission to the College of Graduate Studies. It is typically attended by a chairperson, your supervisory committee and university examiner, as well as interested faculty, students, and perhaps family members. You provide a 20-30 minute oral presentation after which the examining committee question you on various aspects of the thesis. The chairperson then directs questions form the audience. Following this, a discussion occurs with the examining committee to decide the outcome of the defense. (You and everyone in the audience must leave the room while this discussion occurs). The thesis may be accepted as is, accepted subject to minor revisions, not accepted until substantial revisions have been approved, or it may be rejected outright. Once the decision has been made, you are invited back into the room and the chairperson advises you of the decision.

In the event that revisions are required, you have a specific amount of time to complete these. You then submit the thesis for the required approvals and it goes back to the College of Graduate Studies where all final formatting is checked. Once this is satisfactory, the thesis is accepted. It is at this point that you are considered to have fully completed your program and are eligible to graduate.

Reading existing social work theses and observing a theses defense may help you decide if completing a graduate thesis is a good option for meeting your professional and personal development goals in SSW and beyond.
Appendix B: Procedure for Addressing Alleged Unprofessional Conduct and Appeal

Procedure for Addressing Alleged Unprofessional Conduct

Students will be provided ongoing feedback and coaching from faculty with respect to their professional conduct. Except in a situation where the unprofessional conduct is egregious, the first step taken to address the conduct will involve an assessment of whether the conduct is remediable and should be addressed by a Corrective Action Plan (“CAP”).

The Chair of the Suitability Committee may exercise his or her discretion to decide that a CAP is not appropriate and the student’s case will proceed directly to Stage 2 of the process outlined below.

Stage 1: Suitability Committee Review

Concerns or issues related to a student’s professional conduct identified by a faculty member, staff, peer or community member shall be set out in writing and sent directly to the Chair of the Suitability Committee. The student will be provided with a copy of all documentation under consideration by the Suitability Committee, unless there is a specific reason (e.g., 3rd party privacy) to withhold information submitted by the complainant.

The Suitability Committee will review the material submitted and will set a meeting with the student to discuss the concerns and issues raised. The student will be given the opportunity to respond to the concerns in this meeting.

The Suitability Committee will develop the CAP, using the format set out in Appendix B, with input from the student and any other relevant personnel involved in the breach of professional conduct or in the remedial action. The CAP will clearly identify the conduct, any remedial action to be taken by the School and the student and a date by which the student must have completed the remedial action (“Review Date”).

The Chair of the Suitability Committee will review the implementation of the plan, the student’s progress and will assess whether the student has successfully remediated. If the student has not successfully completed the remedial steps by the Review Date, the student and Director will be notified that the student has not met the remediation requirements and the student will be required to meet with the Director within two weeks of the Review Date.

Stage 2: Decision on Dismissal from Program

A student may be dismissed from the Program on the basis of unsuitability in the following circumstances:

- When a student fails to complete the required remedial steps set out in the CAP;
• When a student continues to demonstrate unprofessional conduct; and
• When a student’s breach of professional standards is so egregious that the Chair of the Suitability Committee determines that a remediation plan is not appropriate.

The Director will notify the student in writing that, as a result of the student’s failure to adequately resolve the concerns, and/or the serious nature of the concerns, the student is at risk of being dismissed from the Program on the basis of unsuitability. The letter will clearly set out the basis upon which dismissal is being considered.

A meeting will be scheduled with the student, the Director, and any other individuals as deemed required by the Director. The student may choose to bring a support person to this meeting. This person is present only to provide clarification and support to the student, not to speak on their behalf. The identity of the support person must be conveyed to the Director at least two days prior to the meeting or the support person may not be permitted to be present.

Stage 2 meetings will be led by the Director and the agenda will be as follows:

1. The Director will review the basis upon which the decision to dismiss is being considered.
2. The student will be permitted to present any other relevant information or extraordinary circumstances that the student wishes the Director to take into consideration in reaching a decision with respect to the student’s suitability.
3. During the meeting the Director may ask the student and advocate and complainant to leave the room to allow for an in-camera discussion of the new information.
4. The Director will determine whether the additional information warrants providing a further opportunity for the student to demonstrate an ability to meet the standards.
5. The Director will make a decision with respect to the outcome and the student will be notified of the decision within one week of the meeting.
6. If a further opportunity is provided, a remediation plan will be developed and implemented, using a Corrective Action Plan. The plan must clearly identify goals and performance standards, a timeframe for correction of deficits and consequences of failure to correct the deficits. The Director may impose any other conditions that must be met by the student that the Director deems appropriate and necessary for the remedial period to be successful. This may include referral to counselling or evidence of compliance with medical treatment, in those cases in which the additional information related to a claim that the conduct was a result of a medical condition

7. If the decision is to dismiss the student, a formal letter from the Director will be forwarded to the student and to relevant School of Social Work personnel. The Director will notify the Dean of the Faculty of Health and Social Development.

Appeal

1. Initiating an Appeal
1.1. All appeals on academic standing are made to the Dean. The student must forward a letter of appeal to the Dean identifying the decision under appeal and clearly setting out the grounds of appeal in accordance with this Policy. The letter of appeal must include any documents in support of the appeal that the student wishes to be considered. The student’s letter of appeal must be received in the Dean’s office within 10 days of the decision the student wishes to appeal.

1.2. The Dean, or delegate, will review the letter of appeal to determine whether the appeal is based on one of the grounds of appeal set out in this Policy. If the Dean, or delegate, determines that the appeal is not based on a ground of appeal set out in this policy then the Dean may dismiss the appeal.

1.3. If the Dean, or delegate, determines that the appeal is based on one of the permissible grounds of appeal set out in this Policy then the Dean will refer the appeal to the Faculty of Health and Social Development Academic Standing Committee (“Advisory Committee”) which will be chaired by the Associate Dean, Faculty of Health and Social Development (“Chair”) or designate.

2. Composition of Advisory Committee

2.1. In addition to the Chair (non-voting), the Advisory Committee will be composed of the following individuals:

   (a) Vice-Chair, Associate Dean Academic Programs
   (b) Two faculty members from each School. Only one member from the student’s School attends deliberations and has voting privileges.

2.2. In the event an Advisory Committee composed of these individuals cannot be constituted in a timely manner the Chair may appoint a senior faculty member as an alternative committee member.

3. Grounds for Appeal

A decision on academic standing reflects the assessment of the Suitability Committee and Director of the School of Social Work as to whether a student has met the professionalism standards of the Master of Social Work program.

3.1. A student may appeal a decision on academic standing only on the following grounds:

   (a) The decision is inconsistent with the Standards of Professionalism adopted by the School of Social Work;
   (b) The decision did not take into account all relevant evidence or relied on irrelevant evidence;
   (c) The decision is based on an arbitrary or discriminatory exercise of
academic judgment by the faculty or program.

3.2. In rare circumstances a student may appeal a decision on the basis of additional mitigating evidence that was not known to the student, and not available to the decision maker, at the time the decision was made.

3.3. A student may not appeal a decision solely on the basis that the student does not agree with the decision of the Director.

4. Terms of Reference of the Advisory Committee

4.1. The Advisory Committee is a committee of inquiry constituted to review student appeals on academic standing referred by the Dean and to make recommendations to the Dean regarding the disposition of the appeal. The Advisory Committee will review information relevant to the issues raised in the appeal before making a recommendation to the Dean.

4.2. The Advisory Committee will confine itself solely to questions arising from the grounds of appeal set out in this policy. The Advisory Committee may not substitute its judgment for that of the faculty on the basis that, on the evidence, the Advisory Committee would have reached a different conclusion.

5. Advisory Committee Meeting

5.1. The Advisory Committee will notify the decision maker (i.e. the Director of the School of Social Work) of the request for appeal and will provide the decision maker with a copy of the letter of appeal. The decision maker may be asked to provide a written response to the matters raised in the appeal. A copy of any written response provided by the decision maker will be provided to the student and the student will be allowed to respond either in writing or orally during the meeting with the Advisory Committee.

5.2. The Advisory Committee will review all materials relevant to the decision under appeal and the grounds of appeal including any applicable professionalism policies, the student’s academic record, any applicable narrative assessments and any faculty committee minutes relevant to the decision under appeal.

5.3. The Advisory Committee will schedule a meeting with the student to discuss the appeal and to attempt to resolve the dispute. At the discretion of the Chair, the decision maker may also be invited to attend this meeting. Neither the student nor the decision maker will be represented by legal counsel at this meeting. However, the student may be accompanied by a support person. This meeting could be arranged through videoconferencing as appropriate.

5.4. Either before or during the meeting with the student, the Advisory Committee may request additional information, oral or written, related to the decision or the grounds of appeal. All
such additional information will be shared with the student and the decision maker and they will be given an opportunity to respond to the additional information.

5.5. After consideration of all information relevant to the appeal the Advisory Committee will make a recommendation to the Dean with respect to the disposition of the appeal based on a majority vote of the committee members who reviewed the appeal,

5.6. The decision and recommendation of the Advisory Committee will be provided to the Dean in writing.

5.7. The Advisory Committee may recommend that the decision be overturned, modified with specific directions or upheld as written.

6. Decision of the Dean

6.1. Upon receipt of the recommendation of the Advisory Committee, the Dean may request additional information from the student or the decision maker before making a final decision. Any additional information provided in response to a request from the Dean will be provided to the student or faculty and they will have an opportunity to respond to the information.

6.2. The Dean will make the final decision regarding the disposition of the appeal after consideration of the Advisory Committee’s recommendation and of any additional information provided in response to the Dean’s request under paragraph 6.1.

6.3. The Dean will notify the student of the final decision in writing at the earliest opportunity.

6.4. A student may appeal the decision of the Dean to the Senate Committee on Academic Standing. Information on how to bring an appeal to the Senate Committee is available in the UBC calendar.
Appendix C: Field Education Personnel Roles & Responsibilities

All field education placement personnel will exhibit social work values, adhering to the BCASW/CASW Codes of Ethics (see p. 9) in all practice situations. The following is a description of the roles and responsibilities of each person involved in the field education practice. It is important to understand each person’s role and to address concerns and/or inquiries appropriately.

Field Education Coordinator

Reporting to the Director of the School of Social Work, the Field Education Coordinator works for UBC and has academic and administrative responsibility for field education placement. The person in this role has two main tasks: 1) To secure quality field education placements within the community and match students with available placement opportunities, and 2) To distribute to students, Field Education Instructors and Field Education Liaisons necessary information about field education. No placement is to go ahead without the Field Education Coordinator’s approval.

The responsibilities of the Field Education Coordinator are as follows:

1. Communicate with the Director of the School of Social Work and the faculty as a whole regarding resources needed, experiences and concerns of students, Field Education Instructors, Field Education Liaisons, and agency administrators.
2. Establish with members of the School appropriate policies and requirements of placements.
3. Review and assess resources for field education placements. Maintain an ongoing awareness of, and contact with, agency administrators and leaders of community groups and services to explore potential educational and field education opportunities.
4. Assist in facilitating professional development for those associated with field education instruction. Plan orientations, seminars, workshops, and appreciation events for Field Education Instructors, individually and in groups, on and off campus.
5. Plan and implement the process for matching of students to field education placements. This process includes providing an orientation to students regarding the field education selection process and field education placement requirements, for example:
   a. Education plans, field education roles, placement dates, field education policies, interview process;
   b. Obtain relevant information regarding student experience and learning needs in order to best match students with an available and appropriate placement
   c. Ensure students meet with Field Education Instructors in order to determine suitability.
   d. Follow up consultation with Field Education Instructors and students regarding the appropriateness of the student/placement match.
6. Design guidelines and schedules for each year level considering evaluation dates, integrative seminars, etc.
7. Arrange distribution of all field education materials, calendars, manuals, learning plans and evaluation forms. Review and organize the updating of the field education manual.
8. Match Field Education Liaisons to agencies in which students are assigned.
9. Ensure the necessary contractual agreements with field education settings are completed.
10. Offer consultation to and support relationships between students, Field Education Instructors, agencies and Field Education Liaisons.
11. Aid in resolving problems and conflict in the field placement. This may include a change of Field Education Instructor or field education placement. Coordinate any resulting change in placement.
12. Coordinate the development of evaluation instruments.
13. Chair the Field Education Committee and work with the Committee to identify strengths and areas for further development in the field education programs.

Field Education Liaison

The Field Education Liaison is a qualified, practicing social worker employed by UBC. The person is responsible for liaison between the social work program, the Field Education Instructor, and the student. This person also represents the School of Social Work in the community. Their function is to visit placements, to ensure collection and posting of evaluation documents has taken place, and to become involved if concerns arise in placements.

The Field Education Liaison must keep fully informed with what is going on in each placement. 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 grade to the Field Education Coordinator in consultation with the Director of the School of Social Work.

The responsibilities of the Field Education Liaison are as follows:

1. Arrange meetings with the Field Education Instructor and student as per the Field Education Liaison visitation schedule.
2. Maintain an understanding of the nature of the field education placement, including the range of available learning opportunities and supervision format to ensure a congruent fit between the educational opportunities provided by the agency, the student’s learning needs, and the M.S.W. curriculum.
3. Consult with the Field Education Instructor regarding the development and implementation of the educational design, as well as the program’s policies and procedures. Consult with, monitor, support and advise the Field Education Instructor regarding their role.
4. Consult with students regarding their learning objectives, progress and/or problems in field education.
5. Formally review and evaluate the student’s performance with the Field Education Instructor and student as participants in the evaluating process, in accordance with Field Education Office policies.

6. Following the identification and communication of problems, 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.

7. Collaborate with the Field Education Coordinator, Field Education Instructor and student in the determination of the withdrawal of the student from a field education placement, based on the seriousness of the concerns or the inappropriateness of the placement.

8. Support in evaluating the placement at the end of the student’s field education placement with the Field Education Instructor (and also possibly with designated agency administrative staff) to determine if changes need to be made for subsequent placements. Provide feedback and recommendations to the Field Education Coordinator regarding the field education experience and available learning opportunities.

9. Participate in developing and facilitating orientations, seminars and workshops for Field Education Instructors, as well as field education readiness sessions for M.S.W. students.

10. Act as an information liaison so that community and/or agency needs are communicated to the program. Such feedback provides the basis for more responsive approaches and the availability of school resources and expertise to agencies and/or communities.

11. Recommend the final grade in the field education course to the Field Education Coordinator, taking into account the Field Education Instructor’s and student’s evaluations and comments.

12. Maintain responsibility for the documentation of the Field Education Learning Plan, Learning Outcome Worksheet, Field Education Time Sheet, and other field education required documents, as well as ongoing documentation of concerns, if any, regarding the student placement.

Field Education Instructor

Field Education Instructors are experienced social workers who are employed by the agency that provides the field education setting, and have been assigned instructional responsibility for the student by their employer. In some cases, a human service professional with a non-social work background, but with many years of professional experience and expertise, can be employed as a Field Education Instructor. This person is responsible for providing the student with supervision and evaluating the student’s progress, with support and consultation from the Field Education Liaison, or Field Education Coordinator. Field Education Instructors provide students with day-to-day instruction, guidance, and support, in keeping with the standards of the School of Social Work and their agency. They have a dual role as both teacher and practitioner.

It should be noted that if the Field Education Instructor will be absent from their position for longer than one day, it is expected that they will assign one of their co-workers to temporarily

Revised April 3, 2018
supervise and support the student. If the Field Education Instructor’s absence is for an extended period of time, an alternate supervisor, or in extreme situations, an alternate setting will be chosen.

The responsibilities of the Field Education Instructor are as follows:

1. Carry out the specific educational expectations of the department as outlined in the Social Work Student Manual.
2. Participate in the selection of field education student(s) through initial meetings to assess student(s) referred by the Field Education Coordinator.
3. Provide an orientation to the student. The orientation includes information on mandate, policies, procedures, services, intake, case assignments, committees, task groups, planning and referral processes, sources of funding, administrative structure, relevant legislation, and linkage to other agencies.
4. Assist the student in the development of the Field Education Learning Plan within the field education course outline expectations and learning objectives.
5. Assume primary responsibility for the development and implementation of student learning activities and coordinate with other staff involved with the student. Notify the Field Education Liaison and the Field Education Coordinator if they are absent longer than one week and designate an appropriate alternate Field Education Instructor for any absence longer than one day.
6. Provide a diversity and sequencing of opportunities in treatment approaches, client populations, and social/personal issues, in order to enable the student’s achievement of the educational objectives as reflected in the learning plan and course objectives.
7. Encourage student participation in agency activities that may enhance their learning. Facilitate observation of and work experience with other workers.
8. Provide a minimum of one and a half hours of field education instruction time weekly (on average) for regularly scheduled supervision, and be available or assign a designate(s) to be available for brief, informal encounters for guidance of the student.
9. Assist the student in valuing and integrating theory and knowledge with social work practice.
10. Review practice course outlines and bibliographies to understand what the student is learning. Assist the student in applying learning to the agency setting.
11. Assist in preparing the student for the broad educational goal of preparation for generalist social work practice, as well as clinical social work practice, in addition to preparing the student for service provision within the agency setting.
12. Assess the student’s performance and learning needs through direct observation of the student-in-action.
13. Provide opportunities for the student to observe the work of the Field Education Instructor and to engage in follow-up discussions based on these observations.
14. Confer regularly with the Field Education Liaison and notify them if there are any questions or concerns around the student’s progress or policies of the program. Inform the Field Education Liaison of problems in field education placement and follow School resolution procedures.
15. Involve students in on-going evaluations of their performance focusing on their learning assignments. Inform students about and examine with them difficulties in performance and/or other issues and develop approaches to address these issues. Facilitate and complete midterm and final evaluations of the student’s progress. Sign off on weekly hours input by students to the IPT system.

16. Meet with the Field Education Liaison to review and evaluate the field education experience from both the School’s and the agency’s perspectives to plan for future placements.

17. Participate in field education seminars, workshops and meetings whenever possible.

Field Education Student

A field education Student is a social work student enrolled in a field education placement. The student’s role is to engage in an adult learning and professional development process whereby they gain the knowledge, skills, and values necessary for professional social work practice.

Generally, students are not volunteers or agency employees but rather active participants in an educational process. Students are responsible for familiarizing themselves with the Field Education Manual and providing any necessary information found in the Manual to their Field Education Instructor.

The responsibilities of the student are as follows:

1. Be aware of the terms and conditions, policies and procedures outlined in the Field Education Manual.
2. Submit a Field Education Application Form and other posted forms by deadline as provided on M.S.W. Program Homepage.
3. Attend orientation and field education preparation sessions.
4. As part of the initial meeting with the Field Education Instructor, formulate an initial draft of the Field Education Learning Plan in consultation with the Field Education Instructor by taking responsibility for the development of learning objectives.
5. Pursue learning opportunities and actively participate with the Field Education Instructor to review and analyze learning opportunities. This process requires honest self-examination and minimal defensiveness in acknowledging one’s limitations in knowledge and skills as well as those personal characteristics or values which might pose barriers to effective professional functioning.
6. Demonstrate major responsibility and initiative in the learning process.
7. Carry out agency assignments, observe agency policies, preserve confidentiality, provide written reports and records, and otherwise behave in an appropriate professional manner while in field education placement. Refer to School of Social Work Policies in Part Four of this manual.
8. Make optimal use of supervision by preparing for supervisory sessions and sharing academic course content and materials with Field Education Instructors.
9. Promptly inform the Field Education Liaison of any major changes or problems in the field education placement. In addition, students are expected to use Field Education Liaisons as consultants to enhance their professional development and practice effectiveness.

10. Observe the agency’s schedule for working hours. In the case of illness or other extraordinary circumstances necessitating absence, notify the Field Education Instructor immediately and make up the missed time.

11. Provide feedback to the Field Education Office via evaluation forms provided through the M.S.W. Program Homepage.

12. Act in a professional manner as a representative of the agency/organization and school.

13. Adhere to the BCASW/CASW Codes of Ethics. Breaches of these standards may result in the student being removed from the placement, the initiation of a formal review under a Corrective Action Plan (CAP), or other disciplinary measures.