

# Faculty of Human and Social Development

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*The Faculty of Human and Social Development has six different professional schools under the auspices of one faculty. The faculty is unique both at UVic and in Canada. It includes the Schools of Child and Youth Care, Health Information Science, Nursing, Public Administration, Public Health and Social Policy, Social Work and a program in Indigenous Governance.*

*The Faculty of Human and Social Development focuses on the health and social well-being of children, families and communities. In addition to high quality teaching, the Faculty has a reputation for excellence in innovative programs of research that are responsive to community needs. Additional features of our Faculty are equitable working and learning environments, with a strong emphasis on social responsibility.*

## Faculty Members

Patricia Marck, BSN (Edmonton), MN, PhD (Edmonton), Professor and Dean  
 Esther Sangster-Gormley, BSN, MS, (Florida), PhD (Dalhousie), Associate Professor and Associate Dean Academic  
 Susan C. Boyd, BA (California, Santa Cruz), MCP (Antioch), PhD (Simon Fraser), Professor  
 Marie L. Campbell, BA, MA (British Columbia), PhD (Toronto), Professor Emeritus  
 Pamela Moss, BA (Indiana), MA (British Columbia), PhD (McMaster), Professor

Michael J. Prince, BA (Carleton), MPA (Queen's), PhD (Exeter), Lansdowne Professor of Social Policy  
 Marjory Reitsma-Street, BSW, MSW (McGill), PhD (Toronto), Professor

## Visiting, Adjunct and Cross-listed Appointments

Penny Cash, BEd, MEd, PhD (Australia), Adjunct Associate Professor

## General Information

### DEGREES AND PROGRAMS OFFERED

Faculty of Human and Social Development Undergraduate Programs

	Degree Programs	Diploma, Certificate, and Minor Programs
Faculty of Human and Social Development		Indigenous Governance Certificate Program
School of Child & Youth Care	BCYC	Diploma in Child and Youth Care <sup>1</sup>
School of Health Information Science	BSc	
School of Nursing	BSN	
School of Public Administration		Diploma in Indigenous Community Development and Governance
		Diploma in Public Sector Management
		Diploma in Local Government Management
		Professional Specialization Certificates: <ul style="list-style-type: none"> <li>• Local Government Management</li> <li>• Performance Management</li> <li>• Public Policy and Governance</li> <li>• Public Sector Management</li> <li>• Voluntary and Non-profit Sector Management</li> </ul>
		Minor in Public Administration
School of Public Health and Social Policy	BA	
School of Social Work	BSW	

1. Available only through specific Indigenous community partnerships.

## Undergraduate Programs

The Faculty of Human and Social Development offers undergraduate studies in Child and Youth Care, Health Information Science, Nursing, Public Administration, Public Health and Social Policy, and Social Work. The faculty also offers diploma and certificate programs as shown in the table below.

## Graduate Programs

The faculty offers graduate studies in Child and Youth Care, Health Information Science, Indigenous Governance, Nursing, Public Administration, including Community Development and Dispute Resolution, Public Health and Social Policy, and Social Work. For information, please refer to the UVic Graduate Calendar.

## Co-operative Education Program

Please refer to "Undergraduate Co-operative Education" (page 62) for a general description of Co-operative Education at UVic.

In the Faculty of Human and Social Development, a Co-operative Education Program is offered by the School of Public Administration at both the undergraduate (minor) and graduate level, by the School of

Health Information Science at both the undergraduate and graduate level, and by the School of Child and Youth Care and the School of Nursing at the graduate level.

Admission to and completion of Co-operative Education Programs are governed by individual School requirements. As a required part of the program, students are employed for specific work terms. Normally, the expected number of weeks per work term is 15 and the expected number of hours per week is 35. The minimum number of weeks per work term is 12 and the minimum number of hours per week is 35. This employment is related as closely as possible to the student's course of studies and individual interest.

Students in the undergraduate (minor) program in Public Administration may withdraw from the Co-operative Education Program at any time during an academic term and remain enrolled in their degree program.

For details of the undergraduate (minor) program in Public Administration see "Minor in Public Administration" (page 180). For details of the undergraduate programs in Health Information Science, see "Health Information Science Programs" (page 164). For details of the graduate program(s) in Public Administration, Health Information

Science, Nursing, and Child and Youth Care, see the UVic Graduate Calendar.

## ACADEMIC ADVICE

Academic advice about the professional schools in the Faculty of Human and Social Development is available from advisers or faculty members of individual Schools on an appointment basis.

## ADVISORY COMMITTEES

Programs in the Faculty of Human and Social Development have the benefit of advice and guidance from advisory committees whose members are professionals engaged in various private agencies or government departments. Further information is available from individual Schools.

## COLLABORATIVE APPROACH

All of the Schools have developed a distinctive curriculum in response to the needs of their respective professions. However, some clients of the human services cannot be neatly classified by professional boundaries, and hence a major objective of the Faculty of Human and Social Development is to develop opportunities for students who will work together as professionals to learn together while in university. Such opportunities include courses covering common content as well as workshops and conferences. In addition, faculty members in the Faculty of Human and Social Development are encouraged to undertake research projects on an interdisciplinary basis including collaboration with colleagues in other faculties.

## LIMITATION OF ENROLMENT

Admission to UVic and this faculty is not a guarantee of placement in particular programs or courses. Schools may limit enrolment for a variety of reasons, and admission requirements may be raised.

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## Faculty Admissions

The requirements for admission to programs within the Faculty of Human and Social Development are presented under the entries for the individual Schools.

Probability and Statistics 12 is recommended for undergraduate admission to the faculty.

Mature students who do not have Mathematics to the Grade 11 level are encouraged to take a refresher course before beginning their studies. See additional requirements under each program.

Applicants for the Schools in the Faculty of Human and Social Development must complete two separate applications: one for admission to the School of interest, and one for admission to the University.

## COURSES OFFERED THROUGH THE FACULTY

The following courses are occasionally offered through the Faculty of Human and Social Development and are open to HSD students in their third and fourth years.

HSD 460 (1.5)	Special Topics in Human and Social Development
HSD 490 (1.5)	Directed Studies

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## Faculty Academic Regulations

### LIMITATION OF ENROLMENT

Admission to UVic is not a guarantee of admission to particular Schools or programs within the Faculty. Applicants should be aware that admission

to Schools and programs is competitive and subject to limited enrolment. Meeting minimum requirements is not a guarantee of admission. The Faculty of Human and Social Development recognizes that many factors contribute to a person's chances of success in professional programs and therefore in addition to academic requirements (GPA), professional suitability for the selected program will be considered.

## CREDIT FOR COURSES OFFERED BY OTHER INSTITUTIONS

### Block or discretionary Credit Agreements

Block or discretionary credit agreements have been established for some specific certificate and/or diploma programs to transfer to specific UVic degree programs. Agreements exist in the following Schools: Child & Youth Care, Social Work, Nursing, Public Administration and Public Health & Social Policy. Students who have completed a one-year Certificate or a two-year Diploma in a program related to their degree program may be evaluated for block or discretionary credit relevant to the School for which they are applying, provided that they meet the criteria established by the School. Students should consult the program advisor and the calendar for information regarding block or discretionary credit eligibility.

Block or discretionary credit agreements are specific to the individual schools in HSD. Credit will be re-evaluated and re-assigned when a student changes their program and/or faculty within the university. The re-assignment of block or discretionary credit may impact progress towards degree completion and students are advised to consult with their program advisor prior to application to another program.

### COURSE CHALLENGE

For course challenge availability see schools' specific entry.

## GUIDELINES FOR PROFESSIONAL CONDUCT

The Faculty of Human and Social Development expects students to develop and adhere to a professional code of conduct. The faculty supports models for professional conduct based on the following guidelines:

- submission of oneself to a professional code of ethics
- exercise of personal discipline, accountability and judgement
- acceptance of personal responsibility for continued competency and learning
- willingness to serve the public, client or patient and place them before oneself
- ability to recognize the dignity and worth of all persons in any level of society
- willingness to assist others in learning
- ability to recognize one's own limitations
- maintenance of confidentiality of information (including all electronic communication) appropriate to the purposes and trust given when that information was acquired
- acceptance that one's professional abilities, personal integrity and the attitudes one demonstrates in relationships with other persons are the measure of professional conduct

## Unprofessional Conduct

Students in the Faculty of Human and Social Development are subject to the provisions of the code of ethics of their respective professions, and may be required to withdraw from their School for violating these provisions. Students may also be required to withdraw from their School when ethical, medical or other reasons interfere with satisfactory practice in their respective disciplines.

## MINOR

Students registered in a degree program in the Faculty of Human and Social Development may declare a Minor Program in another faculty with written permission from their School and the department offering the Minor, and the Deans of the respective faculties. The Minor will be added to the student's academic record upon completion of program requirements in Human and Social Development and the general degree or Minor requirements in the other faculty.

## REGULATIONS CONCERNING PRACTICA

### General Practicum Policies

The faculty reserves the right to approve any agency or institution that provides placements for student practica, and to change any placement assigned to a student. The student, however, has the right to be informed in writing of the reasons for any change in placement. The faculty accepts responsibility to provide sufficient practicum placements within a student's program. Availability of practicums requires a signed Practicum Placement Agreement. Access to practicums is competitive and may be limited based on availability, geographic location and specialization. A student may be required to withdraw from a practicum course if none of the available practicum agencies will accept the student.

It is the responsibility of the course instructor to inform students of the criteria by which unprofessional conduct will be judged in the practicum setting.

### Practica Dates

The dates of practica will be established by each School or program, and will be announced to the students involved at the beginning of each term.

### Attendance

Attendance at practicum activities is required. Students are expected to notify the placement agency whenever practicum appointments cannot be kept, and also to inform the course instructor. Failure to do so may result in a student being withdrawn from the practicum setting.

### Denial and Withdrawal

#### Denial

Students will be denied the practicum experience if their preparatory work is considered unsatisfactory by the Director of the School in the Faculty of Human and Social Development.

#### Temporary Withdrawal of Students Pending Report

The Director may require a student to withdraw temporarily from a practicum if, during the course of a term, there are reasonable grounds to believe that the conduct or lack of competence of a student enrolled in the practicum has adversely affected or may adversely affect:

- clients or pupils, or
- personnel, including students associated with the practicum

The student will be required to withdraw temporarily pending the receipt of a report on the conduct and lack of competence of the student. This written report from the course instructor will normally be provided to the student within 10 business days of the withdrawal.

#### Withdrawal

After giving the student an opportunity to be heard, the Director may require a student to withdraw from the practicum if the Director is satisfied that the student's conduct or lack of competence may adversely affect members of any of the groups identified in the paragraph above.

#### Voluntary Withdrawal

Students seeking voluntary withdrawal from a practicum, whether permanent or temporary, must receive permission to do so from their faculty supervisor in Human and Social Development.

### Termination of Practicum by Placement Agency

In situations where a practicum is terminated by the agency, the student will be informed in writing of the reasons for termination, by the Instructor of Record within 15 business days of the termination. After giving the student an opportunity to be heard, the Director or designate will determine appropriate action: 1) withdrawal from the School; 2) additional preparatory work; 3) placement in a different practicum setting.

### Practicum Evaluation Documentation

All practicum related evaluation documentation will be retained within the student's file. These materials may be accessed by faculty and staff for the purpose of supporting student progression and specifically will be used by those making decisions about the student's practicum progress.

If a student withdraws from practicum or is required to withdraw from practicum by their School, all practicum evaluation materials to date of withdrawal will remain on their student file and may be taken into account in determining whether their preparatory work is satisfactory to enter a subsequent practicum.

### Notification of Undergraduate Records

Students who withdraw temporarily from a practicum must notify Undergraduate Records in writing. Students who are required to withdraw from a practicum will be withdrawn from any course involved by written notification from the Director to Undergraduate Records.

### Readmission

Students who have withdrawn from a practicum for whatever reason who later wish to reenter the practicum must apply for readmission to the course and should not assume that readmission is guaranteed.

### Appeals

The normal avenues of final appeal are available to students who have been required to withdraw from a practicum. Students in the Faculty of Human and Social Development may follow regular appeal procedures within the faculty. Please refer to "Appeals" (page 56).

## Faculty Programs

### DEGREE AND DIPLOMA PROGRAMS

Details of degree and diploma programs in the faculty are presented under the entries for the individual Schools offering the programs.

## Indigenous Governance

Web site: <[web.uvic.ca/igov](http://web.uvic.ca/igov)>

*Jeff Corntassel, BA (UC, Irvine), MA, PhD (Arizona), Associate Professor and Director*

*Taiiaki Alfred, BA (Concordia), MA, PhD (Cornell), Professor*

*Devi Mucina, BA (Victoria), MA (Victoria), PhD (OISE), Assistant Professor*

### Visiting, Adjunct and Cross-listed Appointments

*Hokulani K. Aikau, BS (Utah), MA (Memphis), PhD (Minnesota), Adjunct Professor*

*Brad Coombes, BA & PhD (Otago), Adjunct Professor*

*Noelani Goodyear-Ka'ōpua, BA (Hawai'i), PhD (California, Santa Cruz), Adjunct Professor*

*Heidi Kiiwetinepinesik Stark, BA (Minnesota), MA, PhD (Minnesota), Assistant Professor, Cross-listed*

*Lisa Monchalin, BS and MA, (Eastern Michigan), PhD, (Ottawa), Adjunct Professor*

Noenoe K. Silva, BA, MLIS & PhD (Hawaii), Adjunct Professor

Lisa Strelein, BComm & LL.B (Murdoch Australia), PhD (Australian National), Adjunct Professor

### Emeritus

James Tully, BA (British Columbia), PhD (Cambridge), Distinguished Professor Emeritus

### Local Advisory Council

Cheryl Bryce, Songhees First Nation;

Myrna Crossley-Elliott, Songhees First Nation;

Dave Dennis, Huu-Ay-Aht First Nation;

Marianne Nicolson, Dzawada'enuxw Tribe of the Kwakwaka'wakw First Nations;

Sioliya (June Quipp), Cheam First Nation;

Temosen (Charles W. Elliott), Tsartlip First Nation.

### Administrative Staff

Melvin Peters, BSW (Calgary) MSW (Carleton) Academic Administrative Officer

Marla Sampson, Program Assistant and Graduate Secretary

### PROGRAM PHILOSOPHY

Indigenous Governance is committed to teaching and research that respects both western and Indigenous traditions, methods and forms of knowledge. Through these programs, students will gain an understanding of the philosophical, administrative, and political dimensions involved in governing Indigenous communities, as well as a background in the theory, methods and tools appropriate for and useful to research among Indigenous people. The program aspires to educate students who are grounded in a diverse body of knowledge to assume leadership and policy-making roles, or to continue their academic careers in a variety of fields.

### UNDERGRADUATE COURSES

Indigenous Governance offers a number of undergraduate courses for students who wish to gain a stronger understanding of governance in the context of Indigenous theory and practice. Courses challenge student to look at alternative forms of governance and leadership outside the structures and processes of colonization.

Courses are:

IGOV 381	Indigenous Leadership and Governance
IGOV 382	Indigenous Resurgence
IGOV 383	The Indigenous-State Relationship
IGOV 384	Special Issues in Indigenous Governance
IGOV 400	Indigenous Research Methods

### MASTER'S OF ARTS IN INDIGENOUS GOVERNANCE

The Master of Arts in Indigenous Governance is an interdisciplinary program that provides students with a strong foundation of basic and applied scholarly research and a path to understanding government and politics among Indigenous peoples, with a special emphasis on the nature and context of Indigenous governments in Canada. For more information on the MA in Indigenous Governance, please see the *UVic Graduate Calendar*.

### School of Child and Youth Care

Website: <[www.uvic.ca/hsd/cyc](http://www.uvic.ca/hsd/cyc)>

Jennifer White, BA (UVic), MA, EdD (UBC), Director and Associate Professor

Sibylle Artz, BA, MA, PhD (UVic), Professor

Jessica Ball, BA (UBC), MA, MPH, PhD (Berkeley), Professor

Marie Hoskins, BA (UBC), MEd, PhD (UVic), Professor

Valerie Kuehne, BScN (Alta), MEd (Loyola), MA, PhD (Northwestern), Professor

Sandrina de Finney, BA, PhD (UVic), Associate Professor

Nevin Harper, BA (Ore), MA (Royal Roads), PhD (U of MN), Associate Professor

Douglas Magnuson, BA (Bethel), MA, PhD (U of MN), Associate Professor

Mandeep Kaur Mucina, BA (UVic), MSW (Tor), PhD (OISE, Tor), Assistant Professor

Jin-Sun Yoon, BA, MEd (UBC), Teaching Professor

Shanne McCaffrey, BEd (Sask), MA, (UVic), Assistant Teaching Professor

### Visiting, Adjunct and Cross-listed Appointments

Roy Brown, BSc, Post-Grad Dip, PhD (London), Adjunct Professor

C. Ann Cameron, BA, MA (UBC), PhD (London), Adjunct Professor

Leslie Foster, BSc (London), MA, PhD (Tor), Cross-listed Adjunct Professor

Jaswant Guzder, BSc, M.D.C.M. (Med), Dip Psychiatry (McGill), Adjunct Professor

Kofi Marfo, BEd (Cape Coast), MEd, PhD (Alberta), Adjunct Professor

Veronica Pacini-Ketchabaw, BA, Med (York), PhD (Tor), Adjunct Professor

Beth Blue Swadener, BA (Indiana U at South Bend), MS, PhD (Wisconsin-Madison), Adjunct Professor

Steve Van Bockern, BA (Augustana), MA, EdD (S. Dakota), Adjunct Professor

Carol Amaratunga, BA, MSc, PhD (Guelph), Adjunct Associate Professor

Anne Becker, BA, MD, PhD, ScM (Harvard), Adjunct Associate Professor

Grant Charles, BSW (Western), MSW (Calgary), PhD (UVic), Adjunct Associate Professor

John Hart, BA (Linfield), MSW (Portland State), PhD (S. Cal), Adjunct Associate Professor

Peter Moss, BA (Oxford), BPhil (Liverpool), MA (London), Adjunct Associate Professor

Shlomo Romi, BA, MA (Bar-Ilan), PhD (Tor), Adjunct Associate Professor

Blythe Shepard, BA, MA, PhD (UVic), Adjunct Associate Professor

Carol Stuart, BPHE, BA (Queen's), MEd (Alberta), PhD (UVic), Adjunct Associate Professor

Affrica Taylor, BA (Sydney), Grad Dip Educ (Primary) (Canberra CAE, Grad Cert in TESOL (U of South Australia), MA (Wollongong), PhD (U of New South Wales), Adjunct Associate Professor

Emily Vargas-Baron, BA, MA (Washington), PhD (Stanford), Adjunct Associate Professor

Jophus Anamuah-Mensah, BSc, MSc (Cape Coast), MA, EdD (UBC), Adjunct Assistant Professor

Jeffrey Ansloos, BA (Summit Pacific College, Abbotsford), MA (Psyc), MA (Theo), PhD (Fuller), Adjunct Assistant Professor

Nancy Bell, BA, MA (UVic), PhD (Glasgow), Adjunct Assistant Professor

Jeremy Berland, BSW, MSW (UBC), Adjunct Assistant Professor

Natasha Blanchet-Cohen, BA, MA (Concordia), MA (Carleton), PhD (UVic), Adjunct Assistant Professor

Larry Brendtro, BA (Augustana), MS (S. Dakota), PhD (Michigan), Adjunct Assistant Professor

Terri-Lynn Brennan, BA (York), B Ed, MSc, Ed.D (Educ, Soc) (Tor), Adjunct Assistant Professor

Enid Elliot, BA, MA (Berkeley), PhD (UVic), Adjunct Assistant Professor

Nigel Fisher, BA, MA, doctor of Laws (Hon) (McMaster), Adjunct Assistant Professor

Thom Garfat, BA, MA (Lakehead), PhD (UVic), Adjunct Assistant Professor

Kiaras Gharabaghi, BA, MA (Guelph), PhD (Dalhousie), Adjunct Assistant Professor

*J. Graham Giles, BA (Queen's), B Ed, MA, PhD (UBC), Adjunct Assistant Professor*

*Rebecca Gokiert, BSSc (Victoria), MA, PhD (Alberta), Adjunct Assistant Professor*

*B. Denise Hodgins, BA (UBC), M Ed, PhD (UVic), Adjunct Assistant Professor*

*Elizabeth Jones, BA (Coll of Pacific), MA (Wisconsin), MA (Whittier), PhD (S. Cal), Adjunct Assistant Professor*

*Sylvia Kind, BFA (UVic), MA, PhD (UBC), Adjunct Assistant Professor*

*Philip C. Lancaster, BA (Waterloo), MA, PhD (Ottawa), Adjunct Assistant Professor*

*Gordon Miller, BSc (Saskatchewan), MA, PhD (UVic), Adjunct Assistant Professor*

*Wayne Mitic, BA (Western), M in Human Kinetics (Windsor), EdD (State U of NY), Adjunct Assistant Professor*

*Michelle Neuman, AB (Princeton), MPhil, PhD (Columbia), Adjunct Assistant Professor*

*Janet Newbury, BA (Ottawa), MA, PhD (UVic), Adjunct Assistant Professor*

*A. Bame Nsamang, BSc, MEd, PhD (Ibadan, Nigeria), Adjunct Assistant Professor*

*Rajendra Prasad Parajuli, MS, MA (Tribhuvan), MS, PhD (Tokyo), Adjunct Assistant Professor*

*Carmen Rodriguez, BEd (Monterrey), MEd, PhD (UVic), Adjunct Assistant Professor*

*Hans Skott-Myhre, BA, MEd (U of W.A.), PhD (Cultural Studies; Education) (U of MN), Adjunct Assistant Professor*

*Victoria Smye, BA (Brock), MHSc (McMaster), PhD (UBC), Adjunct Assistant Professor*

*Bruce Tobin, BA (UVic), MA, PhD (Washington), Adjunct Assistant Professor*

*Kenneth Tupper, BA, MA (SFU), PhD (UBC), Adjunct Assistant Professor*

### **Emeritus**

*James Anglin, BA (Car), MSW (Brit Col), PhD (Leicester), Professor Emeritus*

*Gordon Barnes, BSc (Man), BA (Winn), MA, PhD (York), Professor Emeritus*

*Alan Pence, BA, MS (Portland St), PhD (Ore), Professor Emeritus*

*Frances Ricks, BA (Ore), MSc (Indiana), PhD (York), Professor Emeritus*

*Roy Ferguson, BA, PhD (Alberta), Associate Professor Emeritus*

*Daniel Scott, BA (York), MA, PhD (UVic), Associate Professor Emeritus*

## **GENERAL INFORMATION**

### **School Mission Statement**

The School of Child and Youth Care provides education, training, professional development and research for the care and support of children, youth, families and their communities. The work of the School of Child and Youth Care is grounded in the principles of inclusion, social justice and ethical practice.

### **A Professional Education Program for Practicing Professionals**

The School of Child and Youth Care offers professional education to human services practitioners working with children, youth and their families. Graduates of the program are employed in front-line, supervisory and leadership positions in ministries and agencies throughout British Columbia and across North America. Employment opportunities exist in child welfare and child protection, social and mental health services, child day care centres, hospitals, schools, youth corrections agencies, infant development programs, child and youth advocacy programs, and a range of other community-based settings.

## **CHILD AND YOUTH CARE PROGRAMS**

Students in the degree program in Child and Youth Care will integrate theoretical perspectives on human growth and development, behavioural change, and understanding and use of self and relationship with applied practice skills. Field-based practicum placements are a requirement during the second, third and fourth years of the program.

At the undergraduate level, the School of Child and Youth Care offers the degree of Bachelor of Child and Youth Care (BCYC) and, through partnerships with Indigenous communities, can also offer a Diploma in Child and Youth Care in Indigenous Communities.

### **Graduate Program**

The School offers an MA and PhD in Child and Youth Care. For more information about this program, see the UVic Graduate Calendar.

### **Program Delivery Formats**

The School of Child and Youth Care offers distance, blended and/or campus-based course delivery options for the BCYC degree program. All core courses are available by distance with the exception of one 10-day on campus seminar course. In some cases, core or elective courses may be available in a distance format only (e.g. CYC 410). Not all elective courses will be available at a distance.

Our distance option supports learners by allowing them to remain in their home communities and continue their employment while participating in interactive distance courses. Distance delivery is available throughout Canada and may be available to students in other countries by special arrangement. Our distance courses blend web-classrooms with video and other communications technologies to create effective learning environments that allow students to work both collaboratively and independently. Some courses will require scheduled online sessions.

In addition to the collegial virtual classroom environment, students may also choose to participate in the SCYC web-community. This community provides all students with the opportunity to build new relationships and understandings outside the walls of the classroom.

## **SCHOOL OF CHILD AND YOUTH CARE ADMISSIONS**

Students are selected on the basis of academic standing as well as personal and professional suitability. An interview may be required as part of the application process. Paid or volunteer experience with children and/or youth is considered in the admission decision. Application information is available on the SCYC website starting in September: <<http://www.uvic.ca/hsd/cyc/index.php>>. Application deadline is February 28.

### **School Admission Requirements**

#### **Secondary School Graduates**

Admission requirements for applicants from secondary school are the same as those outlined for the Faculty of Social Sciences (see "Year 1 Admission Requirements: BC/Yukon Secondary School Graduate", (page 34).

All secondary school applicants must submit an Application for Admission to the university to Undergraduate Admissions which includes required supplementary materials of a Cover Letter and Professional Resumé.

#### **Applicants Transferring from Other Institutions**

Students wishing to apply to the School of Child and Youth Care from other colleges or universities must either have completed a minimum of 12 units of university transfer courses or have completed a human services diploma from an accredited institution with an overall GPA of B.

All new to UVic transfer applicants must submit an Application for Admission to UVic Admissions using "My UVic Applications". The application includes Child and Youth Care supplementary requirements.

Students returning to UVic from other institutions must submit a re-registration through "My UVic Application" which includes Child and Youth Care supplementary application requirements.

### **Applicants Transferring from other University of Victoria Faculties**

Students wishing to transfer from other faculties at the University of Victoria must submit an Undergraduate Faculty/Program Change Request to Undergraduate Records which includes Child and Youth Care supplementary application requirements using "My UVic Applications."

Successful applicants must satisfy the program requirements as stated in the calendar of the year they enter the program and may be required to complete 100- and 200-level courses.

### **Special Category Applicants (Distributed Learning Only)**

The School of Child and Youth Care is interested in extending university-level learning opportunities to residents of BC and other regions who wish to do their courses by distributed learning and who may not qualify under the normal categories of admission.

"Special Access" (page 36) applicants admitted in the PRE CYC admissions category are advised to complete 12 units of coursework before applying to the degree program. Upon successful completion of these courses, students may apply to the Child and Youth Care degree program.

Those who qualify for consideration in the Special Category will be selected by the School of Child and Youth Care for admission in the Special Category on the basis of educational history and non-educational achievements that indicate an ability to succeed at university.

### **Discovery Studies**

Students, who wish to take individual credit courses for personal or professional interest without first being admitted to a degree program, may apply as a special access student through Discovery Studies. Applicants must be at least 21 years of age prior to the first day of classes and provide a letter of introduction outlining their reason for wishing to take courses. No transcripts or other documentation are required, except to establish English Language Proficiency when necessary. See also "Other Applicant Categories" in Undergraduate Admissions (page 36).

### **Transfer Credit**

Students who have completed a human services professional academic program at an accredited institution with an overall GPA of B (5.0) or higher may be eligible to receive block credit upon admission to the SCYC (15 units for a one-year certificate and 30 units for a two-year diploma). This does not include vocational or continuing studies certificates or diplomas. The School of Child and Youth Care is a member of the BC Child and Youth Care Education Consortium.

## **SCHOOL ACADEMIC REGULATIONS**

### **Overview**

In addition to the regulations described below, the School of Child and Youth care follows the UVic and HSD faculty academic regulations including those concerning practica and professional conduct (page 157).

### **Criminal Record Checks**

Criminal record checks are required of students before they commence practicum placements. Students are responsible for completing this process but the requirements vary from province to province. All BC students MUST complete their criminal record check through the Ministry of Justice. Please see the CYC website for complete information and application forms.

### **Program Completion Limit**

The SCYC program at the University of Victoria must normally be completed within seven years from the date of admission to the School

of Child and Youth Care. The School may require students to reapply for admission and stipulate conditions if the program is not completed within the designated time limits. Students seeking readmission to the School may be required to repeat CYC courses previously completed if, in the judgement of the Director or designate, curriculum changes or the length of interruption are sufficient to render the applicant inadequately prepared for the courses.

### **Prior Learning Assessment**

Prior Learning Assessment (PLA) uses a range of flexible assessment procedures, including course challenge, to evaluate for credit within the Child and Youth Care program learning that is gained through non-credit education, training or experience.

Learners may receive recognition for demonstrated learning that is consistent with the achievement levels and learning outcomes appropriate to selected courses. The assessment of prior learning will be completed within a special course section dedicated specifically to this function.

A maximum of 10.5 units of academic credit may be obtained through PLA. No course whose equivalent already appears on a student's transcript may be completed by PLA.

Only students who have been admitted to the School of Child and Youth Care and are registered at UVic can apply for course challenge. Please refer to the SCYC website for specific process, course challenge application forms and information on deadlines. Access to flexible assessment in any particular year is dependent upon the availability of resources within the School.

No fourth-year courses may be completed by prior learning assessment.

### **Standing**

Students whose sessional GPA falls below 3.0 or who fail to receive a C+ in any core CYC or other required course may be required to withdraw from the program.

### **Availability of Courses to Students Outside the School**

If space permits, some third- and fourth-year courses may be taken by students not admitted to the School, with the permission of the Director, if space permits. Students are required to make a written request to the CYC Admissions Coordinator to be considered for such courses. Students may be permitted to take up to 3 units of Child and Youth Care courses at the third and fourth year level.

### **Information Sharing**

The University of Victoria School of Child and Youth Care is committed to supporting students to become capable, professional child and youth care practitioners. Evaluative feedback about student progress may be shared amongst instructors and staff in the School in order to promote student success or to address concerns about professional conduct.

## **PROGRAM REQUIREMENTS**

### **Child and Youth Care Course Information**

The following requirements apply to students entering the School of Child and Youth Care degree program in the year governed by this calendar. For students previously admitted to the program, please refer to the calendar for the year of their initial admission.

- Students require a minimum of 60 units of university credit to graduate; a minimum of 30 of these must be granted by UVic. Required courses may be waived if equivalent courses are completed prior to admission to the degree program.
- Students granted the BCYC must complete 46.5 units of CYC required courses and must meet the university Academic Writing Requirement (AWR).

- All CYC courses that are pre- or co-requisites and/or are required for degree completion must be completed with a minimum final grade of C+.
- Elective course requirements vary depending on transfer credit or previous UVic course work. Most UVic or UVic-transferable courses may be used towards electives. See CYC course offerings.
- For information regarding the use of technology in the classroom, please review "Course Selection Responsibility" (page 39) in the undergraduate registration section of the calendar.
- Please note that one or more courses in the undergraduate program may need to be taken through distance education.

### Degree in Child and Youth Care Required Courses

CYC 100A (1.5)	Introduction to Professional Child and Youth Care Practice Part One
CYC 100B (1.5)	Introduction to Professional Child and Youth Care Practice Part Two
CYC 152 (1.5)	Introduction to Helping Skills in Child and Youth Care Practice
CYC 166A (1.5)	Lifespan Development (Conception to Late Childhood)
CYC 166B (1.5)	Lifespan Development (Adolescence to Late Adulthood)
CYC 171 (1.5)	Introduction to Families: Issues, Patterns, and Processes
CYC 205 (3.0)	Applying Change Theory in Child and Youth Care Practice
CYC 210 (1.5)	Supervised Practicum I
CYC 230 (1.5)	Introduction to CYC Practice in Indigenous Contexts
CYC 240 (1.5)	Ethical Decision-Making in Child and Youth Care Practice
CYC 250 (1.5)	Law, Indigenous People and the TRC Calls to Action
CYC 265 (1.5)	Introduction to Group Work in Child and Youth Care Practice
CYC 310 (4.5)	Supervised Practicum II
<b>or</b>	
CYC 310A (4.5)	Child and Youth Care Practicum by Prior Learning Assessment (PLA)
CYC 338 (3.0)	Applying Developmental Theory in Child and Youth Care Practice
CYC 350 (1.5)	Applying Law in Child Protection and Child and Youth Care Practice
CYC 356 (1.5)	Child and Youth Care Practice with Families
CYC 364 (1.5)	Attending to Disability in Child and Youth Care Practice
CYC 370 (1.5)	Applying Assessment and Case Planning in Child and Youth Care Practice
CYC 410 (4.5)	Advanced Supervised Practicum
<b>or</b>	
CYC 410A (4.5)	Advanced Supervised Block Practicum
CYC 423 (1.5)	Research Methods in Child and Youth Care
CYC 424 (1.5)	Qualitative and Quantitative Analysis in Child and Youth Care
CYC 470 (1.5)	Child and Youth Care Practice in Mental Health Settings
CYC 471 (1.5)	Addictive Behaviours in Children, Youth and Families
CYC 475 (3.0)	Advanced Child and Youth Care Practice with Families and Groups

### Specialization Streams

The School of Child and Youth Care offers a number of specialization streams that students may choose as part of their degree.

A student may satisfy the requirements for two specialization streams by completing the necessary coursework and a CYC 410 practicum in a setting relevant for both specialization streams.

#### Child Protection Stream

**The following course must be completed to meet the requirements for the Child Protection stream:**

CYC 410A\* (4.5)      Advanced Supervised Block Practicum

*\* Must be completed in a Ministry of Children and Family Development or delegated First Nations child welfare setting.*

#### Early Years Stream

**The following courses must be completed to meet the requirements for the Early Years stream:**

CYC 380 (1.5)	Practices for Young Children and Families: Historical and Contemporary Perspectives
CYC 381 (1.5)	Leadership, Advocacy and Policy for the Early Years
CYC 480 (1.5)	Advanced Applied Capacity Building for the Early Years
CYC 481 (1.5)	Assessment and Evaluation in Contemporary Early Years Settings
CYC 410* (4.5)	Advanced Supervised Practicum
<b>or</b>	
CYC 410A* (4.5)	Advanced Supervised Block Practicum

*\* Must be completed in a relevant setting.*

*Note: Students holding an ECE Diploma from an accredited BC college/university completed with an overall GPA of B who are interested in the Early Years stream should contact the undergraduate adviser.*

*Note: Successful completion of CYC 280, core CYC courses, CYC Early Years stream courses at a C+ or better and successful completion of the Early Childhood Educator (basic) Practicum Assessment Tool, allows the student to apply to the Early Childhood Registry of BC for certification and registration as an Early Childhood Educator, having met the requirements for Basic Certification in Early Childhood Care and Education (ECCE in BC). For further information please contact the undergraduate adviser.*

#### Indigenous Stream

**This stream is open to all Child and Youth Care students. The following courses must be completed to meet the requirements for the Indigenous stream:**

CYC 230 (1.5)	Introduction to CYC Practice in Indigenous Contexts
CYC 330 (1.5)	Applied Practice in Indigenous Contexts
CYC 430 (1.5)	Research Practice in Indigenous Contexts
CYC 410* (4.5)	Advanced Supervised Practicum

**Or**

CYC 410A\* (4.5)      Advanced Supervised Block Practicum

The following elective is recommended:

CYC 390\*\* (1.5)      Directed Studies

*\* Must be completed in a relevant setting.*

*\*\* May be taken twice in different topics and may be supported through an Indigenous Circle.*

**NOTE:** Students interested in pursuing this stream should consult the SCYC undergraduate academic adviser.



## International Exchange Program

The International Exchange Program (INTEP) provides the opportunity for eligible CYC students to spend approximately four months studying at the University College Copenhagen (Carlsberg Campus) in Denmark and receive full course credits for one term pending successful completion of the International Course at UCC Carlsberg. On successful completion of the program with C+ or better in each course, a CYC student will receive 6 units of CYC 200-level credit and 1.5 units of HSD elective credit applicable to the BCYC degree and will have satisfied the following core CYC degree requirements: CYC 210, 240, and 265. Students will also have satisfied course requirements for CYC 280 and HSD 390. Normally, studies overseas are conducted in the English language; however, some exceptions do apply.

### INTEP Admissions Requirements:

Successful completion of the following 100-level CYC courses: CYC 100A, 100B, 152, 166A, 166B and 171 with a minimum C+ in each course and an overall minimum GPA of 6.0.

**NOTE:** This program comes into effect in May of 2015. No retroactive credit for those who may have completed this program prior to the start date can be granted. Students are required to arrange for official transcripts to be sent directly to UVic Undergraduate Records from UCC Froebel on completion of the program.

## Professional Specialization Certificate in International Child and Youth Care

The School of Child and Youth Care has been able to respond to child and international development needs through a 9.0 unit, post-degree Early Childhood Development Virtual University (ECDVU) program. This one-year program is only available on a distributed learning, special delivery basis in international development regions and contexts (for example Africa and Middle East). The students participating in these deliveries are identified on a group basis through a country nomination process (not through self-application). Typically, students have a minimum of seven or more years of leadership experience in the field and have completed an initial professional diploma or degree. Upon successful completion of the 9.0 unit program, a Professional Specialization Certificate in International Child and Youth Care for Development is awarded. See the ECDVU website: <[www.ecdvu.org](http://www.ecdvu.org)>.

Students wishing to complete the BCYC degree following completion of the Professional Specialization Certificate must apply to the degree program. Students who hold a Professional Specialization Certificate in International Child and Youth Care for Development may, with the approval of the Director, transfer the six courses (9.0 units) from the Certificate into the BCYC degree program upon admission to the program.

### Certificate Course Requirements:

CYCI 484 (1.5)	Historical and Contemporary Theoretical Perspectives in Early Childhood Care and Development
CYCI 485 (1.5)	Child and Adolescent Development in Context
CYCI 486 (1.5)	Professional Leadership in Early Childhood Care and Development
CYCI 487 (1.5)	Models, Programs and Strategies for Intervention in Early Childhood Care and Development
CYCI 460 (2 x 1.5)	Special topics courses in Child and Youth Care

**Total Credits: 9.0 units**

## Diploma in Child and Youth Care in Indigenous Communities

The School has responded to the child and youth care needs of specific cultural groups through the development of community-based, culturally sensitive course work. Specific admission criteria apply to

applicants in this program. The School recognizes the successful completion of the 30-unit program with a Diploma in Child and Youth Care. The Diploma ladders into the 60-unit degree program in CYC. Students wishing to complete the CYC degree following diploma completion must apply to the degree program. Students may follow one of two options to complete their diploma: **Option One:** 30 CYC required 100- and 200-level units and CYC 101, 130, 131, 132, 260 (x 2), CYC 356 OR **Option Two:** 30 CYCB units. NOTE: Option Two is only available through specific agreement with sponsoring communities.

### Option One (Distance Learning)

Students pursuing their diploma through the first option must be recommended by the appropriate Indigenous community review body for admission. The course work will normally include:

CYC 100A (1.5)	Introduction to Professional Child and Youth Care Practice Part One
CYC 100B (1.5)	Introduction to Professional Child and Youth Care Practice Part Two
CYC 101 (1.5)	Introduction to Child and Youth Care Practice and Communications Technology
CYC 130 (1.5)	Professional Communications in Indigenous Child and Youth Care
CYC 131 (1.5)	Child and Youth Care Practice in Indigenous Settings
CYC 132 (1.5)	Indigenous Leadership in Child and Youth Care
CYC 152 <sup>1</sup> (1.5)	Introduction to Helping Skills in Child and Youth Care Practice
CYC 166A (1.5)	Lifespan Development (Conception to Late Childhood)
CYC 166B (1.5)	Lifespan Development (Adolescence to Late Adulthood)
CYC 171 (1.5)	Introduction to Families: Issues, Patterns, and Processes
CYC 205 (3.0)	Applying Change Theory in CYC Practice
CYC 210 (1.5)	Supervised Practicum I
CYC 230 (1.5)	Introduction to CYC Practice in Indigenous Contexts
CYC 240 (1.5)	Ethical Decision-Making in Child and Youth Care Practice
CYC 250 (1.5)	Law, Indigenous People and the TRC Calls to Action
CYC 260 <sup>2</sup> (1.5)	Special Topics in Child and Youth Care
CYC 265 <sup>1</sup> (1.5)	Introduction to Group Work in Child and Youth Care Practice
CYC 356 (1.5)	Child and Youth Care Practice with Families

1. May be delivered as a six day lab-based course with pre- and post-work (numbers permitting).
2. Must be taken twice in different topics.

### Option Two (Community Partnership)

Students following option two will follow those criteria specified in a Memorandum of Agreement with each Indigenous organization. This course work is available only through specific Indigenous community partnerships; courses with the prefix CYCB (see course listings) are not available to students outside of community partnerships, neither on campus nor via distance education.

Completion of the two years CYCB course work also allows the student to apply to the BC provincial government for certification and registration as an Early Childhood Educator, having met the requirements for Basic and Post-Basic Certificates in Early Childhood Care and Education (ECCE) in BC. For more information, please contact the Director of the School.

### Admission Requirements for Options One and Two

Students who have been recommended by the appropriate Indigenous community review body for admission to the Indigenous community-based diploma have the option to apply for restricted UVic admission (contact the School of Child and Youth Care for details). Such students must complete a UVic Application for Admission. Students wishing to be admitted to UVic under the regular admission procedures should refer to "Undergraduate Admission" requirements (page 31).

Under the restricted admission procedure, students will be admitted to the Child and Youth Care Indigenous community-based course work only, and students wishing to pursue or to continue their studies in any other UVic programs must apply to reregister through UVic Undergraduate Admissions & Records.

Credit obtained from the Child and Youth Care Indigenous community-based course work may be transferable to a UVic degree program. Students who wish to pursue a Bachelor of Child and Youth Care at UVic must reapply to UVic Undergraduate Admissions and fulfill all normal admission and program requirements of the School of Child and Youth Care.

## School of Health Information Science

*Andre Kushniruk, BA (Brock), BSc (Brock), MSc (McMaster), PhD (McGill), Professor and Director*

*Elizabeth Borycki, RN, HBScN (Lakehead), MN (Manitoba), PhD (Toronto), Professor*

*Francis Lau, BSc (Alberta), MSc (Alberta), PhD (Alberta), Professor*

*Scott MacDonald, BSc (UVic), MA (Toronto), PhD (Western Ontario), Professor*

*Abdul Roudsari, BSc (Kings College London), MSc (Kings College London), PhD (Kings College London), Professor*

*Karen Courtney, BA (North Carolina), BSN (North Carolina), MSN (Duke), PhD (Missouri), Associate Professor*

*Alex M.H. Kuo, BSc (Taiwan), MBA (Taiwan), PhD (Nottingham, UK), Associate Professor*

*Helen Monkman, BSc (Carleton), MA (Carleton), PhD(c) (UVic), Assistant Teaching Professor (Limited Term)*

*Dave Hutchinson, BSc (Calgary), MSc (Otago), Co-operative Education Coordinator*

### Emeritus

*Jochen R. Moehr, MD (Marburg), PhD (Hanover Med School), Professor Emeritus*

*Denis J. Protti, BSc (Alberta), MSc (Manitoba), Professor Emeritus*

### Visiting, Adjunct and Cross-listed Appointments

*David Birnbaum, BA (Berkeley), MPH (Minnesota), PhD (UBC), Adjunct Professor*

*Bruce Carleton, B.Pharm (Washington), Pharm.D (Utah), Adjunct Professor*

*Robert Hayward, BA (Yale), MD (Queens), MPH (Johns Hopkins), Adjunct Professor*

*Kendall Ho, BSc (UBC), MD (UBC), Adjunct Professor*

*Christian Nohr, MSc (Aalborg), PhD (Aalborg), Adjunct Professor*

*Richard Stanwick, BSc (Manitoba), MD (Manitoba), MSc (McGill), Adjunct Professor*

*Jens Weber, PhD (Paderborn), Adjunct Professor*

*Jos Aarts, BSc (Nijmegen), MSc (Nijmegen), PhD (Rotterdam), Adjunct Associate Professor*

*Michael Bainbridge, BMedSci (Nottingham), BMBS (Nottingham), MRCGP (Nottingham), Adjunct Associate Professor*

*Elizabeth Cummings, BA, Bachelor of Information Systems, PhD (Tasmania), Adjunct Associate Professor*

*Lawrence Frisch, BA (Reed), MD (Harvard), MPH (Washington), Adjunct Associate Professor*

*Mowafa Househ, BCom (Alberta), MEng (Toronto) PhD (Victoria), Adjunct Associate Professor*

*Donald W. Juzwishin, BA (Alberta), MHSA (Alberta), PhD (Alberta), Adjunct Associate Professor*

*Yuri Quintana, BSc (Waterloo), MSc (Waterloo), PhD (Waterloo), Adjunct Associate Professor*

*Thomas Rosenal, BSc (Calgary), MSc (Calgary), MD (Calgary), Adjunct Associate Professor*

*Tony Sahama, BSc (Kandy, Sri Lanka), MPhil (Kandy, Sri Lanka), PhD (Melbourne, Australia), MLaw (Queensland, Australia), Adjunct Associate Professor*

*Aviv Shachak, BSc (Ben-Gurion, Israel), MSc (Hebrew University, Jerusalem), PhD (Bar-Ilan University, Israel), Adjunct Associate Professor*

*Jeff Barnett, BSc (UBC), MSc (UVic), Adjunct Assistant Professor*

*John Chelsom, BA (Oxford), PhD (City U, London), Adjunct Assistant Professor*

*Michael Downing, MD (Western Ontario), Adjunct Assistant Professor*

*Darren Hudson, BSc (Alberta), MD (Calgary), MSc (UVic), Adjunct Assistant Professor*

*Johanna Kaipio, MSc (Helsinki), PhD (Aalto), Adjunct Assistant Professor*

*Karim Keshavjee, BSc (McGill), MSc (Toronto), MD (Toronto), MBA (Toronto), Adjunct Assistant Professor*

*Roman Mateyko, B.Sc. (Toronto), Adjunct Assistant Professor*

*Omid Shabestari, MD (Tehran), PhD (City University, London), Adjunct Assistant Professor*

*Brian Shorter, HNC (UK), MBA (Dalhousie), Adjunct Assistant Professor*

*Karl Stroetmann, MBA (Germany), PhD (UBC), Adjunct Assistant Professor*

*Brandon Wagar, BA (Waterloo), PhD (Waterloo), Adjunct Assistant Professor*

*Erdem Yazganoglu, MSc (Toronto), MSc (Leeds), MD (Ege University, Turkey), Adjunct Assistant Professor*

*Jennifer Zelmer, BSc (Victoria), BA (McMaster), PhD (McMaster), Adjunct Assistant Professor*

*Bruno Zuberbuhler, MD (Zurich), FEBO (Paris), PhD (City University, London), Adjunct Assistant Professor*

## HEALTH INFORMATION SCIENCE PROGRAMS

Health Information Science is the study of the nature of information and its processing, application and impact within a health care system. Health Information Science integrates organizational studies, computing and communications technologies, and information systems within the formal study of health care systems.

The School of Health Information Science offers programs leading to a Bachelor of Science in Health Information Science, a four-year Co-operative Education program. Students have the option of choosing either part-time or full-time studies.

The program is normally full-time but under special circumstances, with special permission of the director, part-time entry may be possible. Typically, to be considered for the part-time option an applicant will have a minimum of one year experience working in a related field. This part-time option is not available through the Combined Major in Computer Science and Health Information Science.

Students are required to apply for either the full-time program or the part-time option. Students in the full-time program will not normally be allowed to move to the part-time option. Students in the part-time option will be required to be registered for courses or a work term in every term.

The admission criteria for the part-time option will be the same as listed below. Students who have failed a work term or do not maintain a GPA of 4.0 or better in each academic term, both overall and in Health

Information Science courses, will normally be required to withdraw from the School for at least one calendar year.

Unless stipulated otherwise, all students in the part-time option will be bound by the School's academic regulations and program requirements.

## SCHOOL ADMISSION REQUIREMENTS

Admission to the School of Health Information Science is limited. Students are selected on the basis of grades. All students upon admission to the School are required to attend a one-hour orientation seminar.

The School of Health Information Science has two entry dates for admission. Deadlines for the submission of applications are found in "Undergraduate Application and Documentation Deadlines" (page 9).

Applications may be accepted past deadlines at the discretion of the School.

Possession of the minimum admission requirements does not guarantee admission to the School of Health Information Science. Where the number of qualified applicants exceeds the number that can be accommodated, the admission cut-offs will be higher than the minimum published requirements.

### Secondary School Graduates

**All new applicants must submit an Application for Admission to the University to Undergraduate Admissions.** Admission requirements for applicants from secondary school are presented in the "Year 1 Admission Requirements: BC/Yukon Secondary School Graduate" (page 34) section of the Calendar.

### Applicants Transferring from Other Faculties or Institutions

All new applicants must submit an Application for Admission to the university.

Credit for previous post-secondary studies may be granted as appropriate. Applicants seeking advanced placement are advised to refer to "Minimum Degree Requirements for Graduation" (page 55).

Students wishing to transfer to the School of Health Information Science from other faculties at the University of Victoria or other colleges or universities, must either:

- meet the admission requirements for secondary school graduates ("Year 1 Admission Requirements: BC/Yukon Secondary School Graduate", page 34) and have completed fewer than 12 units of university-level courses with a GPA of at least 4.0; OR
- have completed 12 units of university-level courses with a GPA of at least 4.0 and meet the minimum secondary school math requirement or equivalent (see "Year 1 Admission Requirements: BC/Yukon Secondary School Graduate", page 34).

### UVic students: transfer and re-registration

Current UVic students (those seeking admission from another faculty) must apply to the Health Information Science program using a Faculty Program Change Form within My UVic Application. Returning UVic students who have not registered in the most recent winter or summer session must submit a Reregistration Application using My UVic Application.

## ACADEMIC REGULATIONS

### Course Regulations

Health Information Science students must normally have successfully completed all first, second and third year HINF requirements prior to taking 400-level HINF courses.

Students from other schools or departments may take 400-level courses with the permission of the Director and their respective Director or Chair.

If enrolment restrictions are necessary, preference will be given to students registered in the School of Health Information Science.

### Leave of Absence

Students must request, in writing, permission from the Director for a leave of absence. Unless given written permission by the School of Health Information Science to take a leave of absence, students who are not reregistered will be considered to have withdrawn. Students on leave of absence are considered outside the program and will not be granted work term credit for experience gained during the leave.

### Readmission

Students required to withdraw will be considered for readmission only after achieving a GPA of 4.0 or higher on a minimum of four courses in one academic term. The School of Health Information Science is under no obligation to readmit students who have been required to withdraw.

To be readmitted to the School, students may be required to repeat Health Information Science courses previously completed if, in the judgement of the Director, curriculum changes or the length of interruption is sufficient to render the applicant inadequately prepared for the subsequent courses.

### Standing

Students who have failed a work term or do not maintain a GPA of 4.0 or better in each academic term will normally be required to withdraw from the School for at least one calendar year. Students will normally have completed at least one co-op term prior to beginning the third year of the program.

A graduating GPA of 4.0 or higher is required for graduation. Students who do not meet this requirement will be placed on probation and must take additional, appropriate, 300- or 400-level courses in order to raise their graduating GPA to 4.0 or higher.

All students in the School of Health Information Science are required to follow the "Guidelines for Professional Conduct" (page 157), and may be required to withdraw from the School for violating these provisions.

### Course Challenge

The School does not permit students to gain credit by course challenge.

## PROGRAM REQUIREMENTS

To meet the requirements of the degree in Health Information Science, students must complete:

1. 60 units comprising core, elective, and senior elective courses, and
2. a minimum of three Co-op work terms. The granting of work term credit by challenge is not normally permitted.

Work term placements are across Canada and students must be prepared to accept placements outside Victoria. All students are expected to attend the health informatics Co-op course: HINF 202 Introduction to Professional Practice.

### Course Requirements

#### First Year

CSC 110 (1.5)	Fundamentals of Programming I
CSC 115 (1.5)	Fundamentals of Programming II
OR	
HINF 115 (1.5)	Programming for Healthcare
ENGL 135 (1.5)	Academic Reading and Writing
ENGL elective (1.5)	
HINF 130 (1.5)	Introduction to Health Information Technology
HINF 140 (1.5)	Introduction to the Canadian Health Care Systems
MATH 151 (1.5)	Finite Mathematics

**First Year**Electives (3.0 or 4.5)<sup>1</sup>

1. Students with credit for Biology 12 will take 4.5 units of electives. Students without credit for Biology 12 will take 3.0 units of electives and one of the following:

EPHE 141 (1.5) *Introductory Human Anatomy*BIOC 102 (1.5) *Biochemistry and Human Health*BIOL 150A or 150B (1.5) *Modern Biology***Second Year: First Term**

HINF 200 (1.5) Principles of Health Database Design  
 HINF 202 (0) Introduction to Professional Practice  
 HINF 230 (1.5) Organizational Behaviour and Change Management  
 STAT 252 (1.5) Statistics for Business  
 OR  
 STAT 255 (1.5) Statistics for Life Sciences I  
 OR  
 STAT 260 (1.5) Introduction to Probability and Statistics I  
 Electives (3.0)

**Second Year: Second Term**

HINF 201 (1.5) Database Management and Development for Health Care Systems  
 HINF 265 (1.5) Health Care Delivery Organization  
 HINF 280 (1.5) Biomedical Fundamentals  
 Electives (3.0)

**Second Year: May-August****Co-op work term****Third Year: First Term**

CSC 375 (1.5) Introduction to Systems Analysis  
 HINF 320 (1.5) Project Management  
 HINF 335 (1.5) Health Information Standards  
 HINF 350 (1.5) Human Aspects of Healthcare Information Systems  
 HINF 381 (1.5) Epidemiology, Population Health and Public Health

**Third Year: Second Term****Co-op work term****Third Year: May-August**

HINF 310 (1.5) Electronic Records and Decision Support Systems  
 HINF 330 (1.5) Legal Issues in Health Informatics  
 HINF 345 (1.5) Networks, Interoperability and Systems Security  
 HINF 351 (1.5) Information Technology Procurement  
 HINF 371 (1.5) Clinical Methodologies

**Fourth Year: First Term****Co-op work term****Fourth Year: Second Term**

HINF 410 (1.5) Information Management and Technology  
 HINF 420 (1.5) Societal and Ethical Implications of Information Technology  
 HINF 450 (1.5) Health Information System Design  
 HINF 461 (1.5) System Evaluation and Quality Improvement  
 HINF 470 (1.5) Trends in Health Informatics

**Fourth Year: May-August****Electives (7.5)****Senior Electives**

Students are required to select a minimum of 7.5 units from the following courses to complete their degree. Students wishing to take 300- and 400-level courses not listed below must receive prior written permission from the Director.

**List of Approved Senior Electives**

Please note that some of these courses may require prerequisites.

ADMN 310 Public Sector Economics  
 ADMN 311 Introduction to Public Administration  
 ADMN 312 Managing in Public and Non-Profit Organizations  
 ADMN 314 Public Sector Research and Analysis  
 ADMN 316 Written Communications in the Public and Non-Profit Sectors  
 ADMN 407 Managing Service Delivery  
 ADMN 411 Public Sector Project Management  
 ADMN 420 The Public Policy Process  
 ADMN 421 Financial Management  
 ADMN 431A Public Sector Human Resource Management  
 ADMN 437 Program Evaluation and Performance Measurement  
 ADMN 477 Strategic Planning and Implementation  
 AE 322 Digital Arts  
 AGEI 472 Healthy Ageing  
 AGEI 473 Chronic Disease and Ageing  
 ANTH 302 Globalization, Health and the Environment  
 ANTH 312 Introduction to Medical Anthropology  
 ANTH 393 Selected Problems in Anthropology: Cultural Anthropology (with approved topic)  
 BIOL 401A Biotechnology  
 CENG 420 Artificial Intelligence  
 COM 302 Business Law  
 CSC 350 Computer Architecture  
 CSC 355 Digital Logic and Computer Organization  
 CSC 360 Operating Systems  
 CSC 361 Computer Communication and Networks  
 CSC 371 Data Management and Visualization (non-CSC students only)  
 CYC 461 Child Life Practice in Hospitals and Community Settings  
 DSST 440 Introduction to Disability Studies  
 DSST 441 Enabling Technologies  
 ECON 317 The Economics of Canadian Health Care  
 ECON 318 Health Economics

ECON 320	Economic Development
ECON 435	Financial Economics
ECON 499	Fourth-Year Honours Thesis and Seminar
ED-D 316	Study of Communication in Interpersonal Relationship
ED-D 414	Group Processes
ED-D 417	Skills for Effective Interpersonal Communication
ED-D 445	Successful University to Career Transition
EDCI 335	Learning Design
EDCI 337	Interactive & Multimedia Learning
EDCI 338	Social Media and Personalized Learning
EDCI 339	Distributed and Open Learning
ENT 402	Entrepreneurship and Small Business for the Non-Specialist
GEOG 308	Introduction to Geographic Information Systems
GEOG 346	Geographies of Environment and Health
GEOG 366	Medical Geographies
HLTH 300	Determinants of Health and Population Health Promotion
HLTH 301	Evolution of Health and Community Services
HLTH 320	Health Program Planning and Project Management
HLTH 321	Human Resource and Fiscal Management in Community Health Systems
HLTH 350	Introduction to Health Research
HLTH 351	Practice of Evaluation Research
HLTH 360	Health Literacy and System Navigation
HLTH 401	Health Policy & Health Governance
HLTH 402	Health and Community Supportive Technologies
HLTH 403	Community Development and Capacity Building
HLTH 404	Inter-Professional Practice
HLTH 405	Challenges in Advocacy: Ageing and Disability in Canadian Society
HLTH 406	Indigenous Global Health
HLTH 425	Quantitative and Qualitative Methods
HSD 400	Policy in the Human Services
IGOV 381	Indigenous Leadership and Governance
IGOV 384	Special Issues in Indigenous Governance
INGH 452	Traditional Healing in Indigenous Communities
INGH 453	Wise Practices in Indigenous Community Health
INGH 454	Leadership in First Nation Communities
INGH 455	Community Development and Capacity Building in First Nation Communities
INTS 460	Foundations in International and Global Health and Human Development
INTS 462	The Role of Knowledge in Global Health
LING 370A	Psycholinguistics
PHIL 321	Philosophy of Medicine
PHIL 330	Professional and Business Ethics
PHIL 331	Biomedical Ethics
PHIL 390	Topics in Philosophy
POLI 350	Introduction to Public Administration
POLI 456	The Politics of Internet
PSYC 313	Cognitive Psychology
PSYC 332	Health Psychology

PSYC 334	Organizational Psychology
PSYC 339	Adult Development and Aging
PSYC 370A	Psycholinguistics
SOCI 345	Sociology of Mental Health
SOCI 389	Death, Dying and the Body
SOCI 445	Sociology of Health and Illness
SOCI 471	Multivariate Statistical Analysis
STAT 354	Sampling Techniques
STAT 453	The Design and Analysis of Experiments
TS 300	Networking, New Media and Social Practices
WS 323A	The Medicalization of Sex

**Combined Major Program in Computer Science and Health Information Science**

Students must apply for the combined program through the School of Health Information Science. This is a mandatory Co-op program.

Students with a previous degree in Computer Science or a related degree are not eligible for this combined program (see Second Bachelor's Degree). Students who have failed a work term or do not maintain a GPA of 4.0 or better in each academic term will normally be required to withdraw from the School for at least one calendar year. This is a full-time program only.

**Year 1**

HINF 130, 140 .....	3.0
MATH 100 or 109, 101, 122 .....	4.5
CSC 106, 110, 115 .....	4.5
ENGL 135 or 146 or 147 .....	1.5
Elective <sup>1</sup> .....	1.5

**Year 2**

HINF 200, 201, 202, 280 .....	4.5
1.5 units of HINF at the 200 level .....	1.5
One of STAT 252, 255 or 260 .....	1.5
CSC 225, 226, 230 .....	4.5
SENG 265 .....	1.5
ENGR 240 <sup>2</sup> .....	1.5

**Year 3**

4.5 units of HINF at the 300 level .....	4.5
CSC 375 .....	1.5
3.0 units of CSC 320, 330, 355, 360, SENG 321 .....	3.0
Electives .....	6.0

**Year 4**

3.0 units of HINF at the 400 level .....	3.0
4.5 units of CSC at the 400 level <sup>3</sup> .....	4.5
CSC 497 .....	1.5
Electives <sup>4</sup> .....	6.0

1. Students without grade 12 Biology must replace one elective with one of EPHE 141, BIOC 102, BIOL 150A, 150B.
2. ENGL 225 can be substituted for ENGR 240.
3. One of these courses may be SENG at the 400 level.

4. *These 6.0 units of other courses must be at the 300 level or higher and must include at least 3.0 units chosen from Health Information Science, Computer Science or SENG.*

### Co-operative Education

Please refer to the general description of "Undergraduate Co-operative Education" on page 62.

During work terms, students are employed in full-time, health care related jobs in either the public or private sector. For all practical purposes, Co-operative Education students on work terms are regular employees and receive salary and benefits in accordance with the employer's policy. Both the employer and the University evaluate the student's performance on each work term. Each work term is recorded on the student's Official Transcript of Academic Record (as COM, F/X or N/X).

Students must normally have successfully completed CSC 115 or HINF 115 to register in their first co-op work term (or permission of the Undergraduate Advisor).

Students registered for work terms are considered to be enrolled in a full-time course of studies and may not take university-level credit courses without the prior written approval of the Director.

The distinguishing feature of the Co-operative Education approach is the inclusion, as an integral part of the degree, of three work terms. Normally, the expected number of weeks per work term is 15 and the expected number of hours per week is 35. The minimum number of weeks per work term is 12 and the minimum number of hours per week is 35. These work terms begin after the student's second year (all courses listed under first and second year must normally be completed before a student goes on a work term) and normally alternate with formal academic terms in Health Information Science. The granting of work term credit by challenge is not usually permitted.

Students with a GPA below 4.0 in an academic term will not be eligible to participate in the next scheduled co-op work term.

Students are expected to participate fully in the placement process. While every attempt will be made to ensure that all eligible students are placed, the School of Health Information Science is under no obligation to guarantee placement. Students who decline a valid co-op job offer are ineligible to participate in the placement process for the remainder of that term. Work terms in Victoria are not guaranteed.

### Work Term Assessment

The work term performance of each student will be assessed on the basis of:

1. the employer's evaluation of the student
2. the submission of a work term report by the specified deadline as follows:
  - Fall Work Term Report January 15\*
  - Spring Work Term Report May 15\*
  - Summer Work Term Report September 15\*
3. an evaluation made by the coordinator based on discussion with the student and the employer

*\*If the due date falls on a holiday or weekend, the report will be due the next business day.*

Students admitted to the Combined Major Program in Health Information Science and Computer Science are required to take part in the Co-operative Education Program. In addition to completing their degree requirements, they must complete a minimum of three work terms and be enrolled in a minimum of six units of course work each campus term in order to graduate in this program. Work terms are to be distributed between the two programs, with no more than two work terms being taken in one program.

## School of Nursing

Anne Bruce, BSN (Victoria), MSN, PhD (Brit. Col), Professor and Associate Director, Graduate Education

Gweneth A. Doane, BSN, MA, PhD (Victoria), Professor

Susan Duncan, BScN (Alberta), MScN (Brit Col), PhD (Alberta), Professor and Director

Noreen Frisch, BSN (California State), MSN (Dal), MSN (Evansville), PhD (S. Illinois), Professor

Marcia D. Hills, BScN (Alta), MA, PhD (Victoria), Professor

Carol McDonald, BSN, PhD (Calg), Professor

Marjorie MacDonald, BN (Calg), MSc (Wat), PhD (Brit Col), Professor

Mary Ellen Purkis, BSN (Calg), MSc, PhD (Edin), Professor

Kelli Stajduhar, BSN (Victoria), MSN, PhD (Brit Col), Professor, Associate Director Research & Scholarship

Rosalie Starzomski, BN (Dal), MN (Calg), PhD (Brit Col), Professor

Lynne Young, BSN, MSN, PhD (Brit Col), Professor

Karen MacKinnon, BSN, MSN (Toronto), PhD (Calg), Associate Professor

Lenora Marcellus, RN (Foothills), BSN (Victoria), MN (Washington), PhD (Alta), Associate Professor and Associate Director, Undergraduate Education

Bernie Pauly, RN, BSN, MN (Alta), PhD (Victoria), Associate Professor, Associate Director Research & Scholarship

Esther Sangster-Gormley, BSN, MS (Florida), PhD (Dalhousie), Associate Professor and Associate Dean, Academic, HSD

Debra Sheets, BA, BSN, MSN (CSU), PhD (S. Calif), Associate Professor

Laurene E. Shields, BSN (Victoria), MS, PhD (Oreg), Associate Professor; and Acting Director, Teaching & Learning Centre

Deborah Thoun, BN, MN (Dal), PhD (Texas), Associate Professor

Nancy Clark, BSN, MScN, PhD (British Columbia), Assistant Professor

Dzifa Dordunoo, BSN, MScN (Durham), PhD (Baltimore), Assistant Professor

Anastasia Mallidou, BSN, MScN (Athens), PhD (Alta), Assistant Professor

Jeannine Moreau, BSN, MN (Victoria), PhD(c) (Australia), Teaching Professor

Laurie Barnhardt, BScN (McMaster Univ.), MN (Univ. of Western ON), NP (F) (McMaster Univ.), Assistant Teaching Professor

Katherine Bertoni, BScN (Western Univ.), MN (Athabasca), NP-PHC, CDE (Ontario), Assistant Teaching Professor

Karen Evers-Fahey, BScN (S. Conn), MSN (Yale U.), Post-Grad Dip. Analytical Psych. (Switzerland), PhD (Essex), Assistant Teaching Professor

Barbara Fox, BA (U. of Minn), BSN, MSN (Medical College of Virginia, Virginia Commonwealth U), NP (F), FNP-BC (American Nurses Credentialing Center), Assistant Teaching Professor

Leanne Kelly, BSN (Saskatchewan), MN (Victoria), Assistant Teaching Professor

Mary Loughheed, BScN (Alta), MN (Victoria), Assistant Teaching Professor

Wendy Neander, BSc (Wisconsin), BScN (Arizona State), MN (Alta), PhD(c), Assistant Teaching Professor

Maureen Ryan, BN (Dalhousie), MSN (Calg), PhD (Victoria), Assistant Teaching Professor

Margaret Scaia, BSN (Brit Col), MN (Calg), PhD (Victoria), Assistant Teaching Professor

Coby Tschanz, BN (Calg), MN, PhD (c) (Victoria), Assistant Teaching Professor

Deanne Buchanan, Acting Practica Coordinator, Post Diploma BSN Students

Carolyn Hammond, BSN (Brit Col), MN (Victoria), Practica Coordinator

Deanna Hutchings, RN, MN (Victoria), Sessional Instructor Support Coordinator

Lori Klear, BA (Victoria), Coordinator, Student Affairs

Doreen McConachie, RN, BSN (Victoria), Practica Coordinator, Post Diploma BSN Students (on leave)

Cindy MacDonald, Program Coordinator, Distance Education & Student Advisor

Diane MacLeod, BSN (St. Francis Xavier), Practica Coordinator

Paul Meier, BA, BEd. (Victoria), Admissions Liaison Officer and Student Advisor

Jill Nichol, Acting Administrative Officer, School of Nursing

## Adjunct Appointments

Elizabeth Borycki, RN, HBScN (Lakehead, MN (Man), PhD (Toronto), Adjunct Professor

Gerrit Clements, JD, Barrister and Solicitor, Adjunct Professor

Elizabeth (Betty) Davies, RN, PhD, CT, FAAN, Adjunct Professor

Kathryn Hannah, RN (Victoria), BSN, MScN (Georgia), PhD (Alta), Adjunct Professor

Anita Molzahn, BScN, MN, PhD (Sociology), (Alta), Adjunct Professor

Cynthia Smith, BSE, MHSA, DrPH, Adjunct Professor

Ann Tourangeau, BScN, MN, PhD, Adjunct Professor

Wendy Young, BSc Psych. (Trent Univ.), MA (Queens), PhD (McGill), Adjunct Professor

Melie DeChamplain, BSN, MN, MHM, Adjunct Assistant Professor

Anita Dotts, RN, BSN, MSN, NP (F), Adjunct Assistant Professor

Barbara Eddy, RN, BSN, MN, NP (F), Adjunct Assistant Professor

Rick Sawatzky, BSN (Brit Col), MA, PhD (UBC), Adjunct Associate Professor

Diane Sawchuck, BSN (Van), MN (WA), PhD (BC) Adjunct Associate Professor

Darin Abbey, BA (Univ. of Guelph), Adjunct Assistant Professor

Kelvin Bei, BSN, MN, NP, Adjunct Assistant Professor

Rosanne Beuthin, RN (Univ. of Man), MN, PhD (Victoria), Adjunct Assistant Professor

Wendy Bowles, BScN (Univ. of Brit Col), MN (Victoria), Adjunct Assistant Professor

Susan Breiddal, BSW (Victoria), MTP (Sofia Univ.), PhD (Victoria), Adjunct Assistant Professor

Judy Burgess, BSN, (Univ. of Calgary), MSN, PhD. (Victoria), Adjunct Assistant Professor

Brenda Canitz, BScN (Sask), NP (Alta), BA (Sask), MSc (Toronto), Adjunct Assistant Professor

Siobhan Chandler, BA Psych. (Queens), MA, (UBC), PhD (Waterloo), Adjunct Assistant Professor

Sonya Chandler, BSN, MPH (Victoria), Adjunct Assistant Professor

Catherine Colman, BSN, MN (Victoria), Adjunct Assistant Professor

Nicole Cook, BSN (Brit Col), MN (Victoria), Adjunct Assistant Professor

Adele Derosenroll, BSN (Dalhousie Univ.), Adjunct Assistant Professor

Julie Fraser, BSN, MN (Victoria), Adjunct Assistant Professor

Gwenyth Hughes, BSN (Victoria), MN (Univ. of Dundee), Adjunct Assistant Professor

Sally Kimpson, BSN, MA, PhD (Victoria), Adjunct Assistant Professor

Helena Lizardo Daudt, BSc, Master in Veterinary Sciences (Fed. Univ. of Rio Grande do Sul), PhD (Simon Fraser Univ.), Adjunct Assistant Professor

Joan Humphries, RN, BSN, MN, PhD, Adjunct Assistant Professor

Joanne Maclaren, BSN, MN (Victoria), Adjunct Assistant Professor

Star Mahara, RN, BScN, MScN, Adjunct Assistant Professor

Stanley Marchuk, BSN, MN (Victoria), NP (F) (Brit Col), Adjunct Assistant Professor

Erica Maynard, BSN, MN-NP (F), (Athabasca) CNeph(c), Adjunct Assistant Professor

Beverly McKee, BSN (Univ. of New Brunswick), MN (Victoria), Adjunct Assistant Professor

Jan Grauman Neander, BA (Economics) (Swathmore College), MA (Economics) (Clemson Univ), Adjunct Assistant Professor

Dawn Nedzelksi, BSN (Victoria), Adjunct Assistant Professor

Natasha Rodan-Bhalla, BScN, MN, NP (A), CCN (c), NCMP, DNP, Adjunct Assistant Professor

Della Roberts, BSN (Univ. of Alberta), MN (Univ. of BC), Adjunct Assistant Professor

James Ronan, BSN (Texas), MN (Oregon), PhD (Arizona), Adjunct Assistant Professor

Leanne Rowand, BSN (Univ. of Brit. Col.), MSN (Victoria), Adjunct Assistant Professor

Kara Schick-Makaroff, (BScN (Univ. of Sask), MN, PhD (Victoria), Adjunct Assistant Professor

Marion Shumay, BScN (Univ. of Sask), MN (Victoria), Adjunct Assistant Professor

Mary Smith, RN, MScN (York Univ.), NP, PhD, Adjunct Assistant Professor

Carolyn Tayler, RN, BN, MSA, CON ©, Adjunct Assistant Professor

## SCHOOL OF NURSING PROGRAMS

### Bachelor of Science in Nursing (BSN)

The School of Nursing offers a Bachelor of Science in Nursing (BSN) degree in partnership with: Aurora College, Camosun College, College of the Rockies and Selkirk College and online for Registered Nurses (Post-Diploma).

The degree parchment granted upon graduation reflects the name of the partner institution into which a student is originally admitted. All four campuses offer students the opportunity to complete the BSN through full-time, on-campus study.

The purpose of these programs is to educate nurses to work with individuals, families, groups or communities from a health promotion perspective and an ethic of caring. The curriculum is based on a philosophy which reflects a commitment to implement a phenomenological and socially critical curriculum which considers the changing health care needs of our society. The philosophy is considered to be alive and evolving. Emerging from the philosophy is the metaconcept of caring. Caring is understood as the attitude and activity of nursing, and is considered in every nursing course.

Emerging from this philosophical orientation is a health promotion perspective that has been used as a conceptual framework to organize the curriculum. This framework acknowledges the need for a socio-ecological perspective with a multidisciplinary focus. This shift in focus from illness to health represents a deliberate move away from a medical model to an understanding of nurses' work as focusing on people and their experiences with health and healing. Inherent in this orientation is the use of innovative teaching methodologies which encourage the development of critical thinking, discovery of personal meaning and empowerment.

Another unique feature of this curriculum is the emphasis on nursing practice as the foundation of nursing theory and the recognition that nurses' work requires thoughtful, reflective action as defined by the concept of praxis. To assist in actualizing the concept of praxis, nursing practice experiences have been planned and integrated throughout the program of studies.

### UVic BSN in Partnership with Aurora College, College of the Rockies and Selkirk College

Students enter the BSN program at a designated partner institution and upon successful completion of five terms and two consolidated practice experiences, students apply to the University of Victoria School of Nursing in order to complete the four additional terms required to

graduate. It is expected that students enrolled in this option will remain onsite at the partner institution of origin to complete the UVic degree. Exceptions will be considered on an individual basis.

### UVic BSN in Partnership with Camosun College

Students apply only once, to the University of Victoria and Camosun College to begin the BSN program at Camosun College. To be eligible, applicants must be qualified for admission at both the University of Victoria and Camosun College. Upon successful completion of five terms and two consolidated practice experiences, students will continue to the University of Victoria School of Nursing from Camosun College to complete four additional terms and graduate with a BSN degree.

Registration priority in distance education courses is normally granted to Post-Diploma Program students.

If there is a discrepancy between the scheduled dates for reading break in the UVic or partner institution calendars, the partner institutes dates will be considered correct for students attending on those campuses.

### Post-Diploma

#### Please Note: No new students will be admitted

The BSN program will be available to currently registered Post-Diploma Program students through December 2022. Students will have up to six years from their first admission date to complete the program. Distance education courses are offered according to a pre-planned schedule. Most core courses are offered three terms per year, and advanced nursing electives are usually offered once a year. Due to the program's indeterminate suspension, there will be increasingly less flexibility in course selection (see <nursing.uvic.ca> for course schedule). Students should contact the program student advisor to discuss a program plan to facilitate program completion within the six-year time limit.

## ADMISSION REQUIREMENTS

### General

Initial inquiries regarding undergraduate programs should be addressed to the Undergraduate Advisor, School of Nursing. Application materials may be obtained from the School of Nursing website <nursing.uvic.ca>.

Applicants for the degree of Bachelor of Science in Nursing (BSN) must meet all general requirements for admission to the University of Victoria, as well as the specific requirements of the School of Nursing.

Completed applications and supporting documents must be available for consideration on, or prior to the published deadline dates.

### Entry Dates

UVic BSN in Partnership with Aurora College, College of the Rockies and Selkirk College - January

UVic BSN in Partnership with Camosun College - September

### Deadlines

UVic BSN in Partnership with Aurora College, College of the Rockies and Selkirk College - September 30

UVic BSN in Partnership with Camosun College - *determined annually and posted on the School of Nursing website*

### Admission to the UVic BSN in Partnership with Aurora College, College of the Rockies and Selkirk College

*Please note that acceptance to and completion of the college portion of the program does not ensure a place in the University of Victoria School of Nursing; students are admitted to the program as resources permit in accordance with a selection process developed by the School of Nursing.*

Students continuing from program transfer partner institutions must:

1. Meet UVic admission requirements (including the UVic Academic Writing Requirement) when entering the School of Nursing at UVic.

2. Successfully complete all courses in Terms 1-5, and the two consolidated practice experiences, with a cumulative GPA equivalent to 3.0 (C+) on the UVic 9.0-point scale. (Please note that college and UVic GPAs may not be equivalent. UVic includes repeated and failed courses in the GPA calculation for all required term 1-5 courses, including the required English, Biology and elective courses). Students who fail any required course(s) in terms 1-5 must successfully repeat the course prior to acceptance to UVic. Students who fail a nursing practice course in terms 1-5 will be placed on nursing practice probation for the duration of their program at UVic. The privilege to repeat a failed nursing practice course is allowed only once in the program (Years 1 to 4). Admission to the BSN program is provisional pending receipt of a final official transcript indicating satisfactory completion of term 5.
3. Complete a University of Victoria Application for Admission to the University of Victoria to Undergraduate Admissions (new applicants) or an Undergraduate Faculty/Program Change Request Form to Undergraduate Records (returning UVic students).

*\* Students at the Yellowknife, Cranbrook and Castlegar campuses should contact the faculty member responsible for practice placements regarding local practice and health authority regulations and requirements at their respective site.*

### Admission to the UVic BSN in Partnership with Camosun College

Students are admitted on an annual basis for September entry into year 1, with limited enrolment as delineated by the published admission requirements.

Applicants must meet all of the admission requirements of both educational institutions (Camosun College & the University of Victoria).

### Admission to the Post-Diploma Program

**Please Note: No new students will be admitted at this time.**

## PROGRAM REQUIREMENTS

Students are required to have access to high-speed internet for the duration of the program. Students should check the School of Nursing website <nursing.uvic.ca> for current technical specifications required.

Program information will be provided by email. All School of Nursing students are required to use their UVic email address as their primary email contact in the student records system while enrolled in the BSN program. This is to ensure continuity and consistency of information received. The School of Nursing is not responsible for providing missed information if students do not use their UVic email address.

Course enrolment is guaranteed for students who follow the program course sequence at their designated partner institution as identified online at <nursing.uvic.ca>. Students who fall out of sequence for any reason should contact the academic advisor to discuss course planning in further detail. Please be advised that BSN core and option-specific courses are offered once a year. Enrolment for out of sequence students is based upon course space, instructor, and practice placement availability.

It is the responsibility of students transferring to UVic to contact an academic adviser for information regarding admission procedures, residency requirements and course sequencing. Students transferring mid-program may be required to repeat course work to meet graduation requirements.

Transfer between any partnership campuses may be limited by the availability of course and/or practice placement(s). Students already enrolled at the partnership campus will be given registration priority.



## SCHOOL ACADEMIC REGULATIONS

### Professional Conduct and Student Progression

#### Student Progress and Information Sharing

Within the University of Victoria School of Nursing, we are committed to open, transparent processes of evaluation. This means that we encourage students to be proactive in approaching their instructors about past progress and challenges as each new course starts. Faculty and staff at the School of Nursing work as a team to maximize learning opportunities and enhance the quality of instruction. Evaluative feedback about current and past student progress is shared by course instructors with other faculty or staff in the School of Nursing as needed in order to promote student success.

All students in the School of Nursing must follow the faculty's "Guidelines for Professional Conduct" (page 157), and "Regulations Concerning Practica" (page 158) and be aware of the consequences of unprofessional conduct, and are subject to the provisions of the Canadian Nurses' Association (CNA) Code of Ethics for Registered Nurses and the College of Registered Nurses of British Columbia (CRNBC) professional and/or practice standards (or the equivalent in the province/territory/state in which the student practises). In addition to the above, the following School of Nursing practice regulations apply:

1. Where a student is enrolled in a Nursing Practice course (including NURS 345, 351, 370, 431, 456, 470, 475, 491, 495) and there are reasonable grounds to believe that the conduct or lack of competence of a student enrolled in a nursing practice course has adversely affected or may adversely affect, those associated with the practice placement including:
  - a) clients and/or their families;
  - b) student peers; or
  - c) health care professionals, agency volunteers or others in health related fields liaising with the UVic BSN program

OR

The student has breached the HSD Faculty Guidelines for Professional Conduct and Regulations Concerning Practica, the Canadian Nurses' Association (CNA) Code of Ethics for Registered Nurses or the College of Registered Nurses of British Columbia (CRNBC) professional and/or practice standards (or the equivalent in the province/territory/state in which the student practises), the course instructor may then:

- a) restrict activities of the student in the course in such a manner as the instructor deems appropriate and/or
  - b) suspend the student's continued participation in the course prior to the course end date and/or
  - c) assign a failing grade (grade of F or N) to the student's performance in the course and report the failure to the designated committee.
2. The School of Nursing designated committee will review a student's enrolment in a nursing practice course (including review of practice appraisals) and/or the nursing degree program where:
    - a) failing grade (F or N) has been assigned to the student's performance in a course;
    - b) a report has been received that a student has breached the HSD Faculty Guidelines for Professional Conduct and the Regulations Concerning Practica, the Canadian Nurses' Association (CNA) Code of Ethics for Registered Nurses or the College of Registered Nurses of British Columbia (CRNBC) professional and/or practice standards (or the provincial/territorial or state equivalent where the student's practicum is taking place).

After receiving a written request from the student and giving the student an opportunity to be heard by telephone conference call, or in person, the designated committee may permit a student to retake a course in which a student has been assigned a failing grade (with or without

additional requirements/conditions) OR require the student to withdraw from a nursing program in which the student is enrolled.

Practice courses, and the corequisite theory course where applicable, in deferred status must be completed prior to starting a subsequent practice course. Normally, a student must pass both theory and practice corequisites (e.g. NURS 350 & 351, 430 & 431 or 430 & 456) in the same term to advance to the next academic session.

#### Program Completion Time Limit

The Bachelor of Science in Nursing (BSN) must normally be completed within seven years from the admission date to the School of Nursing at the designated program partner institution.

Post-Diploma must normally be completed within six years.

The School may require students to reapply for admission and stipulate conditions if the program is not completed within the designated time limits. Students seeking readmission to the School may be required to repeat nursing courses previously completed if, in the judgement of the Director or designate, curriculum changes or the length of interruption are sufficient to render the applicant inadequately prepared for the courses.

#### Standing

All students must maintain a cumulative GPA of 3.0 and a grade of C or higher in any core nursing course or other required course to proceed through the program and graduate. If the student receives a final grade of less than C in any core nursing course or other required course the student will be required to repeat the same course before advancing to the next academic session. A minimum final grade of C is required for all BSN program elective courses. Students who fall below this level will be required to discuss their program with the Director of the School or designate, and may be required to withdraw.

Students who do not meet the minimum GPA standard required for progression in the School of Nursing may at the discretion of the Director or designate be placed on faculty probation.

Normally, all students registered in any nursing practice course must pass each course before proceeding further through the program. Students may, with permission of the designated committee, repeat a failed nursing practice course and will be placed on nursing practice probation for the remainder of the program. The privilege to repeat a failed nursing practice course is allowed only once in the program. (See also "Professional Conduct and Student Progression", above).

Students who have failed two practice courses in the program will be required to withdraw. All failed or incomplete course grades are permanently recorded on official transcripts, including notations of probationary status and required-to-withdraw status. Students may follow the UVic appeal procedures regarding failed grades and required-to-withdraw status. The first step in any appeal is the Director, School of Nursing, followed by the Dean of the Faculty, HSD, then the Senate Committee on Appeals.

#### Course Challenge

The School of Nursing does not permit students to gain credit by course challenge.

### NURSING PRACTICE REQUIREMENTS

Nursing practice experiences are essential in the nursing program. It may not be possible to arrange nursing practice experiences in the location and at the time preferred by students. Students must arrange their own transportation. Travel and accommodation arrangements and costs associated with practice experiences are the responsibility of the student. Students are not permitted to transport clients, field guides, instructors, etc. when using their own vehicles for practice.

## Agency Orientation/Instruction

If not already completed, or as mandated by the agency prior to or at the start of a practice experience, students must fulfill the requirements for student orientation, access to health records and medication management instruction.

## Code of Ethics and Standards of Practice

All students must adhere to the Canadian Nurses' Association (CNA) Code of Ethics for Registered Nurses and to the professional and practice standards (or equivalent) of the Registered Nurses' licensing organization in the jurisdiction in which they are undertaking their practice experience. Students who fail to adhere to these codes and standards may be required to withdraw from the program.

Please refer to the faculty's "Guidelines for Professional Conduct" and "Regulations Concerning Practica" on page 158.

## REGULATIONS CONCERNING PRACTICA

### General Practicum Policies

The faculty reserves the right to approve any agency or institution that provides placements for student practica, and to change any placement assigned to a student. The student, however, has the right to be informed in writing of the reasons for any change in placement. While the faculty accepts a responsibility to provide a sufficient number of practicum opportunities to serve the needs of all registered students, a student may be required to withdraw from a practicum course if none of the available practicum agencies will accept the student. It is the responsibility of the course instructor to inform students of the criteria by which unprofessional conduct will be judged in the practicum setting.

### Fitness to Practice

Students enrolled in a School of Nursing BSN program at the University of Victoria are required to meet the standards for fitness to practice as defined by the College of Registered Nurses of British Columbia (CRNBC) document, "Fitness to Practice: The Challenge to Maintain Physical, Mental and Emotional Health" available at <[www.crnbc.ca](http://www.crnbc.ca)>.

Students must notify their instructor(s) of any absence from a scheduled practice experience and complete the missed practice hours within the official scheduled course dates.

### Practica Dates

The dates of practica will be established by each School or program, and will be announced to the students involved at the beginning of each term.

### Attendance

Attendance at practicum activities is required. Students are expected to notify the placement agency whenever practicum appointments cannot be kept, and also to inform the course instructor. Failure to do so may result in a student being withdrawn from the practicum setting.

### Denial and Withdrawal

#### Denial

Students will be denied the practicum experience if their preparatory work is considered unsatisfactory.

#### Temporary Withdrawal of Students Pending Report

A student may be required to withdraw temporarily from a practicum if, during the course of a term, there are reasonable grounds to believe that the conduct or lack of competence of a student enrolled in the practicum has adversely affected or may adversely affect:

- clients or pupils, or
- personnel, including students associated with the practicum

The student will be required to withdraw temporarily pending the receipt of a report on the conduct and lack of competence of the student. This written report from the course instructor will normally be provided to the student within 10 business days of the withdrawal.

### Withdrawal

After giving the student an opportunity to be heard, the Instructor may require a student to withdraw from the practicum if the Instructor is satisfied that the student's conduct or lack of competence may adversely affect members of any of the groups identified in the paragraph above.

### Voluntary Withdrawal

Students seeking voluntary withdrawal from a practicum whether permanent or temporary, must first speak with the academic adviser.

### Termination of Practicum by Placement Agency

In situations where a practicum is terminated by the agency, the student will be informed in writing of the reasons for termination, by the Instructor of record within 15 business days of the termination. After giving the student an opportunity to be heard, the Director or designate will determine appropriate action: 1) withdrawal from the School; 2) additional preparatory work; 3) placement in a different practicum setting.

### Practicum Evaluation Documentation

If a student withdraws from practicum or is required to withdraw from practicum by their School, all practicum evaluation materials to date of withdrawal will remain on their student file and may be taken into account in determining whether their preparatory work is satisfactory to enter a subsequent practicum.

### Readmission

Students who have withdrawn from a practicum for whatever reason who later wish to reenter the practicum must apply for readmission to the course and should not assume that readmission is guaranteed.

### Appeals

The normal avenues of final appeal, (see "Appeals", page 56) are available to students who have been required to withdraw from a practicum. Students in the Faculty of Human and Social Development may follow regular appeal procedures within the faculty.

### Criminal Record Reviews

The BC *Criminal Record Review Act* (the "CRRA") requires that every registered student who will work with children and/or vulnerable adults undergo a criminal record check completed through the B.C. Ministry of Justice. This is a very specific type of criminal record check, and an RCMP or local police detachment check is not sufficient.

The Ministry of Justice is the authorized body under the Act to review offences and make a determination of risk.

**Any student found to be at risk by the Ministry** will not be able to participate in a work integrated learning experience (e.g. clinical placement, practicum, internship, work experience, co-op, job shadow observational, some in-class practice exercises, etc.) and other aspects of a program, and **may therefore be unable to participate in or complete the work integrated learning experience. If the work integrated learning experience is required for the student's program, this means that the student may not be able to complete the program and may not graduate. Therefore, students should carefully consider this requirement before applying to, or continuing in, this program.**

**The check must be newly authorized every 5 years.** Under the CRRA, registrants must provide to the UVic School of Nursing a new CRRA check every five years. The UVic School of Nursing is under a legislated duty to obtain every student's new Criminal Records check, before the anniversary of five years from their last check. The UVic School of Nursing

is legally bound to remove the student from a practicum (work integrated learning experience) if they fail to provide a required CRRA check

Most practice agencies require the completion of a Criminal Record Review Act check prior to accepting the student's placement in the agency. Some community practice agencies may require, in addition to the CRRA, a municipal or RCMP records check prior to engaging with the population at that agency. The School of Nursing will therefore, require, a RCMP criminal record check or other local police detachment criminal records check to be on file prior to entering into the program.

Registered nurses in BC have a Criminal Record Review Act check completed with their CRNBC registration. Registered nurses undertaking practice experiences in a jurisdiction outside BC are responsible to ensure they have a Criminal Record Review or equivalent if required by their practice experience agency.

All costs related to this are the responsibility of the individual student.

Registered nurses applying to, or registered in, the program with criminal convictions are advised to contact the appropriate registered nurses' association with regard to specific questions involving criminal convictions and ability to register as a nurse in the jurisdiction in which they are undertaking their practice experience.

College-University Transfer students should contact the Student Adviser about the current process to follow, and are required to provide documentation upon application to the UVic portion of the BSN program.

Please see the UVic School of Nursing website <[uvic.nursing.ca](http://uvic.nursing.ca)> for further information regarding the criminal records check.

### **Current Basic Life Support Certificate**

All students must provide evidence of successful completion of a basic life support level-C course or higher. Current CPR level-C certification or higher must be on file in the School of Nursing for students to remain registered in the program. **CPR certification is valid for two years beginning from the date of issue.** All costs and responsibilities associated with this are the responsibility of the individual student. All BSN Partnership unlicensed students must ensure that the CPR certificate is valid through completion of a BSN program at the University of Victoria.

### **Health Insurance Coverage**

All students must maintain basic and extended health care insurance coverage throughout the duration of the program.

### **Immunizations**

All individuals working in health care (Health Care Staff) should be protected against vaccine preventable diseases. All students and faculty visiting health service delivery sites for clinical placements are considered Health Care Staff and must follow provincial and Receiving Agency immunization guidelines and policies. Such policies are based on the Communicable Diseases and Immunization Guidelines from the BC Centre for Disease Control and the Canadian Public Health Agency.

All students must keep immunizations updated and provide documentation of current immunizations to practice agencies when required.

Costs and responsibilities associated with this in its entirety are the responsibility of the individual student.

### **Oath of Confidentiality**

Some agencies may require students to take an Oath of Confidentiality.

### **Personal Respirator Fit Testing**

Students must be fit-tested before initial use of their personal respirators and annually thereafter while in the BSN program, and they must provide evidence of a personal respirator quantitative fit-test prior to attending any practice placement and to remain registered in the program.

### **Practicing Registration (Post-Diploma students only) and Malpractice Insurance (Post-Diploma USA students only)**

In addition to the above requirements, all post-diploma students must have active practising registration as a Registered Nurse or the equivalent registration for the jurisdiction in which they are undertaking their practice experience. Periodically, information provided by students will be checked. Please note that students studying outside of BC are required to submit verification of active practising registration to the School of Nursing annually. Students studying in the US must also provide proof of current malpractice insurance, annually, for the duration of the program.

Post-diploma students may complete practice requirements in their place of work during paid working hours if arrangements have been negotiated with the workplace according to School of Nursing guidelines. Appropriate documentation must be submitted to the School of Nursing prior to practice commencement. Contact the Practica Coordinator for further information and guidelines.

## **BSN GRADUATION REQUIREMENTS**

### **Minimum Degree Requirements**

A minimum of 21 units of course work must be completed through the University of Victoria by all students, although students are encouraged to complete as much of their course work as possible from the University of Victoria.

To meet University of Victoria graduation requirements, at least 21 units must be numbered at the 300 or 400 level (see "Minimum Degree Requirements for Graduation" on page 55).

Candidates for the BSN degree must meet the minimum degree requirements for a bachelor's degree outlined under "Minimum Degree Requirements for Graduation" (page 55). Students should note in particular the "Academic Writing Requirement" (page 42).

Bachelor of Science in Nursing (BSN) students must complete 31.5 units of course work of which no more than 1.5 units may be transfer credit. Exceptions for an additional 1.5 units of transfer credit will be permitted only with approval of the Director and/or designate.

Post-Diploma students must complete 24 units of course work of which no more than 1.5 units may be transfer credit.

### **Advanced Standing and Transfer Credit**

Students who have successfully completed terms 1-5 with an overall GPA of 3.0 (C+) or higher on the UVic 9.0 scale at one of our partner sites (Aurora College, Camosun College, College of the Rockies, and Selkirk College) receive 30.0 units of block credit upon entry to term 6

### **Limitations of BSN Transfer Credit**

A maximum of 7.5 units of transfer credit (equivalent to English, Anatomy, Physiology, Philosophy 250 or the non-Nursing electives) may be awarded from either a previous undergraduate degree from a recognized post-secondary educational institution or university transfer courses towards terms 1-5 of the BSN program. The awarding of transfer credit towards course equivalents in term 1-5 does not preclude the additional 1.5 units of transfer credit that may be awarded in terms 6-8 of the four-year BSN program at Aurora College, College of the Rockies and Selkirk College.

Students who have completed the entire first year coursework in a nursing program (excluding electives) who wish to transfer are considered "relocation students" and therefore, transfer credit limitations are not applicable. (Note: BSN program completion timelines normally apply; see Program Completion Limit - UVic Undergraduate calendar.)

## Post-Diploma

Students who have completed a Nursing diploma program at a recognized post-secondary educational institution are eligible to receive block credit upon admission to the BSN program (30 units for a two year nursing diploma). This does not include non-credit vocational or continuing studies certificates or diplomas.

Students may be permitted, with the approval of the Director or designate, to present up to 1.5 units of transfer credit from institutions other than the University of Victoria. Course work can be completed college or university level post-basic certificate/diploma programs and/or approved university-level nursing and/or non-nursing courses. Students are advised to ensure the acceptability of such courses by the School of Nursing before enrolling in them.

Registered nurses who have taken post-basic nursing speciality programs are eligible for consideration for credit for a period of ten years from the date of completion. Additional criteria, required to consider individual requests after this ten-year period include confirmation that the applicant has consistently been working in the area of specialty since completion of the post-basic speciality program (demonstrating continuing competency). The School of Nursing reserves the right to deny transfer credit for any coursework/certificate.

## Course Challenge

The School does not provide course challenge credit.

## Time Limit

A seven year time limit will be applied to the following nursing core courses: Anatomy, Physiology, Pathophysiology and Biomedical Ethics (NURS, BIOL and PHIL). These courses must have been completed within 7 years prior to the first day in term one (at our partner sites) of the BSN program start to be applied towards the BSN degree. Should a student delay the start of their program, the applicability of the transfer credit will be reassessed at the point of entry to the BSN program.

**Note:** the course credit time limit does not apply to English (or courses designated as fulfilling the Academic Writing Requirement (AWR) or courses used toward fulfilling the non-Nursing elective requirements.

## University Academic Writing Requirement (AWR)

All students must meet the "Academic Writing Requirement" (page 42). Completion of an AWR-designated course may satisfy the non-nursing elective requirement in the program, if needed. Early completion of the Academic Writing Requirement will facilitate writing academic papers.

Post-diploma students who do not meet the University of Victoria's Academic Writing Requirement upon admission to the program are advised to register in 1.5 units of an AWR-designated course (ENGL 135, 146, 147, ENGR 110) during their first or second term of study in the program. Please consult the appropriate online timetable for registration information, or contact the School of Nursing Adviser.

## BSN in Partnership with Camosun College Course Sequence

### Term 6

NURS 341 (1.5)	Professional Practice IV: Nursing Inquiry
NURS 342 (1.5)	Health and Healing VI: Global Health Issues
NURS 350 (1.5)	Health and Healing VII: Promoting Community and Societal Health
NURS 360 (1.5)	Professional Practice VI: Nursing Research
NURS 484 (1.5)	Understanding Indigenous Health and Wellbeing

NURS 370 (4.5)	Consolidated Practice Experience III
NURS 470 (4.5)	Consolidated Practice Experience IV

### Term 7

NURS 430 (1.5)	Professional Practice V: Leadership in Nursing
NURS 456 (1.5)	Nursing Practice VI: Nursing within Communities and Health Systems
NURS 425 (1.5)	Qualitative and Quantitative Analysis
Nursing elective <sup>1</sup> (1.5)	chosen from the list of electives below

*400-level nursing course offered at UVic (exceptions will only be made for students accepted into the Emergency Department (ED) program in Victoria or in rural partner sites upon approval of the Director or designate)*

### Term 8

NURS 475 (4.5)	Consolidated Practice Experience V
NURS 491 (4.5)	Nursing Practice VIII: Transitions

*Note: Students register in a single section for each practice and co-requisite theory course in consideration of maximizing support for students working in the same agency, unit, particular contexts of practice, and other organizing factors. Prior to the start of term, the School of Nursing will register students into specific sections.*

## BSN in Partnership with Aurora College, College of the Rockies and Selkirk College Course Sequence

### Term 6

NURS 341 (1.5)	Professional Practice IV: Nursing Inquiry
NURS 342 (1.5)	Health and Healing VI: Global Health Issues
NURS 350 (1.5)	Health and Healing VII: Promoting Community and Societal Health
NURS 351 (1.5)	Nursing Practice VI: Promoting Health of Communities and Society

Non-nursing or nursing elective<sup>1</sup> (1.5)

- A non-nursing elective may be a 100- to 400-level university transferrable course in any discipline other than nursing. This elective BSN program requirement is waived on admission for students with a previous degree from a recognized post-secondary educational institution.*

### Consolidated Practice Experiences

NURS 370 (4.5)	Consolidated Practice Experience III
NURS 470 (4.5)	Consolidated Practice Experience IV

### Term 7

NURS 360 (1.5)	Professional Practice VI: Nursing Research
NURS 430 (1.5)	Professional Practice V: Leadership in Nursing
NURS 431 (1.5)	Nursing Practice VII: Engaging in Leadership
Nursing elective <sup>2</sup> (1.5)	chosen from the list of electives below

- 400-level nursing course offered at UVic (exceptions will only be made for students accepted into the Emergency Department (ED) program in Victoria or in rural partner sites upon approval of the Director or designate)*

### Term 8

NURS 475 (4.5)	Consolidated Practice Experience V
NURS 491 (4.5)	Nursing Practice VIII: Transitions

*Note: Due to curriculum changes student transfer into the program beyond term six at the Victoria campus, Victoria, BC will no longer be available.*

**Post-Diploma Course Sequence**  
**Please Note: No new students will be admitted**

NURS 325, 341 and 345 must be successfully completed prior to commencing practice courses.

**300 Level**

NURS 325 <sup>1</sup> (1.5)	Explorations of Nursing Knowledge and Practice
NURS 341 (1.5)	Professional Practice IV: Nursing Inquiry
NURS 342 <sup>2</sup> (1.5)	Health and Healing VI: Global Health Issues
NURS 345 (3.0)	Family Nursing
NURS 350 (1.5)	Health and Healing VII: Promoting Community and Societal Health
NURS 351 (1.5)	Nursing Practice VI: Promoting Health of Communities and Society
NURS 360 (1.5)	Professional Practice VI: Nursing Research
Non-nursing elective <sup>3</sup> (1.5)	

1. NURS 325 is normally the required first course in the BSN program.
2. Students admitted to the School of Nursing prior to September 2012 may use NURS 342 to satisfy a nursing elective BSN program course requirement.
3. A 100- to 400-level university transferrable course in any discipline other than nursing. This non-nursing elective BSN program requirement is waived on admission for students with a previous degree from an accredited post-secondary educational institution.

**400 Level**

NURS 430 (1.5)	Professional Practice V: Leadership in Nursing
NURS 431 (1.5)	Nursing Practice VII: Engaging in Leadership
NURS 495 <sup>1</sup> (1.5-3.0)	Nursing Practice Synthesis
Nursing electives <sup>2</sup> chosen from the list of electives below (4.5-6.0)	

1. May be taken more than once for credit to a maximum of 3.0 units.
2. 400-level nursing electives offered at UVic

**Nursing Electives\***

NURS 400 (1.5)	Academic Writing for Nurses
NURS 405 (1.5)	Statistics for Evidence-Based Practice
NURS 425 (1.5)	Qualitative and Quantitative Analysis
NURS 450 (1.5)	Nursing Leadership and Management
NURS 481C (1.5)	Nursing Practice in Hospice Palliative Care
NURS 482 (1.5)	Pharmacological Knowledge for Nursing Practice
NURS 483 (1.5)	Teaching and Learning in Nursing Practice
NURS 484 (1.5)	Understanding Indigenous Health and Wellbeing
NURS 487 (1.5)	Health Care Law
NURS 488 (1.5)	Gendering Health Care Practices in Nursing
NURS 493A (1.5)	Community Health Nursing
NURS 493C (1.5)	Lived Experience of Health in Aging
NURS 496 (1.5)	Nursing with Childbearing Families

\* Nursing elective courses may not be offered each year  
 Credit for a non-University of Victoria Nursing elective requires permission of the department.

**School of Public Administration**

Astrid Brouelle, Ph.D. (Montreal), Director and Professor, School of Public Administration

- J. Barton Cunningham, BA (Brigham Young), MPA, PhD (USC), Professor  
 Budd L. Hall, BA, MA (MI), PhD (UCLA), Professor  
 Evert A. Lindquist, BA (Carleton), MA (UWO), MPP, PhD (California-Berkley), Professor  
 James N. MacGregor, MA (Glasgow), MSc, PhD (UVic), Professor  
 James C. McDavid, BA, MA (UofA), MA, PhD (IN), Professor  
 Emmanuel Brunet-Jailly, LLB (Aix-en-Provence), MA (Virginia Polytechnic Institute), MA (Sorbonne), PhD (UWO), Professor  
 Tara Ney, BA, MA (UVic), PhD (Southampton), Associate Professor  
 Lynne M. Siemens, BA (Waterloo), MA (UofA), MA (UofT), PhD (Hertfordshire), Associate Professor  
 Rebecca N. Warburton, BA (Cornell), MSc (London School of Economics), PhD (London), Associate Professor  
 Lynda Gagné, BA, MA (SFU), PhD (UBC), Assistant Professor  
 Richard T. Marcy, BA (Buffalo), MS, PhD (OK), Assistant Professor  
 Terry Poucette, PhD (UVic), Assistant Teaching Professor (Term)  
 Kimberly Speers, BA (Waterloo), MA (Queen's), MPA (Carleton), PhD (UofA), Assistant Teaching Professor  
 Thea Vakil, BA, MSc (UBC), PhD (UVic) Associate Director of the School of Public Administration and Associate Professor  
 Heather Kirkham, BA (Lethbridge), Program Manager  
 Silvia Dulc, BFA, Academic Administrative Officer  
 Barbara Svec, MPA (UVic), Co-operative Education Coordinator

**Emeritus, Visiting, and Adjunct Appointments**

- Herman Bakvis, BA (Queen's), MA, PhD (UBC), Professor Emeritus  
 Robert L. Bish, PhD (IN), Professor Emeritus  
 James Cutt, MA (Edinburgh), MA, PhD (UofT), Professor Emeritus  
 A. Rodney Dobell, BA, MA (UBC), PhD (MIT), Professor Emeritus  
 John J. Jackson, MSc (Ottawa), PhD (UofA), Professor Emeritus  
 John Langford, BA (Carleton), MA (Oxford), PhD (McGill), Professor Emeritus  
 Hartmut J. Will, Dipl-Kfm (FU, Berlin), PhD (Ill), Professor Emeritus  
 Sabine Lehr, BA (Open University), MBA (London), PhD (UVic), Adjunct Professor  
 Catherine Morris, JD (UofA), LLM (UBC), Adjunct Professor  
 Victor Murray, BA (Manitoba), MA (Minn), PhD (Cornell), Adjunct Professor  
 David Zussman, PhD (McGill), Adjunct Professor  
 Ryan Compton, PhD (Washington U, St. Louis), Adjunct Associate Professor  
 Cosmo Howard, PhD (Australian Nat'l U), Adjunct Associate Professor  
 Dale Wall, BA (SFU), MPA (UVic), Adjunct Associate Professor  
 Maria Barnes, PhD (UVic), Adjunct Assistant Professor  
 Michelle Brady, BA (Honours) (Murdoch), PhD (UofA), Adjunct Assistant Professor  
 Tracy Byrne, PhD (Glasgow), Adjunct Assistant Professor  
 Norman Dolan, PhD (UVic), Adjunct Assistant Professor  
 Peter R. Elson, PhD (UofT), Adjunct Assistant Professor  
 Allison M. Habkirk, BA (UVic), MA (UBC), MPA (UVic), Adjunct Assistant Professor  
 Yvonne Harrison, PhD (UVic), Adjunct Assistant Professor  
 Gordon McIntosh, PhD (UVic) Adjunct Assistant Professor  
 Brant Popp, MPA (UVic), Adjunct Assistant Professor  
 Carol-Anne Rolf, MA (UofA), MPP (California, Berkeley), Adjunct Assistant Professor  
 Diana Smith, MPA (Carleton), Adjunct Assistant Professor  
 Trevor Sones, MADR (UVic), Adjunct Assistant Professor  
 Rajesh Tandon, Ph.D. (Western Reserve U.), Adjunct Assistant Professor

*Sam Weller, CA, MBA, Adjunct Assistant Professor*

*Sarah Marie Wiebe, Ph.D. (UofO), Adjunct Assistant Professor*

*Veda Weselake, BA (UofM), MA (UofM), Adjunct Assistant Professor*

*Julie Williams, PhD (UVic), Adjunct Assistant Professor*

## **PUBLIC ADMINISTRATION PROGRAMS**

### **Academic Writing Requirement**

Diploma and Professional Specialization Certificate students are not required to meet the UVic Academic Writing Requirement unless they subsequently enter a degree program. However, students enrolled in the Diploma in Public Sector Management and Diploma in Local Government Management should enrol in ADMN 316 early in their program.

### **Advanced Standing and Transfer Credit**

The School may allow up to 4.5 units of transfer credit or waivers towards Diploma requirements (see programs for specific details).

### **Course Challenge**

The School does not provide course challenge credit.

### **Graduate Programs**

For information on studies leading to the MPA Degree, see the UVic Graduate Calendar.

### **Undergraduate Course Availability**

Courses in the School's undergraduate Diploma, Professional Specialization Certificate and Minor in Public Administration Programs are offered subject to availability based on enrolments and funding.

### **How to Apply to Undergraduate Diplomas or Professional Specialization Certificate Programs**

#### **Applicants new to UVic**

Submit to the Office of the Registrar:

- An undergraduate UVic application for admission;
- Required official transcripts;
- 500-word statement of intent addressed to the Director, School of Public Administration; and
- Resumé.

#### **Returning or current UVic students**

Submit to Undergraduate Records:

- An Undergraduate Reregistration and Faculty/Program Change form;
- Required official transcripts.

Submit to the School of Public Administration (spadipl@uvic.ca):

- 500-word statement of intent addressed to the Director, School of Public Administration; and
- Resumé.

## **DIPLOMA IN PUBLIC SECTOR MANAGEMENT**

The School of Public Administration offers a part-time, off-campus program of studies leading to the Diploma in Public Sector Management, which is available via distance education plus (in some courses) workshops. The program is intended for practicing or prospective managers in the public and non-profit sectors who wish to acquire the skills and background necessary for effective and responsible management, and who are interested in broadening their understanding of the administrative process.

The Diploma will be awarded upon successful completion of 11 courses or 16.5 units, with an overall GPA of at least 2.0.

## **Admission**

Courses are taught at a level which is consistent with other third- and fourth-year undergraduate courses offered at the University of Victoria; applicants will be required to demonstrate that they possess the academic proficiency necessary to benefit fully from the program.

Students without a bachelor's degree will normally be expected to have completed the equivalent of at least the first two years of post-secondary at university or at institutions such as BCIT, community colleges or recognized professional associations.

Candidates without formal post-secondary qualifications but with demonstrable appropriate experience may be admitted as conditional students, with continuation in the program subject to performance in the first three courses with a grade of C+ or better.

In addition to academic background, all applicants should have a minimum of three years' experience in dealing with issues characteristic of the public sector and/or non-profit sector. A limited number of students not formally admitted to the program may register for individual courses with the permission of the Director of the School of Public Administration. Inquiries about the program should be forwarded to:

Program Manager  
Diploma in Public Sector Management  
School of Public Administration  
University of Victoria, Box 1700 STN CSC  
Victoria BC V8W 2Y2  
Phone: 250-721-8074  
Email: hkirkham@uvic.ca

### **Admission to the Diploma in Public Sector Management from UVic's Certificate in the Administration of Indigenous Governments**

Students who have completed the CAIG may apply for admission to the Diploma in Public Sector Management. To meet the DPSM requirements, students must complete ADMN 310, 314, 420 and 431A. The Diploma's requirement of ADMN 316 will be waived if a student has credit for IGOV 380.

Note: Students who completed the (former) Certificate in Administration of Aboriginal Governments (CAAG) must, upon admission to the DPSM, complete ADMN 310, 311, 312, and one of ADMN 314, 420 or 431A.

### **Transfer Credit and Waivers**

Students may be permitted to complete up to 4.5 units of credit towards the Diploma in Public Sector Management by taking appropriate courses offered through other Departments of the University of Victoria or at other universities. Prior approval must be obtained from the Director of the School of Public Administration. If a Diploma student holds a UVic degree that included ADMN courses, up to 4.5 units (three courses) of credit may be waived towards a DPSM.

Students may be granted approval to exceed 4.5 units of transfer credit in cases where the credit has been (or will be) obtained for graduate-level courses taught through the School of Public Administration at the University.

At the discretion of the Director, block transfer credit of up to 4.5 units may be allowed for other post-secondary certificates or diplomas if the program covers appropriate topics.

Some courses in this program may be applied to a Diploma in Local Government Management (see below).

### **Transfer from UVic's Certificate in Public Management**

Upon completion of UVic's eight-course Certificate in Public Management, students may be admitted to the DPSM Program with advanced standing in five courses (7.5 units). Students must complete ADMN 310, 312, 316, 420, 431A and one other ADMN course. The following courses are waived towards their DPSM requirements and

students are not permitted to take these courses for further credit towards the DPSM: ADMN 311, 314, 421, 422 and 437.

**Transfer Credit from the School’s Professional Specialization Certificates**

Upon admission to the Diploma in Public Sector Management Program, students who hold a Professional Specialization Certificate from the School may transfer four courses (6 units) into the DPSM. Students will be required to meet the Diploma requirements by completing at least seven 1.5 unit ADMN courses (not duplicating courses already taken in the Certificate). The combination of the PSC and Diploma must include ADMN 310, 311, 312, 314, 316, 420, 421 and 431A.

**Transfer Credit from Capilano University and Camosun College**

Students who have successfully completed (with grade averages of C+ or better) Capilano University’s (formerly Capilano College) Professional Certificate Program in Local Government Administration or either Camosun College’s Diploma in Public Administration or Certificate in Local Government Administration may apply for block transfer credit to the DPSM. Students will be allowed transfer credit of three courses (4.5 units), which will be counted towards their Diploma in Public Sector Management elective requirements.

**Transfer to UVic Degree Programs**

Credit obtained within the Diploma in Public Sector Management program, less any credit transferred to the DPSM from a Certificate or Certificates in Administration of Indigenous Governments, Public Management, or Professional Specialization may be transferable to a regular undergraduate degree program. However, such transferability of credit, including transfer credit recognized from another institution, is always subject to the specific requirements of the degree program.

**Program Requirements**

The Diploma in Public Sector Management program is available on a part-time study basis. The course delivery methods include study guides and readings (texts and/or selected articles), plus the following methods:

- computer-mediated instruction and conferencing
- intensive workshops
- tutoring by phone or email

Completion of the 11 courses will normally take three to four years. Some courses will be run as intensive summer institutes in residence at UVic.

The following is a typical program of studies:

1. 12 units of required core courses from
  - ADMN 310 (1.5)
  - ADMN 311 (1.5)
  - ADMN 312 (1.5)
  - ADMN 314 (1.5)
  - ADMN 316 (1.5)
  - ADMN 420 (1.5)
  - ADMN 421 (1.5)
  - ADMN 431A (1.5)
2. 4.5 units chosen from the following areas as appropriate to the students’ needs and interests:

Managerial Theory and Practice		
ADMN 407	ADMN 409	ADMN 411
ADMN 422	ADMN 431B	ADMN 437
ADMN 477		

Policy Areas		
ADMN 423	ADMN 445	ADMN 446
ADMN 452	ADMN 462	ADMN 470
ADMN 478	ADMN 479	ADMN 490

Courses in this program will be available as enrolment warrants.

**Program Requirements for Students Enrolled Prior to Fall 2004**

Students enrolled in the Diploma in Public Sector Management program prior to Fall 2004 may opt into the new program by declaring their intention in writing to the Program Manager. They must meet the new program requirements (see above) to qualify for the DPSM.

**Local Government Option**

The Local Government Option within the Diploma in Public Sector Management program requires the completion of four courses: ADMN 312, ADMN 445, ADMN 452 (or equivalent) and ADMN 420 or 465.

The Local Government Option has been identified by the Provincial Board of Examiners, in consultation with the Local Government Management Association of BC, as a mandatory educational requirement for the following credentials:

- Certificate in Local Government Administration
- Certificate in Local Government Statutory Administration
- Certificate in Local Government Executive Management

With these courses, in combination with other educational qualifications and relevant work experience in local government in British Columbia, local government employees may apply to the Board of Examiners for certification.

For further certification information contact:

Administrator, Board of Examiners  
 Ministry of Municipal Affairs and Housing  
 E-mail: BoardofExaminers@gov.bc.ca,  
 or send a fax to: 250-387-7972.  
 or  
 Executive Director, Local Government  
 Management Association of BC  
 Suite 710A - 880 Douglas Street  
 Victoria BC V8W 2B7  
 Phone: 250-383-7032  
 Email: office@lgma.ca

**DIPLOMA IN LOCAL GOVERNMENT MANAGEMENT**

Students employed or seeking employment in local governments may opt to enrol in the Diploma in Local Government Management. This is a part-time, off-campus program of studies leading to the Diploma in Local Government Management and is offered via distance education plus (in some courses) workshops. The program is intended for practicing or prospective managers in local government who wish to acquire the skills and background necessary for effective and responsible management, and who are interested in broadening their understanding of the administrative process.

The Diploma will be awarded upon successful completion of 11 courses or 16.5 units, with an overall GPA of at least 2.0. Courses in this program are applicable towards professional certificates awarded by the Board of Examiners of the British Columbia Ministry responsible for local government. (see Local Government Option, above).

**Admission**

Courses are taught at a level which is consistent with other third- and fourth-year undergraduate courses offered at the University of Victoria; applicants will be required to demonstrate that they possess the academic proficiency necessary to benefit fully from the program.

Students without a bachelor's degree will normally be expected to have obtained the equivalent of at least the first two years of post-secondary at university or at institutions such as BCIT, community colleges or recognized professional associations.

Candidates without formal post-secondary qualifications but with demonstrable appropriate experience may be admitted as conditional students, with continuation in the program subject to performance in the first three courses with a grade of C+ or better.

In addition to academic background, all applicants should have a minimum of three years experience working in local (municipal or regional) government. (Experience in other levels of government and/or the non-profit sector may be considered.)

A limited number of students not formally admitted to the program may register for individual courses, with the permission of the Director of the School of Public Administration.

Inquiries about the program should be forwarded to:

Program Manager,  
 Diploma in Local Government Management  
 School of Public Administration  
 University of Victoria, Box 1700 STN CSC  
 Victoria BC V8W 2Y2  
 Phone: 250-721-8074  
 Email: hkirkham@uvic.ca

**Transfer Credit and Waivers**

Students may be permitted to complete up to three courses (4.5 units of credit) towards the Diploma in Local Government Management by taking appropriate courses offered through other Departments of the University of Victoria, other universities or university colleges. Prior approval must be obtained from the Director of the School of Public Administration. If a Diploma student holds a UVic degree that included ADMN courses, up to 4.5 units (three courses) of credit may be waived towards a DLGM.

Students may be granted approval to exceed 6 units of transfer credit in cases where the credit has been (or will be) obtained for graduate-level courses taught through the School of Public Administration at the University.

At the discretion of the Director, block transfer credit of up to 4.5 units may be allowed for other post-secondary certificates or diplomas if the program covers appropriate topics.

**Transfer Credit from the School's Professional Specialization Certificates**

Upon admission to the Diploma in Local Government Management Program, students who hold a Professional Specialization Certificate from the School may transfer four courses (6 units) into the DLGM. Students will be required to meet the Diploma requirements by completing ADMN 316 (1.5 units), plus at least six 1.5 unit ADMN courses (not duplicating courses already taken in the Certificate). The combination of the PSC and Diploma must include ADMN 310, 312, 316, 420 (or 465), 423, 445, 448 (or 421), and 452.

**Transfer Credit from Capilano University and Camosun College**

Students who have successfully completed (with grade averages of C+ or better) Capilano University's (formerly Capilano College) Professional Certificate Program in Local Government Administration or Camosun College's Diploma in Public Administration may apply for block transfer

credit to the DLGM. Students will be allowed transfer credit of three courses (4.5 units), which will be counted towards their Diploma in Local Government Management elective requirements.

**Transfer to UVic Degree Programs**

Credit obtained within the Local Government Management program, less any credit transferred to the DLGM from a Certificate or Certificates in Administration of Indigenous Governments, Public Management, or Professional Specialization may be transferable to a regular undergraduate degree program. However, such transferability of credit, including transfer credit recognized from another institution, is always subject to the specific requirements of the degree program.

**Program Requirements**

The Diploma in Local Government Management program is available on a part-time study basis. The course delivery methods include study guides and readings (texts and/or selected articles), plus the following methods:

- computer-mediated instruction and conferencing
- intensive workshops
- tutoring by phone or email

Completion of the 11 courses will normally take three to four years. Some courses may include intensive workshops at the University of Victoria or, if enrolment permits, at other BC locations.

The following is a typical program of studies:

1. 12 units of required courses or the equivalent in transfer credit:
  - ADMN 310 (1.5)
  - ADMN 312 (1.5)
  - ADMN 316 (1.5)
  - ADMN 420 (1.5) (or ADMN 465)
  - ADMN 421 (1.5)
  - ADMN 423 (1.5)
  - ADMN 445 (1.5)
  - ADMN 452 (1.5)
2. 4.5 units (three courses) chosen from other School of Public Administration undergraduate courses:

Social/Applied Sciences		
ADMN 314		

Managerial Theory and Practice		
ADMN 407	ADMN 409	ADMN 411
ADMN 422	ADMN 431A	ADMN 431B
ADMN 437	ADMN 477	

Policy Areas		
ADMN 311	ADMN 446	ADMN 462
ADMN 470	ADMN 478	ADMN 479
ADMN 490		

Courses in this program will be available as enrolment warrants.



### Local Government Option

For a description of the Local Government Option, see the Diploma in Public Sector Management, above. The option is also available to Diploma in Local Government Management students.

### Program Requirements for Students Enrolled Prior to Fall 2004

Students enrolled in the Diploma in Local Government Management program prior to Fall 2004 may opt into the new program by declaring their intention in writing to the Program Manager. They must meet the new program requirements (see above) to qualify for the DLGM.

## DIPLOMA IN INDIGENOUS COMMUNITY DEVELOPMENT AND GOVERNANCE

**Note:** Delivery of this program is subject to enrolment and funding. Please visit <publicadmin.uvic.ca/dfnga> for full application and program details.

The School of Public Administration offers a part-time 12-course Diploma in Indigenous Community Development and Governance program. The program is designed for learners who are employed or seeking employment in Indigenous governments or organizations. Courses are delivered online, plus six intensive on campus sessions in the third week of each term.

Learners will acquire the skills and background necessary for effective and responsible management and will broaden their understanding of the administrative process. Program delivery will take into account multiple learning styles and circumstances - on-line distance education, lectures, "hands on" applied learning, guest speakers, and face to face/ interactive sessions that encourage peer support and cross learning.

The learning will be applicable to the students' workplaces and the program requirements will include a capstone project that will deal with a real life issue or problem of relevance to the learners' organizations.

The Diploma will be awarded upon successful completion of the program with an overall GPA of at least 2.0.

### Admission Requirements

- English 12 or equivalent,
- Plus, at least one year of post-secondary education at a university, college, or technical institute with a minimum of C+ average,
- Letter of intent and resume,
- Two years' experience working in Indigenous governments or organizations. Experience in other levels of government and/or the non-profit sector may be considered

Applications from Indigenous peoples of Canada who do not qualify under the other categories of admission will be considered for Special Access - First Nations, Métis and Inuit. Candidates without formal post-secondary qualifications but with demonstrable appropriate experience may be admitted as conditional students, with continuation in the program subject to performance in the first three courses with a grade of C+ or better. To apply to the program under this special access category, please see: <http://www.uvic.ca/future-students/undergraduate/admissions/other/indigenous/index.php>

### Application Deadline

One cohort per year will be admitted to the Program with a usual starting date of September, subject to enrolment and funding.

For students new to UVic:

- May 31 for application, letter of intent and resume to Undergraduate Admissions.
- June 15 transcripts

For former UVic students:

- May 31 for application to re-register, letter of intent and resume to Undergraduate Records.
- June 15 transcripts

A limited number of students not formally admitted to the program may register for individual courses, with the permission of the Director of the School of Public Administration.

Inquiries about the program should be forwarded to:

Program Manager,  
Diploma in Indigenous Community Development and Governance  
School of Public Administration  
University of Victoria, Box 1700 STN CSC  
Victoria BC V8W 2Y2  
Phone: 250-472-4391  
Email: Diploma\_ICDG@uvic.ca

### Transfer Credit

The 1.5 unit courses may be transferred to other UVic undergraduate programs and will also count towards degrees through Thompson Rivers University, including the TRU Bachelor of Public Administration.

### Program Requirements

Completion of the program will normally require 6 academic terms over a 2.5 year period. Program Requirements are: ICDG 300, 301, 302, 303, 304, 305, 306, 307, 308, 400, 401, and 402.

The following is a typical program of studies:

#### Year One

ICDG 300 (1.0)	Skills Workshop 1: Program Orientation
ICDG 301 (1.5)	Governance in Indigenous Communities
ICDG 302 (1.5)	Communications in Indigenous Governments and Organizations
ICDG 304 (1.5)	Strategic Planning and Implementation
ICDG 305 (1.5)	Research and Project Management in Indigenous Organizations
ICDG 308 (1.5)	Financial Management in Indigenous Governments and Organizations

#### Year Two

ICDG 306 (1.5)	Human Resource Management in Indigenous Organizations
ICDG 307 (1.5)	Managing Change for Effective Social and Community Development
ICDG 303 (1.5)	Lands, Resources and Economic Development
ICDG 400 (1.5)	Leadership in Indigenous Communities and Governments
ICDG 401 (1.5)	Capstone Project for Indigenous Governments and Organizations
ICDG 402 (1.5)	Intergovernmental Relations: Working with Others

## PROFESSIONAL SPECIALIZATION CERTIFICATES

The School of Public Administration offers the following Professional Specialization Certificates:

- Local Government Management
- Performance Management
- Public Policy and Governance
- Public Sector Management
- Voluntary and Non-profit Sector Management

**Admission Requirements**

The Professional Specialization Certificates are intended for students who already hold a bachelor's degree and have at least two years' work-related experience. In exceptional circumstances, students may be admitted to a Professional Specialization Certificate if the School finds they have sufficient academic background equivalent to a bachelor's degree.

**Admission Procedure**

These are credit certificates, so students would:

1. Apply for admission to the University (or permission to reregister if they are former UVic students); and
2. Apply for admission to the Certificate Program through the School of Public Administration.

**Program Requirements**

The requirements for each Professional Specialization Certificates are:

1. Four ADMN 300- or 400-level courses (1.5 units each).
2. No transfer credit will be allowed, but course substitutions will be permitted if a student already has taken a required course (or equivalent). A course may not be counted towards more than one Professional Specialization Certificate.

The following are the required courses for Professional Specialization Certificates. Course substitutions at the ADMN 300 and 400 level may be allowed by the School. In addition to the courses listed below, the following courses may be used towards any Professional Specialization Certificate if the topic is relevant to the particular specialization:

- ADMN 470: Contemporary Topics in Administration
- ADMN 490: Directed Studies

**Local Government Management**

**Required: one of:**

ADMN 312 .....	1.5
or	
ADMN 423 .....	1.5

**Plus, choice of three of:**

ADMN 312 (if ADMN 423 chosen as required) .....	1.5
ADMN 421 .....	1.5
ADMN 422 .....	1.5
ADMN 423 (if ADMN 312 chosen as required) .....	1.5
ADMN 420 (or ADMN 465) .....	1.5
ADMN 445 .....	1.5
ADMN 446 .....	1.5
ADMN 452 .....	1.5

*Note: to meet the Provincial Board of Examiners requirements for the Certificates in Local Government Administration and Local Government Statutory Administration, students should take: ADMN 312, 420 (or 465), 445, and 452. ADMN 422 is also required for the Certificate in Local Government Executive Management.*

**Performance Management**

**Required:**

ADMN 437 .....	1.5
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**Plus, choice of three of:**

ADMN 314 .....	1.5
ADMN 407 .....	1.5
ADMN 411 .....	1.5

**Performance Management**

ADMN 421 .....	1.5
ADMN 477 .....	1.5

**Public Policy and Governance**

**Required:**

ADMN 311 .....	1.5
ADMN 420 .....	1.5
or	
ADMN 465 .....	1.5

**Plus two of:**

ADMN 314 .....	1.5
ADMN 407 .....	1.5
ADMN 422 .....	1.5
ADMN 437 .....	1.5
ADMN 462 .....	1.5
ADMN 477 .....	1.5

**Public Sector Management**

**Choice of four of:**

ADMN 407 .....	1.5
ADMN 411 .....	1.5
ADMN 421 .....	1.5
ADMN 422 .....	1.5
ADMN 437 .....	1.5
ADMN 462 .....	1.5
ADMN 477 .....	1.5

**Voluntary and Non-Profit Sector Management**

**Required:**

ADMN 409 .....	1.5
ADMN 437 .....	1.5

**Plus, choice of two of:**

ADMN 407 .....	1.5
ADMN 411 .....	1.5
ADMN 421 .....	1.5
ADMN 477 .....	1.5

**Transfer Credit to the School's Diploma Programs**

Upon admission to either the Diploma in Public Sector Management or the Diploma in Local Government Management Program, students who hold a Professional Specialization Certificate from the School may transfer up to four courses (6 units) into the DPSM or DLGM. Students may not duplicate courses already taken in the Certificate. The combined courses in a student's PSC and Diploma program must include all the required courses in the Diploma program.

**MINOR IN PUBLIC ADMINISTRATION**

The School of Public Administration offers a Minor in Public Administration to students enrolled in other undergraduate programs at UVic. The Minor in Public Administration will be awarded upon completion of six 1.5 unit courses (9 units). The minor will give students a range of topics relevant to the public and/or non-profit sectors, including applied policy and public sector management. The program can be completed via distributed (distance) learning methods, but some courses are available on campus.

**Program Requirements:**

Three required courses (4.5 units):

ADMN 311 .....	1.5
ADMN 312 .....	1.5
and one of	
ADMN 420 (or ADMN 465) .....	1.5
POLI 351 .....	1.5
POLI 364 .....	1.5

Note: An **ADMN** elective may be substituted for a policy course if a student uses POLI 351 or 364 towards a **Political Science** major.

Three elective courses (4.5 units), selected from:

ADMN 200 .....	1.5
ADMN 310 .....	1.5
ADMN 314 .....	1.5
ADMN 316 .....	1.5
ADMN 407 .....	1.5
ADMN 409 .....	1.5
ADMN 411 .....	1.5
ADMN 421 .....	1.5
ADMN 422 .....	1.5
ADMN 423 .....	1.5
ADMN 431A .....	1.5
ADMN 431B .....	1.5
ADMN 437 .....	1.5
ADMN 445 .....	1.5
ADMN 446 .....	1.5
ADMN 462 .....	1.5
ADMN 470 .....	1.5-3.0
ADMN 477 .....	1.5
ADMN 478 .....	1.5
ADMN 479 .....	1.5
POLI 365 .....	1.5
POLI 462 .....	1.5

**Co-operative Education Option**

Students registered in a Major that allows for a Public Administration Minor, and undertaking a Public Administration Minor, and also registered in the UVic Co-operative Education Program in their originating department, may, with permission from their originating Co-op program, elect to complete ONE work term through the School of Public Administration Co-op program. Students in this situation must have completed one of the following in order to be eligible for a Public Administration work term:

1. Successful completion of a registered Co-op work term in their originating Co-op program, OR
2. Completion of the UVic Co-op curriculum, through either their originating Co-op program or the School of Public Administration Co-op program.

Please refer to the general regulations pertaining to "Undergraduate Co-operative Education" (page 62) of the University of Victoria governing all co-operative education students.

**School of Public Health and Social Policy**

*Natalie Frandsen, BSc, BN, MN (Victoria) Assistant Teaching Professor*  
*Trevor Hancock, BSc, MHSc, MB BS (London), Professor (Limited Term)*  
*Michael Hayes, BA, MSc, PhD (McMaster), Professor and Director of the School of Public Health and Social Policy*  
*Nigel Livingston, BSc, MSc, PhD (British Columbia), Professor*  
*Charlotte Loppie, BSc, MA, PhD (Dalhousie), Professor*  
*Nathan Lachowsky, (BSc Hons); PhD (Guelph), Assistant Professor*  
*Karen Urbanoski, BSc Hons, MSc, PhD (Toronto), Assistant Professor*  
*Ziba Vaghri, BN, MSc, PhD (British Columbia), Assistant Professor Limited Term, MSHRF Scholar*  
*Catherine Worthington, BAS(Trent), MSc, PhD (Toronto), Professor*

**Professional Staff**

*Joan Bowles, MA, Program Manager*  
*Betty Taylor, MSW, Practica Coordinator*

**Emeritus**

*Lyn Davis, BA, MA, PhD (Florida), Assistant Teaching Professor, Limited Term*  
*Jeff Reading, BA (Alberta), MSc, PhD (Toronto), Professor*

**Adjunct and Grant Tenure Appointments**

*Carol Aramatunga, BA, MSc, PhD (Toronto), Adjunct Professor (2015-2018)*  
*Lillian Bayne, BA, MA, MSc (Toronto), Adjunct Professor (2015-2018)*  
*Brenda Canitz, BScN, BA, MSc (Toronto), Adjunct Professor (2015-2018)*  
*Perry Kendall, MBBS, FRCP, MSc (UBC), Adjunct Professor (2016-2019)*  
*Marjorie MacDonald, RN, BN, MSc, PhD (British Columbia) (2016-2019)*  
*Patrick McGowan, BA, MSW, PhD (UBC), Professor, Grant Tenure (Limited Term 2017-2018)*  
*Debra Nanan, BSc, MPH (Johns Hopkins), Adjunct Assistant Professor (2017-2020)*  
*Victor Neufeld, BA, MA, MD (Saskatchewan), Adjunct Professor (2017-2020)*  
*Heather Picotte, BA, MA, PhD (British Columbia - Okanagan) (2017-2020)*  
*Irving Rootman, MPhil, PhD (Yale), Adjunct Professor (2016-2019)*  
*Melanie Rusch, BSc, MSc, PhD (UBC), Adjunct Associate Professor (2017-2020)*  
*Laurene Shields, RN, BSN, PhD (Oregon) (2017-2020)*  
*Richard Stanwick, BSc, MD, MSc (McGill), Adjunct Associate Professor (2017-2020)*  
*Martin Wale, BMedSci, BM BS, MBA (Nottingham), Adjunct Associate Professor (2017-2020)*  
*Franklin White, MD, CM, MSc, FRCPC, FFPH (London), Adjunct Professor (2016-2019)*

**Advisory Board**

*Irving Rootman, PhD (Chair)*  
*Perry Kendall, OBC, MBBS, MHSc, FRCPC*  
*Marjorie MacDonald, RN, PhD*  
*Cheryl Martin, BScN, MSc*  
*Darlene Martin, RN, BSN*  
*Catherine Mateer, PhD*  
*Michael Prince, PhD*  
*Jeff Reading, PhD*  
*Mary Ellen Strada, RN, MN*  
*Holly Tuokko, PhD*  
*Shannon Turner, BA, BSc, MSc*  
*Franklin White, MD, CM, MSc, FRCPC, FFPH*

*Eric Young, MD, BSc, MHSc, CCFP, FRCPC*

## GENERAL INFORMATION

The School of Public Health and Social Policy offers flexible undergraduate programming designed to provide students with a strong foundation for understanding the complex and dynamic relationships between people, health, illness and organizations in contemporary society.

The BA program is designed as an inter-professional competency-based applied degree whereby students can assume support roles within the health and social services sectors providing indirect support for the delivery of high quality, evidence informed care in institutions (hospitals, residential care facilities) as well as community services (non-profit agencies, including local, provincial and federal government). Graduates of the program will have the necessary skills for entry-level positions within health and community services sectors.

The Diploma in Aboriginal Health Leadership is designed at the third and fourth year level and focuses on professional development and career development opportunities for community members already in the work force, or who are considering a career in health administration or a related field. The program will develop community capacity in health administration and social service sectors and will provide excellent access to flexible post secondary community based education that may be accessed on a part-time basis. The Diploma will enhance working students' professional skills, while preparing other students to enter the workforce directly or pursue further educational opportunities such as the BA in Health and Community Services.

## PUBLIC HEALTH AND SOCIAL POLICY PROGRAMS

### Bachelor of Arts (BA) in Health and Community Services

The Bachelor of Arts in Health and Community Services is a four year degree program consisting of 30 units of core coursework. Within the program students select one of four applied areas of focus: Disability Studies; Indigenous Peoples' Health; International and Global Health Development; Ageing.

The Health and Community Services Program is offered using a blended learning approach. All courses are offered by distance education using online learning technologies. Students are required to attend three onsite components at UVic: a gateway onsite provides an introduction to the program, and learning strategies (online learning). The second onsite coincides with the applied area of focus to enhance application of core knowledge and further awareness and understanding of population specific needs. The third onsite coincides with a conferencing opportunity where undergraduates as well as graduate students will present their final paper/project.

### Diploma in Aboriginal Health Leadership

The Diploma in Aboriginal Health Leadership is a two-year, part time, community-based program consisting of 18 units of course work offered at third and fourth year level. The program is offered using a blended learning approach, including distance education and in community course offerings. Students are required to attend one onsite component at UVic; a gateway onsite provides an introduction to the program, and learning strategies (online learning) and two course based onsites in the community, one in year one and one in year two.

### Graduate Programs

The School offers a Master in Public Health and a Graduate Diploma in Public Health. For more information about these programs, see the UVic Graduate Calendar.

## SCHOOL ADMISSION REQUIREMENTS

### BA in Health and Community Services

Students will have usually completed 30 units of 1st and 2nd year coursework at UVic or another recognized post-secondary institution. However, those who have completed at least 12 units of course work may apply to enter the program in second year for on campus studies only, and students who have completed 27 or more units may apply to enter the program in third year for online studies. At least 30 units must be completed in the Health and Community Services Program.

A minimum GPA of 4.0 (B-) on the most recent 12 units is required for consideration. All qualified applicants will enter a competitive selection process (GPA, work experience). Application guidelines are available on the PHSP website: <[www.uvic.ca/publichealth](http://www.uvic.ca/publichealth)>. Application deadline is April 15.

All new applicants to the university must submit the following to Undergraduate Admissions: an online Application for Admission to the University; a resumé of work and volunteer experience, as well as a personal statement of intent.

UVic students (those seeking admission from another faculty) must submit an Application for Re-registration, resumé of work and volunteer experience, as well as a personal statement of intent to Undergraduate Records.

Students who have completed a health and/or human services related professional academic program at a recognized post-secondary institution with an overall GPA of 5.00 or higher may be eligible to receive block credit upon admission to the PHSP. A practicum is not required. A full-time one-year Certificate equivalent to 15 UVic units may be granted 15 units of block credit; a full-time two-year Diploma equivalent to 30 UVic units may be granted 30 units of block credit. This does not include vocational, continuing studies or professional development certificates or diplomas.

Policies and procedures for granting transfer credit at the University of Victoria and the Faculty of Human and Social Development are described in the University Calendar.

Applicants who accept an offer of admission to the program are required to provide proof of a criminal record check from the jurisdiction in which they will be completing the program prior to the required on site Gateway Orientation in August of the year of admission. Instructions will be included in letters of offer.

The School of Public Health and Social Policy does not offer course challenges or prior learning assessment.

All students must meet UVic's "Academic Writing Requirement", page 31. It is strongly recommended that students have completed Pre-calculus 11 or Foundations of Mathematics 12 or equivalent.

### Diploma in Aboriginal Health Leadership

Applicants will be expected to have completed Grade 12 or equivalent. Ideally applicants will have some post-secondary experience, however all applicants will be considered based on educational preparation and work experience.

### Required Documentation

In addition to the application to UVic Undergraduate Admissions, applicants should submit to the Program Coordinator an application to the Program, along with a letter of intent and a resumé. Special admission categories outlined below may also require specific documentation, such as references.

### Admission Criteria

Applicants will usually meet general admission criteria as set out by the University. However, the following principles will be considered: maximizing accessibility and the willingness to review applications on a

case-by-case basis. Two additional distinct processes exist to facilitate entrance for those who do not meet the regular admission criteria.

Potential applicants are encouraged to meet with the Program Coordinator to determine which admission category (general, special access or Aboriginal) best applies.

### 1. Special Access

The University of Victoria is interested in extending university-level learning opportunities to residents of British Columbia who may not qualify under the regular categories of admission.

The number of applicants admitted under this category is limited by the availability of University resources. Admission under the Special Category is not automatic.

- An applicant for admission under the Special Category must meet the following criteria:
- The applicant is at least 23 years of age by the beginning of the session applied, for and
- The applicant's academic achievements have been significantly and adversely affected by health, disability, or family or similar responsibilities.

The Senate Committee on Admission, Reregistration and Transfer selects candidates for admission on the basis of:

- Their educational history
- Non-educational achievement that indicate an ability to succeed at university

Applicants in this category must submit two Special Access Reference forms from persons specifically able to assess the applicant's potential for academic success. References from relatives will not be accepted. Applicants must be able to document the nature and extent of their circumstances, and demonstrate the impact these have had on their educational achievements.

*Note: Applicants who have attempted a full year or equivalent of university-level courses are not eligible to apply under this category.*

Applicants under this category must also meet the prerequisites for the program they wish to enter.

### 2. First Nations, Metis and Inuit

The University welcomes applications from Aboriginal peoples of Canada, including those of First Nations, Metis and Inuit ancestry (including Non-status Aboriginal).

Applications from Aboriginal peoples of Canada who do not qualify under the other categories admission will be considered on an individual basis by the Senate Committee on Admissions, Reregistration and Transfer.

The committee will consider each applicant's:

- Educational history
- Non-educational achievements that indicate an ability to succeed at university.

Applicants who choose to apply under the "Special Access" or "First Nations, Metis and Inuit" category must submit two reference forms from persons specifically able to assess the applicant's potential for academic success. If possible, one reference should be from a recognized Aboriginal organization. References from relatives will not be accepted. Applicants must also submit a personal letter outlining their academic objectives.

A limited number of students not formally admitted to the program may register for individual courses (if enrolment permits), with the permission of the Program Coordinator.

## ACADEMIC REGULATIONS

### Academic Performance

Students in the School of Public Health and Social Policy must maintain a sessional GPA of 3.0 (C+) and receive a minimum of 2.0 (C) in any core PHSP or other required course; otherwise they may be required to withdraw from the School.

### Limitation of Enrolment

Admission to UVic is not a guarantee of admission to particular Schools or programs within the Faculty. Applicants should be aware that admission to Schools and programs is competitive and subject to limited enrolment. Meeting minimum requirements is not a guarantee of admission. The Faculty of Human and Social Development recognizes that many factors contribute to a person's chances of success in professional programs and therefore in addition to academic requirements (GPA), professional suitability for the selected program will be considered.

### Professional Conduct

All students in the School of Public Health and Social Policy must follow the Faculty of Human and Social Development's (HSD) Guidelines for Professional Conduct. Please refer to the faculty's "Guidelines for Professional Conduct" on page <OV>.

### General Practicum Guidelines

Many agencies have specific requirements for students prior to practicum placement (ie. oath of confidentiality, current immunization and basic life support certification, extended health care insurance coverage). All costs and responsibilities associated with these requirements are the responsibility of the individual student.

### Criminal Record Reviews

As per admission requirements PHSP students placed in practica will be required to undergo criminal records reviews because of either legislation or the risk management policies of the agency.

### Practica Placements

Students must have completed all core, area of focus and elective courses in the BA program prior to commencing practicum and project (HLTH 430, 435).

The Faculty reserves the right to approve any agency or institution that provides placements for student practica, and to change any placement assigned to a student. The student, however, has the right to be informed in writing of the reasons for any change in placement.

While the Faculty accepts a responsibility to provide a sufficient number of practicum opportunities to serve the needs of all registered students, a student may be required to withdraw from a practicum course if none of the available practicum agencies will accept the student.

It is the responsibility of the course instructor to inform students of the criteria by which unprofessional conduct will be judged in the practicum setting.

### Practica Dates

The dates of practica will be established by each School or program, and will be announced to the students involved at the beginning of each term.

### Attendance

Attendance at practicum activities is required. Students are expected to notify the placement agency whenever practicum appointments cannot be kept, and also to inform the course instructor. Failure to do so may result in a student being withdrawn from the practicum.

## Denial and Withdrawal

### Denial

Students will be denied the practicum experience if their preparatory work is considered unsatisfactory by the Director of the School or if all core, area of focus and elective courses in the BA program are not completed prior to commencing practicum and project (HLTH 430, 435).

### Temporary Withdrawal of Students Pending Report

The Director may require a student to withdraw temporarily from a practicum if, during the course of a term, there are reasonable grounds to believe that the conduct or lack of competence of a student enrolled in the practicum has adversely affected or may adversely affect:

- clients or pupils, or
- personnel, including students associated with the practicum

The student will be required to withdraw temporarily pending the receipt of a report on the conduct and lack of competence of the student. This written report from the course instructor will normally be provided to the student within 10 business days of the withdrawal.

### Withdrawal

After giving the student an opportunity to be heard, the Director may require a student to withdraw from the practicum if the Director is satisfied that the student's conduct or lack of competence may adversely affect members of any of the groups identified in the paragraph above.

### Voluntary Withdrawal

Students seeking voluntary withdrawal from a practicum, whether permanent or temporary, must receive permission to seek withdrawal from their faculty supervisor in Human and Social Development.

### Termination of Practicum by Placement Agency

In situations where a practicum is terminated by the agency, the student will be informed in writing of the reasons for termination, by the instructor of record within 15 business days of the termination. After giving the student an opportunity to be heard, the Director or designate will determine appropriate action: 1) withdrawal from the School; 2) additional preparatory work; 3) placement in a different practicum setting.

### Practicum Evaluation Documentation

If a student withdraws from practicum or is required to withdraw from practicum by their School, all practicum evaluation materials to date of withdrawal will remain on their student file and may be taken into account in determining whether their preparatory work is satisfactory to enter a subsequent practicum.

### Notification to Undergraduate Records

Students who withdraw temporarily from a practicum must notify Undergraduate Records in writing. Students who are required to withdraw from a practicum will be withdrawn from any course involved by written notification from the Director to Undergraduate Records.

### Readmission

Students who have withdrawn from a practicum for whatever reason who later wish to reenter the practicum must apply for readmission to the course and should not assume that readmission is guaranteed.

### Appeals

The normal avenues of final appeal are available to students who have been required to withdraw from a practicum. Students in the Faculty of Human and Social Development may follow regular appeal procedures within the faculty.

### Program Completion Limit

The Health and Community Services full-time program must normally be completed within five years from the date of admission. Upon

completion of one or more years in the School of Public Health and Social Policy, students may apply in writing to the School for a one-year leave of absence. The deadline for such a request is normally March 31.

## PROGRAM REQUIREMENTS

### BA in Health and Community Services

#### Required Courses

HLTH 300 (1.5)	Determinants of Health and Population Health Promotion
HLTH 301 (1.5)	Evolution of Health and Community Services
HLTH 320 (1.5)	Health Program Planning and Project Management
HLTH 321 (1.5)	Human Resource and Fiscal Management in Community Health Systems
HLTH 350 (1.5)	Introduction to Health Research
HLTH 351 (1.5)	Practice of Evaluation Research
HLTH 360 (1.5)	Health Literacy and System Navigation
HLTH 425 (1.5)	Quantitative and Qualitative Methods
HLTH 401 (1.5)	Health Policy and Health Governance
HLTH 402 (1.5)	Health and Community Supportive Technologies
HLTH 403 (1.5)	Community Development and Capacity Building
HLTH 404 (1.5)	Inter-Professional Practice
HLTH 430 (3.0)	Practicum
HLTH 435 (3.0)	Culminating Major Paper
Elective <sup>1</sup> (1.5)	

1. The intent is for students to select electives that enhance their Bachelor of Health and Community Services course work. The electives can be courses at UVic or transferable to UVic, at the 200 level or above.

### Applied Areas of Focus (4.5 units)

Students select one of the following four areas:

#### Ageing

AGEI 472 (1.5)	Healthy Ageing
AGEI 473 (1.5)	Chronic Disease and Ageing
HLTH 405 (1.5)	Challenges in Advocacy: Ageing & Disability in Canadian Society

#### Disability Studies

DSST 440 (1.5)	Introduction to Disability Studies
DSST 441 (1.5)	Enabling Technologies
HLTH 405 (1.5)	Challenges in Advocacy: Ageing & Disability in Canadian Society

#### Indigenous Peoples' Health

INGH 452 (1.5)	Traditional Healing in Indigenous Communities
INGH 453 (1.5)	Wise Practices in Indigenous Community Health
HLTH 406 (1.5)	Indigenous Global Health

#### International and Global Health and Human Development

INTS 460 (1.5)	Foundations in International and Global Health and Human Development
INTS 462 (1.5)	The Role of Knowledge in Global Health
HLTH 406 (1.5)	Indigenous Global Health

**Program Plan**

**First Year**

**September to December Term**

HLTH 300 .....	1.5
HLTH 320 .....	1.5
HLTH 350 .....	1.5
Area of Focus 1st Course .....	1.5

**January to April Term**

HLTH 301 .....	1.5
HLTH 321 .....	1.5
HLTH 425 .....	1.5
Area of Focus 2nd Course .....	1.5

**May to August Term**

Area of Focus 3rd Course .....	1.5
HLTH 351 .....	1.5
HLTH 360 .....	1.5
Elective .....	1.5

**Second Year**

**September to December Term**

HLTH 401 .....	1.5
HLTH 402 .....	1.5
HLTH 403 .....	1.5
HLTH 404 .....	1.5

**January to April Term**

HLTH 430 .....	3.0
HTLH 435 .....	3.0

**Diploma in Aboriginal Health Leadership**

**Indigenous Peoples' Health (4.5 units)**

INGH 452 (1.5)	Traditional Healing in Indigenous Communities
INGH 453 (1.5)	Wise Practices in Indigenous Community Health
HLTH 406 (1.5)	Indigenous Global Health

**Public Administration (6.0 units)**

Students select 6 units from courses in the School of Public Administration in consultation with the academic adviser.

**Others (3.0 units)**

INGH 454 (1.5)	Indigenous Health Leadership
INGH 455 (1.5)	Community Development and Capacity in Indigenous Communities

**Elective (1.5 units)**

**Culminating Program Components (3.0 units)**

IINGH 430 (1.5)	Practicum
IINGH 435 (1.5)	Report

**School of Social Work**

- Jacque Green, BSW, MPA, (Victoria), PhD (Victoria), Associate Professor and Director*
- Billie Allan, BA (Carleton), MSW (Toronto), PhD (Toronto), Assistant Professor*
- Jeannine Carriere, BA (Alberta), BSW (Manitoba), MSW (UBC), PhD (Alberta), Professor*
- V.C. Rhonda Hackett, BA (Toronto), MSW (Toronto), PhD (Toronto), Assistant Professor*
- Yvonne Haist, BSW, MEd (Victoria), DipAdEd (British Columbia), Assistant Teaching Professor*
- Cindy Holmes, BA (Waterloo), MA (Toronto), PhD (UBC), Assistant Professor*
- Donna Jeffery, BSc (Calgary), BSW (Calgary), MA, PhD (OISE/Toronto), Associate Professor*
- Patricia MacKenzie, BSc (Oklahoma Christian), MSW (British Columbia), PhD (Edinburgh), Associate Professor*
- Cheryl Moir-van Iersel, BSW (Calgary), MSW (British Columbia), Assistant Teaching Professor*
- Mehmoona Moosa-Mitha, BSW (Ryerson), MSW (McGill), PhD (Southampton), Associate Professor*
- Gayle Ployer, BA (PEI), BSW (Windsor), MSW (Carleton), Assistant Teaching Professor*
- Susan Strega, BSW (Manitoba), MSW (Victoria), PhD (Southampton), Professor*
- Robina Thomas, BSW, MSW, PhD (Victoria), Associate Professor*
- Bruce Wallace, BA (Calgary), MSW (Carleton), Sc.D (British Columbia), Assistant Professor.*

**Emeritus**

- Andrew Armitage, BSc (London), BA (Canterbury), MSW (British Columbia), PhD (Bristol), Professor Emeritus*
- Leslie Brown, BSW (Regina), MPA, PhD (Victoria), Professor Emeritus*
- Marilyn J. Callahan, BA, BSW, MSW (British Columbia), PhD (Bristol), Professor Emeritus*
- John Cossom, BA (Western Ontario), BSW, MSW (Toronto), Associate Professor Emeritus*
- Andrew Farquharson, BA (Bishop's), MSW (McGill), MEd, EdD (Toronto), Professor Emeritus*
- Marjorie D. Martin, BA, BSW, MSW (British Columbia), Associate Professor Emeritus*
- Pam Miller, BA (Maryhurst), MSW, PhD "Philosophy" (Indiana), PhD, "Social Work" (Ohio), Profser Emeritus*
- David T. Turner, LLB (Sheffield), DipSW and Admin (Oxford), Associate Professor Emeritus*
- Barb Whittington, BSW, MSW (British Columbia) Associate Professor Emeritus*

**Visiting, Adjunct and Cross-listed Appointments**

- Lena Dominelli, BA (Simon Fraser), MA, PhD (Sussex), Adjunct Professor*
- Margaret Kovach, BA, BSW (Regina), MSW (Carleton), PhD (Victoria), Adjunct Assistant Professor*
- Cathy Richardson, BA, MEd, PhD (Victoria), Adjunct Associate Professor*
- Deborah Rutman, BSc (Toronto), MA, (Toronto), PhD (Toronto) Adjunct Associate Professor*

**Sessional Instructors**

- Cheryl Aro, BSW, MSW (Victoria), PhD Candidate (Victoria)*
- Tracey Banks, BA (York), BSW (McMaster), MSW (Calgary)*
- Kim Brown, BSW (Caroll College), MSW (Montana)*
- Pamela Cambiazo, BFA (Victoria), MSW (Victoria)*

Michele Fairbairn, BSW, MSW (Manitoba), PhD Candidate (Memorial)  
 Maxine Gibson, BSW, MSW (Victoria)  
 Leanne Gislason, BSW (Regina), MSW (Victoria).  
 Kim Grzybowski, BSW (Regina), MSW (Victoria)  
 Sharon Hobenshield, BSW (Victoria), MEd (Simon Fraser)  
 Jodi Hoffman, BSW (Victoria), MSW (Calgary)  
 Jennifer King, BA (Carleton), MSW (Victoria)  
 Diane Klaws, BSW (Victoria), MSW (Victoria)  
 Kristen Kvakic, BSW, (Victoria), MSW (Victoria)  
 Tracey Lavoie, BA, BSW, MSW (Manitoba), PhD Candidate (McGill)  
 Hillary Cormack Luis, BSW, MSW (Victoria)  
 Kirsten Mikkelsen, BSW, MA-IGOV (Victoria)  
 Peter Monk, BSW (Victoria), MSW (British Columbia)  
 Susan Noakes, BA, BSW, MSW (Victoria)  
 Nancy Pike, BSW (Victoria), MSW (Dalhousie)  
 Lindsay Risk, BA (Concordia), BSW (British Columbia), MSW (Dalhousie)  
 Todd Ormiston, BSW, MPA (Victoria), PhD (British Columbia)  
 Melvin Peters, BSW (Calgary), MSW (Carleton)  
 Sherri Pooyak, BSW (Victoria), MSW (Victoria)  
 Tracy Schonfeld, BA (British Columbia), BSW (Victoria), MSW (Dalhousie)  
 Marion Selfridge, BA (Alberta), BSW (Victoria), MSW (Washington), PhD Candidate (Victoria)  
 Katherine Smith, BSW (Victoria), MSW (Dalhousie)  
 Anne Spilker, BSW (Victoria), MSW (British Columbia)  
 Glen Tadsen, BA (Simon Fraser), MSW (British Columbia)  
 Nicola Walker, BA, (Guelph), MA (Guelph), MSW (Victoria)  
 Fonda Willis, BA, MA (Saskatchewan)

### Administrative Staff

Cheryl Aro, BSW, MSW, PhD Candidate (Victoria), Indigenous Practicum Coordinator  
 Dora Leigh Bjornson, Program Director, Distance Education  
 Maxine Gibson, BSW, MSW (Victoria), Practicum Coordinator  
 Michelle Osborne, BSW (Victoria), Admissions Coordinator  
 Patric Lougheed, Distance Education Program Assistant  
 Melvin Peters, BSW (Calgary), MSW (Carleton), Academic Administrative Officer  
 Shawn Hoey, BA, BSW (British Columbia), MSW (Victoria), Practicum Coordinator  
 Marian Simmonds, BSW (British Columbia), Academic Adviser

### GENERAL INFORMATION

#### Mission Statement

The emerging vision of the School of Social Work commits us to social justice and anti-racist, anti-oppressive social work practices, and to promoting critical enquiry that respects the diversity of knowing and being.

Our **educational** mission is to prepare generalist social work practitioners skilled in critical self-reflection and in working with individuals, families, groups and communities. In particular, we endeavour to prepare Indigenous social workers and child welfare practitioners and we emphasize structural, feminist, Indigenous and anti-oppressive analyses.

Our **scholarly** mission is to share and create collective knowledge and understanding through engaging in critical enquiry and by supporting research and innovative curriculum development at the undergraduate and graduate levels.

Our **practice** mission is to act on social justice issues through community change initiatives and anti-oppressive social work. Our political and social responsibility is to participate in and reflect community experiences in all our efforts to challenge oppressive societal structures.

In all our activities, we aspire to create a supportive environment that promotes equity, respect, responsibility, curiosity, collaboration, flexibility, risk taking and creativity. We support interdisciplinary collaboration. We seek to provide accessible and flexible social work education and we are committed to working across differences such as gender, age, race, ethnicity, class, ability and sexual orientation.

### SOCIAL WORK PROGRAMS

#### Bachelor of Social Work

The School of Social Work offers a program of studies leading to the degree of Bachelor of Social Work (BSW) that is fully accredited by the Canadian Association for Social Work Education. Graduates are employed in a wide range of government and voluntary organizations such as family and children's services, residential care facilities, community centres, mental health clinics, home health care, hospitals, women's services, corrections and Indigenous social services.

Students may complete their BSW through distance education (web based delivery). Please note that all distance education students must attend a five day required face-to-face component as part of SOCW 312 and that on line/distance courses are available only to students residing in Canada.

Alternatively, students may complete their 3rd year courses on-campus with 4th year courses via distance education. Please note that SOCW 356 is only available through distance education and some 4th year courses may be available on campus depending on enrolment/resources. The School works with students to facilitate completion of field placements in geographic areas of their choice, provided suitable placements are available (please see HSD "Regulations Concerning Practica" on page 158).

All students admitted to the BSW program or taking social work courses must have computer and internet access for the duration of their program of studies in order to participate in web based learning, and for program administration purposes. Students require a UVic Netlink ID with a UVic e-mail address. A high speed internet connection is highly recommended for students participating in web-mediated courses.

The School has the same expectation for participation in web based learning activities as they have for participation in face-to-face learning activities. An 80% attendance level is required for a student's "presence" in web based learning, as it is for a student's presence in face-to-face based learning.

#### BSW Specializations

Students may elect to choose one of the Specializations offered in the Social Work program. All students receive BSW degrees, and, for those students who complete a Specialization, the Specialization will be noted on the student's transcript only.

#### Indigenous Social Work Specialization

This specialization is a concentration within the BSW program and provides opportunities for Indigenous BSW students to focus their undergraduate program on preparing for leadership roles as helpers and healers in Indigenous communities and various Indigenous organizations. Students will co-create learning environments with other Indigenous students and faculty in the School.

The intent of this specialization is to provide Indigenous students an opportunity to develop helping and healing practice frameworks that centralize Indigenous knowledges, peoples, nations and communities.

Admission to the specialization is limited to Indigenous Peoples of North America.



## Child Welfare Specialization

This specialization is intended to prepare students for child welfare work, with an emphasis on protection work in government and other mandated child welfare settings. A non-child protection option is available for students who do not intend to practise in mandated settings after graduation.

## Indigenous (Child Welfare) Specialization

The intent of this specialization is similar to the Indigenous Specialization with an emphasis on the well-being of Indigenous children, families and communities. Admission to the specialization is limited to Indigenous students of North America.

## SCHOOL ADMISSION REQUIREMENTS

Application packages are available on the School of Social Work website December 1st of each year. The deadline for application submission is January 31st for both the May and September entry points. Official transcripts, UVic Undergraduate Admissions applications or Undergraduate Records re-registration forms must be received by the January 31st document deadline.

In addition to choosing either the May or September entry points, applicants must also select how they would like to complete their studies: on-campus/distance education combination or by distance education. Those students applying to distance education must attend a mandatory five day face-to-face component as part of SOCW 312.

Admission to the BSW program requires:

1. Completion of a minimum of the first two years (30 units) of an undergraduate program at UVic, with an overall average of at least 4.0 (on the UVic 9.0 point scale) or better, or the equivalent at another university or community college on the last 12 units of university-transfer course work at the time of application (up to and including December).
2. Within the required 30 units, completion of SOCW 200A and 200B or their equivalents. 24 units should be completed from within general education subject areas.
3. For the May entry point only, applicants will be considered for admission with 27 units of credit in order to then complete SOCW 200A and 200B in this session.

Students are also required to meet UVic's "Academic Writing Requirement", page 31.

The number of applicants admitted will depend on the resources available to the School and the number of qualified applicants. An initial screening for admission will be based on sufficient number of units and grade point average as stated above. Provided applicants meet these criteria, they will be evaluated for admission to the School of Social Work based on grade point average, and a written submission.

## Transfer Credit for Social Service Certificate or Diploma Students

Students who have completed a social services certificate or diploma program at a college may be eligible to receive discretionary credit from the School. This is normally 3 units for a completed certificate (1 year in length with at least 1 practicum), and 6 units for a completed diploma (2 or 3 years in length with at least 2 practicums). University transfer courses will be calculated separately.

## SCHOOL ACADEMIC REGULATIONS

### Academic Performance

Students in the School of Social Work must maintain a sessional GPA of 4.0 in both third and fourth years; otherwise they may be required to withdraw from the School. Students are required to follow the professional conduct guidelines below, and may be required to withdraw from the School for violating these provisions.

## Information Sharing

The University of Victoria School of Social Work is committed to supporting students to become capable, professional Social Workers. Evaluative feedback about student progress may be shared amongst instructors and staff in the School in order to promote student success or to address concerns about professional conduct.

## Professional Conduct

All students in the School of Social Work must adhere to the Faculty of Human and Social Development's "Guidelines for Professional Conduct" and "Regulations Concerning Practica", page <OV>. In addition, students are subject to the provisions of the Social Work Code of Ethics in the province or territory in which they reside as well as the Canadian Association of Social Work (CASW) Code of Ethics.

A student who has breached these provisions may be:

- a) required to engage in a course of action to address concerns; and/or
- b) suspended from continued participation in a course prior to the course end date; and/or
- c) assigned a failing grade (grade of F or N) for a course; and/or
- d) asked to withdraw from the Social Work Program.

## Appeals

For those who decide they have reason to contest the decision, the normal avenue of appeal is available.

## Availability of Courses to Students Outside the School

Some third- and fourth-year courses may be taken by students not admitted to the School, with the permission of the Director, if space permits. Students are required to make a written request to the BSW Admissions Coordinator to be considered for such courses. Students may be permitted to take up to 3 units of Social Work courses. Prerequisites are completion of 30 units of credit including SOCW 200A and 200B.

## Practica

Students are referred to the Faculty of Human and Social Development's "Regulations Concerning Practica", page <OV>.

Students may be required to complete their practica in an agency requiring:

- proof of immunization;
- a criminal record check;
- an administration fee;
- identification badges;
- other agency specific requirements.

All costs related to these are the responsibility of the student.

All students completing a practicum in BC will be required to complete a criminal record check through the relevant Ministry.

## Prior Learning Assessment

Students admitted to the program who have significant social work or social justice experience may be eligible for Prior Learning Assessment for the first practicum. Initial inquiries about eligibility for PLA should be directed to the Field Education Co-ordinators at the School of Social Work. The Director will make the final decision regarding eligibility.

## Minor

Students registered in a degree program in the Faculty of Human and Social Development may declare a Minor program in another faculty with written permission from their school and the department offering the Minor, and the Deans of the respective faculties. The Minor will be added to the student's academic record upon completion of program requirements in Human and Social Development and the general degree requirements in the other faculty.

**Course Challenge**

The School of Social Work allows course challenges for up to 9 units of course work with permission of the School. These units will be comprised of SOCW 200A and 200B plus six units of third and fourth year courses excluding SOCW 311, 312, 413, 402, 404 and 404A. Students may complete a Prior Learning Assessment for SOCW 304.

**PROGRAM REQUIREMENTS**

**Minimum Degree Requirements**

Candidates for the BSW degree must meet the minimum degree requirements for a bachelor’s degree outlined on page 41. Students should note in particular the “Academic Writing Requirement”, page 31. Students entering the BSW program can transfer in up to 33 units of previous credit, of which a maximum of 6.0 units can be senior Social Work and HSD courses.

BSW degree students should have a minimum of 24 units of liberal arts/ social sciences/humanities courses to fulfill program requirements.

**Practicum Requirement**

Students should be aware that two practicum courses are required in order to complete the course of study for a BSW.

NOTE: Students must submit an application for practicum approximately 2 terms in advance of registration in order to ensure adequate time is available for planning and organizing their practicum. Newly admitted students who plan to do their initial practicum within the first 2 terms of their study must apply upon accepting their offer of admission.

For application deadlines please see the School of Social Work website.

**Course Requirements: First and Second Years**

SOCW 200A and 200B are required for entry into the BSW program. It is recommended that potential BSW applicants complete SOCW 200A and 200B prior to applying to the program; however, SOCW 200A and 200B are not required to be completed or in progress at the time of BSW application.

In addition to SOCW 200A and 200B, students are advised to take a variety of courses in the liberal arts, social sciences and humanities.

**Course Requirements: Third and Fourth Years**

A minimum of 27 units must be third- or fourth-year Social Work courses (includes HSD courses, except HSD 425).

Non-Social Work electives may include any UVic courses at any year level, including English, if required.

**Prerequisites for all Social Work courses: 30 units including SOCW 200A and 200B. See the course descriptions for pre- or corequisite of Social Work courses.**

**Third and Fourth Years — Standard BSW**

<b>Third Year</b>	
SOCW 311* (formerly part of SOCW 323)	1.5
SOCW 312* (formerly part of SOCW 323)	1.5
SOCW 319* (formerly part of SOCW 318)	1.5
SOCW 304 or 304A	4.5
SOCW 350A	1.5
SOCW 354	1.5
SOCW 356	1.5
Elective <sup>1</sup>	1.5
<b>Total units:</b>	<b>15.0</b>

**Fourth Year**

SOCW 402	4.5
SOCW 413*	1.5
SOCW 451	1.5
Elective <sup>1</sup>	1.5
Electives <sup>2</sup>	6.0
<b>Total units:</b>	<b>15.0</b>
<b>Total units for third and fourth years:</b>	<b>30.0</b>
<b>Total units for the program:</b>	<b>60.0</b>

\* Students admitted to the School of Social Work prior to September 2009 may use SOCW 323 in lieu of SOCW 311, 312, and 413. Students who take SOCW 323 cannot receive credit for SOCW 311 and 312.

1. General elective (if required).
2. Third and fourth year Social Work and/or HSD electives.

**Third and Fourth Years: Indigenous Social Work Specialization**

**Third Year**

SOCW 311* (formerly part of SOCW 323)	1.5
SOCW 312* (formerly part of SOCW 323)	1.5
SOCW 319* (formerly part of SOCW 318)	1.5
SOCW 304 or 304A	4.5
SOCW 350A	1.5
SOCW 354	1.5
SOCW 356	1.5
SOCW 391	1.5
<b>Total units:</b>	<b>15.0</b>

**Fourth Year**

SOCW 402	4.5
SOCW 413*	1.5
SOCW 451	1.5
SOCW 491	1.5
SOCW 492	1.5
Electives <sup>1</sup>	3.0
Elective <sup>2</sup>	1.5
<b>Total units:</b>	<b>15.0</b>
<b>Total units for third and fourth years:</b>	<b>30.0</b>
<b>Total units for the program:</b>	<b>60.0</b>

\* Students admitted to the School of Social Work prior to September 2009 may use SOCW 323 in lieu of SOCW 311, 312, and 413. Students who take SOCW 323 cannot receive credit for SOCW 311 and 312.

1. General elective (if required).
2. Third or fourth year SOCW or HSD elective.

**Third and Fourth Years: Child Welfare Specialization**

The fourth-year practicum will take place in an approved child welfare setting (BC Ministry of Children and Family Development, Indigenous child welfare agency, an approved government agency in another province).

See SOCW 404 or 404A course descriptions for pre- and corequisites.

**Third Year**

SOCW 311* (formerly part of SOCW 323)	1.5
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**Third Year**

SOCW 312* (formerly part of SOCW 323) .....	1.5
SOCW 319* (formerly part of SOCW 318) .....	1.5
SOCW 304 or 304A .....	4.5
SOCW 350A .....	1.5
SOCW 354 .....	1.5
SOCW 356 .....	1.5
Elective <sup>1</sup> .....	1.5
<b>Total units: .....</b>	<b>15.0</b>

**Fourth Year**

SOCW 350B .....	1.5
SOCW 404 or 404A .....	4.5
SOCW 413* .....	1.5
SOCW 451 .....	1.5
SOCW 475 .....	1.5
SOCW 476 .....	1.5
Choose one of SOCW 471, 469 .....	1.5
Elective <sup>1</sup> .....	1.5
<b>Total units: .....</b>	<b>15.0</b>
<b>Total units for third and fourth years: .....</b>	<b>30.0</b>
<b>Total units for the program .....</b>	<b>60.0</b>

\* Students admitted to the School of Social Work prior to September 2009 may use SOCW 323 in lieu of SOCW 311, 312, and 413. Students who take SOCW 323 cannot receive credit for SOCW 311 and 312.

1. General elective (if required).

**Third and Fourth Years: Indigenous Child Welfare Social Work Specialization**

Fourth-year practicum must be in an approved Indigenous Child Welfare Agency.

See SOCW 404 or 404A course descriptions for pre- and corequisites.

**Third Year**

SOCW 311* (formerly part of SOCW 323) .....	1.5
SOCW 312* (formerly part of SOCW 323) .....	1.5
SOCW 319* (formerly part of SOCW 318) .....	1.5
SOCW 304 or 304A .....	4.5
SOCW 350A .....	1.5
SOCW 354 .....	1.5
SOCW 356 .....	1.5
SOCW 391 .....	1.5
<b>Total units: .....</b>	<b>15.0</b>

**Fourth Year**

SOCW 350B .....	1.5
SOCW 404 or 404A .....	4.5
SOCW 413* .....	1.5
SOCW 451 .....	1.5
SOCW 491 .....	1.5
SOCW 492 .....	1.5
Elective <sup>1</sup> .....	3.0

**Fourth Year**

<b>Total units: .....</b>	<b>15.0</b>
<b>Total units for third and fourth years: .....</b>	<b>30.0</b>
<b>Total units for the program .....</b>	<b>60.0</b>

\* Students admitted to the School of Social Work prior to September 2009 may use SOCW 323 in lieu of SOCW 311, 312, and 413. Students who take SOCW 323 cannot receive credit for SOCW 311 and 312.

1. General elective (if required).

