Faculty of Human and Social Development

The Faculty of Human and Social Development (HSD) is home to seven professional academic units: The Schools of Child and Youth Care, Health Information Science, Nursing, Public Administration, Public Health and Social Policy, and Social Work; and the Indigenous Governance Program. We attract students, faculty and staff who challenge the status quo to prevent harm, correct wrongs, heal social disparities, and build wellness and compassion in our communities, and our world. Our students learn on-campus, online, on the land, and within a variety of communities across Canada and internationally.

Faculty and students benefit from the advice and guidance of advisory committees whose members are professionals engaged in various communities, private agencies or government departments. We cultivate disruptive thinking and respectful relations in order to create meaningful human and social change. HSD faculty, students and staff are committed to ongoing work to respond to the Calls to Action stemming from Canada’s Truth and Reconciliation Commission.
Faculty Members
Patricia Marck, BSN (University of Alberta), MN, PhD (University of Alberta), 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
Pamela Moss, BA (Indiana), MA (British Columbia), PhD (McMaster), Professor

Visiting, Adjunct and Cross-listed Appointments
Penny Cash, BEd, MEd, PhD (Australia), Adjunct Associate Professor

General Information
DEGREES AND PROGRAMS OFFERED
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 above.

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. Graduate Certificates are offered in Indigenous Nationhood and Health Terminology Standards. For information, please refer to the UVic Graduate Calendar.

Co-operative Education Program
Please refer to the Undergraduate Calendar General Regulations: "Undergraduate Co-operative Education" (page 60) for a general description of Co-operative Education at UVic and your specific School for additional information.

ACADEMIC ADVICE
Information for students seeking academic advice about HSD’s professional Schools is available on each School’s website under Contact Us.

COLLABORATIVE APPROACH
HSD schools have distinct curricula in response to the needs of their respective professions. However, some clients of the human services cannot be neatly classified by professional boundaries, therefore HSD faculty seek opportunities for students who will work together as professionals to learn collaboratively while in university. Such opportunities include courses covering common content, as well as workshops and conferences. In addition, HSD faculty members are encouraged to undertake interdisciplinary research projects.
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. See additional requirements under each program.

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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSD 460</td>
<td>Special Topics in Human and Social Development</td>
</tr>
<tr>
<td>HSD 490</td>
<td>Directed Studies</td>
</tr>
</tbody>
</table>

Faculty Academic Regulations

Limitation of Enrolment
Admission to UVic is not a guarantee of admission to particular Schools, programs or courses within the HSD 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 in addition to academic requirements (GPA). Please see individual schools for admission requirements.

Transfer Credit
Students are encouraged to contact the School’s undergraduate advisor to discuss undertaking courses at another university prior to enrolling in the course. Students who plan to undertake upper-level course work at another university must normally receive prior approval from the Director of the School in which they are registered if they wish such course work to be credited toward a degree or diploma program. Upon completion of such course work, the student is responsible for requesting that an official transcript from the other university be sent to Undergraduate Records at the University of Victoria.

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
The ability to challenge courses varies among HSD Schools. Information about course challenge is found on the School’s websites.

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 HSD may declare a Minor Program in another faculty with written permission from the 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 HSD 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. Students have the right to be informed in writing of the reasons for any change in placement. The School accepts responsibility to provide sufficient practicum placements within a student’s program. Availability of practicums requires a signed Practicum Placement Agreement which will be obtained by the School. Access to practicum placements are competitive and may be limited based on availability, geographic location and specialization. Students may be required to travel to locations outside their home community.

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 54).

Indigenous Governance

Web site: <www.uvic.ca/hsd/igov/>

Jeff Comtassel, BA (UC, Irvine), MA, PhD (Arizona), Associate Professor and Director
Taiaiake 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 Kiwetinepinesiik Stark, BA (Minnesota), MA, PhD (Minnesota), Assistant Professor, Cross-listed
Lisa Monchalin, BS and MA, (Eastern Michigan), PhD, (Ottawa), Adjunct Professor
Noeneo K. Silva, BA, MLIS & PhD (Hawai‘i), 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;
Myma Crossley-Eliott, 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>

Jennifer White, BA (UVic), MA, EdD (UCB), Director and Associate Professor
Sibylle Artz, BA, MA, PhD (UVic), Professor
Jessica Ball, BA (UBC), MA, MPH, PhD (Berkeley), Professor
Marie Haskins, BA (UBC), MED, PhD (UVic), Professor
Valerie Kuehne, BSc, BA (Loyal), 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
Alison Gerlach, MSc (San Jose), PhD (UCB), Assistant Professor
Mandeep Kaur Mucina, BA (UVic), MSW (Tor), PhD (QISE, Tor), Assistant Professor

Please add:
Sarah Wright Cardinal, BA (UBC), MA (SIT, VT), PhD (UVic), Assistant Professor
Jin-Sun Yoon, BA, MEd (UBC), Teaching Professor
Samantha Corrington, BA (UBC), BA (UVic), MSc (Nova), Assistant 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 Guzader, BSc, M.D.C.M. (Med), Dip Psychiatry (McGill), Adjunct Professor
Kofi Marfo, BEd (Cape Coast), MED, PhD (Alberta), Adjunct Professor
Veronica Pacini-Ketchawab, 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, PhD (S. Dakota), Adjunct Professor
Christopher D. Webster, BA (UBC), MA (Queen's), PhD (Dalhousie), Adjunct Professor
Carol Amarantunga, BA, MSc (Guelph), PhD (Toronto), Adjunct Associate Professor
Anne Becker, BA, MD, PhD, ScM (Harvard), Adjunct Associate Professor
Martin Brokendeg, BA (S. Dakota), MDiv (Cambridge, Mass), EdD (S. Dakota), 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
Shloma 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 Vergas-Baron, BA, MA (Washington), PhD (Stanford), Adjunct Associate Professor
Jophus Anamuah-Mensah, BSc, MSc (Cape Coast), MA, EdD (UBC), Adjunct Assistant Professor
Jeffrey Ansaio, 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 Eliot, 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
Kiras 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
S. Mikael Jansson, BA (Alberta), MA, PhD (Western), 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 Nsamenang, BSc, MEd, PhD (Ibadan, Nigeria), Adjunct Assistant Professor
Janet Newbury, BA (Ottawa), MA, PhD (UVic), Adjunct Assistant Professor
Jophus Anamuah-Mensah, BSc, MSc (Cape Coast), MA, EdD (UBC), Adjunct Assistant Professor
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Jophus Anamuah-Mensah, BSc, MSc (Cape Coast), MA, EdD (UBC), Adjunct Assistant Professor

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.

A Professional Education Program for Practicing Professionals

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.

School Mission Statement

The School of Child and Youth Care is committed to the education, training and professional development of Child and Youth Care professionals through collaborative partnerships with Indigenous communities, and 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.

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 32).

All secondary school applicants must submit an Application for Admission to the University of Victoria. Application information is available on the SCYC website starting in September: <http://www.uvic.ca/hsd/cyc>. Application deadline is February 28.

Applications 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 8.

All new to UVic transfer applicants must submit an Application for Admission to UVic Admissions using "My UVic Application". The application includes Child and Youth Care supplementary requirements. Students returning to UVic from other institutions must submit a reregistration through “My UVic Application” which includes Child and Youth Care supplementary application requirements.

Applications 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 34) 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 34).

**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.

**Requirements for Passing Practicum Courses in Child and Youth Care**

Students enrolled in practicum courses must demonstrate competence in all four professional practice areas listed below, in order to pass:

1. professionalism and ethical behavior
2. ability to accept, integrate and implement feedback
3. emotional self-regulation
4. ability to take responsibility for learning

Students will be assessed on a pass/fail basis. Details of how these requirements are assessed are located in the individual course syllabi. Please refer to the HSD faculty academic regulations paying special attention to professional suitability, guidelines for professionalism and regulations concerning practice for more information.

**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 School may be required to repeat CYC courses previously completed if, in 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.

**SCYC Degree in Child and Youth Care Required Courses**

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 not admitted into the BCYC degree program**

SCYC welcomes UVic students into some first-year courses if space permits. Up to three units of third and fourth-year courses may be taken by students not admitted to the School of Child and Youth Care with the permission of the Director. Students are required to make a written request to the CYC Admissions Coordinator to be considered for such courses.

**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 38) 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

UVIC UNDERGRADUATE CALENDAR JANUARY 2019
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
or
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
or
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
or
CYC 410A* (4.5)  Advanced Supervised Block Practicum

* Must be completed in a relevant setting.

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

** 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.

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>.
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' (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

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 29).

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
Alex M.H. Kuo, BSc (Taiwan), MBA (Taiwan), PhD (Nottingham, UK), 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
Helen Monkman, BSc (Carleton), MA (Carleton), PhD(c) (UVic), Assistant Teaching Professor
Dave Hutchinson, BSc (Calgary), MSc (Otago), Co-operative Education Coordinator
Emeritus
Jochen R. Moehr, MD (Marburg), PhD (Hanover Med School), Professor Emeritus
Denis J. Prouti, BSc (Alberta), MSc (Manitoba), Professor Emeritus

Visiting, Adjunct and Cross-listed Appointments
David Birnbaum, BA (Berkley), 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), MSc (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), MRCP (Nottingham), Adjunct Associate Professor
Elizabeth Cummings, BA, Bachelor of Information Systems (Tasmania), PhD (Tasmania), Adjunct Associate Professor
Lawrence Frisch, BA (Reed), MD (Harvard), MPH (Washington), Adjunct Associate Professor
Mowafa Hauseh, BCom (Alberta), MEng (Toronto) PhD (Victoria), Adjunct Associate Professor
Donald W. Juzwischen, BA (Alberta), MHS (Alberta), PhD (Alberta), Adjunct Associate Professor
Blake Lesselroth, BSc (California), MD (Tulane School of Medicine), MBI (Oregon Health and Science University), 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
Mei Chen, BEd (Yunnan Normal University), MA (McGill), PhD (McGill), Adjunct Assistant Professor
Michael Downing, MD (Western Ontario), Adjunct Assistant Professor
Mohammad Ghotbodini, BSc (Sharif University of Technology, Tehran), MSc (Tehran), PhD (McGill), Adjunct Assistant Professor
Darren Hudson, BSc (Alberta), MD (Calgary), MSc (UVic), Adjunct Assistant Professor
Johanna Kaipio, MSc (Helsinki), PhD (Aalto), Adjunct Assistant Professor
Karin Keshayee, BSc (McGill), MSc (Toronto), MD (Toronto), MBA (Toronto), Adjunct Assistant Professor
Roman Mateyko, BSc, (Toronto), Adjunct Assistant Professor
Olga Petrovskaya, PhD in Nursing (UVic), BSc (York), MD (Russia), Nursing Diploma (Russia), Adjunct Assistant Professor
Morgan Price, BSc (UVic), MD (Calgary), PhD (UVic), Adjunct Assistant Professor
Kevin Rioux, BSc (Saskatchewan), MD (Calgary), PhD (Calgary), Adjunct Assistant Professor
Omid Shabestari, MD (Tehran), PhD (City University, London), Adjunct Assistant Professor
Brian Shorter, HNC (UK), MBA (Dalhousie), Adjunct Assistant Professor
Maia Smith, BA (College of the Atlantic), MSc (Drexel University), PhD (Ludwig Maximilians University), Adjunct Assistant Professor
Karl Stroetmann, MBA (Germany), PhD (UBC), Adjunct Assistant Professor
Gillian Strudwick, BSN (Queen's University), MN (Toronto), PhD (Toronto), Adjunct Assistant Professor
Brandon Wagor, BA (Waterloo), PhD (Waterloo), Adjunct Assistant Professor
Erdem Yagazanoglou, MSc (Toronto), MSc (Leeds), MD (Ege University, Turkey), Adjunct Assistant Professor
Xibiao Ye, BMed (Jiangxi, Medical College), MSc (Shanghai Medical School), PhD (Fudan University, Shanghai), 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 8).

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 32) 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 53).

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 32) 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 32).

UVic students: transfer and re-registration

Current UVic students (those seeking admission from another faculty) must apply to the School of 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 155), 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 110 (1.5)</td>
<td></td>
<td>Fundamentals of Programming I</td>
</tr>
<tr>
<td>CSC 115 (1.5)</td>
<td></td>
<td>Fundamentals of Programming II</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
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<tr>
<td>HINF 115 (1.5)</td>
<td></td>
<td>Programming for Healthcare</td>
</tr>
<tr>
<td>ENGL 135 (1.5)</td>
<td></td>
<td>Academic Reading and Writing</td>
</tr>
<tr>
<td>ENGL elective (1.5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HINF 130 (1.5)</td>
<td></td>
<td>Introduction to Health Information Technology</td>
</tr>
<tr>
<td>HINF 140 (1.5)</td>
<td></td>
<td>Introduction to the Canadian Health Care Systems</td>
</tr>
<tr>
<td>MATH 151 (1.5)</td>
<td></td>
<td>Finite Mathematics</td>
</tr>
<tr>
<td>Electives (3.0 or 4.5)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HINF 200 (1.5)</td>
<td></td>
<td>Principles of Health Database Design</td>
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<tr>
<td>HINF 202 (0)</td>
<td></td>
<td>Introduction to Professional Practice</td>
</tr>
<tr>
<td>HINF 230 (1.5)</td>
<td></td>
<td>Organizational Behaviour and Change Management</td>
</tr>
<tr>
<td>STAT 252 (1.5)</td>
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<td>Statistics for Business</td>
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<tr>
<td>OR</td>
<td></td>
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<tr>
<td>STAT 255 (1.5)</td>
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<td>Statistics for Life Sciences I</td>
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<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>STAT 260 (1.5)</td>
<td></td>
<td>Introduction to Probability and Statistics I</td>
</tr>
<tr>
<td>Electives (3.0)</td>
<td></td>
<td></td>
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</tbody>
</table>
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 |
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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HINF 130, 140</td>
<td></td>
<td>3.0</td>
</tr>
<tr>
<td>MATH 100 or 109, 111, 122</td>
<td></td>
<td>4.5</td>
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<tr>
<td>CSC 106, 110, 115</td>
<td></td>
<td>4.5</td>
</tr>
<tr>
<td>ENGL 135 or 146 or 147</td>
<td></td>
<td>1.5</td>
</tr>
<tr>
<td>Elective</td>
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<td>1.5</td>
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</table>

### Year 2

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HINF 200, 201, 202, 280</td>
<td></td>
<td>4.5</td>
</tr>
<tr>
<td>One of: MATH 252, 255 or 260</td>
<td></td>
<td>1.5</td>
</tr>
<tr>
<td>CSC 225, 226, 230</td>
<td></td>
<td>4.5</td>
</tr>
<tr>
<td>SENG 265</td>
<td></td>
<td>1.5</td>
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<tr>
<td>ENGR 240</td>
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### Year 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.5 units of HINF at the 300 level</td>
<td></td>
<td>4.5</td>
</tr>
<tr>
<td>CSC 375</td>
<td></td>
<td>1.5</td>
</tr>
<tr>
<td>3.0 units of CSC 320, 330, 355, 360, SENG 321</td>
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<td>3.0</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>6.0</td>
</tr>
</tbody>
</table>

### Year 4

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0 units of HINF at the 400 level</td>
<td></td>
<td>3.0</td>
</tr>
<tr>
<td>4.5 units of CSC at the 400 level</td>
<td></td>
<td>4.5</td>
</tr>
<tr>
<td>CSC 497</td>
<td></td>
<td>1.5</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
<td>6.0</td>
</tr>
</tbody>
</table>

1. Students without grade 12 Biology must replace one elective with one of ENGR 141, BIOC 102, BIOC 150A or 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 60.

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/or 420 hours. 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.

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**School of Nursing**

Anne Bruce, BSN (Victoria), MSN, PhD (Brit. Col), Professor and Associate Director, Graduate Education
Damien Contandriopoulos, BSc, MSc, PhD (Québec), Professor
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 (Calgary), Professor
Kelli Stajduhar, BSN (Victoria), MSc, PhD (Brit. Col), Professor and Associate Director Research & Scholarship
Rosalie Starzomski, BN (Dal), MN (Calgary), PhD (Brit Col), Professor
Marilyn Gagnon, RN (Québec), PhD (Ontario), Associate Professor
Karen MacKinnon, BSN, MSN (Toronto), PhD (Calgary), 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 and 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
Lauren E. Shields, BSN (Victoria), MS, PhD (Oreg), Associate Professor, and Executive Director, LTI
Deborah Thouin, BN, MN (Dali), PhD (Texas), Associate Professor
Nancy Clark, BSN, MS, PhD (British Columbia), Assistant Professor
Dzifa Dordunoo, BSN, MScN (Durham), PhD (Baltimore), Assistant Professor
Anastasia Malidou, BSN, MScN (Athens), PhD (Alta), Assistant Professor
Laurie Barnhardt, BScN (McMaster Univ.), MN (Univ. of Western ON), NP (F) (McMaster Univ.), Assistant Teaching Professor
Katherine Bentoni, BScN (Western Univ.), MN (Athabasca), NP-Phc, CDE (Ontario), Assistant Teaching Professor
Kim Daly, BSc (Ontario), MS, PhD (British Columbia), Assistant Teaching Professor
Karen Evers-Fahey, BScN (S. Conn), MSN (Yale U.), Post-Grad Dip. Analytical Psych. (Switzerland), PhD (Essex), Assistant Teaching Professor
Leanne Kelly, BSN (Saskatchewan), MN (Victoria), Assistant Teaching Professor
Ruth Larson, RN, MN, NP (British Columbia), Assistant Teaching Professor
Mary Lougheed, BScN (Alta), MN (Victoria), Assistant Teaching Professor
Collette Mela, RN, MN-ANP, CCRN, CCN NP (F) (Alberta), Assistant Teaching Professor
Wendy Neander, BSc (Wisconsin), BScN (Arizona State), MN (Alta), PhD, Assistant Teaching Professor
Maureen Ryan, BN (Dalhousie), MSN (Calgary), PhD (Victoria), Assistant Teaching Professor
Margaret Scalia, BSN (Brit Col), MN (Calgary), PhD (Victoria), Assistant Teaching Professor
Coby Tschanz, RN (Calgary), MN, PhD (Victoria), Assistant Teaching Professor
Christine Upright, RN (Alberta), BScN, MN (British Columbia), Assistant Teaching Professor
Kambria Ernst, BSc (British Columbia); BSN, MScN (Ontario), Practica Coordinator, Graduate Program
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, 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
Marjorie MacDonald, BN (Calgary), MSc (Wat), PhD (British Columbia), Adjunct Professor
Anita Molzahn, BScN, MN, PhD (Sociology), (Alta), Adjunct Professor
Mary Ellen Purkis, BSN (Calgary), MSc, PhD (Edin), Adjunct Professor
Cynthia Smith, BSE, MHSA, DrPH, Adjunct Professor
Ann Tourangeau, BScN, MN, PhD, Adjunct Professor

**Adjunct Appointments**

Mary Ellen Purkis, BSN (Calgary), MSc, PhD (Edin), Adjunct Professor
Cynthia Smith, BSE, MHSA, DrPH, Adjunct Professor
Ann Tourangeau, BScN, MN, PhD, Adjunct 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 partners 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 <www.uvic.ca/hsd/nursing> 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 <www.uvic.ca/hsd/nursing>. 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 155), and “Regulations Concerning Practica” (page 155) 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 fail 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 155.

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>.

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 54) 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.
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 Communicable Diseases and Immunization Guidelines from the BC Centre for Disease Control and the Canadian Public Health Agency. School of Nursing annually. Students studying in the US must also participate in the Post-Diploma 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 acceptability 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 40). 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 431 (1.5) Nursing Practice VII: Engaging in Leadership
Nursing elective2 (1.5) chosen from the list of electives below

NURS 3251 (1.5) Explorations of Nursing Knowledge and Practice
NURS 345 (3.0) Family Nursing
NURS 3422 (1.5) Health and Healing VI: Global Health Issues
NURS 341 (1.5) Professional Practice IV: Nursing Inquiry
NURS 330 (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 elective3 (1.5)

1. 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 8
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

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

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 (1.5) Explorations of Nursing Knowledge and Practice
NURS 341 (1.5) Professional Practice IV: Nursing Inquiry
NURS 342 (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 elective3 (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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>NURS 430 (1.5)</td>
<td>Professional Practice V: Leadership in Nursing</td>
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<tr>
<td>NURS 431 (1.5)</td>
<td>Nursing Practice VII: Engaging in Leadership</td>
</tr>
<tr>
<td>NURS 495(1) (1.5-3.0)</td>
<td>Nursing Practice Synthesis</td>
</tr>
<tr>
<td>Nursing electives* (4.5-6.0)</td>
<td>chosen from the list of electives below</td>
</tr>
</tbody>
</table>

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*

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

* 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 Brouselle, Ph.D. (Montreal), Director and Professor, School of Public Administration**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>J. Barton Cunningham</td>
<td>BA (Brigham Young), MPA (USC), Professor</td>
</tr>
<tr>
<td>Budd L. Hall</td>
<td>BA, MA (McI), PhD (UCLA), Professor</td>
</tr>
<tr>
<td>Evert A. Lindquist</td>
<td>BA (Carleton), MA (UWO), MPP, PhD (California-Berkeley), Professor</td>
</tr>
<tr>
<td>James N. MacGregor</td>
<td>MA (Glasgow), MSc, PhD (UVic), Professor</td>
</tr>
<tr>
<td>James C. McDaid</td>
<td>BA, MA (UofA), MA, PhD (IN), Professor</td>
</tr>
<tr>
<td>Emmanuel Brunet-Jailly</td>
<td>LLB (Aix-en-Provence), MA (Virginia Polytechnic Institute), MA (Sorbonne), PhD (UWO), Professor</td>
</tr>
<tr>
<td>Tara Nye</td>
<td>BA, MA (UVic), PhD (Southampton), Associate Professor</td>
</tr>
<tr>
<td>Lynne M. Siemens</td>
<td>BA (Waterloo), MA (UofA), MA (UofT), PhD (Hertfordshire), Associate Professor</td>
</tr>
<tr>
<td>Rebecca N. Warburton</td>
<td>BA (Cornell), MSc (London School of Economics), PhD (London), Associate Professor</td>
</tr>
<tr>
<td>Lynda Gagné</td>
<td>BA, MA (SFU), PhD (UBC), Assistant Professor</td>
</tr>
<tr>
<td>Richard T. Marcy</td>
<td>BA (Buffalo), MS, PhD (OK), Assistant Professor</td>
</tr>
<tr>
<td>Terry Poucette</td>
<td>PhD (UVic), Assistant Teaching Professor (Term)</td>
</tr>
<tr>
<td>Kimberly Speers</td>
<td>BA (Waterloo), MA (Queen’s), MPA (Carleton), PhD (UofA), Assistant Teaching Professor</td>
</tr>
</tbody>
</table>

**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 (III), 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) (Murdock), 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**

**Alison 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 education at a 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, 314, 316, 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:

<table>
<thead>
<tr>
<th>Managerial Theory and Practice</th>
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<tbody>
<tr>
<td>ADMN 407</td>
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<td>ADMN 422</td>
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<td>ADMN 477</td>
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<th>Policy Areas</th>
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<tr>
<td>ADMN 423</td>
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<tr>
<td>ADMN 452</td>
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<tr>
<td>ADMN 478</td>
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</tbody>
</table>

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.
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 U Vic degree that includes 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.
program is designed for learners who are employed or seeking employment in Indigenous governments or organizations. Courses are delivered primarily online and may include intensive on campus sessions. Refer to the Diploma in Indigenous Community Development and Governance program information at the School of Public Administration website for details and schedules for on campus sessions.

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/

**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

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**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-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 and Orientation  
ICDG 301 (1.5) Governance in Indigenous Communities  
ICDG 302 (1.5) Communications in Indigenous Governments and Organizations  
ICDG 303 (1.5) Lands, Resources and Economic Development  
ICDG 304 (1.5) Strategic Planning and Implementation  
ICDG 305 (1.5) Indigenous Research and Project Management

**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 308 (1.5) Financial Management in Indigenous Governments and Organizations  
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

Note that scheduling adjustments may occur.

**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 re-register 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

**Plus, choice of three of:**
- ADMN 314 .......................................................... 1.5
- ADMN 407 .......................................................... 1.5
- ADMN 411 .......................................................... 1.5
- 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

**Public Policy and Governance**
- 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 431A ........................................................................ 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 60) 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 Vaghi, 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 Agramatunga, BA, MSc, PhD (Toronto), Adjunct Professor (2015-2018)
Lilian 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 (2017-2019)
Franklin White, MD, CM, MSc, FRCP, FFPH (London), Adjunct Professor (2016-2019)

**Advisory Board**

Irving Rootman, PhD (Chair)
Perry Kendall, OBC, MBBS, MHSc, FRCP
Marjorie Macdonald, RN, PhD
Cheryl Martin, BScN, MSc
Darlene Martin, RN, BSN
Catherine Matteer, 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, FRCP, FFPH
Eric Young, MD, BSc, MHSc, CCP, FRCP

**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 on sites 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. 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>. 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.
Applications 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 (i.e. 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**

Most students have the option to complete their practicum placements in the community of their choice, in either Canada or the US. This option is based on the capacity of organizations within communities to host and supervise a student. It is not possible to complete a practicum outside of Canada or the USA.

**Deadlines**

January placement: May 1

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,
- 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. The student 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) Canadian Health and Community Care 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

Required Courses
- HLTH 425 (1.5) Quantitative 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 (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
First Year

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

1.5
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)

INGH 430 (1.5) Practicum
INGH 435 (1.5) Report

School of Social Work

Jacquie 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
Gwen Gosek, BA, BSW, MSW (Manitoba), PhD (Victoria), Assistant 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 Jerse, BSW (Calgary), MSW (British Columbia), Assistant Teaching Professor
Mehmoona Moosa-Mitha, BSW (Ryerson), MSW (McGill), PhD (Southampton), Associate Professor
Gayle Poyer, BA (PEI), BSW (Windsor), MSW (Carleton), Assistant Teaching Professor
Susan Strege, BSW (Manitoba), MSW (Victoria), PhD (Southampton), Professor
Robina Thomas, BSW, MSW, PhD (Victoria), Assistant Professor
Bruce Wallace, BA (Calgary), MSW (Carleton), Sc.D (British Columbia), Associate 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, BS, BSW (British Columbia), PhD (Bristol), Professor Emeritus
John Cosson, BA (Western Ontario), BSW, MSW (Toronto), Associate Professor Emeritus
Andrew Farquharson, BA (Bishop’s), MSW (McGill), MEd, EdD (Toronto), Professor Emeritus
Pam Miller, BA (Maryhurst), MSW, PhD “Philosophy” (Indiana), PhD, “Social Work” (Ohio), Professor 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
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 Richards, BFA (Victoria), MSW (Victoria)
Michele Fairbairn, BSW, MSW (Manitoba), PhD Candidate (Memorial)
Maxine Gibson, BSW, MSW (Victoria)
Leanne Gislason, BSW (Regina), MSW (Victoria)
Kim Gzybowski, BSW (Regina), MSW (Victoria)
Jodi Hoffman, BSW (Victoria), MSW (Calgary)
Jennifer King, BA (Carleton), MSW (Victoria)
Diane Klaw, BSW (Victoria), MSW (Victoria)
Kristen Kwakic, BSW, MSW (Victoria), Professor Emeritus
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)
Sarina Piercy BA (Alberta), MSW (Victoria)
Nancy Pike, BSW (Victoria), MSW (Dalhousie)
Lindsay Risk, BA (Concordia), BSW (British Columbia), MSW (Dalhousie)
Todd Armstorph, BSW, MPA (Victoria), PhD (British Columbia)
Melvin Peters, BSW (Calgary), MSW (Carleton)
Sherri Pooyak, BSW (Victoria), MSW (Victoria)
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.

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 practice 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 40).

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 155.

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

- proof of immunization;
- a criminal record check;
- 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 does not permit students to gain credit by course challenge.

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/socia 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

#### Third Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCW 311* (formerly part of SOCW 323)</td>
<td>1.5</td>
</tr>
<tr>
<td>SOCW 312* (formerly part of SOCW 323)</td>
<td>1.5</td>
</tr>
<tr>
<td>SOCW 319* (formerly part of SOCW 318)</td>
<td>1.5</td>
</tr>
<tr>
<td>SOCW 304 or 304A</td>
<td>1.5</td>
</tr>
<tr>
<td>SOCW 350A</td>
<td>1.5</td>
</tr>
<tr>
<td>SOCW 354</td>
<td>1.5</td>
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<tr>
<td>SOCW 356</td>
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</tr>
<tr>
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Total units: ................................................. 15.0

#### Fourth Year

<table>
<thead>
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<th>Course</th>
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</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>SOCW 413*</td>
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<tr>
<td>SOCW 451</td>
<td>1.5</td>
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<tr>
<td>Elective2</td>
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</table>

Total units: ................................................. 15.0

Total units for third and fourth years: ............... 30.0

Total units for the program: .............................. 60.0

* 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 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

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<tr>
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<tr>
<td>SOCW 350A</td>
<td>1.5</td>
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<tr>
<td>SOCW 354</td>
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Total units: ................................................. 15.0

#### Fourth Year

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<td>SOCW 475</td>
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Total units: ................................................. 15.0
### Fourth Year

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<tbody>
<tr>
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<tr>
<td>Total units for third and fourth years:</td>
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<td>Total units for the program:</td>
<td>60.0</td>
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</table>

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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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
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<td>SOCW 350B</td>
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1. General elective (if required).