



Policy:	E-1.3
Approved By:	Education Council
Approval Date:	January 19, 2004
Amendment Date:	
Policy Holder:	VP Education & Student Services

FIELD PLACEMENT

Purpose / Rationale

The purpose of this policy is to establish the processes and standards for the inclusion of field placement experiences in educational programs at Camosun College.

Scope / Limits

1. This policy applies to all pre-credential experience in the workplace that is integrated with a program of studies, supervised by an employer, preceptor or instructor, monitored and evaluated by the College and that is identified as a gradable course.
2. This policy does not include work shadowing, field trips, College-based clinics, and labs or limited field experiences that do not constitute a gradable course.

Principles

1. Camosun College recognizes the importance of broadening and building on students' knowledge and discipline-related skills by bridging institutional-based learning with experience in the field.
2. Field experiences consolidate and integrate theory and practice allowing each to inform the other.
3. In all field placements, Camosun College will meet quality standards that will enhance the College's reputation as a provider of sound experiential learning opportunities that are recognized in the BC Colleges and Institutes system and beyond.
4. Field placements will reflect the educational goals of Camosun College as defined in the College's *Strategic Plan* (see link).
5. Field placements within a program will be reviewed with the same rigor as the rest of the program's activity.
6. Standards will be established for the preparation of students, integration of learning, supervision, monitoring, evaluation, and feedback during the field placement.
7. The roles and responsibilities of the College, workplace, and student will be communicated and the expectations of the workplace will be identified to enable an appropriate and relevant discipline-related field placement for the student.

A. DEFINITIONS

Field Placement

Field placement is pre-credential experience in the workplace where the focus is not merely observational but is learning through working. Field placement is integrated with a program of studies and is a gradable course. Students are supervised by a workplace supervisor, preceptor, or instructor. Monitoring and evaluation is the responsibility of the College.

B. TERMINOLOGY

Preceptor means an individual approved by the College who provides daily, on-site supervision for students participating in a Preceptorship.

Competency Based Grading System means the non GPA, competency based grading system consisting of the following three final grades:

COM	The student has met the goals, criteria, or competencies established for this course, practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.

Workplace means a company or organization that provides field placement opportunities for students.

Workplace Supervisor means an individual(s) assigned by the workplace who provides on-site supervision for students participating in field placements.

C. ROLES AND RESPONSIBILITIES

The College, workplace, and student are committed to facilitating student learning through working. All parties involved have specific responsibilities that help to facilitate a successful field placement.

The College is responsible for preparing the student, facilitating the integration of learning, and monitoring and evaluating field placements. In addition, the College is responsible for informing the student and the workplace of their responsibilities prior to placing the student at the workplace.

The workplace is responsible for providing students with relevant work and for providing on-site supervision. In some cases, an instructor is assigned by the College to provide this on-site supervision.

Students are responsible for taking advantage of learning opportunities that are provided at the workplace. In addition, the student is responsible for completing required assignments and maintaining professionalism appropriate to the workplace expectations, including dress, timeliness, and other protocols. The student understands that his/her behavior while at the workplace reflects upon the College.

All three parties are responsible for maintaining communication with each other throughout the field placement.

D. STANDARDS

Preparation of Student

The College is responsible for increasing the student's awareness of work-related issues including workplace safety, employment standards, workers compensation, and human rights. The student is educated on these issues prior to entering the workplace.

Suggestions for preparing the student include (not intended to be an all-inclusive list) include the following: seminars, on-line tutorials, class discussions, case studies, and class assignments.

Integration of Learning

Field placement is undertaken with the purpose of integrating theory and practice and with the understanding that the main focus of field experience is learning through working. Students are encouraged to reflect on the relationship between theory and field experience in order to identify and understand how each informs the other. Students use these insights to set goals for the remainder of their education.

Suggestions for integrating learning include (not intended to be an all-inclusive list) include the following: goals and learning objectives, portfolios, field experience reports, reflective journals, self evaluations and assessments, class discussions, small group peer discussions led by the instructor, chat rooms monitored by the instructor, class assignments based on the field experience, and case studies.

Supervision

Students participating in field placements receive on-site supervision. On-site supervision will include performance feedback, communication on behalf of the workplace, and on-going support and encouragement to the student.

Suggestions for supervision include (not intended to be an all-inclusive list) include the following: modeling, demonstration, scheduled meetings with the workplace supervisor, orientation meetings, and student mentoring and coaching programs.

Monitoring

The College is responsible for monitoring field placements. Field placements are monitored in an effort to ensure that all parties are fulfilling their roles and responsibilities. A College employee must communicate with the student and workplace supervisor during the field placement.

Suggestions for monitoring include (not intended to be an all-inclusive list) include the following: site visits, phone calls, emails, meetings with the student and workplace supervisor, group discussions, chat rooms monitored by the instructor, and coffee conferences.

Evaluation

Final grades are determined by the College and are assigned using the Competency Based Grading System (see definition above). The instructor is responsible for assigning the grade while taking into account input from the student and the workplace supervisor. Suggestions for evaluation include the following: student input, workplace supervisor input, patient/client input, one-on-one meetings, employer evaluations/appraisals, achievement of learning outcomes based on course outlines, performance appraisal forms, student self-evaluation, placement / practicum workbooks and the instructor's observation.

Feedback

To assist in enhancing the curriculum and programming at the College, field placement should provide opportunities for employers and students to give feedback on the relevance and currency of existing programs and practices. This feedback should be communicated to appropriate individuals within the College on a regular basis. Suggestions for feedback include the following: focus groups, involvement of field placement employers on program advisory committees, employer surveys, student surveys, graduate surveys, student preparedness evaluation forms, and site visits.

E. CATEGORIES

Co-operative Education

Co-operative Education is a period of field experience undertaken according to the guidelines established by provincial and national Co-operative Education Accreditation bodies. Co-operative Education is offered in diploma programs and other academic programs of longer duration. Integral to Co-operative Education is the partnership between the College and the workplace that provides paid employment opportunities for students. Both parties recognize that the focus of Co-operative Education is learning through working and that workplaces are committed to providing students with field experience relevant to their academic discipline. Co-operative Education is evaluated using the Competency Based Grading System. Students participating in Co-operative Education receive remuneration for their work.

Directed Field Study/Internship

Directed Field Study/Internship is a substantial period of field experience that is part of the course of study. It is similar to Co-operative Education, but may fall outside of the guidelines established by provincial and national Co-operative Education Accreditation bodies. Directed Field Study/Internship is evaluated using the Competency Based Grading System. Students participating in Directed Field Study/Internship may or may not receive remuneration for their work.

Service Learning

Service Learning is field experience that is designed to foster a deeper appreciation for civic responsibility. During Service Learning field experiences, students work with local or international humanitarian organizations to provide a variety of community services. Service Learning is evaluated using the Competency Based Grading System. Students participating in Service Learning may or may not receive remuneration for their work.

Placement (including clinical) / Practicum / Practice / Work Experience

Placement (including clinical) / Practicum / Practice / Work Experience is evaluated using the Competency Based Grading System and may be arranged according to guidelines established by external organizations in order to meet accreditation or professional licensure requirements. Students participating in this category do not receive remuneration for their work.

Preceptorship

Preceptorship is a period of field experience in which the student performs actual clinical or other professional procedures under the direct supervision of a preceptor. Preceptorship is evaluated using the Competency Based Grading System and is undertaken according to guidelines established by external organizations in order to meet accreditation and

professional licensure requirements. Students participating in Preceptorship do not receive remuneration for their work.

F. LEGISLATED REFERENCES

College and Institute Act Sections: 24 (2) (c)

G. LINKS TO RELATED POLICIES

[G-2.1 Strategic Plan](#)

[E-1.5 Grading](#)

[E-1.6 Educational Approvals](#)