



INTERNSHIP

SUPERVISOR'S MANUAL 2021

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THE INTERNSHIP PROGRAM

WELCOME to the Internship experience at Columbia Bible College!

Columbia's mission is: "**Preparing people for a life of service in the contemporary world.**" An important part of that preparation is providing students opportunities for practical training under the supervision of experienced leaders who are willing to mentor them.

Columbia is committed to equipping students with practical skills, recognizing that the healthiest way of growing future leaders is in the context of a service environment. To that end, the College works closely with a variety of organizations in placing students in work assignments related to their program in order to stretch and broaden their gifts and skills.

Philosophy of Internship

The Internship experience provides students with hands-on training, which is an integral part of the learning process at Columbia Bible College. Your help as a Supervisor, in providing in-the-field exposure, training and experience for the intern, is greatly appreciated.

But internship is more than hands-on training; it is developing a relationship. The success of an internship experience will depend largely on the nature of the relationship between you, the supervisor, and the intern.

Internship is a requirement for all Bachelor's Degree students in order to complete the four-year program of studies.

Your personal investment in this program will ensure that the intern's experience is rewarding, stretching and personally beneficial for personal growth as well as discerning vocational direction for the future.

Thank you for your participation in this program.

We encourage the Supervisor to develop a mentoring relationship with the intern in order to provide guidance, instruction, evaluation, and encouragement in the context of the internship assignment.

The Purpose of the Program

Since internship is an integral part of preparation for service, the following four statements sum up the purpose of this program for the intern:

- *Acquire and develop one's skills and abilities* through a practical service assignment.
- *Analyze one's suitability for a particular area of service* related to the internship assignment.
- *Apply one's classroom knowledge* and insights in practical life situations.
- *Assess one's understanding and ability to deal with issues* arising in the internship assignment.

Learning Objectives for the Intern

By completing the internship experience the student should have been able to:

- *Explore and enhance personal skills, strengths and potential.*
- *Examine potential vocational directions* relating to the internship assignment.
- *Evaluate personality traits and lifestyle* as they affect personal growth and service.
- *Develop a spirit of interdependence and cooperation* with the supervisor and co-workers.
- *Assess the value system and assumptions* about life, people, and service.
- *Experience personal growth.*
- *Integrate classroom knowledge* and understanding with practical experience.
- *Enhance the ability to relate* to people, situations and programs.

Guidelines

To ensure a measure of uniformity in internship and assist Supervisors, the following guidelines have been established:

- a. Arrangements for placing interns are made in consultation with Columbia's Director of Integrated Learning (DIL).
- b. Supervisors are selected on the basis of their commitment to the internship program and their ability to provide the most beneficial experience for the intern.
- c. The Supervisor should have the approval of his/her governing board/council before an intern is assigned to the internship placement.
- d. A **Learning Contract** will be drawn up between the Supervisor and the Intern and approved by the DIL. It will include the intern's job description and other practical arrangements such as finances, expectations, etc.
- e. The length of the internship will be determined by the DIL in consultation with the Intern and the Supervisor. Interns must complete a minimum of 300 hours of fieldwork to fulfill their program requirements but are free to complete more hours if possible.
- f. Interns are assessed a per hour fee for this 4-credit hour course.
- g. The sponsoring organization is not *obligated* to remunerate the Intern, but is *encouraged* to consider supporting the student financially (for example, paying for the cost of the internship credit) and providing a salary for a full-time summer block placement.
- h. When a student intern is full-time in the summer away from their home location, the sponsoring organization is minimally expected to provide room and board and to cover any expenses incurred as a result of the internship assignment.
- i. If the internship is a full-time assignment, the Intern and the Supervisor should agree upon any time off from internship responsibilities.
- j. The DIL, Supervisor, and Intern are responsible to fulfill all of the requirements and expectations stipulated in the Internship manual.

Placement & Credits

Internship students can opt to do a full-time summer or part-time school year internship assignment.

Block Placement Summer Internship

3 months, 4 credit hours

A full-time internship assignment off campus. A minimum of 10-12 weeks is required (minimum of 300 field hours). Please note – if the

internship takes place in a camp or a similar setting where the student is potentially involved 24 hours a day – the internship hours are calculated at a rate of 40 hours a week.

Concurrent Placement School Year Internship

7 months, 2 or 4 credit hours

A part-time assignment for a minimum of 26 weeks involving 5 hours per week, alongside the regular program of studies (150 hours per

school year). To fulfill the 4-credit hour requirement (300 field hours), a student may take 1 credit hour of internship per semester over 2 years, or 2 credit hours of internship per semester in one school year.

Grading

The Intern will receive a letter grade based on the quality of performance in their fieldwork (50%), as well as fulfilling all requirements of the Internship course (reports, journal, and

meetings). The Supervisor will receive guidelines from the DIL on which to grade the intern's work.

PERSONNEL

This section outlines the specific requirements for those involved in internship. Successful completion of the internship assignments hinges on the fulfilment of these requirements.

Responsibilities of the DIL

The Director of Integrated Learning will...

1. **DISCERN** with the Intern a suitable internship placement.
2. **PREPARE** both the Intern and the Supervisor for the internship assignment.
3. **OVERSEE** the internship experience as a consultant for the Supervisor and as an advocate for the Intern. The DIL will seek to contact the Supervisor at least once every three months during the internship assignment and will contact the Intern

monthly to reflect on the internship experience.

4. **EVALUATE** the internship experience. The DIL will conduct a closing evaluation session at the end of the internship assignment together with the Intern and Supervisor. The DIL will contact out-of-town Supervisors by phone for a final evaluation discussion.

Responsibilities of the Supervisor

Quality supervision will require a significant time investment on the part of the Supervisor.

A mentoring relationship with an Intern will mean an added commitment of time to the Supervisor's job, rather than a lessening of his/her load. It is essential that an Intern receive regular interaction, guidance, nurture, instruction and evaluation.

The Supervisor will...

1. **OUTLINE areas of responsibility.** Before the internship assignment is ratified, the Supervisor, in conjunction with the Intern, must outline the specific areas of responsibility (job description) for which the Intern will be accountable. The list of activities must be recorded in the Learning Contract.

2. **CONDUCT an orientation.** The initial days of the internship are often the most difficult for an Intern simply because of the unknown. The Intern will receive a thorough orientation on the expectations of the organization.

3. **ARRANGE weekly meetings** with the Intern. The success of the internship experience hinges upon regular weekly meetings with the Intern. ***The weekly meeting is not an option.*** The purpose of these meetings is to clarify specific tasks and responsibilities and to assist the Intern in preparing a weekly schedule of activities. In the event that the Supervisor is absent, it is essential that another staff member or volunteer meet with the Intern. *The weekly meeting should include:*

- a. REFLECTIVE INTERACTION on the activities of the week (i.e. working relationships, performance, goals, progress and problems, expectations).
 - b. PLANNING details for future tasks/preparing Intern's weekly planning schedule.
 - c. GOAL SETTING.
 - d. ENCOURAGEMENT.
 - e. PERSONAL INTERACTION
 - f. OTHER RELEVANT ISSUES
4. *ASSIGN reading materials that are relevant to the intern's area of work* (minimum of 200 pages per semester if it is a concurrent placement or 500 pages if a full-time placement).
5. *MAINTAIN contact with the DIL*. The Supervisor should not hesitate to contact the College when necessary.
6. *EVALUATE the Intern and the internship* experience through the following:
- a) Monthly Reports:** The supervisor will complete three progress reports throughout the internship assignment. The due dates will be determined in consultation with the DIL and the reports should be submitted directly to the DIL. The reports can be accessed on the internship website or from the DIL directly.
- b) Final Evaluation:** The Supervisor will complete a **Comprehensive Evaluation** of the Intern at the end of the internship program and will participate in a closing session with the DIL and the Intern. The closing session will focus on the written evaluations submitted by the Supervisor and the Intern. The DIL will contact out-of-town Supervisors by phone for a final evaluation discussion.
- c) Grading:** The Supervisor will assign a grade value to the assignment based on the criteria provided by the Internship DIL.

Responsibilities of the Intern

The intern will...

1. **ATTEND weekly meetings** with the Supervisor for reflective interaction, feedback and discussion.
2. **PREPARE a weekly schedule** using a Day Timer, Planning Calendar or PDA. This should be done in conjunction with the Supervisor. All aspects (journaling, reading, meetings etc.) of the internship should be included in the weekly plan. If necessary, seek clarification from the Supervisor regarding the responsibilities assigned.
3. **EVALUATE the internship experience by the following means:**
 - a. **Reports:** The Intern will complete a monthly progress report throughout the internship assignment.
 - b. **Reading & Response:** The Intern will read the materials assigned by the Supervisor and submit a three-page response (following the Reading Response Guidelines) to the DIL. The Intern should go over this with their supervisor before they submit it to the DIL.
 - c. **Journal:** The Intern will journal at least **once per week** throughout the assignment, highlighting experiences, struggles, solutions, reflections, and lessons learned. The journal and Day Timer will be valuable in preparing the Comprehensive Evaluation. The journal will be submitted to the DIL along with the Comprehensive Evaluation.
 - d. **Final Evaluation:** The intern will complete a **Comprehensive Evaluation** at the end of the internship assignment.
 - e. **Closing Session:** The Intern will participate in a closing session with the DIL and the Supervisor (if local). The closing session will focus on the written evaluations submitted by the Supervisor and the Intern.

Risk management for service learning

Introduction

This handbook is designed for use by students, organizations, supervisors, and Columbia Bible College (CBC) staff involved in the various Integrated Learning programs offered at CBC.

This handbook provides a risk management resource that will help conduct Integrated Learning experiences responsibly and to assist in the reduction or prevention of incidents to students, persons receiving service, organizations, third parties and CBC.

CBC desires to provide students and organizations with the necessary information to reduce risks related to the injury of service recipients, CBC students, other staff or volunteers of the organization, personal or organizational property, and CBC.

CBC further desires to inform organizations of their responsibilities regarding the involvement of CBC students in organized programs and to protect CBC from liability regarding student involvement in the community through Service Learning programs.

Responsible risk management is essential to provide a safe learning environment for students, and a profitable service to organizations and service recipients.

Risk management is not a one-time event. It is a process of adapting in response to changing circumstances. This process ensures that the Integrated Learning programs at Columbia Bible College will be regularly evaluated.

While the risk management information presented in this Handbook draws from the risk management practices used by other post-secondary institutions and organizations, it is designed specifically for the Integrated Learning program at Columbia Bible College.

Columbia Bible College desires that all organizations discuss and develop good risk management and liability policy and procedures. The Columbia Bible College Integrated Learning Department will provide organizations with the necessary information about risk management to benefit organizations in development of good risk management policy and procedures. Resources used to prepare this manual are listed at the end.

Liability

OVERVIEW. Columbia Bible College and organizations involved in Integrated Learning programs at CBC have various legal and moral obligations. [Volunteers can be] personally liable when they fail to perform a duty and cause a loss or injury. Organizations may also be liable if their actions contributed to an incident. But organizations may be liable even if they did nothing wrong. Under the concept of vicarious liability, an organization may be held liable for the action of a volunteer if the volunteer was under the control and direction of the organization and acting within the scope of his or her responsibilities when the incident occurred. For these reasons, it is very important that volunteers and organization clearly agree on volunteers' roles and responsibilities, and

the organization's policies and procedures. (The People's Law School, 2000, p.7)

Therefore:

- Be aware.
- Train all staff and volunteers to provide safe service.
- Protect and advocate for those receiving service.
- Responsibly care for Columbia Bible College students.
- Maintain an environment of safety for all.

Due to the wide variety of Integrated Learning activities in which students participate in, there are varying levels of risk, depending on the specific activity, and conditions at the time of the involvement.

Definitions

Incident, for the purposes of this handbook, is when an activity, as part of the Integrated Learning program at Columbia Bible College, results in loss or damage.

Risk is the possibility of suffering harm or loss; a danger. It is also a factor, thing, element, or course involving uncertain danger; a hazard (American Heritage Dictionary, 2000). Risk, in Integrated Learning, can involve personal injury and negatively affect mental, social, financial, ministry, business, and public relation aspects of the institution and the organizations involved.

Risk Factors are those elements that contribute to the likelihood of an incident occurring.

Risk Management, in the context of Integrated Learning at CBC, is "the formal process by which an organization establishes its

risk management goals and objectives, identifies and analyzes its risks, and selects and implements measures to address its risks in an organized fashion" (Mihalynuk and Seifer, 2003, p. 1). "It includes an ongoing and complex process of evaluating and minimizing inherent, enduring organizational risks — in this case, those of the academic institution, students, community agencies, community members and others involved in the service learning experience" (Mihalynuk and Seifer, p. 1).

Liability, for the purpose of Integrated Learning, is something for which a person or organization has legal responsibility or obligation.

Sexual Ethics

Columbia Bible College holds to the highest standards of integrity in the exercise of power in relationships. In particular, the area of professional sexual ethics should be given careful consideration.

The Role of Power

All relationships, professional or personal, involve a power imbalance of one sort or another. Imbalance in power is caused not just by a person's position of authority or leadership but also can be influenced by the person's age, gender, culture, educational level, etc. in relation to the other person. A power imbalance in a relationship is not abnormal nor negative. But it must be handled with wisdom and care to avoid any abuse of power. Handling power well means maintaining healthy boundaries in relationships. Setting and keeping healthy professional boundaries is always the responsibility of the person with greater power.

Internship typically places the student in the role of both leading and being led. The Internship Supervisor is in a position of power over the student while the student may also be

in a position of power over those they serve. Thus, the student is in a place where they could both abuse and be abused. Consequently, precautions should be taken. Students should:

- Be aware of the Risk Factors
- Be aware of whom you have power over & who has power over you
- Know & follow your organizations Risk Management Policy
- Maintain appropriate professional boundaries in language, emotional engagement, physical environment, body contact and thought life

Maintaining Boundaries

Often, misuse of power in a professional relationship starts gradually and escalates. Much like the proverbial frog in the pot of boiling water, it is easy not to recognize the danger until it is too late. Maintaining appropriate professional boundaries means recognizing and avoiding the Risk Factors. Risk Factors may be, but are not limited to, some of the following:

Environmental Risk Factors

- Meeting with someone of the opposite sex in a secluded and private area on or off the work site (e.g., a windowless room with the door closed)
- Meeting with someone of the opposite sex in an inappropriate and non-professional location (e.g., candle-lit restaurant, parked car, etc.)

Physical Risk Factors

- Unnecessary touching
- Hand holding
- Hugging
- Kissing

Emotional Risk Factors

- Giving of personal gifts
- Intimate sharing of personal issues

- Frequent contact outside of the professional environment

Language Risk Factors

- Comments, positive or negative, about body or appearance
- Dirty jokes
- Sexualized comments, texts, emails, etc.

Mental Risk Factors

- Sexualized thoughts
- Pornography

Reporting

In the event that a student witnesses or experiences sexual harassment or other abuses of power from someone at the Internship site, unless it involves the supervisor, the student should bring this to the attention of the Supervisor. Should the offender be the supervisor, the student is encouraged to report the situation to the IL Director.

Integrated Learning Placements

Integrated Learning students are involved in a number of service areas through Internship leadership training placements. Some of these placements may be considered high risk depending on the setting, responsibilities of the student, and the precautions set in place by the organization.

High Risk placements include, but are not limited to:

- Youth work in churches, para-church organizations, and community youth services
- Day care or preschools
- Counselling services for pregnancy centres, addiction facilities, recovery centres, counselling agencies, and crisis lines

- Community, church, and para-church children's programs
- Community support in senior's facilities, services for people with disabilities, prison visitation, chaplainry services
- Public and private education services in elementary, middle, secondary, and post-secondary institutions
- Church ministries in the area of Sunday school, pastoral assistance, care groups, study groups, visitation, worship, youth, families, and janitorial services
- Office assistance in the area of research, relief, or data entry
- Missions in the area of overseas or North American trip leadership or participation, local mission agencies, random acts of kindness, street ministry
- Outdoor leadership in the area of guiding, trip leadership, skill instruction
- Camp ministry in the area of skill instruction, cabin leadership, program directing, maintenance, food services, and administration
- Do you walk to your placement at night alone? Do you have access to a telephone? Do you arrive to or leave an unoccupied site?
- When doing activities are you taking all necessary precautions to minimize risk?
- When you drive others, do you consider that you are responsible for their safety?
- When on a hike, do you consider and prepare for all possible dangers?
- Do you and the people you are serving know the emergency procedures, fire exits, or other safety procedures or devices at your service learning site?
- If you suspect abuse of a child or other vulnerable person, do you know whom to call? Do you know what your responsibility is?
- If doing water sports, is there a certified lifesaver present?
- Do you have the proper training or qualifications to do your position?
- If you are doing any heavy lifting, repetitive tasks or working with hazardous materials, is there appropriate training and resources provided by the site managers?

Managing Risk

Safety for the Student

It is important to take time to survey the Internship site and evaluate on the basis of "Is the Internship site safe"? The following are some questions to consider:

- When working with children/youth/persons with special needs, is there adequate visibility; are there always at least two adults in the room?
- When in a counselling situation, are you working with someone of the same gender? If not, are there precautions in place so you can maintain confidentiality and still be visible to others?

Reducing Risk for the Organization

Insurance is only one way to manage risk and there are often limits to coverage. Taking steps to reduce risk is the best way to manage risk.

Here are some things to consider:

- What things at your site could be potential risks?
- What is the probability that something will go wrong?
- What is the seriousness of the risk?
- What can be done to lower the risk or eliminate the risk?

- Do you need to consider eliminating activities or doing repairs to minimize risk?
- Define roles and responsibilities of key personnel and implement reporting procedures during emergencies.
- Implement safety procedures.
- Post emergency services and contact numbers.

Texas A & M University has developed an Event Planning Matrix for event planning and risk management (Texas A & M University Department of Student Affairs, 2001).

Specific Guidelines

Guidelines for the Organization

An organization is defined as the supervising agency, church, public or private institution, or business that agrees to taking on a CBC Integrated Learning student.

Organizations must provide a safe and risk-free working environment for students (e.g. making sure students are not alone with children/youth, doors are open or rooms have windows, all safety precautions have been taken for high risk activities, etc.).

Organizations must provide students with the necessary information regarding the organization's functions, policies, and purpose, so the student is well aware of the reason for their placement.

The organization must provide the Integrated Learning Department and the involved student with a job description outlining the responsibilities and expectations of the CBC student. Internship students will have their job descriptions outlined in their Learning Contract.

Organizations must provide CBC students with reliable, competent, and qualified supervision.

Organizations are responsible to properly interview and select qualified and appropriate CBC students for their positions. CBC will only provide services as a connecting agency for students and organizations.

Organizations must ensure that students have the necessary qualifications, training and ability level for the positions (e.g. if a student is serving as a climbing instructor, they must have the necessary training/certification required).

Organizations must provide the student with the necessary information, orientation, training, supervision, and resources required for the position.

Organizations should ensure that the student is given a viable and challenging learning opportunity that is appropriate to the student experience.

CBC strongly recommends that organizations discuss liability issues related to having CBC students volunteer for the safety of the organization, the student, and those receiving the service. Consider the potential risks to the organization, the student, and service recipients.

Organizations should ensure that appropriate insurance covering all activities is obtained and maintained. Check that volunteers obtain and maintain appropriate insurance for their activities (e.g. car insurance).

Organizations should anticipate and prevent accidents before they occur by developing safety procedures and ensuring they are carefully followed.

The college is not responsible for costs related to organizational requirements. CBC encourages organizations to cover costs related to the service assignment. If the organization is unable to cover expenses, this must be negotiated with

the student before the start of the service assignment.

If students are required to have emergency training (first aid, outdoor leadership certifications, etc.) for their volunteer position, this must be made clear to the student before they begin. Any cost related to gaining or renewing certification is the responsibility of the student or organization.

CBC recommends that organizations require a criminal record check for all students working with children, youth, or persons with special needs.

If a criminal record check or training is required of the student, it must be clearly indicated on the application form and the organization should be willing to cover any related costs. (e.g. reimburse student expenditures).

CBC recommends organizations use written application forms, reference checks, personal interviews for volunteers, and signed volunteer agreements.

Organizations should keep accurate and up-to-date information on all Internship students. This information should be kept confidential and secured.

Guidelines for the Supervisor

A supervisor is the person who has been identified to the College as having responsibility to oversee and evaluate the CBC student.

All supervisors should read and be familiar with the guidelines for a supervisor as outlined in the Internship Supervisor Manual.

Supervisors should be available to the student for supervision and encouragement throughout the semester. For Service Practicum this relationship is informal; for Interns, it is a formal mentoring relationship.

CBC encourages that supervisors develop appropriate relationships with the students and encourage them in their participation in their specific service placement, schoolwork, employment, and personal lives.

Supervisors should inform the student of cancelled assignments in advance if possible.

Internship supervisors are expected to be honest in evaluation and provide adequate follow-up when assessing progress and addressing concerns.

CBC recommends that supervisors be of the same gender as the student. Where this is not possible, please ensure another leader, who is of the same gender as the student, is involved for mentoring.

Supervisors should strive to resolve any concerns that may arise in the student's relationships with supervisors, coworkers, service recipients, or other leadership. Integrated Learning staff should only become involved if the concerns persist.

CBC expects supervisors to respect the confidentiality of student's personal information and encourage students to respect necessary confidentiality of their placement.

Supervisors should ensure that when working with children/youth, CBC students should have another adult present.

CBC requires that students only mentor others of the same gender.

Guidelines for the Student

The student refers to any Columbia Bible College student enrolled in Internship. The following are guidelines for the student:

Students must follow the guidelines for the Integrated Learning process as stated in the Internship Student Handbook.

All students must have adequate medical coverage upon acceptance at Columbia Bible College. Students are responsible to ensure they are covered during the entire time of their program at CBC. If medical information is required for any placement, it is the responsibility of the student to provide it to the organization; CBC will not divulge any personal medical information about the student. Please see the CBC Application Package for more information.

Students are expected to respect the confidentiality of Columbia Bible College, the organization, other staff or volunteers, and service recipients.

Students are expected to inform and discuss with their supervisors all concerns about their placement, responsibilities, and situations. If necessary students should also discuss concerns with Service Learning staff.

Integrated Learning staff should be informed of all critical or emergency situations if the student is involved. Please see Emergency Procedures for more information.

Students should be open and honest at their placement from the beginning and seek honest feedback from supervisors and Integrated Learning staff.

Students are responsible to inform supervisors of anything that might hinder their ability to serve (disabilities, medical conditions, phobias, etc.).

Students must follow the expectations, guidelines and responsibilities as outlined by the organization.

Students in the Outdoor Leadership program at CBC have specific risk management and liability regulations for the profession. Students must abide by the risk management procedures and regulations as outlined in Columbia Bible

College Outdoor Leadership Manual and Risk Management for Outdoor Programs: A Guide for Students Enrolled in British Columbia (Province of British Columbia, 2003). OL Students will have access to these manuals through their program directors. Students in this program must ensure that if they are in a Integrated Learning placement related to outdoor leadership that their organization and supervisor have access and knowledge of the guidelines. Students must not work beyond their education, training, or certification level.

Guidelines for Columbia Bible College

The Integrated Learning department will serve as an information centre and coordination site for Integrated Learning opportunities.

The Integrated Learning department will ensure implementation of risk management policies and procedures.

Integrated Learning staff will give final approval for high-risk activities.

The Integrated Learning staff will communicate risk management policies and procedures for Integrated Learning programs to students and organizations.

Integrated Learning staff will keep record of incidents related to Integrated Learning experiences.

Columbia Bible College will ensure that documentation is kept safe and confidential.

Guidelines for Specific Situations

Caring for Children

When caring for children, organizations and students must use a high level of care as the

students and organization have received the trust of the parents/guardians to provide supervision and safety for the child in that context. It is the duty of the organization and students to:

- Supervise: protect from harm; amount of supervision required will depend on the age of the child and the context of the activity.
- Not abandon: continue caring for them until they are safely in the care of another person, specifically their parents or appointed guardian.
- Not use excessive force: some degree of force may be needed to protect the child or other people from the child, but should only be used as a last resort and only with prior knowledge and training in proper procedures. Force should never be used for disciplinary reasons.
- Not attract them to danger: Keep them in a safe place, away from dangerous objects or situations.
- Report child abuse: “In British Columbia, any person who has reasonable grounds to believe a child has been or is being abused by a family member, employee, volunteer or other person must report those suspicions to a child protection social worker” (The People’s Law School, 2000, p.5). If abuse is suspected, contact the Child Protection Offices in the area. If the child is in danger, contact the local Police, then the Child Protection Office (BC Ministry of Children and Family Development: TOLL FREE 310-1234)

(This information was adapted from The People’s Law School, 2000, pp. 2-7)

Providing Services to Adults with Special Needs

Vulnerable adults with special needs may be seniors, persons in medical care, or persons with disabilities. The responsibilities of the organization and students are the same as the

duties outlined for children. Three other duties apply:

- Accommodation: all reasonable efforts must be made to accommodate a person with a disability into a program or service normally available to the public.
- Consent: Speak directly to a person with disabilities, do not make assumptions about their wants or needs, and ask the person first before consulting parents or caregivers.
- Confidentiality: keep personal information private; information should not be released to anyone without permission (see your organization’s procedures for details).

(This information was adapted from The People’s Law School, 2000, pp. 7-8)

Giving Advice

Students may be in placements that require them to give advice, such as counselling, crisis lines, or even youth work. Students and organizations should be aware that if they provide bad information or advice, they could be held liable for the damage that results. Students required to give advice should be properly trained by the organization or through required prior education or experience before giving any advice.

(This information was adapted from The People’s Law School, 2000, p. 8)

Other Policies & Procedures

Communication

Open, frequent, and clear lines of communication are key to risk management. Organizations and students are able to contact the Integrated Learning Department should any questions, concerns or emergencies arise in the course of the Integrated Learning experience.

If a student is concerned about a service recipient, he/she should contact the supervisor; if necessary, the student should also contact Integrated Learning staff and any other appropriate authority (e.g. police).

If a student is concerned about a supervisor, that student should contact the Integrated Learning office. The Integrated Learning office will assist the student in contacting a higher level of authority in the organization.

If a supervisor is concerned about a student, they should contact the appropriate Integrated Learning office (Service Practicum or Internship).

If a student or supervisor is concerned about Integrated Learning staff, they should contact the Academic Dean at Columbia Bible College.

Orientation

Supervisors

A Supervisor's Manual for Internship is provided for Supervisors.

Students

CBC will provide students with information related to their requirements for Integrated Learning courses. Organizations are responsible for orientation related to the specific requirements and responsibilities of the position. Internship students complete an orientation class in which risk management will be discussed during their first semester of Internship.

Supervision

CBC will provide the administrative supervision for information, coordination of placements and students and course management.

Organizations are responsible to provide students with adequate, involved on-site supervision. CBC requires that supervisors meet

with students at least twice each semester to challenge and encourage the student.

Transportation

Transportation to and from placements is the responsibility of the student; Internship is considered an off-site class and CBC is not responsible for transportation for Integrated Learning assignments. Some organizations may choose to provide transportation; this must be arranged with the student.

Students are responsible to ensure their transportation (whether provided by the organization, themselves, or others) is safe and reliable. Students, who walk to assignments or take public transportation, should take necessary precautions to ensure their health and safety.

CBC does not encourage the use of student vehicles to transport people for the organization. In the event that students must use personal vehicles or a vehicle provided by the organization, it is the responsibility of the organization to ensure the driver has adequate insurance and the appropriate driving requirements. Organizations and students should screen drivers, follow safety precautions, develop and implement procedures for all drivers, ensure all vehicles are safe, and provide guidelines for passenger behaviour.

Insurance

Worker's Compensation Board

In some situations, organizations may apply to the Worker's Compensation Board to have volunteers included as workers for the purpose of on-the-job injuries. If the application is accepted, the volunteer will receive the same coverage as a regular employee.

If an organization is unable to get coverage from the Worker's Compensation Board,

volunteers may be able to have coverage through the organization's general insurance policy or through additional personal insurance.

For specifics on your situation, please contact the Worker's Compensation Board for detailed information.

Columbia Bible College

Columbia Bible College will carry adequate and current liability insurance to protect the

institution, the institutions' employees, students, and agents. This includes coverage for allegations of negligence on the part of the students while acting within the scope of their duties as they pertain to the school programs.

Organizations

Organizations should ensure they carry adequate and current liability insurance to cover all employees, volunteers (including CBC students) and service recipients.

EMERGENCY PROCEDURES

Emergency Preparedness

Emergency Contact Information

Police / Fire / Ambulance Emergency
9-1-1

Other Emergency Services

Abbotsford Police Department (non-emergency)

604-859-5225
1-800-898-6111
or text ABBYPD (222-973)

Abbotsford Fire Department (non-emergency)
604-853-3566

Abbotsford Regional Hospital
604-851-4700

Child Protection Services (Abbotsford)
604-870-5880

Ministry of Children and Family Development
604-870-5888

Kids Help Phone
1-800-668-6868

Crime Stoppers/TIPS
1-800-222-8477

Abbotsford Emotional Crisis Centre
604-852-9099

Poison Control Centre (Abbotsford)
1-800-567-8911

Fraser Valley Pregnancy Centre
604-856-9151

* Note: all services are those in the Abbotsford area. For outside Abbotsford please consult the front page of the phone book for local emergency numbers

Columbia Bible College Campus Assistance
604-853-7010

Fire

All Fires must be reported immediately. CALL 911.

If you discover a fire:

- Activate the fire alarm.
- Notify the Fire Department: Call 911.
- Fight the fire, only if it is small, using a fire extinguisher (See instructions below).
- Assist children or persons needing assistance to a safe area.
- Report details to fire department officer.

If you hear the fire alarm:

- Notify the Fire Department: Call 911. Tell them what you know (e.g. alarm is going and tell them whether you see smoke/flames or not).
- Evacuate the building(s).
- Fight fire only if it is small (See instructions below).
- Report details to Fire Department Officer.

Fire Safety Tips:

Keep low to the ground where there is more fresh air.

Feel the door for heat. If the metal knobs or door are hot, do not open the door. Go to a window and call for help. Do not jump from heights.

If you are able to exit your room, close the door behind you, pull a fire alarm if you pass one and go to the predetermined roll call location.

DO NOT use elevators to exit a building.

Directions for using a fire extinguisher:

- Pull: Pull the pin.
- Aim: Always aim at the base of the fire using the nozzle provided.
- Squeeze: Activate the fire extinguisher by squeezing the handle.
- Sweep: Move from side to side in a sweeping motion, watching to make sure

flames do not start up again. Break up any clumps of burnt materials to ensure the fire is fully extinguished (back away from the fire when it has been put out).

Injury

In the event of serious injury to the student, other staff/volunteers, or service recipients, the student should:

Call 911 immediately IF:

- the person is unconscious;
- has trouble breathing; has chest pain or pressure;
- is bleeding severely;
- appears to have been poisoned;
- has injuries to the head, neck or back;
- has had a seizure (prolonged);
- has fallen (from considerable height).

Give the following information:

- Your full name & status
- Nature of emergency
- Exact location of emergency.

Next Steps:

- Send someone to meet the ambulance & show them where to go.
- Notify your supervisor and parent or guardian if necessary.
- Follow emergency procedures of the organization.
- Contact the Student Development Office and the Integrated Learning Department if a CBC student is injured or affected) by calling Campus Assistance.
- Complete any necessary paperwork for the organization (incident reports, etc.).

- Complete a CBC incident report online.

In the event of a non-serious injury to the student, other staff/volunteers, or service recipients, the student should:

- Obtain the necessary medical assistance (Call 911 for emergencies).
- Follow guidelines of the organization.
- Notify your supervisor.
- Complete any necessary paperwork for the organization (incident reports, etc.).

Motor Vehicle Accident

In the event of a car accident the student should:

- Call 911 for all emergencies.
- Contact your insurance provider if there is damage to vehicles.
- Contact CBC if a student is unable to return to campus, is hospitalized, or unable to attend classes due to injury or other situations related to the accident.
- Give appropriate notification to Student Development staff and faculty.
- Follow any guidelines in place for the organization.
- Complete any necessary paperwork for the organization (incident reports, etc.).
- Complete a CBC incident report online.

Hospitalization

If a student requires hospitalization, students should use the following guidelines:

Follow emergency procedures above.

- Notify your supervisor and follow guidelines of the organization.
- Contact CBC to inform them of your situation.

- Complete any necessary paperwork for the organization (incident reports, etc.).
- Complete a CBC incident report online.

Follow-Up

Follow up is an important step after an incident occurs. In the event of an incident, students should notify the Service Learning Department and their supervisor. The situation should be discussed and steps be put in place to lessen the chance of that situation happening again. Integrated Learning personnel, and other CBC staff or faculty, are available to meet with supervisors and students if necessary.

Students have access to counselling and wellness services through the Student Care and Career Centre at CBC. Counsellors are able to provide referrals if necessary.

RESOURCES

- A Safe, Positive Community for All.* Columbia Bible College. <https://www.columbiabc.edu/cs/safe-community>.
- Centre for Sport and Law. <http://www.sportlaw.ca>. 2004.
- Dawson, A. and Kehler, R. *Take Care: Church Policies and Procedures for the Prevention of Child Abuse.* Mennonite Church British Columbia, 2003.
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- FaithTrust Institute. <https://www.faithtrustinstitute.org>.
- Government of B.C. *Workers Compensation Act.* Queen's Printer, 2004.
- Integrated Learning Department. *Internship Student's Manual.* Columbia Bible College, 2020.
- Integrated Learning Department. *Internship Supervisor's Manual.* Columbia Bible College, 2020.
- Integrated Learning Department. *Service Practicum Student Handbook.* Columbia Bible College, 2020.
- Integrated Learning Department. *Service Practicum Supervisor Handbook.* Columbia Bible College, 2020.
- Jung, Patricia B, and Darryl W. Stephens, editors. *Professional Sexual Ethics: A Holistic Ministry Approach.* Fortress Press, 2013.
- Ministry of Advanced Education. *Risk Management for Outdoor Programs: A Guide for Students Enrolled in British Columbia.* Province of British Columbia, 2003.
- Ministry of Advanced Education. *Risk Management for Outdoor Programs: A Handbook for Administrators and Instructors.* Province of British Columbia, 2003.
- Non-profit Risk Management Centre. <http://www.nonprofitrisk.org>
- People's Law School, The. *Volunteers and the Law: A guide for volunteers, organizations and boards.* <http://www.publiclegaled.bc.cavolunteers/>, 2000.
- Public Entity Risk Institute. <http://www.riskinstitute.org>.
- Risk Management Resource Centre. Risk Management Basics. <http://www.eriskcenter.org/erisk.htm?pid=108>, 1999.
- Sacred Trust: Fostering Safe Space in Congregations.* Mennonite Church Eastern Canada. <https://mcec.ca/sacredtrust>.
- Sanderson, G. "Managing Risk for Programs and Volunteers". *At Risk*, Vol. 1. <http://www.fin.gov.bc.ca/PT/rmb/atros/vol1liss1art3.shtml>, July 1994.

Student Development Department. *Student Handbook*. Columbia Bible College, 2018.

Understanding Sexual Abuse by a Church Leader or Caregiver. Mennonite Central Committee, 2011.

Volunteer Vancouver. City of Vancouver. www.volunteervancouver.ca

Contact Us

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