

INTERNSHIP MANUAL

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INTRODUCTION TO INTERNSHIPS

INTERNSHIP COURSE

Welcome to Columbia Internships!

Columbia's mission is: "Preparing people for a life of discipleship, service and ministry."

An important part of that preparation is providing students opportunities for practical training under the supervision of experienced leaders who are willing to instruct them with knowledge and to teach them the skills they will need for their future vocations.

Columbia is committed to working closely with churches and organizations who share our goal of equipping young people to serve and lead in our communities. Thank you for your interest to partner with Columbia Bible College in this way.

Internship is a requirement for all students enrolled in one of Columbia's four degree programs.

PHILOSOPHY OF INTERNSHIPS

The Internship experience provides students with hands-on training, which is an integral part of the learning process at Columbia Bible College. Under an approved Supervisor, interns receive in-the-field exposure, training and experience in a practical work environment.

Columbia encourages internships to be a mentoring experience. This means that the placement supervisor should take an

interest in developing the intern beyond simply supervising their work. The success of internship often depends largely on the nature of the relationship between the intern and the placement supervisor.

While actual work experience is a crucial component to each internship, regular feedback and time for reflection are key to the internship program. The student should not simply get work experience, but supervised work experience that makes space for the student to learn and grow through this experience.

INTEGRATED LEARNING

Internships are a component of the Integrated Learning program at Columbia Bible College, which equips our degree program students to integrate their learning in practical ways. The following are key areas of integration:

Learning to implement knowledge and skills into everyday practices which were gained from the classroom and from study.

Learning to reflect on work experiences and connect them to theory, including theological reflection.

Learning to explore and express ideas with others in a work or volunteer environment.

Learning to assess their value system and assumptions about life, people, and work.

Learning to experience personal growth or professional development, and finding a healthy balance between the personal and professional.

Learning to assess giftedness and skills and to discern suitable paths to pursue for the future.

PLACEMENT AND CREDITS

Internship Placements

Churches and organizations that have never had a Columbia intern previously should first seek to be approved as a placement by the Director of Integrated Learning (see placement criteria below). Students should only proceed with a potential placement supervisor after the placement has been approved and when the student has completed all prerequisites. The prerequisites for internships are the completion of EXPL 101,102,201,202 Service Practicum, LDRS 101 Intro to Leadership, 75 hours of college credit, and Internship Orientation.

Internship Credit Hours

Columbia Internships require a minimum of 300 work hours over a minimum of 15 weeks (maximum 30 weeks unless there is an increase of total work hours). These requirements are the same whether a student is fulfilling the previous curriculum which requires 4 credit hours, or the new curriculum which requires 3 credit hours. The Church Ministry degree requires 6 credit hours of internship (see Director of Integrated Learning for more information).

Normal tuition rates apply to internship credit hours. Final grades for interns will be based on the placement supervisor's final evaluation, the intern's reports, and the final comprehensive paper (see syllabus for more details).

FINANCES

While the church or agency is not obligated to remunerate the Intern for work performed, the student's monetary needs should be considered. Churches and agencies are encouraged to subsidize the student's internship fees. When the Internship is a full-time summer assignment, the student's earning power is limited, and since in most cases, the student is planning to return to college for the following semester, financial assistance for the summer months is essential.

The church or agency is expected to provide full room and board when the intern is full time during the summer months (when applicable) and to pay for expenses that are incurred as a result of assignments given the intern.

The Supervisor and Intern should clarify the financial arrangements pertaining to the internship assignment before completing the Learning Contract.

INTERNSHIP PROCESS

1. ORIENTATION

Students attend the Internship Orientation prior to the semester they plan to do their internship. The student may not begin an internship prior to attending the orientation. Students who were unable to attend orientation before their desired internship start date should immediately schedule a meeting with the Director of Integrated Learning.

2. MEETINGS

Students are required to schedule a meeting with their Program Director following the Orientation, as well as the Director of Integrated Learning. The meeting with the Program Director helps to direct the student toward an internship that meets the requirements of their program and to the vocational goals of the student. The meeting with the Director of Integrated Learning helps to confirm the direction the student is taking and to approve various placement ideas that meet Columbia's Internship requirements.

3. REGISTRATION

Students register and pay for internship credit based on the semester that the internship officially begins. The credits remain "Incomplete" until all the internship requirements have been completed.

4. LEARNING CONTRACT

Once a placement has been confirmed, the student will meet with their assigned placement supervisor to complete the Learning Contract. The internship placement is not final until the Learning Contract is submitted and approved by the Program Director and the Director of Integrated Learning. Students may not begin working at their desired internship placement prior to the approval of the Learning Contract.

5. REPORTS

Interns and Supervisors will submit three reports throughout the duration of the internship. The three report due dates will be determined by the Intern and Supervisor in the Learning Contract. The *Orientation Report* should be submitted within the first three weeks of the internship start. The *Midway Report* should be submitted approximately halfway through the internship. The *Closing Report* should be submitted in the last week of the internship, prior to the Closing Interview.

[Report Link for Interns](#)

[Report Link for Supervisors](#)

6. CLOSING INTERVIEW

A Closing Interview is scheduled at the conclusion of the internship. The Intern is required to schedule this together with the Supervisor and the Director of Integrated Learning. This meeting helps to bring the internship experience to an end by spending some time reflecting on the internship experience and the learning outcomes. The Closing Interview will be 30-60 minutes in duration and should be scheduled for the last week of the internship, or no later than two weeks after the internship end date.

7. REFLECTION PAPER

Interns and Supervisors will agree on a reading assignment that totals 500 pages (proposed and approved in Learning Contract). Learnings and insights from this reading, together with a comprehensive reflection of the internship experience, will be the basis for the Reflection Paper. This paper will be due no later than two weeks after the internship end date and can be emailed to the Director of Integrated Learning.

8. COMPLETION

The final grade is submitted to the Registrar's office following the Closing Interview and once all assignments have been submitted. If an internship placement runs for more than one semester, the student's transcript will show an "Incomplete" until all of the course requirements have been completed.

PLACEMENT CRITERIA & APPROVAL

PLACEMENT CRITERIA

The church, organization or business can qualify as a Columbia Internship Placement if it meets the following criteria:

1. Suitability: The internship placement must meet the needs of the student's learning and vocational goals based on the student's program major. The work assigned in the internship should have a direct link to the student's area of study and provide an opportunity for the student to engage in reflective practice in key areas of learning from their program major.

2. Supervision: The internship placement must have a supervisor who is qualified and approved by Columbia. The supervisor must have the necessary education or experience to mentor the intern in their specific work and provide feedback for the student to learn and grow through the internship experience.

3. Capacity: The internship placement must have the capacity to provide a minimum of 300 hours of work for the intern (placements may ask the intern to agree to more), over a minimum of 15 weeks (maximum 30 weeks unless increasing total hours). The work assigned should be meaningful work, preferably a role that already exists and will keep the intern busy, as opposed to a new role where the intern may not have much to do much of the time.

4. Compatibility: The internship placement should be an organization approved by Columbia. While we realize not all internships will be in organizations that fully align with CBC convictions, the setting should be in an organization that does not actively advocate for beliefs and practices that are contrary to those of CBC.

PLACEMENT APPROVAL

When a Columbia student begins thinking about internship possibilities, they should request to attend the Internship Orientation and to meet with their Program Director and the Director of Integrated Learning. These meetings will be helpful to guide the student's thought process and selection of available opportunities.

It is up to the student to find their own internship placement (students are not "placed" into internship assignments by Columbia). The Director of Integrated Learning and the student's Program Director will provide ideas, encouragement, and contact information (where possible), and will also clarify guidelines so that students know what they should be looking for.

When a student requests an internship with an organization and/or supervisor that has no prior experience with Columbia's internship program, the student will pass

along contact information in order for the potential supervisor to meet in person or online with the Director of Integrated Learning. In this introductory meeting, the Director of Integrated Learning will have an opportunity to clarify expectations and answer any questions they may have regarding Internship requirements. Not all organizations meet the criteria to qualify as internship placements, and it is better to find this out early.

Placements are approved by the Director of Integrated learning. After these initial steps have been taken the placement and supervisor will be approved if they meet all of the criteria.

RISK MANAGEMENT FOR INTEGRATED 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 Integrated Learning courses.

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 courses 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 courses 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 courses 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 courses 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 Practicum 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 Associate.

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

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?
- 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 integrated 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?

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 or attached to 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 Integrated 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 an 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 courses 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 programs. 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; Integrated Learning 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 Integrated 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.
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- Integrated Learning Department. *Internship Student's Manual.* Columbia Bible College, 2020.
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- Integrated Learning Department. *Service Practicum Student Handbook.* Columbia Bible College, 2020.
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- 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.
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- 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

WHO WE ARE

Integrated Learning is the department at Columbia Bible College that oversees both the Service Practicum and Internship programs.

Service Practicum is the practical field education component in which all students in their first and second year participate.

Internship is the practical field education component completed by all BA graduates in their third and/or fourth.

CONTACT US

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