



Social Work 9805A (570/571)
Administration and Supervision
Fall 2021

Instructor Information:

Professor:	Dr. Rosemary Vito	Office #:	LH210
Email:	rvito4@uwo.ca	Phone:	4380

Office Hours:

Given current health conditions and limitations of office space, office hours will be conducted via zoom or phone during the following times:

Section 570, Thursdays 11:30 a.m.-12:00 p.m., 1:00-1:30 pm, see zoom links on OWL

Section 571, Thursdays 1:30 p.m.- 2:30 p.m., see zoom links on OWL

Or by email appointment. I will try to return a response within 48 business hours

Class Times and Location(s):

Day and Time:	Section 570, Thursdays, 8:30-11:30 am;	Room:	BH107
	Section 571, Thursdays, 2:30-5:30 pm	Room:	W176

Calendar Description:

This course will prepare graduate students with theoretical knowledge and practice skills related to social work professional leadership and administration, reflective clinical supervision, and organizational environment analysis, within the context of social and human service organizations and a diverse society.

Prerequisite(s): Registration in the Master of Social Work program or a Letter of Permission from the School of Social Work

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Mandatory Use of Masks in Classrooms

Students will be expected to wear triple layer non-medical masks at all times in the classroom as per College policy and public health directives. Students who are unable to wear a mask for

medical or religious reasons must seek formal accommodation through Accessibility, Counselling, and Student Development at acsd@uwo.ca.

Students are expected not to eat or drink while in class to ensure masks stay in place. Students will be able to eat and drink outside of the classroom during scheduled breaks. Students unwilling to wear a mask as stipulated by College policy and public health directives will be referred to the Dean of Students, and such actions will be considered a violation of the student Code of Conduct.

Contingency Plan for an In-Person Class Pivoting to 100% Online Learning

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online synchronously (i.e., at the times indicated in the timetable). The grading scheme will not change. Any remaining assessments will also be conducted online as determined by the course instructor. More information will be provided as appropriate

Course Description:

This course is intended to prepare students at the graduate level to understand the theoretical and structural underpinnings of administration and supervision in social and human services organizations and to examine a variety of issues from the supervisor's point of view. Major areas to be examined in this course include (1) appreciating the role of leadership; (2) identifying reflective clinical supervision of direct practice in individual, family, and group settings; and (3) analyzing the practice environment of an organization in the context of a larger diverse society. After this course, students are expected learn both knowledge and skills in professional leadership, social work supervision, and to become a competent and reflective supervisor in social services and human service organizations.

Learning Outcomes:

At the conclusion of this course students will be able to:

1. Strengthen their ability to provide leadership and promote sustainable changes in service delivery and practice, to improve the quality of social services.
2. Increase their awareness of values and importance of diversity in social and human service organizations. Recognize the extent to which an organization's culture, structure and values may oppress, marginalize, create or enhance privilege and power.
3. Understand the major concepts and theories (e.g. supervision models, leadership theories, organizational analysis) and ability to apply these theories in administration and clinical supervision.
4. Demonstrate ability to critically analyze the socio-historical-political contexts from which management theories and perspectives originated and understand their relation to the social work profession.
5. Ability to integrate and apply multiple management perspectives and organizational theories using varying learning formats through both oral presentations and written assignments.

Course Materials and Use:

All course materials will be posted on the OWL website (<https://owl.uwo.ca>), which is accessible to all students registered in this course. This includes the course syllabus, link to required readings (placed on reserve at the library), pre-recorded weekly lectures, pre-recorded guest speakers, assignment descriptions and marking rubrics (under the Assignments tab). The OWL will also be used for weekly updates in the form of Announcements. Please note that these course materials have been developed by me and are my intellectual property. They are intended for your use only as students in this course and they are not to be shared with anyone else without my prior written consent. The pre-recorded lectures and guest speakers are available if you miss an in-person class or want to review content. They are intended for your use only as students in this course and they are not to be shared with anyone else. Recording of lectures or presentations without my explicit consent is grounds for academic discipline.

Course Expectations:

This course begins on Thursday September 8 and continues until Thursday December 8, honouring all important dates derived from University approved guidelines and academic policies (<https://www.kings.uwo.ca/current-students/academic-resources/academic-dates-and-events/>). Throughout the course you are expected to be present and to interact regularly with other students, and with me, as your instructor. The course is designed with self-paced elements and interactive opportunities for community learning. This work will happen during large and small group discussions in class. Each student brings their own knowledge, experience, and interests to our learning community, which we will build on with course materials. You are each responsible for your own learning progress and for contributing to our learning community through participation in all course activities and assessments.

Learning Culture

We will collaboratively create a learning culture where everyone is heard and respected. To facilitate this, during the first class we will develop a mutual learning contract to follow during the course. We will discuss class expectations to facilitate a respectful culture, such as listening to one another's opinions, appreciating differences, maintaining an open and non-judgmental attitude, engaging in constructive dialogue and feedback, asking clarifying questions to develop understanding, and maintaining confidentiality of personal and case information. We will strive to recognize and support all equity-deserving groups and value differing identities and intersectionality. All students are expected to engage in a professional and respectful manner during interactions with peers and communication with the instructor. Failure to do so will result in academic discipline.

Methods of Instruction

I will teach this course from an adult education approach, using a variety of instructional methods to meet your different learning needs. Methods will include interactive lectures (also pre-recorded), small and large group discussions, practice exercises and case scenarios, videoclips, individual readings and reflection, guest speakers (also pre-recorded) and student presentations. Each week there are at least two well chosen readings to highlight the topic for discussion. You are expected to read and reflect on all required readings and to actively participate in group discussions each week.

I welcome your ongoing feedback during the course; please feel free to post questions and let me know if there are ways that I can make this course more responsive to your learning needs. I am available for consultation by email at any time, or virtually by zoom during office hours/appointment, to discuss course materials, assignments or other questions that may arise.

Required Readings and Recommended Books: All required journal articles and some book chapters have been placed on course reserve at the library; they can be accessed online through OWL. There are also optional readings each week, which may help with your assignments.

Required:

Davys, A., & Beddoe, L. (2010). *Best practice in professional supervision*. London, UK: Jessica Kingsley Publishers.

Recommended:

Rofuth, T.W., & Piepenbring, J.M. (2020). *Management and leadership in social work. A competency-based approach*. New York, NY: Springer.

Lewis, J.A., Packard, T.R., & Lewis, M.D. (2012). *Management of human service programs* (5th ed.). Belmont, CA: Brooks/Cole.

Evaluation:

There are three major assignments in this course that follow the major areas of focus: supervision, leadership, and organizational analysis and change. You will have an opportunity to integrate your practice experience and critical reflection with class readings, lectures and group discussion for each assignment.

1. **Reflective Supervision Paper:** In this paper you will have the opportunity to integrate your practice experience of supervision and the guest speaker's presentation with critical self-reflection and analysis using relevant literature. This paper has four main components, following the adult learning model (ERGA). For each of the four sections, you will be expected to support your key points by integrating the weekly readings and lectures, along with class discussion and/or the guest speaker where relevant.

In this paper you will include the following:

- a. **Experience:** You will describe a previous supervisory experience (based on your work or placement). This will include the nature of the agency*, the type, functions, and models of supervision, strengths and challenges.
- b. **Reflection:** You will reflect on how you responded to your supervision experience. How did this supervisory experience impact your social work practice with clients and/or colleagues, your wellness and professional development?
- c. **Generalization:** You will discuss what new learning you have gained. What shifts in thinking, prior assumptions and/or new knowledge occurred? How does this learning relate to the supervision literature, social work values, ethics and diversity?
- d. **Application:** How will you apply this new learning to your social work practice going forward? Why is it important to address supervision issues in your agencies, including the broader external context?

*use pseudonym to protect agency/supervisor confidentiality and anonymity

Writing requirements: Each section should be approximately 2.5 pages, for an overall 10-12 pages maximum. Proper APA (7th edition) WORD format (title page, double spaced, 12-point Times New Roman font, 1" margins). Proper writing style (introduction, conclusion, concise paragraphs, headings for each section) and form (correct spelling, grammar, punctuation).

References: minimum 10 relevant and current (within 10 years) references from human/social service literature. At least half should be from class readings and lectures, as evidence of completion. In text citation and separate reference page using APA 7th edition format

Due: Friday, October 8 before midnight in OWL

Mark: 30%

2. **Leadership Self-Assessment and Transition:** In this paper you will have the opportunity to thoroughly assess your leadership ability, noting both strengths and areas for improvement. This paper has 2 main sections, and for each section, you will be expected to support your key points by integrating the weekly readings and lectures, along with class discussion and/or the guest speaker where relevant.
 - a. **Leadership Self-assessment:** You will discuss and analyze the results of your leadership surveys and emotional intelligence. You will relate these results to the five practices of exemplary leadership and relevant leadership models.
 - b. **Transition to Leadership:** You will discuss how you can make the transition to leadership. You will integrate your own experience, diversity aspects/social location/positionality, human service management competencies (NSWM), leadership development and broader challenges.
 - c. **Writing requirements:** Each section should be approximately 5-5.5 pages, for an overall 10-12 pages maximum. Proper APA (7th edition) format (title page, double spaced, 12-point Times New Roman font, 1" margins). Proper writing style (introduction, conclusion, concise paragraphs, headings for each section) and form (correct spelling, grammar, punctuation).
 - d. **References:** minimum 10 relevant and current (within 10 years) references from human/ social service literature. At least half should be from class readings and lectures, as evidence of completion. In text citation and separate reference page using APA 7th edition format.

Due: Friday, October 29 before midnight in OWL

Mark: 30%

3. **Group Case Presentation-Organizational Analysis and Change:** Class will be divided into 6 groups of 3-4 (based on chosen topic). Your group will develop and respond to an organizational dilemma based on a real-life topic.* Your group will have 3 main tasks.
 - a. Analyze the practice environment of the organization. This includes agency context, organizational type/culture, leadership required, readiness to change, internal and external challenges.
 - b. Design an organizational change strategy to address your dilemma. Use Lewis' 7-step (or similar) change model.

- c. Present your work to the class (live with powerpoint slides). You will assume leadership roles and effectively engage the class as organizational members and facilitate discussion in the group forums

Group presentations will be a maximum of 30-35 minutes with 10-15 minutes discussion. You will present and facilitate discussion “live” on zoom. Groups will be given virtual class time during weeks 8-11 to work on these group projects, with instructor assistance. Each group member is expected to participate equally in the preparation and delivery of the group presentation.

Each group will prepare a point-form outline of their presentation (max 2 pages, typed). One group member will submit this outline on OWL by Fri. Nov. 19 before midnight, for instructor review and feedback. After the group presentations, you will each complete an individual reflection on group process**. You will submit this reflection on OWL after your presentation on Thurs. Nov. 25 or Dec. 2 before midnight. Please also submit your powerpoint slides on OWL. Groups will be marked based on the content and delivery of your presentation, your incorporation of relevant material from class readings and lectures, your ability to engage the class, your ability to work effectively together as a group**, and your ability to incorporate instructor feedback.

*Sample topics will be provided by the instructor in class. Your group can develop a different topic if preferred, in consultation with the instructor.

**The instructor reserves the right to vary the grade of any student who does not provide an equal contribution i.e. actively contributing to group content, presentation and discussion (based on group feedback and instructor observation). Marks for presentation delivery may also vary individually

Due: Thurs. Nov. 25 & Dec. 2 (in-class with powerpoint slides)

Mark: 30%

4. **Contributions to Learning:** You will be expected to participate in large and small group discussions and answer the questions that correspond to the lecture each week. You are also expected to contribute to case scenarios, practice sessions, and activities. This mark includes participation in all lessons (weeks 1-11). Your mark will reflect your consistent participation and quality of each contribution.

Due: weekly during class

Mark: 10%

Course Schedule:

Week 1 – September 9

Topic: Welcome and Introduction to the course

Welcome exercise to get to know each person. Introduction to the class, overview of course syllabus, expectations, assignments, marking, weekly topics, readings. Selection of topics and small groups for case presentations. Discussion of a respectful class environment and develop mutual learning contract.

Required reading:

Vito, R., & Schmidt Hanbidge, A. (2021): Teaching social work leadership and supervision: Lessons learned from on-campus and online formats. *Journal of Social Work Education*, DOI: 10.1080/10437797.2021.1932650

Week 2 – September 16

Topic: Social Work Supervision

This class will focus on understanding the importance of social work supervision, the main functions, types and models of supervision, supervision guidelines and performance evaluation, and the challenges of transitioning to a supervisory role. There will be a pre-recorded video of a guest speaker discussing their supervisory practice. You will also have an opportunity to reflect on your supervisory experiences.

Required readings:

Davys, A., & Beddoe, L. (2010). Approaches to professional supervision. In *Best practice in professional supervision* (pp.24-49). London, UK: Jessica Kingsley Publishers.

Davys, A., & Beddoe, L. (2010). The supervision relationship. In *Best practice in professional supervision* (pp.50-68). London, UK: Jessica Kingsley Publishers.

Optional resources:

Hair, H.J. (2013). The purpose and duration of supervision, and the training and discipline of supervisors: What social workers say they need to provide effective services. *British Journal of Social Work*, 43, 1562-1588.

Rapisarda, C.A., Desmond, K.J., & Nelson, J.R. (2011). Student reflections on the journey to being a supervisor. *The Clinical Supervisor*, 30, 109-123.

Bogo, M., & McKnight, K. (2005). Clinical supervision in social work: A review of the research literature. *The Clinical Supervisor*, 24(1/2), 49-67.

Week 3 – September 23

Topic: Reflective Supervision Models/Skills

This class will focus on developing reflective supervisory knowledge and practice skills, integrating social work values and ethics, and diversity perspectives. There will be a video to watch and you will have opportunities to practice reflective questioning techniques in pairs with instructor assistance.

Required readings:

Rankine, M. (2017). Making the connections: A practice model for reflective supervision. *Aotearoa New Zealand Social Work*, 29(3), 66-78.

Davys, A., & Beddoe, L. (2010). A reflective learning model for supervision. In *Best practice in professional supervision* (pp.88-105). London, UK: Jessica Kingsley Publishers.

Optional resources:

Davys, A., & Beddoe, L. (2010). Skills for supervision. In *Best practice in professional supervision* (pp.130-157). London, UK: Jessica Kingsley Publishers.

Beddoe, L. (2016). Supervision in social work in Aotearoa New Zealand: Challenges in changing contexts. *The Clinical Supervisor*, 35(2), 156-174.

Collins-Camargo, C., & Millar, K. (2010). The potential for a more clinical approach to child welfare supervision to promote practice and case outcomes: A qualitative study in four states. *The Clinical Supervisor*, 29, 164-187.

Week 4 – September 30

Topic: External/Systemic Challenges on Supervision

This class will focus on developing a critical awareness of the socio-economic, political, and systemic challenges of social work supervision, the threats imposed by new managerialism, and the need for leadership and broader structural support. There will be a SW school representative discussing the opportunities and steps to become field instructors (also pre-recorded). You will have an opportunity to discuss constraints on your supervisory experience.

Required readings:

Davys, A., & Beddoe, L. (2010). Promoting professional resilience. In *Best practice in professional supervision* (pp.177-195). London, UK: Jessica Kingsley Publishers.

Davys, A., & Beddoe, L. (2010). The organizational context of supervision. In *Best practice in professional supervision* (pp.69-87). London, UK: Jessica Kingsley Publishers.

Optional resource:

Vito, R. (2015). Leadership support of supervision in social work practice: Challenges and enablers to achieving success. *Canadian Social Work Review*, 32(2), 151-165.

Noble, C., & Irwin, J. (2009). Social work supervision: An exploration of the current challenges in a rapidly changing social, economic and political environment. *Journal of Social Work*, 9(3), 345-358.

Mor Barak. M.E., Travis, D.J., Pyun, H., & Xie, B. (2009). The impact of supervision on worker outcomes: A meta-analysis. *Social Service Review*, 83(1), 3-32.

Week 5 – October 7

Topic: Leadership in Social Work

This class will focus on understanding the history, debates, definitions, models and theories related to social work leadership, using a theoretical framework. There will also be a pre-recorded video of a guest speaker discussing their leadership practice .

Required readings:

Peters, S.C. (2018) Defining social work leadership: a theoretical and conceptual review and analysis. *Journal of Social Work Practice*, 32(1), 31-44

Vito, R. (2018). Social work leadership revisited: Participatory versus directive approaches during service system transformation. *Journal of Social Work Practice*. DOI: 10.1080/23303131.2019.1614852

Optional resources:

Lewis, J.A., Packard, T.R., & Lewis, M.D. (2012). Leading and changing human service organizations. In *Management of human service programs* (5th ed., pp. 234-247). Belmont, CA: Brooks/Cole.

Fisher, E. (2009). Motivation and leadership in social work management: A review of theories and related studies. *Administration in Social Work*, 33, 347-367.

Lawler, J. (2007). Leadership in social work: A case of caveat emptor? *British Journal of Social Work*, 37, 123-141.

***Individual Reflective Paper on Supervision due Friday Oct. 8 before midnight (submit to OWL)**

Week 6 - October 14

Topic: Leadership Styles and Skills

This class will focus on developing an appreciation for the leadership role in human service organizations, leadership styles and practices, emotional intelligence, the transition involved in becoming a manager, leadership skills and competencies, and Indigenous leadership and innovation. You will have an opportunity to assess your own leadership style, skills, vision, values, and EI. *Do leadership surveys ahead (see lecture)

Required readings:

Kouzes, J., & Posner, B. (2012). When leaders are at their best: The five practices of exemplary leadership. In *The leadership challenge* (pp. 9-40). San Francisco, CA: Wiley.

Austin, M., Regan, K., Gothard, S., & Carnochan, S. (2013). Becoming a manager in non-profit human service organizations: Making the transition from specialist to generalist. *Administration in Social Work*, 37, 372-385.

Optional resources:

Hassan, A., & Wimpfheimer, S. (2015). *Human service management competencies*. Retrieved from the Network for Social Work Management website: <https://socialworkmanager.org/competencies/>

Vito, R. (2019). How do social work leaders understand and ideally practice leadership? A synthesis of core leadership practices. *Journal of Social Work Practice*. DOI: 10.1080/02650533.2019.1665002

Archie, K.A., & Bolduc, J. (2018). An invitation to explore Indigenous innovation. *Stanford Social Innovation Review*, Winter, 10.

Morrison, T. (2007). Emotional intelligence, emotion and social work: Context, characteristics, complications and contribution. *British Journal of Social Work*, 37, 245-263.

Week 7 – October 21

Topic: Current Leadership Challenges

This class will focus on developing a critical awareness of current leadership challenges in human services, including diversity (gender, culture, language), and the lack of leadership development in the social work profession. You will have an opportunity to discuss leadership constraints in your practice experiences.

Required readings:

Alimo-Metcalfe, B. (2010). An investigation of female and male constructs of leadership and empowerment. *Gender in Management*, 25(8), 640-648.

Vito, R. (2018). Leadership development in human services: Variations in agency training, organizational investment, participant satisfaction, and succession planning. *Human Service Organizations: Management, Leadership & Governance*, 42(3), 251-266.

Optional resources:

Gross, (2017). Leadership and characteristics of working in minority setting. In A-M Spera & C. Rykelyk, 2017, *CASWE-ACFTS Principles 10 and 12 Toolkit*. Retrieved from <http://www.offreactive.com/portfolio/leadership-and-characteristics-of-working-in-minority-settings/>

Drolet, et al. (2014). Health services for linguistic minorities in a bilingual health setting. *Qualitative Health Research*, 24(3), 295-305.

Peters, S.C. (2017) Social work leadership: An analysis of historical and contemporary challenges. *Human Service Organizations: Management, Leadership & Governance*, 41(4), 336-345.

Chow, J.C., & Austin, M.J. (2008). The culturally responsive social service agency: The application of an evolving definition to a case study. *Administration in Social Work*, 32(4), 39-64.

Week 8 – October 28

Topic: Organizational Culture Framework

This class will focus on a competing values framework of organizational culture and characteristics, integrating critical reflection and self-awareness within diverse organizations. You will have an opportunity to apply this framework to your agency context. You will begin working in groups on your case analysis for your group presentations.

Required readings:

O'Connor, M.K., & Netting, F.E. (2009). Frameworks for the organization practitioner. In *Organization practice: A guide to understanding human service organizations* (2nd ed., pp. 57-68, 78-83). Hoboken, NJ: Wiley.

Vito, R. (2019). Key variations in organizational culture and leadership influence: A comparison between three children's mental health and child welfare agencies. *Children and Youth Services Review*. DOI: 10.1016/j.chidyouth.2019.104600

Optional resources:

Sethi, B., Vito, R., & Ongbanouekeni, V. (2021, April). Organizational culture, diversity, and employees' health in social/human services: A systematic review, *International Health Trends and Perspectives*, 1(1), 74-95. <https://doi.org/10.32920/ihtp.v1i1.1418>

O'Connor, M.K., & Netting, F.E. (2009). Human service practice in a diverse organizational landscape. In *Organization practice: A guide to understanding human service organizations* (2nd ed., pp. 29-38). Hoboken, NJ: Wiley.

***Individual Reflective Paper on Leadership due Friday Oct. 29 before midnight (submit to OWL)**

Week 9 – November 4 – **Fall Study Break-no class**

Week 10 – November 11

Topic: Organizational Change Models and Processes

This class will focus on organizational change in human services, including an organizational readiness assessment and change management models and processes. You will have an opportunity to apply these tools to your case during class and begin preparation of your organizational change strategy. Formal course evaluations will also be completed online.

Required readings:

Lewis, J.A., Packard, T.R., & Lewis, M.D. (2012). Leading and changing human service organizations. In *Management of human service programs* (5th ed., pp. 247-260). Belmont, CA: Brooks/Cole.

Vito, R. (2019). Self-directed teams as an organizational change strategy to empower staff: A teaching/learning case study. *Human Service Organizations: Management, Leadership & Governance*. DOI: 10.1080/23303131.2019.1614852.

Optional resources:

Vito, R., & Sethi, B. (2020). Managing change: Role of leadership and diversity management. *Journal of Organizational Change Management*. DOI 10.1108/ JOCM-04-2019-0116.

Schmidt, E., Groeneveld, S., & van de Walle, S. (2017). A change management perspective on public sector cutback management: Towards a framework for analysis. *Public Management Review*, 19,1 –18.

Austin, M.J., & Claassen, J. (2008). Implementing evidence-based practice in human service organizations: Preliminary lessons from the frontlines. *Journal of Evidence-Based Social Work*, 5(1/2), 271-293.

Week 11 – November 18

Topic: External Challenges and Innovation

This class will focus on developing a critical awareness of the external challenges facing human service organizations. Leaders' adaptive and strategic responses will be discussed, such as innovation, social entrepreneurship, and resistance. You will have an opportunity to discuss the external challenges in your agency.

Required readings:

Hopkins, K., Meyer, M., Shera, W., & Peters, S.C. (2014). Leadership challenges facing non-profit human service organizations in a post-recession era. *Human Service Organizations: Management, Leadership & Governance*, 38, 419-422.

Vito, R. (2017). The impact of service system transformation on human service agencies: Competing ministry directives and strategic innovative leadership adaptations. *Human Service Organizations: Management, Leadership & Governance*, 41(5), 477-491

Optional resources:

Aronson, J., & Smith, K. (2010). Managing restructured social services: Expanding the social? *British Journal of Social Work*, 40, 530-547.

Germak, A.J., & Singh, K.K. (2010). Social entrepreneurship: Changing the way social workers do business. *Administration in Social Work*, 34, 79-95.

***Group organizational change outline due by Fri. Nov. 19 before midnight (submit to OWL)**

Week 12 & 13 – November 25 & December 2

Topic: Group Presentations

During the final two classes, each group will present their organizational dilemma, analysis and change strategy, and facilitate class discussion. There will be an informal opportunity to reflect on your learning and to celebrate course completion.

***Individual reflections on group process and group powerpoint due by Thurs. Nov. 25 & Dec. 2 before midnight (submit to OWL)**



School of Social Work Policies 2021- 2022

School of Social Work Attendance Policy

1. Attendance is expected in all BSW and MSW professional Social Work courses. Unnecessary absences are a disservice to yourself, as much of the material covered in classes is not readily available elsewhere; to the profession, whose image is enhanced or diminished by the behavior and performance of its members; and to your future clients, who trust that you were conscientious in your studies in order to maximize your understanding of a professional helping response to their presenting human needs.
2. Ideally, students are expected to attend all class sessions and integration seminars*. Failure to attend classes or seminars may constitute a ground for the Instructor to refuse to evaluate and grade final papers or other marked course assignment submissions. In this manner, the right to submit work for evaluation is conditional upon regular class attendance and participation in class discussions and/or exercises. An instructor has the authority to refuse to evaluate all or part of a student's work where attendance has not been regular. Regular is defined as having no more than two absences from class.

3. If a student must be absent for whatever reason, it is expected that they contact the Instructor and inform them of the absence before class if possible, or as soon as possible thereafter. This communication is the level of professional behaviour expected of social workers in the workplace.
 4. If a student is absent for two classes, the Instructor will contact the Student to discuss the absences. Should the Student miss an additional (third) class (or practicum integration seminar, as the case may be), the Instructor will inform the Social Work Programs Liaison (and, in the case of missed integration seminars, the Coordinator of Field Education). After a third missed class, the Instructor has the authority to refuse to evaluate all or part of the Student's work.
- * Students should refer to the relevant Field Education Policies and Guidelines Manual for policies about attendance at placement.

School Council 04/18

Grade Adjustment for Late Assignments

Students should negotiate any extension requests (whether an accommodation is applicable or not) in writing with the Instructor prior to the assigned due date.

Failure to meet deadlines without prior permission of the Instructor will result in a reduction of marks. **Marks for papers/assignments received after the due date will be reduced by 2% per day** (including weekends) to a maximum of 5 days, after which time the assignment will not be accepted. Should the Student be granted an extension (based on a negotiated accommodation or extension request), they are expected to submit their paper/assignment by the negotiated due date, and are not subject to the provisions outlined in the Grade Adjustment for Late Assignments policy. The Instructor has the authority to refuse to grade a paper/assignment submitted past the negotiated due date (for which the Student has not negotiated a new due date based on extenuating circumstances).

School Council 04/18



Course Outline Policies 2021-2022

1. Accommodation, Illness Reporting, and Academic Considerations

1a. Accommodation Policies

Students with disabilities work with Accessibility, Counseling, and Student Development at King's (at Western, Accessible Education) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: [Academic Accommodation for Students with Disabilities](#).

1b. Academic Consideration for Student Absence

Students will have up to two (2) opportunities during the regular academic year to use an on-line portal to self-report an absence during the term, provided the following conditions are met: the absence is no more than 48 hours in duration, and each assessment for which consideration is being sought is worth 30% or less of the student's final grade. Students are expected to contact their instructors within 24 hours of the end of the period of the self-reported absence, unless otherwise noted on the syllabus.

Students are **not** able to use the self-reporting option in the following circumstances:

- for exams scheduled by the Office of the Registrar (e.g., December and April exams);
- absence of a duration greater than 48 hours;
- assessments worth more than 30% of the student's final grade;
- if a student has already used the self-reporting portal twice during the academic year.

If the conditions for a Self-Reported Absence (SRA) are NOT met, students will need to provide a Student Medical Certificate (SMC) if the absence is medical, or provide appropriate documentation if there are compassionate grounds for the absence in question. Students are encouraged to contact their Faculty academic counselling office to obtain more information about the relevant documentation.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. All documentation required for absences that are not covered by the Self- Reported Absence Policy must be submitted to the Academic Counselling office of a student's home Faculty.

For the Western University policy on Consideration for Student Absence, see

[Policy on Academic Consideration for Student Absences - Undergraduate Students in First Entry Programs](#)

and for the Student Medical Certificate (SMC), see http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medical_form.pdf

1c. Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance.

Additional information is given in the [Western Multicultural Calendar](#).

2. Support Services

- Accessibility, Counselling and Student Development at King's University College
- <https://www.kings.uwo.ca/current-students/student-services/>
 - Students experiencing emotional or mental health distress can access services at King's University College <http://www.kings.uwo.ca/current-students/campus-services/student-support-services/personal-counselling/>
- Mental Health@Western provides a complete list of options about how to obtain help: https://www.uwo.ca/health/mental_wellbeing/
 - Academic Support Services at King's University College: <http://www.kings.uwo.ca/current-students/academic-support/>
 - University Students' Council offers many valuable support services for students, including the health insurance plan: <https://westernusc.ca/your-services/>

3. Statement on Use of Electronic Devices

Use of Electronic Devices

Unless explicitly stated otherwise, you are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations.

Use of Laptops, Tablets, and Smartphones in the Classroom

King's University College at Western University acknowledges the integration of new technologies and learning methods into the curriculum. The use of electronic devices – such as laptop computers, tablets, or smartphones – can contribute to student engagement and effective learning. At the same time, King's recognizes that instructors and students jointly share the responsibility to establish and maintain a respectful classroom environment conducive to learning.

The use of electronic devices by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using electronic devices for purposes not directly related to the class may be subject to sanctions under the Student Code of Conduct; see <https://www.kings.uwo.ca/current-students/student-affairs/code-of-student-conduct1/>

Inappropriate use of electronics (e.g., laptops, tablets, smartphones) during lectures, seminars, labs, etc., creates a significant disruption. As a consequence, instructors may choose to limit the use of electronic devices in these settings. In addition, in order to

provide a safe classroom environment, students attending in-person class sessions are strongly advised to operate laptops with batteries rather than power cords.

4. Statement on Academic Offences

King's is committed to Academic Integrity.

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, is posted at

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system; see

<https://elearningtoolkit.uwo.ca/tools/TurnItIn.html>

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

5. Copyright re: Course Material

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. **Faculty members are the exclusive owner of copyright in those materials they create.** Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Similarly, students own copyright in their own original papers and exam essays. If a faculty member is interested in posting a student's answers or papers on the course web site, he/she should ask for the student's written permission.

6. Use of Recordings

Remote learning sessions for this course may be recorded. The data captured during these recordings may include your image, voice recordings, chat logs, and personal identifiers (name displayed on the screen). The recordings will be used for educational purposes related to this course, including evaluations. The recordings may be disclosed to other individuals under special circumstances. Please contact the instructor if you have any concerns related to session recordings.

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation, or the participant has the prior written permission of the instructor.

7. Remembrance Day Policy

Two minutes of silence observed on November 11 at 11 am throughout the university and that, where this is not possible, two minutes of silence be observed between 11 am and 12 noon. Students are permitted to be absent from class to attend Remembrance Day Services, provided the instructor is informed in advance of the intended absence.

8. Statements Concerning Online Etiquette

If some components of this course involve online interactions, to ensure the best experience for both you and your classmates, please honour the following rules of etiquette:

- Please “arrive” to class on time.
- Please use your computer and/or laptop if possible (as opposed to a cell phone or tablet).
- Ensure that you are in a private location to protect the confidentiality of discussions in the event that a class discussion deals with sensitive or personal material.
- To minimize background noise, kindly mute your microphone for the entire class until you are invited to speak (unless directed otherwise).
- In order to give us optimum bandwidth and web quality, your instructor may ask you to turn off your video camera for the entire class unless you are invited to speak.
- Please be prepared to turn your video camera off at the instructor’s request if the internet connection becomes unstable.
- Unless invited by your instructor, do **not** share your screen in the meeting.

The course instructor will act as moderator for the class and will deal with any questions from participants. To participate please consider the following:

- If you wish to speak, use the “raise hand” function and wait for the instructor to acknowledge you before beginning your comment or question.
- Remember to unmute your microphone and turn on your video camera before speaking.
- Self-identify when speaking.
- Remember to mute your mic and turn off your video camera after speaking (unless directed otherwise).

General considerations of “netiquette”:

Course Outlines – Policies Statement
(revised June 25 2021)

Course Schedule at a Glance

Course:

Week	Class Format	Assignments
Week #1 Sept. 9	In-person 8:30am – 11:30am 2:30pm -- 5:30 pm	Sign up for group presentations
Week #2 Sept. 16	In-person 8:30am – 11:30am 2:30pm -- 5:30 pm	Guest speaker-SW supervision
Week #3 Sept. 23	In-person 8:30am – 11:30am 2:30pm -- 5:30 pm	Video: reflective supervision Handouts/Practice sessions in pairs
Week #4 Sept. 30	In-person 8:30am – 11:30am 2:30pm -- 5:30 pm	Guest speaker-SW field instruction
Week #5 Oct. 7	In-person 8:30am – 11:30am 2:30pm -- 5:30 pm	Guest speaker-SW leadership Reflective Supervision Paper due on OWL under Assignments Oct. 8 before midnight
Week #6 Oct. 14	In-person 8:30am – 11:30am 2:30pm -- 5:30 pm	Leadership & EI questionnaires *complete online before class
Week #7 Oct. 21	In-person 8:30am – 11:30am 2:30pm -- 5:30 pm	Video: podcast on addressing inequities
Week #8 Oct. 28	In-person 8:30am – 11:30am 2:30pm -- 5:30 pm	Small group work: Case presentations Leadership Self-Assessment due on OWL under Assignments Oct. 29 before midnight
Week #9 Nov. 4	Reading Week	NO CLASS
Week #10 Nov. 11	In-person 8:30am – 11:30am 2:30pm -- 5:30 pm	Small group work: Case presentations
Week #11 Nov. 18	In-person 8:30am – 11:30am 2:30pm -- 5:30 pm	Small group work: Case presentations Group case outlines due on OWL under Assignments Nov. 19 before midnight
Week #12 Nov. 25	In-person 8:30am – 11:30am 2:30pm -- 5:30 pm	Case Presentations – Groups 1, 2, 3 Individual Reflections and powerpoint slides due on OWL under Assignments Nov. 25 before midnight
Week #13 Dec. 2	In-person 8:30am – 11:30am 2:30pm -- 5:30 pm	Case Presentations – Groups 4, 5, 6 Individual Reflections and powerpoint slides due on OWL under Assignments Dec. 2 before midnight