



Social Work 9809 (570 & 571)
Social Work and Mental Health

Course Information and Faculty Contact

Instructor: Jared Dalton, **MSW RSW**

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Office Hours: Mondays 12:00-1:00 (or by appointment)

It's easiest to reach me by email. Please allow for 1-2 business days (M-F) for a response (though I will try and respond as quickly as possible).

Course and Faculty Contact:

For Course Information (Day, Time and Location), please go to student.uwo.ca, login, select academics; course registration; by class – your schedule should appear. For Faculty Contact information please see the class OWL.

Calendar Description:

This course provides students with an understanding of the contested nature of mental illness and the impact of significant mental health issues on the individual, the family and vulnerable populations. The main goal of the course is to assist social work practitioners in developing innovative practices for assessment and intervention with people living with a range of psychological disorders.

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.

Course Description:

The course offers an overview of the history of mental illness in Canada and other jurisdictions, with a focus on recent developments in policy and practice. In the past social work practitioners in mental health primarily worked in provincially funded psychiatric hospitals and provided case management and discharge planning to people diagnosed with mental illness. Since that time, social work practice in mental health has expanded considerably, so that practitioners now play

a vital front-line role in the delivery of specialized mental health services to clients. Concerns about mental health are prevalent in many areas of social work including child welfare, corrections, addictions, education, senior care and disabilities. It is increasingly important that social workers have an understanding of policy and legislative trends in mental health as well as a working knowledge of the main psychiatric disorders and their impact on individuals and families. The psychiatric profession has traditionally favored bio-medical and neuro-biological constructions of mental illness, which focuses primarily on psychopharmacological interventions. Social Work practice emphasizes social contexts, diversity, oppression and inequality as major contributing factors to psychiatric disorder. The importance of accessibility to therapeutic resources and services for vulnerable populations is seen as essential to the process of recovery.

Statement of Commitment:

At King's University College, we learn and work on lands that are associated with the Dish with One Spoon Wampum. The original inhabitants and stewards of these lands are the Anishinaabeg, Haudenosaunee, Lenapeewak, and Attawandaron peoples. As an uninvited guest and settler on these lands, I endeavour to engage with the land and its Indigenous peoples, in a spirit of reciprocity, right relationship and collaboration.

As a social worker, I am also acutely aware of the historical and ongoing harms caused by the profession as it has allied itself with the institutionalized ambitions of colonialism and white supremacy against the wellbeing of Indigenous and Black individuals, families and their communities. In the context of this course, I also acknowledge that our conceptualizations of mental wellness and illness have been constructed in ways that further perpetuate the marginalization and institutionalization of Black, Indigenous and 2SLGBTQIA+ communities.

As a settler, racialized as white, I acknowledge my inability to fully understand the ways in which eurocentrism, racism, white supremacy and colonialism continue to impact racially and ethnically minoritized communities. I am committed to engaging in the process of learning and unlearning that is necessary to embody an anti-racist and decolonized approach to my teaching and social work practice.

Learning Outcomes:

The objectives of this course are:

1. To obtain a broad historical overview of the (mis)treatment of those deemed mentally ill in North America;
2. To understand the relationship between the person, their social environment and their mental health;
3. To understand and critique the various constructions of mental health and illness;
4. To review emerging research regarding the impact of trauma upon human development and mental health and consider the implications for practice;

5. To challenge practitioners to look beyond medication use and therapeutic compliance toward improving quality of life for people suffering with mental illness through a social determinants of health perspective;
6. To be more aware of the stigmatization and social exclusion of people labelled as “mentally ill” in public policy, social institutions, communities and families;
7. To consider the ethical tensions faced by social workers in mental health;
8. To gain an overview of relevant policy and legislation regarding patient rights, involuntary treatment, substitute decision making, and forensic mental health;
9. To understand the importance of utilizing a rehabilitation-recovery model of care to promote client resilience and psychosocial functioning;
10. To consider the needs of family members and other caregivers supporting individuals with a mental health concern.

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

- Demonstrate knowledge of a range of social, psychological and familial factors involved in the origin and evolution of mental illness;
- Integrate an understanding of the developmental impacts of trauma and articulate what it means to undertake trauma-informed assessments, case conceptualizations and formulations in mental health social work practice;
- Identify, evaluate and implement coherent intervention approaches based on a holistic understanding of the presenting concern(s), a person-in-environment perspective and service participant expertise;
- Understand the history of the Diagnostic and Statistical Manual of Mental Disorders (DSM) and be able to critique the use of classification systems in the assessment and treatment of mental illness;
- Articulate how social workers can make a significant contribution to the well-being of individuals, families and communities navigating mental health concerns;
- Understand a social worker’s scope of practice in the context of mental health care in Ontario;
- Locate, critically evaluate and become informed by novel research evidence and discourse in mental health, with respect for diverse ways of knowing;
- Collaborate with service-participants, their advocates and support people, and organizations that promote supportive and innovative practices to mental health care in the community.

Use of Technology

Students are invited to use technology in the classroom in ways that support their learning without causing a distraction to their peers or the instructor. Students are encouraged to take a minimal approach to the use of technology during guest speaker presentations to demonstrate reverence for the presenter's story.

Audio recording of lectures is permitted for those with documented accommodations, and audio should be paused when students or instructor are sharing case or personal examples. Audio recording of guest speakers is not permitted. Video recording is not permitted at any time.

Class-specific policy on AI (e.g. Chat GPT)

King's is committed to fostering a culture of professionalism, honesty, and academic integrity, and all members of our community—faculty, staff, and students—have a role to play in promoting an ethical learning environment. Furthermore, through the work they submit for academic evaluation, students develop important habits of critical thinking, independent inquiry, and creativity. Thus, it is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor.

Within this course the use of generative AI tools [such as Chat GPT or similar services] is **strongly discouraged** due to their potential to impede learning and critical thought, their extensive environmental impact and their unmitigated socio-cultural impact. If choosing to use these tools, students may use them exclusively for: information-gathering, preliminary research, and editing purposes. In the case of using AI for editing purposes, students may use AI to check grammar and spelling, but not to rewrite the text of their assignment. The submitted text of the assignment must be written solely by the student. If AI tools are used, students **must acknowledge their use** and state how the tool was used. Violations of this policy will be treated as academic misconduct. If you are unsure of AI use in this class, please consult with your instructor.

Evaluation:

Students are invited to select topics for their assignments that align with their area of interest in social work practice. Grading will emphasize content over form. Students are encouraged to consider their final research paper as an opportunity to produce a piece of work they may wish to publish and are invited to review publication guidelines of major journals in deciding on the formatting of their submission.

Evaluation Overview:

- 1. Class Participation - 15%**
- 2. Learning from Lived Experience Journal - 15%**
- 3. Knowledge Translation Assignment - 30%**
- 4. Final Paper - 40%**

1. Class participation – 15% of Final Grade

Learning in this class will be an ongoing dialogue between the instructor and students. Students are expected to be present for each class, having read the assigned materials, and ready to discuss the weekly topic. Both full class discussions and small group discussions will be utilized to ensure everyone has the opportunity to participate. Because this learning is communal, grading for class participation will also be

communal*. At the beginning of the semester we will collectively decide on a rubric for this and at the end of the term each student will submit a short reflection (250 words max) on their experience and participation in the course as it relates to the communal rubric.

*Note: repeated absences, late arrivals or early departures may result in an individual participation grade that is lower than that of the collective.

2. Learning from Lived Experience Journal – 15% of Final Grade

Due: The deadline for journal entry submission is 1 week following each presentation - prior to the subsequent class (eg. journal entries reflecting on the presentation from June 01st are due before class on June 08th). Ideally journal entries should be completed as soon as possible after each presentation (within 24-48 hours).

Following 3 of the 5 lived experience presentations students will write a 1-page reflection on how the content of the presentation will inform their social work praxis. Students are encouraged to reflect on their own experience of the presentation, rather than engaging in an analysis of the speaker's illness and recovery journey. In their reflections students are invited to consider one or more of the following questions:

1. What aspects of this story impacted me the most?
2. What did I learn about the experience (phenomenology) of mental illness and recovery?
3. What did I learn about the systemic context of mental illness and mental health care?
4. How will my future social work practice be informed by this presentation?

Students are encouraged to prioritize depth of critical reflection over providing a breadth of information in their journal entries. The rubric for this assignment will be provided on the course site.

3. Knowledge Translation Assignment - 30% of Final Grade

Trauma Informed Toolkit OR Policy Brief

Due: May 15, 2026 (written assignment);

Assignment may be submitted as a written assignment or as a video recorded presentation.

Trauma Informed Toolkit

Based on your professional interests, you will choose a target audience and practice setting for a toolkit that could be used to support a trauma-informed approach to care in that context.

Toolkits are “a knowledge translation strategy for disseminating health information, to build awareness, inform, and change public and healthcare provider behavior. Toolkits communicate messages aimed at improving health and changing practice to diverse

audiences, including healthcare practitioners, patients, community and health organizations, and policy makers.” (Barac, Stein and Bruce, 2014).

Formatting may vary depending on your target audience. Written submissions should be no more than 1500 words in length. Recorded submissions should be no more than 15 mins. in length. You should seek to draw from 10-15 sources in the production of your toolkit. References should be cited according to the APA (7th edition) style guide.

More details, including examples and a rubric, will be provided on the course site.

Policy Brief:

Based on your professional interests, you will choose a focused issue affecting the mental wellbeing of a particular community. A policy brief is a persuasive research product that provides a concise overview of a particular issue to a non-specialist audience (often governmental decision makers). It distills complex information into salient points that support its aims, ultimately providing actionable recommendations.

You should seek to draw from 10-15 sources in the production of your briefing which should be no more than 1500 words in length or 15 mins in length if submitted as a recorded presentation. References should be cited according to the APA (7th edition) style guide. More details, including examples and a rubric, will be provided on the course site.

4. Final Paper – 40% of Final Grade

Due: June 15, 2026

You are asked to complete a 13-15 page essay on a mental health concern of your choosing. Your paper should:

1. Explore the situated context of this presenting concern in a particular patient population;
2. Discuss 2-3 theoretical lenses through which this particular concern can be conceptualized;
3. Provide a persuasive argument for your chosen theoretical conceptualization(s) of the concern;
4. And propose a social work intervention to address this concern at the micro, meso and/or macro level.

References should be cited according to the APA (7th edition) style guide. More details on the final assignment, including rubric, to be provided on the course site.

Late submissions:

Submission deadlines are offered by the instructor to support your progression and successful completion of the course. You are encouraged to work towards the timely completion of assignments according to the due dates provided. Late submissions will be subject to a 2% penalty per day, up to a maximum of 5 days, after which the assignment will not be accepted.

Requests for extensions submitted *in advance of the deadline* will be given thoughtful consideration by the course instructor. Extensions requested after the deadline must be

supported by documented extenuating circumstances submitted to your academic counsellor or accessibility counsellor.

Course Readings:

Regehr, C. & Glancy, G. (2022). *Mental health social work practice in Canada* (3rd Ed.). Oxford University Press. Cost: \$103.99

Other articles as assigned on Brightspace and in the outline below.

Course Website – OWL Brightspace

The course website is accessible to all students registered in this course. It contains the course outline (syllabus), announcements, and other course resource material. It is important to **frequently** check the course website as well as your email for important updates throughout the term.

Course Schedule:

Week 1 - April 20, 2026
Topic: The History and Context of Mental Health Social Work in Canada Required Reading/Viewing: <ul style="list-style-type: none">• BBC Documentary – Mental: A History of the Madhouse (link on course site)• Regehr & Glancy (2022) Chapter 1• Brown, C. (2021). Critical clinical social work and the neoliberal constraints on social justice in mental health. <i>Research on Social Work Practice</i>, 31(6), 644-652. Recommended Reading: <ul style="list-style-type: none">• Sussman, Sam. (2017). The History of Mental Health Services in Canada. <i>Madridge Journal of Internal and Emergency Medicine</i>. 1. 7-13.• Kourgiantakis, T., Ashcroft, R., Mohamud, F., Benedict, A., Lee, E., Craig, S., et al., (2023). Clinical social work practice in Canada: A critical examination of regulation. <i>Research on Social Work Practice</i>, 33(1), 15-28.
Week 2 - April 27, 2026
Topic: Policy and the Social Determinants of Health and Mental Health Required Reading: <ul style="list-style-type: none">• Regehr & Glancy (2022) Chapter 2• Barry, M. M. (2009). Addressing the determinants of positive mental health: Concepts, evidence and practice, <i>International Journal of Mental Health Promotion</i>, 11(3), 4-17.

- Jerome, C. Wakefield, D.S.W. (1998) Psychotherapy, distributive justice, and social work revisited, *Smith College Studies in Social Work*, 69(1), 25-57, DOI: [10.1080/00377319809517542](https://doi.org/10.1080/00377319809517542)
- And choose one of the following:
 - Brown, K. S. (2025). Cultural, moral, and ethical considerations in the inclusion of nonterminal conditions and mental illness in medical assistance in dying (MAiD) laws. *Rehabilitation Psychology*, 70(2), 123–130
 - Butcher, L. (2025). MAiD, mental disorders, and vulnerability: how common responses to vulnerability concerns are inadequate. *Canadian Journal of Bioethics*, 8(4), 56-63.

Recommended Reading:

- UN Human Rights Council, Report of the Special Rapporteur on the right of everyone to the enjoyment of the highest attainable standard of physical and mental health, 12 April 2019.

Week 3 - May 04, 2026

Topic: Ethics and the Use of Self in Mental Health Practice

Required Reading:

- Regehr & Glancy (2022) Chapter 3
- Johnstone, M. (2021). Centering social justice in mental health practice: Epistemic justice and social work practice. *Research on Social Work Practice*, 31(6), 634-643.
- And one of the following:
 - Campbell, J., & Davidson, G. (2009). Coercion in the community: A situated approach to the examination of ethical challenges for mental health social workers. *Ethics and Social Welfare*, 3(3), 249-263.
 - Rose, D. (2017). Service user/survivor-led research in mental health: Epistemological possibilities. *Disability & Society*, 32(6), 773-789.

Recommended Reading:

- Nevo, I., & Slonim-Nevo, V. (2011). The myth of evidence-based practice: Towards evidence-informed practice. *British journal of social work*, 41(6), 1176-1197.
- Ekeland, T. J., & Myklebust, V. (2022). Social workers in mental health. Epistemological identities and preferences among social workers. *Social Work in Mental Health*, 20(2), 159-173.

Week 4 - May 11, 2026

Topic: The Social Work Assessment & Emerging Paradigms in Mental Health Care

Required Reading:

- Regehr & Glancy (2022) Chapter 4 & 5
- Knight, C. Trauma-Informed social work practice: Practice considerations and challenges. *Clinical Social Work Journal*, 43, 25–37 (2015).
- And choose one of the following:
- Dillon, J., Johnstone, L., & Longden, E. (2014). Trauma, dissociation, attachment and neuroscience: A new paradigm for understanding severe mental distress. In *De-medicalizing Misery II* (pp. 226-234). Palgrave Macmillan: London.
- Siegel, D. J. (2019). The mind in psychotherapy: An interpersonal neurobiology framework for understanding and cultivating mental health. *Psychology and Psychotherapy: Theory, Research and Practice*, 92(2), 224-237.

Recommended Reading:

- Sullivan G. M. (2011). A primer on the validity of assessment instruments. *Journal of Graduate Medical Education*, 3(2), 119–120.

Week 5 - May 18, 2026 - Victoria Day - No class

Week 6 - May 25, 2026

Topic: Traumatic Stress & Personality Disturbance

Due: Trauma Informed Tool Kit or Policy Briefing

Direct Practice Skills Lab: Find, focus and flesh out: Embracing the internal protective system (IFS and Somatic Experiencing)

Required Reading & Viewing:

- Regehr & Glancy (2022) Chapter 6 & 12
- Herman, J. L. (1998). Recovery from psychological trauma. *Psychiatry and Clinical Neurosciences*, 52(S1), 98-103.
- Video - What is IFS Therapy: Intro to Internal Family Systems with Dr. Tori Olds (link on course site)
- And choose one of the following:
 - Schwartz, R. C. (2013). Moving from acceptance toward transformation with Internal Family Systems Therapy (IFS). *Journal of Clinical Psychology*, 69(8), 805-816.
 - Hodgdon, H. B., Anderson, F. G., Southwell, E., Hrubec, W., & Schwartz, R. (2022). Internal Family Systems (IFS) Therapy for posttraumatic stress disorder (PTSD) among survivors of multiple childhood trauma: A pilot

effectiveness study. *Journal of Aggression, Maltreatment & Trauma*, 31(1), 22–43.

- Payne, P., Levine, P. A., & Crane-Godreau, M. A. (2015). Somatic experiencing: Using interoception and proprioception as core elements of trauma therapy. *Frontiers in Psychology*, 6, 124489.

Week 7 - June 01, 2026

Topic: Mood Disturbance, Self-Harm and Suicide

Lived Experience Presentation

Direct Practice Skills Lab: Supporting the ‘will to meaning’: Existential Psychotherapy

Required Reading/Viewing:

- Regehr & Glancy (2022) Chapter 5 & 8
- Ghaemi S. N. (2007). Feeling and time: The phenomenology of mood disorders, depressive realism, and existential psychotherapy. *Schizophrenia bulletin*, 33(1), 122–130.

Recommended Reading:

- Moncrieff, J., Cooper, R. E., Stockmann, T., Amendola, S., Hengartner, M. P., & Horowitz, M. A. (2023). The serotonin theory of depression: a systematic umbrella review of the evidence. *Molecular Psychiatry*, 28(8), 3243-3256.
- Frances, A. (2013). *Saving normal: An insider's revolt against out-of-control psychiatric diagnosis, DSM-5, Big Pharma, and the medicalization of ordinary life*. William Morrow & Co. [available in the library]

Week 8 - June 08, 2026

Topic: Anxiety

Lived Experience Presentation

Direct Practice Skills Lab: What you resist persists: Acceptance and Commitment Therapy (ACT)

Required Reading:

- Regehr & Glancy (2022) Chapter 9
- Dindo, L., Van Liew, J. R., & Arch, J. J. (2017). Acceptance and commitment therapy: a transdiagnostic behavioral intervention for mental health and medical conditions. *Neurotherapeutics*, 14, 546-553.

Recommended Reading:

- Hovens, J. G., Giltay, E. J., Wiersma, J. E., Spinhoven, P., Penninx, B. W., & Zitman, F. G. (2012). Impact of childhood life events and trauma on the course of depressive and anxiety disorders. *Acta Psychiatrica Scandinavica*, 126(3), 198-207.

Week 9 - June 15, 2026

Topic: Substance Use and Concurrent Disorders

Lived Experience Presentation

Direct Practice Skills Lab: From harm reduction to abstinence: Motivational interviewing along the continuum of change.

Required Reading:

- Regehr & Glancy (2022) Chapter 11
- Maté, G. (2022). Beyond the medical model: Addiction as a response to trauma and stress. In *Evaluating the brain disease model of addiction* (pp. 431-443). Routledge.
- Marsh, T. N., Coholic, D., Cote-Meek, S., & Najavits, L. M. (2015). Blending Aboriginal and Western healing methods to treat intergenerational trauma with substance use disorder in Aboriginal peoples who live in Northeastern Ontario, Canada. *Harm Reduction Journal*, 12(1), 1-12.

Week 10 - June 22, 2026

Topic: Psychosis

Lived Experience Presentation

Practice Skills Lab: Compassion Focused Therapy for Psychosis (CFTp)

Required Reading:

- Regehr & Glancy (2022) Chapter 7
- Lysaker, P. H., Lysaker, J. T., & Lysaker, J. T. (2001). Schizophrenia and the collapse of the dialogical self: Recovery, narrative and psychotherapy. *Psychotherapy: Theory, Research, Practice, Training*, 38(3), 252.
- St Arnaud, K. O., & Cormier, D. C. (2017). Psychosis or spiritual emergency: The potential of developmental psychopathology for differential diagnosis. *International Journal of Transpersonal Studies*, 36(2), 6.
- And choose one of the following:
 - Heriot-Maitland, C., McCarthy-Jones, S., Longden, E., & Gilbert, P. (2019). Compassion focused approaches to working with distressing voices. *Frontiers in Psychology*, 10, 152.

- Coupland, K. and Cuss, T. (2007). Recovery from Voice-Hearing Through Groupwork. In *Changing Outcomes in Psychosis* (eds R. Velleman, E. Davis, G. Smith and M. Drage).
- Nguyen, J., Goldsmith, L., Rains, L. S., & Gillard, S. (2022). Peer support in early intervention in psychosis: a qualitative research study. *Journal of Mental Health*, 31(2), 196-202.

Week 11 - June 29, 2026

Topic: Innovations and Contemporary Issues in Mental Health

The topic of this class will be collaboratively determined based on the interests of the class. Readings will be assigned based on the selected topic. Some possible topics include:

- Transpersonal psychology and psychedelic psychotherapies
- The power threat meaning framework
- *The Indicative Trauma Impact Manual* and other DSM alternatives
- Forensic mental health
- Post-humanism and new materialism in mental health (and the role of AI)
- Dual diagnosis and conceptualizations of neurodivergence
- Biomedical innovations in mental health: ECT, rTMS, Neurofeedback, SBG and Gut Microbiome Interventions



School of Social Work Policies 2025 - 2026

School of Social Work Attendance Policy

The Bachelor and Master of Social Work programs are intensive professional preparation programs that emphasize both academic and professional integrity. Regular attendance is not only essential for student success but is also a requirement set by the Canadian Association of Social Work Education (CASWE) for program accreditation and by the Ontario College of Social Workers and Social Service Workers (OCSWSSW) as part of professional expectations. A key aspect of this integrity is active engagement in all classes, integration seminars, and practicum activities. We recognize that students may encounter challenges that affect their ability to attend, and we are committed to working collaboratively to support student success while upholding professional expectations.

Attendance Expectations

1. Regular attendance is expected in all BSW and MSW professional Social Work courses. Each class provides essential learning experiences that cannot always be replicated outside the classroom. Engaging fully in coursework supports both individual learning and the integrity of the social work profession.
2. No more than two unapproved absences per class, per semester (approximately 20% of any one class)
3. If a student is facing barriers to attendance, we encourage early communication with instructors and the School of Social Work support staff to explore potential solutions.
4. If a student is experiencing ongoing difficulties attending class, they will be required to meet with the Coordinator of Academics and Development to discuss available supports and strategies (Please see Student in Difficulty Policy).
5. Instructors require regular attendance as part of course participation. In cases where attendance is inconsistent, students may be asked to engage in additional learning activities to ensure they meet course requirements. Instructors have the discretion to determine if and how alternative learning activities may substitute for missed coursework.
6. Absenteeism (more than two unapproved absences) may result in failure of the course and provides grounds for requiring a social work student to withdraw from the program. Please note: regularly arriving late and/or leaving early will be considered absenteeism, unless an accommodation is in place.

Absences from Practicum: Students should refer to the relevant Professional Practicum Education Policies and Guidelines Manual for policies about attendance at placement.

Absences Due to Illness, Injury, Bereavement, or Other Compassionate Circumstances

We understand that unexpected situations may arise. If you are absent due to illness, injury, bereavement, religious observance, or other compassionate circumstances, you will not be penalized. However, you remain responsible for any missed coursework and should communicate with your instructor as soon as possible to discuss how to stay on track.

Student Responsibilities:

- **If you miss a single class (or more than one class in a single week)**, inform your instructor(s) at the earliest opportunity. You will not be penalized, but you are responsible for making up any missed content.
- **If you are going to miss an assignment deadline, test, or exam**, contact the **Coordinator of Academics and Development** and provide documentation to support the absence. The Coordinator will work with you and your instructors to arrange accommodations.
- **Upon your return**, speak with your instructor(s) to clarify expectations for catching up on missed coursework.

Instructor Responsibilities:

- Students will not be penalized for absences due to illness, bereavement, religious observance, or other compassionate reasons.
- Instructors will provide reasonable alternatives to help students meet academic requirements while maintaining fairness and consistency across the course.

For more details, refer to Western University's **Absence Due to Illness Policy**: [Western University Absence Policy](#).

Absences for Religious Observance

King's University College and Western University are committed to valuing religious diversity. Students observing religious holidays that require absence should provide written notice to their instructor and the Coordinator of Academics and Development at least two weeks in advance.

Instructors will ensure students are provided with fair and reasonable alternatives to meet academic expectations.

For a list of approved religious observance dates, visit: [Accommodation for Religious Observance](#).

Unapproved Absences

Absences that are not related to illness, injury, bereavement, compassionate grounds, or religious observance are considered unapproved. Students may have up to two unapproved absences per course without penalty.

Process for Unapproved Absences

- **Single unapproved absence:** If you miss a class, notify your instructor as soon as possible. While you will not be penalized, you are responsible for catching up on missed content.
- **Three or more unapproved absences:** Missing three classes in a single course (30% of a course) will trigger the **Student in Difficulty Policy**. You will be required to meet with the Coordinator of Academics and Development to discuss your absences and explore available supports to help you succeed.
 - If you miss more than 30% of a course, you may be placed on academic probation and could face further actions under University Senate Regulations, which may include failing the course or being required to withdraw from the program.

If you are unsure whether an absence qualifies as approved or unapproved, we encourage you to reach out to your instructors or the Coordinator of Academics and Development for clarification.

Make-Up Work

If a student misses classes, instructors may assign make-up work to ensure that learning outcomes are met. While this work may not always be identical to what was completed in class, it is designed to provide meaningful learning opportunities.

Supporting Student Success

We recognize that students may face challenges in balancing their academic and personal responsibilities. Our goal is to work together to find solutions that support your learning and overall well-being while maintaining the integrity of the social work profession. If you are struggling with attendance or other academic concerns, please reach out to your instructors or the Coordinator of Academics and Development for support.

For additional guidance or clarification, please contact the School of Social Work.

School Council 03/25

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

CODES OF CONDUCT

MSW students are expected to comply with the Code of Ethics set out by the Canadian Association of Social Workers (CASW) and the Ontario College of Social Workers and Social Service Workers (OCSWSSW) both in the academic environment and practicum settings. Students must also adhere to the university codes of conduct:

[Code of Ethics of the Canadian Association of Social Workers](#)

[OCSWSSW Code of Ethics](#)

[Western Code of Student Conduct](#)

[King's Code of Student Conduct](#)

[King's Harassment and Discrimination Policy](#)

Review for Professional Conduct in the School of Social Work

Preamble:

The Educational Policies and Accreditation Standards for Canadian Social Work Education approved by the Canadian Association for Social Work Education (CASWE) Board of Directors (2021) stipulates that Schools of Social Work have policies relevant to the unique professional and educational requirements of professional social work programs to augment those policies of the broader university (section 1.3). In particular, 1.3.2 references the need for policies and procedures related to student codes of conduct. Also, section 3.3 outlines core learning objectives for students, which include the need to develop an appropriate professional identity and develop appropriate values and ethics in professional practice.

1. General standards of student conduct are defined by the King's University College Code of Student Conduct. The following policy pertains to professional conduct and applies to any social work course or related learning environment including Practicum. It is an attempt to balance the commitment of the School of Social Work to support and assist students in becoming professional social workers, with the need to protect the safety and well-being of all students, staff, professional officers, and faculty as well as vulnerable individuals, families, groups and communities. Thus, the School of Social Work holds an expectation that its students will adhere to recognized ethical obligations and professional standards such as the Social Work Code of Ethics and Standards of Practice adopted by the Ontario College of Social Workers and Social Service Workers, and that the School has an obligation to take action when a student acts in an unethical or unprofessional manner. The purpose of this policy is to provide examples of conduct that may require a review and to provide guidelines for a process of review. The School of Social Work will undertake to resolve any concerns in a fair, timely, reasonable and effective manner.

2. The major values and principles as included in the Social Work Code of Ethics that guide professional social work practice are:

- Empathy and concern for clients
- Respect for individual worth and dignity
- Human capacity for growth and change
- Self-determination
- Honesty and integrity
- Confidentiality
- Social and individual responsibility

- Social justice, human rights and equality

3. It is important that students review and become familiar with the Canadian Association of Social Workers' Code of Ethics and Guidelines for Ethical Practice; the Ontario College of Social Workers and Social Service Workers' Code of Ethics and Standards of Practice; and relevant School, College, University and in the case of Practicum, agency policies, regulations and procedures, including:

- King's University College Code of Student Conduct
- King's University College Harassment and Discrimination Policy
- The School of Social Work Field Education Policies and Guidelines Manual
- The School of Social Work Policy on Extension of Placement
- Western University Academic Policies/Regulations
- Western University Senate Policy on Off-Campus Placements
- Western University Guide for Students in Professional Program Placements, Clinics, Practica

4. Limits of Confidentiality:

The School of Social Work recognizes that the safety and confidentiality of students, clients, or others who have been subject to unprofessional conduct under this Policy must be an important priority. The School of Social Work must balance the need for confidentiality against its duty to protect present and future students or persons who might otherwise be placed in jeopardy by a student who is acting in an unprofessional or unethical manner under this Policy. Information disclosed during meetings with instructors, program coordinators, the Field Education Team, or the Director will not be kept confidential if the information raises concerns about the student's capability of assuming the professional responsibilities of social work practice. Instructors and/or program coordinators and/or the Director will share pertinent information with each other in a respectful and professional manner, for the purpose of identifying student issues and enhancing problem solving about the concerns. The School of Social Work reserves the right to share information with the University or third parties as required by law and University regulations.

5. Behaviour That May Result in a Review

Student reviews can occur under any of the following circumstances:

5.1 Serious or persistent behaviour that would constitute a breach of the professional codes of ethical conduct and standards of practice mentioned above, were the student a practicing social worker.

5.2 Behaviour that causes individuals in the School of Social Work to have a serious or persistent concern about the harmful effect of the student's behaviour on the learning environment that would constitute a breach of the Harassment and Discrimination Policy and the Code of Student Conduct at King's University College. Reasons for the serious or persistent concern may include but are not limited to the following: speech or behaviour that contravenes

the Ontario Human Rights Code (e.g. discrimination or harassment because of race, creed, ancestry, place of origin, colour, ethnic origin, citizenship, sex, sexual orientation, age, record of offences, marital status, same sex partnership status, family status or disability); sexual harassment, including unwelcome conduct or gestures; any threat or attempt to physically harm another person; and intimidation or threats to harm another person in non-physical ways.

5.3 Behaviour that results in offenses involving property, including misappropriation, damage, unauthorized possession, defacement and/or destruction of premises or property of the College or the property of others.

5.4 Behaviour that results in illegal use, possession, or distribution of a controlled or restricted substance, or possession, use, or storing of dangerous objects (including unlicensed firearms).

In situations where the jurisdiction is unclear, the Dean of Students and/or the Vice-Principal and Academic Dean may be involved.

6. Three Stages of Review:

Three stages of review can occur in the School of Social Work regarding behaviour that is not consistent with the recognized ethics and standards of the profession of the social work. The stage of review is dependent upon the seriousness of the allegation of the breach of this Policy. The overall commitment of the School of Social Work is to resolve any concern related to professional conduct of a student, at Stage One or Stage Two through a mediation approach with the student.

6.1 Stage One:

6.1.1 A Stage One review involves a classroom instructor and a student. When a classroom instructor has concerns about a student's behaviour as it relates to professional conduct, the instructor will:

- Discuss the concerns directly with the student and seek to work with the student to resolve the concern within a defined time frame;
- Document dates and contents of meetings with the student.

6.1.2 If the problem arises in the practicum, the Field Instructor will discuss the concerns directly with the student and Faculty Consultant, and follow the procedure outlined in the School's Field Education Policies and Guidelines Manual.

If the concerns are not resolved at Stage One, the individuals involved will proceed to Stage Two.

6.2 Stage Two:

6.2.1 If the concern is expressed by a classroom instructor and cannot be resolved at Stage One, a Stage Two review involves the instructor, the student and the Social Work Programs Liaison. Students may elect to have someone accompany them to the meeting, but must inform the instructor and Programs Liaison of the identity of the individual accompanying the student in advance of the meeting. If students elect to have someone accompany them, that individual should be referred to the Western University Office of the Ombudsperson document "[Support Person: Students Helping Students](#)".

6.2.3 Stage Two Review will include:

- Determination of the nature and specifics of the concern
- Development of a written plan (including time lines and specific actions) to address the concern. A copy of the written plan will be signed by and provided to all parties personally or by registered mail within ten (10) business days.
- A follow up meeting with all parties to determine if the concern has been resolved. If it is determined that further intervention is required a Stage Three Review will be conducted.

6.3 Stage Three:

6.3.1 Generally a Stage Three review is conducted when issues are considered by the School of Social Work to be of such a serious nature that formal intervention is required. A Stage Three review is most often conducted when concerns have not been resolved in Stages One and Two. A Stage Three review always occurs when a student is being considered for withdrawal or discontinuance in the program or if a recommendation for suspension or expulsion from the University is being considered. Any decision is based on a simple majority vote of the Review Committee at Stage Three.

6.3.2 The Review Committee is comprised of the Director (chair), the Graduate Program Coordinator, and Coordinator of Field Education, or designate.

6.3.3 When a Stage Three review is called for and the Director determines that there are sufficient grounds to continue, he/she may temporarily withdraw the student from courses, as warranted. Within two weeks of being advised, the Director will convene an in-camera meeting of a review committee. The student has the right to express to the Director any perceived conflict of interest with any member of the review committee. Any individual who has participated in the Stage One and Two reviews will not be a voting member of the Stage Three review committee. The student (and an accompanying person if the student wishes) will be invited to attend the review committee meeting. The following individuals may also be invited to attend the meeting: the Social Work Programs Liaison, and any other persons deemed appropriate by the Director to gather further information, determine the nature of the problem and identify alternatives for resolution. Members of the review committee will be informed ahead of time of the identity of a person accompanying the student.

6.3.4 The student will be notified in writing of the specific concerns and meeting date with sufficient time to prepare for and attend the meeting. Should the student choose not to attend the review, the Committee will determine a decision in the student's absence.

6.3.5 The review committee will review any available information (facts) related to the concern(s), review any actions taken to date, hear the student's position related to the concern(s), permit the student to ask questions, and seek clarifications. Hearsay evidence (information) is to be avoided if at all possible. The review committee will control information flow and limit questions to issues of relevance. At the conclusion of the meeting, the review committee will determine a decision based on all information gathered. The Director of the School of Social Work will inform the student of the decision in writing within ten (10) days of the review committee's decision.

6.3.6 When the concern does not arise in the practicum, any faculty member of the School, or the Programs Liaison may advise the Director in writing of an alleged incident or series of incidents. Any incident related to a course or instructional activity will be reported to the Vice Principal and Academic Dean. Any incident that comes under the jurisdiction of the Code of Student Conduct will be reported to the Dean of Students immediately.

6.4 The review committee's decision may include one or more of the following:

6.4.1 Continue student in the program with no conditions;

6.4.2 Establish formal conditions for student's continuance in the program – (e.g., setting goals, actions, timelines, monitoring, mentoring and support, placing the student on probation for a period of time and monitoring the student during the probationary period, referring the student to counselling, requiring the student to temporarily withdraw from the program);

6.4.3 Consult with and/or refer to the King's University College Harassment Advisor (if a referral is made, the student must be notified).

6.4.4 Recommend withdrawal of student from the program and/or University

On rare occasions, it may be recommended that the student no longer continue in the social work program, be suspended, or be withdrawn from the University. The student will be counselled to voluntarily withdraw. If that does not occur, the student will be reported by the Director to the Vice Principal and Academic Dean, with a recommendation for suspension or withdrawal. Under the jurisdiction of the Student Code of Conduct, the student will be reported to the Dean of Students. The student will be provided with specific reasons for the recommendation. Any readmission will be subject to the regulations pertaining to "unsatisfactory performance" outlined by the Western Academic Calendar.

6.5 In any Stage Three review, there must be clear, concise documentation of concerns as well as verification that these concerns have been discussed with the student, and that attempts have been made to address the concerns where appropriate. Retention of information on the student's academic record will comply with the regulations outlined under "Offence Record" and "Release of Information Concerning Scholastic Offences" in the Western Academic Calendar.

7. Retention and Disposition of Documentation

Any documentation pertaining to any of the Stages of Review will be kept in the student's academic file, which is located in a locked cabinet in the office of the Social Work Programs Liaison. Documentation will be kept until such time as the student graduates from the social work program. If the student is asked to withdraw from or discontinue in the program, or is suspended or expelled from the University, the documentation will be retained in the file in perpetuity.

8. Access to Student File

Only those parties who are involved in the review process, the current Director of the School of Social Work, the Coordinator of Field Education and the Programs Liaison shall have access to the files.

9. Appeals

Any decision made by the Stage Three review committee or the Director can be appealed to the Vice Principal and Academic Dean, King's University College and the King's University College Discipline Committee.

Practicum Committee 10/06
Faculty Committee 10/06
School Council 10/06
Revised School Council 10/19

School of Social Work Course Policy

Students are expected to complete all required evaluation components, by the dates indicated in the course syllabus, successfully pass this course and progress in the program. Students must achieve a cumulative average of 60%+ on all individual assignments, before late penalties, to pass the course and meet progression requirements. A student who fails to submit all the required assignments (including tests and exams if applicable), by the agreed upon timeline, will not meet progression requirements of the program. In courses where group work and individual assignments are part of the evaluation components, students must earn a passing mark on their individual work (case write-ups, essays, reports, and/or class contribution) to pass the course and meet progression. If you receive a failing mark on your individual work and a passing grade on the group presentation/report, you will not meet progression requirements.

Students with course conflicts and approved inter-university athletic conflicts, or students unable to hand in a summary or participate in the report based on medical or compassionate grounds, may appeal for an extension, or for concessions to the above policy. Requests for accommodations based on medical or compassionate grounds must always be accompanied by appropriate documentation – either with the request, or as soon as possible after the fact and be made through the Social Work Programs Liaison and/or the student’s Accessibility Counselor. Students who have any problems that may hinder their academic performance are encouraged to discuss these issues with their professor and/or the Social Work Programs Liaison before the assignments are due.

School Council January 2024



General Course Policies 2025–2026

1. Academic Accommodations, Consideration for Absences

Academic Accommodation (Accessibility)

Accessibility Services works to ensure that academic programs are accessible to all students, and supports students who may have a condition related to, but not limited to, vision, hearing, mobility, different ways of learning, mental health, chronic illnesses, chronic pain, autism spectrum disorder, ADD/ADHD, and temporary conditions (beyond short-term academic consideration). Accessibility Services provides recommendations for accommodation based on medical documentation or psychological and cognitive assessment. The accommodation policy can be found here [Academic Accommodation for Students with Disabilities](#). Information on Accessibility Services at King’s can be found [here](#).

Academic Consideration for Student Absence

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate), they should follow the procedures below.

In some cases, where instructors have built flexibility into their assessments, this flexibility will already address consideration needs.

Requests for academic consideration should be directed to the Academic Advising Office of your faculty/college of registration. Requests must be made as soon as possible and no later than 48 hours after the missed assessment.

As a rule, documentation is required for academic consideration. For academic consideration requests on medical grounds, the Student Medical Certificate is available at

https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses_enrollment/exams_and_tests/SMC-Feb-2025.pdf.

Students are permitted one academic consideration request without supporting documentation per term per course.

Instructors may designate one assessment per half-course weight as requiring formal supporting documentation. Please refer to the course outline for each course.

For further information, please see:

https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf

Absences from Final Examinations

If you miss the Final Exam, contact the Academic Advising Office of your faculty/college of registration as soon as you are able to do so. They will assess your eligibility to write the Special Examination (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a “Multiple Exam Situation” (e.g., more than 2 exams in 23-hour period, or more than 3 exams in a 47-hour period).

If a student fails to write a scheduled Special Examination, the date of the next Special Examination (if granted) normally will be the scheduled date for the final exam the next time this course is offered. The maximum course load for that term will be reduced by the credit of the course(s) for which the final examination has been deferred. See the Academic Calendar for details (under [Special Examinations](#)).

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give notice in writing to the instructor and Academic Advising Office if a course requirement will be affected by a religious holiday/observance. Notice must be given as early as possible, and no later than two weeks prior to an examination, and one week prior to a midterm test date. It is the responsibility of such students to inform themselves concerning the work done in classes from which they are absent and to take appropriate action.

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/>

Good2talk is a good online and phone 24/7 resource for students and is available in English, Mandarin, and French: <https://good2talk.ca>, 1-866-925-5454

MentalHealth@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:
<https://www.kings.uwo.ca/current-students/academic-resources/>

GBSV Support:

King's is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at:

<https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

You can reach someone supports at Kings by emailing Care@kings.uwo.ca or calling 519-930-4640 to reach a social worker who can offer help.

You can also reach Western's Gender-Based Violence & Survivor Support Case Manager by [email](#) or by calling 519-661-3568.

Further supports can be found on this website: <https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

See also https://www.uwo.ca/health/student_support/survivor_support/get-help.html

University Students' Council offers many valuable support services for students, including the health insurance plan: <http://westernusc.ca/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. Unauthorized possession of such a device during a test or examination constitutes an academic offence.

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 share jointly 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

It is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor. Check with you instructor on what tools, including generative AI (ChatGPT, translation tools, grammar-checking tools) are permitted in the course. Because a tool is permitted in one course, that does not mean it is permitted in other courses.

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/Originality Reports - 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 of 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. Unauthorized sharing of class content is subject to academic discipline.

Similarly, students own copyright in their own original papers and exam essays. If a faculty member wishes to post a student's answers or papers on the course website, they should ask for the student's written permission.

6. Use of Recordings

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation and/or the participant has the prior written permission of the instructor. Unauthorized recording and/or sharing of class content is subject to academic discipline.

7. Policy on Attendance

Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course, will be reported to the Dean of the Faculty offering the course, after due warning has been given. On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course.