



**SOCWORK 2206A (570)
PRACTICE-BASED RESEARCH
Fall/Winter 2025-2026**

Professor Laura Hogarth
Email: lhogart4@uwo.ca

Office Hours: Wednesdays 5:30pm - 6:30pm
Or by appointment

Course Information and Faculty Contact:

For Course Information (Day, Time and Location), please go to student.uwo.ca, login, select Academics then Fall 2025. For Faculty Contact information, please see the class OWL.

Calendar Description:

A study of the empirical method to provide students with the basic knowledge and skills required to design and implement elementary research projects. Students will also learn how to evaluate research reports to be able to utilize the results in their professional practice. Required for admission to the Social Work program.

Pre or Corequisites

Prerequisite(s): Registration in the professional BSW (Honours) program.

Extra Information

Extra Information: 3 lecture hours

Course Weight: 0.50

Breadth: CATEGORY A

Subject Code: SOCWORK

Notice: Unless you have either the prerequisites for this course, or special permission from your Dean to enrol 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.

National Day For Truth and Reconciliation Policy

That September 30 be recognized as a day that honours the survivors of the Canadian residential school system, their families, and communities. Acknowledgement of the horrendous abuses committed at the schools is a critical part of establishing collective awareness of our

history, but it must be accompanied by broader reflection and response to the legacy of colonization and disenfranchisement that spans centuries. September 30 will be observed as a non-instructional day to allow students and employees to observe this day as an opportunity to advance the work of 'Truth and Reconciliation' as we reflect on the meaning of decolonization, and the actions required by the Western community to achieve it. If September 30 falls on the weekend, the Office of Indigenous Initiatives will be consulted as to when to observe the National Day for Truth and Reconciliation.

Statement of Commitment:

At King's University College, we learn and work on land that is part of the Dish with One Spoon Treaty from the original inhabitants of this land, the Anishinaabeg, Haudenosaunee, Lenapeewak, and Attawandaron peoples; all of whom have longstanding relationships to the land of Southwestern Ontario and the City of London. As an uninvited guest, I am grateful to inhabit this land, and hope to maintain the spirit of the Dish with One Spoon Treaty to work collaboratively with the original inhabitants to protect it.

As a social worker, I am aware of the historical and continuing harm caused by my profession against Indigenous people. I am committed to doing better both professionally and personally, and to finding ways to put into action the Truth and Reconciliation Commission of Canada (2015) recommendations. In my teaching, I strive to listen intently and to learn. I strive to identify and challenge the specific ways that colonization continues to create harmful practices and policies within social work.

Delivery Format:

This is an 'in-person' class - all lectures will be delivered in the classroom only (not recorded). Lectures are intended to complement the readings and not simply repeat it. Thus, I will present some material that is not in the reading. Class attendance will significantly increase how much you get out of this course. Discussion during lectures is encouraged, and there will be several small group exercises and activities. Questions, thoughts and opinions during class are encouraged! Lecture slides will be posted on OWL each week. It is important to note that these lecture slides may be incomplete (i.e., they will contain some, but not all, of the information covered in lectures and/or the text). These lecture notes should not be relied upon as a replacement for attending lectures.

Course Goals and Skill Development:

Social workers have an ethical and professional responsibility to provide excellence within the social work profession (CASW, 2005; OCSWSSW, 2010, 2011). In order to achieve that end, a systematic framework is required for making reasonable and reliable decision-making in the formulation and application of practice methods, and in the design of outcome-based social programs as vehicles for social work interventions into people's lives.

This course enables students to develop an understanding of the research process from a social work standpoint, gain insights into the stages quality research includes, and critically

appraise social work research. The goal of the course is to develop students' capacity to find, understand, critique, and apply research findings to their professional practice.

Course Objectives:

1. To acquire knowledge and skills to critique, apply, and participate in social work research.
2. To apply social work knowledge, as well as knowledge from other disciplines, to advance professional practice, policy development, research, and service provision.

Learning Outcomes:

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

1. Create effective searches to locate relevant research on library databases
2. Describe the research publication process and identify social work journals and other journals that publish research relevant to social work
3. Explain the rationale, strengths and weaknesses of various research methodologies including quantitative and qualitative research, mixed methods research, participatory action research, and program evaluation.
4. Understand and explain the different measurement tools, methods of data collection and data analysis techniques of qualitative and quantitative research
5. Understand and effectively use the vocabulary of the various research methodologies.
6. Outline and describe the importance of the key steps in planning a research study or evaluation study.
7. Interpret both qualitative and quantitative data collected from practice evaluation;
8. Critically review and evaluate research articles
9. Use research evidence to inform practice.

Required Book: None

Required Readings:

Required readings will be posted on the OWL website in the 'Course Readings' tab.

Course Website – OWL Brightspace

The course website (<https://westernu.brightspace.com>) is accessible to all students registered in this course. It contains the course outline (syllabus), announcements, and other course resource materials. The OWL may be used for in-class communication, discussion boards, tests, quizzes, posting of lecture materials, etc., at the instructor's discretion.

Course Materials and Use; Technology Requirements

All course materials will be posted on the OWL website (<https://westernu.brightspace.com>), 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), weekly lectures, assignment descriptions and marking rubrics. The OWL will also be used for 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 course will require the following technology and space requirements: stable high-speed internet connection, computer.

Course Expectations

This course begins on the first week of classes and follows the academic calendar dates 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 in small groups and opportunities to meet as a 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. 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.

Method 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 in-class lectures, small and large group discussions, individual readings and reflection, and student presentations. I welcome your ongoing feedback during the course; please feel free to ask questions and let me know if there are ways that I can make this course more responsive to your learning needs.

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 AI tools [such as Chat GPT] are permitted exclusively for: information-gathering and preliminary research purposes. If AI tools are used, students must acknowledge use and state how the tool was used. If you are unsure of AI use in this class, please consult with your instructor.

Evaluation

1. Weekly Quizzes on readings	15%
2. Library Search	10%
3. Tick Tock - Preferred Research Method	10%
5. Class Presentation and Critical Analysis of Research	35%
5. Exam	30%
Total	100%

Evaluation Assignments:

1. **Quizzes**

Each week there will be a short 5-question quiz on that week's reading.

Due: Throughout term

Mark: 15%

2. **Library Search**

One-page assignment plus attached PDF's of research papers. Based on the Library Information Session and subsequent searches for articles. Groups of 2 - 3 (TBD). Locate research articles of interest. Two articles from each of the five research methodologies covered in this course. Actual PDF's of research articles must be attached. Including only links to articles will result in 3 mark deductions.

Due: September 24th by 11:55 pm on OWL Brightspace

Mark: 10%

3. **Tick Tok**

2-minute video to be uploaded into OWL. Topic: Preferred research method

Due: Nov 23 at 11:55 pm

Mark: 10%

4. **Class Presentation and Critical Analysis of Research
(30 min presentation/critical analysis and class discussion facilitation)**

In-depth critique of a research article incorporating learning

Due: Nov 23 at 11:55 pm

Mark: 35%

5. **Exam**

Multiple choice exam. Covers all readings, slides, and class discussions from throughout the term

Due: During exam period, TBA

Mark: 20%

Course Schedule:

Week 1 – September 10

Topic: **Welcome, Course syllabus review, Organization**

Readings: Linking Theory, Practice, and Research. Fook, J

Library Instruction, Database, Search Tools: In-Class Presentation
Emma Swiatek - Associate Librarian, Cardinal Carter Library

Week 2 – September 17

Topic: **Social Work Practice and Research**

Readings: Is social work evidence-based? Does saying so make it so? Ongoing challenges in integrating research, practice, and policy. *Journal of Social Work Education*, 52(sup1), S110-S125.

Library Instruction, Database, Search tools

Week 3 – September 24

Topic: **Epistemologies/Ontologies**

Readings:

Chapter 1: The Selection of a Research Approach (Creswell & Creswell, 2018)
Research design : qualitative, quantitative, and mixed methods approaches (Fifth edition.). SAGE Publications, Inc.

Tarsilla, M. (2010). Inclusiveness and social justice in evaluation: Can the transformative agenda really alter the status quo? A conversation with Donna M. Mertens. *Journal of MultiDisciplinary Evaluation*, 6(14), 102-113.

Week 4 – October 1

Topic: **Program Evaluation**

Readings: Chapter 1: Toward Accountability (Grinnell, Gabor, & Unrau, 2019)
Logic Models

Week 5 – October 8

Topic: **Program Evaluation**

Reading TBA (example PE)
Building a program evaluation (in-class activity)

Presentations: Draw for methodology/dates

Week 6 – October 15

Topic: **Quantitative Research**

Readings:

Sukamolson, S. (2007). Fundamentals of quantitative research. *Language Institute Chulalongkorn University*, 1(3), 1-20.

Coughlan, M., Cronin, P., & Ryan, F. (2007). Step-by-step guide to critiquing research. Part 1: quantitative research. *British journal of nursing*, 16(11), 658-663.

Week 7 - October 22

Topic: **Quantitative Research**

Reading TBA: Example Quantitative Study

Critiquing Quantitative Research

Week 8 – October 29

Topic: **Qualitative Research**

Speaker: Dr. Adrienne Sauder

Readings:

Jackson, R. L., Drummond, D. K., & Camara, S. (2007). What is qualitative research?. *Qualitative research reports in communication*, 8(1), 21-28.

Ryan, F., Coughlan, M., & Cronin, P. (2007). Step-by-step guide to critiquing research. Part 2: Qualitative research. *British journal of nursing*, 16(12), 738-744.

Week 9 - November 5

No Class - Reading week

Week 10 - November 12

Topic: **Critiquing Qualitative Research**

Readings:

Lester, J. N., Cho, Y., & Lochmiller, C. R. (2020). Learning to do qualitative data analysis: A starting point. *Human resource development review*, 19(1), 94-106.

Reading TBA (example Qualitative study)

Topic: **Mixed Methods**

McKim, C. A. (2017). The value of mixed methods research: A mixed-methods study.

Week 11 – November 19

Topic: **Mixed Methods**

Reading TBA (example MM study)

Topic: **Participatory Action Research**

Readings:

Kidd, S. A., & Kral, M. J. (2005). Practicing participatory action research. *Journal of Counseling Psychology, 52*(2), 187–195. <https://doi.org/10.1037/0022-0167.52.2.187>

Reading: TBD (example PAR study)

Week 12 – November 26

Topic: **Presentations: Critical Analysis of Research**

Day 1: TBD

Week 13 – December 3

Topic: **Presentations: Critical Analysis of Research**

Day 2: TBD

Recommended Reading:

- Anderson-Draper, M. H. (2006). Understanding cultural competence through the evaluation of "Breaking the silence: A project to generate critical knowledge about family violence within immigrant communities." *The Canadian Journal of Program Evaluation*, 21(2), 59-79.
- Azzam, R., & Christie, C. (2007). Using public databases to study relative program impact. *The Canadian Journal of Program Evaluation*, 22(2), 57-68. Retrieved from <http://evaluationcanada.ca/canadian-journal-program-evaluation>
- Hogard, E. (2007). Using consultative methods to investigate professional-client interaction as an aspect of process evaluation. *American Journal of Evaluation*, 28(3), 304-317. doi:10.1177/1098214007304741
- Mayne, J. (2004). Reporting on outcomes: Setting performance expectations and telling performance stories, *The Canadian Journal of Program Evaluation*, 19(1), 31-60. Retrieved from <http://evaluationcanada.ca/canadian-journal-program-evaluation>
- Nelson, G., Ochocka, J., Janzen, R., Trainor, J., & Lauzon, S. (2004). A comprehensive evaluation framework for mental health consumer/survivor organizations: Values, conceptualization, design, and action. *The Canadian Journal of Program Evaluation*, 19(3), 29-53. Retrieved from <http://evaluationcanada.ca/canadian-journal-program-evaluation>
- Poon, B., Wing-sea Leung, J., Louie, A., & Vergel de Dios, C. (2013). The key functions of collaborative logic modeling: Insights from the British Columbia early childhood dental programs. *The Canadian Journal of Program Evaluation*, 27(2), 87-102.
- Rey, L., Brouselle, A., & Dedobbeleer, N. (2012). Logic Analysis: Testing program theory to better evaluate complex interventions. *The Canadian Journal of Program Evaluation*, 26(3), 61-89.
- Ross, J., & Jaafar, S. (2006). Participatory needs assessment. *The Canadian Journal of Program Evaluation*, 21(1), 131-154. Retrieved from <http://evaluationcanada.ca/canadian-journal-program-evaluation>
- Savaya, R., & Waysman, M. (2005). The logic model: A tool for incorporating theory in development and evaluation of programs. *Administration in Social Work*, 29(2), 85-103. School of Social Work, University of Michigan (n.d.). Self-paced learning modules for evaluation & research. Retrieved from <https://sites.google.com/a/umich.edu/self-paced-learning-modules-for-evaluation-research/>
- Sharp, A., & Eddy, C. (2001). Softly, softly catch the monkey: Innovative approaches to measure socially sensitive and complex issues in evaluation research. *The Canadian Journal of Program Evaluation*, 16(2), 87-99.
- Sieppert, J. (2005). Evaluation in Canada's social services: Progress, rifts, and challenges. *The Canadian Journal of Program Evaluation*, 20(3), 101-121.
- Taylor-Ritzler, T., Suarez-Balcazar, Y., Garcia-Iriarte, E., Henry, D.B. & Balcazar, F.E. (2013). Understanding and measuring evaluation capacity: A model and instrument validation study. *American Journal of Evaluation*, 34(2), 190-206.

- Taut, S., & Alkin, M. (2003). Program staff perceptions of barriers to evaluation implementation. *American Journal of Evaluation*, 24(2), 213-226.
- Trochim, W., Marcus, S.E., Masse, L.C., Moser, R.P., & Weld, P.C. (2008). The evaluation of large research initiatives: A participatory integrative mixed-methods approach. *American Journal of Evaluation*, 29(1), 8-28.
- Wade, K., & Neuman, K. (2007). Practice-Based Research: Changing the professional culture and language of social work. *Social Work in Health Care*, 44(4), 49 – 64.
- Wheelan, C. J. (2013). Chapter 13: Program evaluation: Will going to Harvard change your life? *Naked statistics: Stripping the dread from the data* (First edition. ed., pp. 225). New York: W.W. Norton & Company. PDF to be sent to library under Fair Use Policy.
- Wholey, J.S., Hatry, H.P., & Newcomer, K.E. (Eds.). (2010). *Handbook of practical program evaluation* (3rd ed.). San Francisco, CA: John Wiley & Sons.
- Wodarski, J.S. (2012). *Research methods for evidence-based practice*. Thousand Oaks, CA: Sage.
- World Health Organization. (2003). *Quality improvement for mental health* WHO.



SCHOOL OF SOCIAL WORK POLICIES – BSW Program 2025-2026

School of Social Work Attendance Policy – Pre-Program Courses

In accordance with Western University policies

https://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=5&Command=showCategory&Keywords=attendance&SubHeadingID=68&SelectedCalendar=Live&ArchiveID=#SubHeading_68, attendance is expected in Social Work courses: “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. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of Registration.

The School of Social Work considers “too many classes” to be three classes. You may receive written warning from your instructor after your second missed class advising you that after a third missed class they may request that you be barred from writing the final exam.

School of Social Work Policy on Grade Adjustment for Late Assignments

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.



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/OriginalityReports - TurnItIn.html](https://elearningtoolkit.uwo.ca/tools/OriginalityReports-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.