



**SOCWORK 3301A (571)  
DIRECT PRACTICE SKILLS  
Fall/Winter 2025-2026**

**Instructor:** Dr. Kym Briggs  
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**Office Hours:** Immediately after class, Fridays from 9:30-10:30 am, or by appointment

Email is the best way to reach me (please ensure you add your class course number in the Subject line). I will try to return a response within 48 business hours (Mon - Fri 9 - 5pm).

**Course Information:**

For Course Information (Day, Time and Location), please go to [student.uwo.ca](http://student.uwo.ca), login, select Academics then Fall 2025.

**Calendar Description:**

This course will provide the opportunity to develop direct practice skills within a strengths-based and critically reflective framework, building upon foundational interviewing skills developed in pre-program courses and learning and practicing the skills of engagement, use of self, goal setting, as well as the production of written assessments and recordings.

**Prerequisite(s):** Registration in the third year professional BSW (Honours) program, or permission of the School.

**Extra Information:** 3 lecture hours.

**Course Weight:** 0.50  
**Breadth:** CATEGORY A  
**Subject Code:** SOCWORK

*Notice: Unless you have either the requisites 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.*

**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.

### **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.

### **Course Description**

This course will provide students with the opportunity to develop their direct practice skills within a strength-based and critically reflective framework. This will involve building upon the foundational interviewing skills developed in SW 2215 A/B (formerly SW 2204) and learning and practicing the skills of engagement, use of self, as well as assessment, formulation and goal setting and the production of those professional skills required to complete written assessments and case notes.

### **Course Purpose:**

The purpose of this course is to assist students in developing the skills and confidence required to begin to engage in professional relationships with clients in direct practice settings requiring counselling. As one of the core preparatory practice courses within the undergraduate social work programme, it provides the content essential for professional reflective practice. It also aims to provide a sample of beginning techniques for social work students to draw upon in order to negotiate mutually agreed upon goals with clients, assisting them in managing a typical range of presenting problems in social work practice.

### **Course Objectives**

- To develop and reflect upon the social worker's 'use of self' including critically reflecting on privileged and oppressed positions and diversity within the helping relationship;
- To develop interviewing and counseling skills;
- To examine and develop the skills of basic interviewing, assessment, formulation and goal setting;

- To develop a professional writing style and ability to complete written assessments and recording;
- To raise awareness of, and appreciation for, the resilience, strength and hope present alongside presenting problems of pain and oppression; and
- To integrate the goals of this course within an overall appreciation for the range of diversity within social work and a commitment to anti-oppressive practice.

## **LEARNING OUTCOMES - Specific**

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

1. Understand and critically apply the concept of 'use of self', and critically reflect on diversity within the professional social work relationship to understand how this contributes to personal communication styles, engagement, the therapeutic relationship and collaborative goal setting;
2. Possess decision-making skills grounded within social work ethics and values;
3. Demonstrate the ability to apply communication and counseling skills in an interview, including listening skills, assessment, formulation, safety-planning, and collaborative goal setting;
4. Demonstrate interviewing skills in front of students and faculty in the classroom and be able to provide and receive feedback from peers and faculty;
5. Demonstrate the ability to develop a professional social work relationship which will empower clients and foster hope;
6. Develop professional writing skills to complete a bio-psycho-social-spiritual-cultural assessment from a strength-based perspective, which will be transferable to the expectations of a range of agencies and field placements; and
7. Understand basic assessment and practice theory to sustain a goal directed professional relationship with clients with a range of presenting problems.

## **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.

## **Course Format**

This course includes required reading, lectures with class discussion, and some group activities. Four of the classes will also involve 'standardized clients' who will be interviewed by students in order to develop the skills associated with this course.

This course begins on September 8 and continues until 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 interact regularly with other students, and with me, as your instructor. The course is designed to structure and guide some self-paced elements as well as offer interactive opportunities for community learning. This work may happen in smaller groups, or through opportunities to meet as a class. Each student brings their own knowledge, experience, and interests to our learning community, which we will build on and use our course material (readings, discussions, lessons, etc.) to amplify learning for everyone.

We will all be responsible for our own learning progress and also for contributing to the growth of our learning community through our participation in all course activities and assessments. We will be ready to engage and connect meaningfully. We will be present, professional, respectful and ready to contribute to our group.

When there are discussions about cases in which either the instructor or other students have been involved, all case material should respect client confidentiality. Audio, video, electronic, or handwritten recording of this case material, of colleagues' personal clinical experiences and of the simulations will not be permitted.

Students will be requested to refrain from using phones and computers for purposes other than to facilitate the in class learning process. Welcome to our class!

### **Educational Philosophy**

As one of the foundational preparatory practice courses, this course aims to provide students with content essential for professional reflective practice.

Together, professor and students can contribute to the development of an educational climate that is conducive to open discussion and reflection on concepts, grounding these in previous experiences in order to fully integrate learning.

A core curriculum is presented, and students are encouraged to engage critically with the course content in their personal integration of professional values, knowledge, and practice skills. This course seeks to enable students to develop self-awareness, the ability to critically reflect upon and learn from their own performance, and an intellectual capacity to integrate theory, research, and practice. It is expected that this educational experience will expand the students' repertoire of learning strategies in order to support their ongoing professional development.

### **Method of Evaluation:**

- 1. Participation:** The participation grade will be made up of two aspects;
  - Participation in weekly discussions and completion of weekly written comments in forum posts regarding material covered. You are expected to be online both posting and responding to others **1-2 x each week**. These can be done at your own time.
  - Active involvement in class through attendance, discussions, and participation in all aspects including in-class simulated and role play interviews.
  - It is an absolute requirement that students be able to manage the anxiety of being observed in their practice and be able to give and receive feedback appropriately.

*Since this is a professional practice class aimed at developing skills in engagement and attention in professional relationships, it is expected that students will not multitask and text or use laptops for anything other than participation and taking notes based upon classroom discussions. Any of these behaviours could negatively affect your participation grade.*

**Value:** 20%

- 2. Assignment #2:** Digital or video recording of an interview with process recording  
Students will conduct a 30-40 minute taped interview with a colleague (fellow social work student) to demonstrate interviewing skills. The details of the interview will be constructed for the purposes of this assignment, not based on an actual personal situation. This assignment will include a written transcript of 5 minutes of the interview. This will be captured in a chart with headings: client content, social work content, analysis of content, social work skills, alternate response (an alternate is required for every section of client content). Finally, include a 5-page maximum critical reflection of the whole interview highlighting your success within various stages of the interview; your use of self, multiple identities and diversity within the therapeutic relationship; interview strengths and opportunities for further growth as demonstrated in the taped interview. Include a brief plan as to how to address the areas of growth indicated. The transcript and reflection should be submitted through Assignment in OWL as **one** word document (do not send a link to an online document) that includes a link to your interview video uploaded to YouTube. Please title your file as follows: last name first name "video assignment#2".

**Due:** October 28, 11:59 pm (submitted online via Assignment in OWL)

**Value:** 40% (Tape: 10%, Transcript: 15%, Self-assessment: 15%)

- 3. Assignment # 3:** Written Bio-psycho-social-spiritual-cultural Assessment  
Based upon the final interview with a standardized client in class, write a bio-psycho-social-spiritual-cultural assessment. This assessment will follow a structured assessment and formulation format and will be written in sentences and paragraphs, not point form, single spaced with APA formatting. Maximum of five single-spaced pages.

**Due:** December 12, 11:59 pm (submitted online via Assignment in OWL)

**Value:** 40%

### **Books and Readings - required**

Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2022). *Intentional interviewing and counseling: Facilitating client development in a Multicultural Society* (10th ed.). Cengage Learning.

Cost:

Hardcopy Textbook: \$176.95

eTextbook: \$77.95

<https://www.cengage.ca/c/intentional-interviewing-and-counseling-facilitating-client-development-in-a-multicultural-society-10e-ivey-ivey-zalaquett/9780357622797/>

Used books are acceptable as long as they are the 10th edition.

Saleebey, D. (2013). *The strengths perspective in social work practice* (6<sup>th</sup> ed.). Boston: Pearson Allyn and Bacon.

Print Textbook: \$138.66

eTextbook: \$89.99

[https://www.pearson.com/en-us/subject-catalog/p/strengths-perspective-in-social-work-practice-the/P200000001772/9780205928019?srsId=AfmBOoqKazhmfyz9wovjLAKUoTiICSK3IDuyhVWHe\\_GdaO5D1yxdbnbj](https://www.pearson.com/en-us/subject-catalog/p/strengths-perspective-in-social-work-practice-the/P200000001772/9780205928019?srsId=AfmBOoqKazhmfyz9wovjLAKUoTiICSK3IDuyhVWHe_GdaO5D1yxdbnbj)

Used books are acceptable as long as they are the 6th edition.

Other readings will be available through library course readings or online through the King's library catalogue.

## **Course Schedule:**

Week 1 – September 8

**Topic:** Introduction to the course: Use of self, developing a mindful and critically reflective stance, Hardy's concept of multidimensional selves

**Handout:**

EXPLANATION OF MULTIDIMENSIONAL SELF HANDOUT (Hardy, 2016) (in OWL)

**Reading:**

Béres, L. (2009). Mindfulness and reflexivity: The no-self as reflexive practitioner. Chapter 4 in Hick (Ed.) *Mindfulness and social work* (pp. 57 – 75). Chicago: Lyceum. **(available through library course readings)**

Dewane, C. (2006). Use of self: A primer revisited, *Clinical Social Work Journal*, 34(4), 543-558. **(available through library course readings)**

Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2022). *Intentional interviewing and counseling (10th edition)*: Chapter 2.

Week 2 – September 15

**Topic:** The therapeutic relationship, review of basic interviewing skills, and stages of the interview

**Handout:**

Social work skills (in OWL)

**Reading:**

Ivey, A. E., Ivey, M. B., & Zalaquett, C. P. (2022). *Intentional interviewing and counseling (10th edition)*: Chapter 3 & 8.

Azzopardi, C., & McNeill, T. (2016). From cultural competence to cultural consciousness: Transitioning to a critical approach to working across differences in social work. *Journal of Ethnic & Cultural Diversity in Social Work*, 25(4), 282–299. **(available through library course readings)**

**Optional reading:**

Howe, D. (2008). The practitioner relationship and emotional intelligence. Chapter 10 in Howe, *The emotionally intelligent social worker*. Basingstoke, Hampshire: Palgrave Macmillan (pp. 180 – 195). **(available through library course readings)**

Week 3 – September 22

**Topic:** Introduction to assessment and formulation

**Reading:**

Allan, J. (2015). Reconciling the 'psycho-social/structural' in social work counselling with refugees, *British Journal of Social Work*, 45, 1699-1716. **(available through library course readings)**

Dean, R. G., & Poorvu, N. L. (2008). Assessment and formulation: A contemporary social work perspective. *Families in Society*, 89(4), 596–604. **(available through library course readings)**

**Optional reading:**

Bisman, C. D. (2001). Teaching social work's bio-psycho-social assessment. *Journal of Teaching in Social Work*, 21(3–4), 75–89. **(available through library course readings)**

Week 4 – September 29

**FIRST IN-CLASS STANDARDIZED CLIENT**

**Handout:**

Simulation materials and schedule (in OWL)

**Reading:**

Saleebey, D. (2013). *The strengths perspective in social work practice (6<sup>th</sup> edition)*: Chapters 1 & 2.

Week 5 – October 6

**Topic:** Assessment and formulation continued – formulation, goal setting and written product

**Handout:**

4Ps model of assessment

**Reading:**

Bogo, M. (2018). *Social work practice: Integrating concepts, processes, and skills*. Columbia University Press. Chapter 9—Toward developing shared understanding: Assessment and formula. **(available through library course readings)**

Drisko, J. (2014). Research evidence and social work practice: The place of evidence-based practice. *Clinical Social Work Journal*, 42(2), 123–133. **(available through library course readings)**

**Optional reading:**

O'Hare, T. (2009). Conducting the assessment, planning the evaluation. Chapter 1 and 4 in O'Hare, *Essential skills of social work practice: Assessment, intervention and evaluation*. Chicago: Lyceum (pp. 85 - 116). **(available through library course readings)**

Week 6 – October 13

**No class: Thanksgiving Monday**

Week 7 – October 20

**SECOND IN-CLASS STANDARDIZED CLIENT**

**Handout:**

Simulation materials and schedule (in OWL)

**Reading:**

Saleebey, D. (2013). *The strengths perspective in social work practice (6<sup>th</sup> edition)*: Chapters 3 & 5

Week 8 - October 27

**Topic:** Further aspects of assessments - the challenge of integrating a strength's perspective and fostering hope, incorporating naturally occurring supports, cognitive behavioural therapy as a psycho-social intervention

**Reading:**

Saleebey, D. (2013). *The strengths perspective in social work practice (6<sup>th</sup> edition)*: Chapters 15

Lenette, C., Cox, L., & Brough, M. (2015). Digital storytelling as a social work tool: Learning from ethnographic research with women from refugee backgrounds, *British Journal of Social Work*, 48, 988-1005. (available through library course readings)

Cobb, N. H. (2016). Cognitive Behavioral Theory and Treatment. In N. Coady & P. Lehmann (Eds.), *Theoretical Perspectives for Direct Social Work Practice (3rd ed.)*. Springer Publishing Company. <https://doi.org/10.1891/9780826119483.0010>

Rasmussen, B. (2018). A Critical Examination of CBT in Clinical Social Work Practice. *Clinical Social Work Journal*, 46(3), 165–173. **(available through library course readings)**

Rector, N. A. (2010). *Cognitive behavioural therapy: An information guide*. Centre for Addiction and Mental Health. **(available through library course readings)**

## **Assignment #2 - Taped interview and Reflection due October 28 before 11:59pm**

Week 9 – November 3

**No class: Reading Week**

Week 10 – November 10

### **THIRD IN-CLASS STANDARDIZED CLIENT**

**Handout:**

Simulation materials and schedule (in OWL)

**Reading:**

Saleebey, D. (2013). *The strengths perspective in social work practice (6th edition)*: Chapters 8 & 11

Week 11 – November 17

**Topic:** Further ideas about assessment and formulation

**Reading:**

Appleby, J., Cox, K., Black, K., & Marsh, N. (2024). Social work formulation: Principles and strategies for mental health social workers in Aotearoa New Zealand. *Aotearoa New Zealand Social Work*, 36(1), 75-88.

Selzer, R., & Ellen, S. (2014). Formulation for beginners. *Australasian Psychiatry*, 22(4), 397-401.

**Optional Reading:**

Macneil, C. A., Hasty, M. K., Conus, P., & Berk, M. (2012). Is diagnosis enough to guide interventions in mental health? Using case formulation in clinical practice. *BMC medicine*, 10(1), 111.

Week 12 – November 24

**Topic:** Working with Black and Indigenous families

**Guest speaker on Indigenous families:** Nicole McLeod

**Reading:**

Antwi-Boasiako, K., Fallon, B., King, B., Trocme, N., & Fluke, J. (2022). Understanding the overrepresentation of Black children in Ontario's child welfare system: Perspectives from child welfare workers and community service providers. *Child Abuse & Neglect*, 123, 105425.

Blackstock, C. (2019). The Occasional evil of angels: Learning from the experiences of Aboriginal peoples and social work. *First Peoples Child & Family Review*, 14(1), 137–152. <https://doi.org/10.7202/1071292ar>

Ivey, A. E., Ivey, M. B. & Zalaquett, C. P. (2022). *Intentional interviewing and counseling (10th edition)*: Chapter 11

**Optional Reading:**

Antwi-Boasiako, K., Fallon, B., King, B., Trocmé, N., & Fluke, J. (2021). Examining decision-making tools and child welfare involvement among Black families in Ontario, Canada. *Children and Youth Services Review*, 126, 106048.

Antwi-Boasiako, K., King, B., Fallon, B., Trocmé, N., Fluke, J., Chabot, M., & Esposito, T. (2020). Differences and disparities over time: Black and White families investigated by Ontario's child welfare system. *Child Abuse & Neglect*, 107, 104618. <https://doi.org/10.1016/j.chiabu.2020.104618>

Forrester, D., Kershaw, S. Moss, H. & Hughes, L. (2008). Communication skills in child protection: How do social workers talk to parents? *Child and Family Social Work*, 13 (1), 41-51. **(available through library course readings)**

Week 13 – December 1

**FINAL IN-CLASS STANDARDIZED CLIENT**

Handout:  
Simulation materials and schedule (in OWL)

Week 14 – December 8

**Topic:** Resilience in the context of challenges and strengths, including self-care  
**End of semester celebration**

**Reading:**

Saleebey, D. (2013). *The strengths perspective in social work practice (6th edition)*: Chapter 10

**Optional reading:**

Mathieu, F. (2015). Beyond kale and pedicures: Can we beat burnout and compassion fatigue? **(Available from: <http://www.tendacademy.ca/wp-content/uploads/2016/01/BEYOND- KALE-AND-PEDICURES-Article.pdf>)**

**Written Bio-psycho-social-spiritual-cultural Assessment due December 12th before 11:59pm**



## **SCHOOL OF SOCIAL WORK POLICIES – BSW Program 2025-2026**

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.

03/25

## **ACADEMIC ACCOMMODATION** (See King's Policies below for more information)

Academic accommodation can refer to missed classes, tests/exams or deadlines for written work. Students who request academic accommodation based on medical or compassionate grounds for course work/assignments/tests **worth 10% or less** of the overall grade should consult their Instructor directly. Your instructor will advise you of their policy with respect to work worth 10% or less of the course grade.

Students who request a due date extension based on medical or compassionate grounds for course work or written assignments worth **more than 10%** of the overall grade should proceed as follows:

**Short Term Extensions for Non-Medical Reasons:** The request for a short term extension (5 days or less) for non-medical reasons is to be made to the Instructor in writing (email is fine) and will be replied to in writing by the Instructor (again email is fine). The form of documentation is determined by the Instructor. If an extension is warranted the Instructor will indicate in the email the revised due date for the assignment.

**All Other Requests for Extensions: Medical Grounds, Other Grounds Requiring Documentations, Extensions Past Five Days:**

Students requesting an extension for will be asked to alert their Instructor that they will be seeking an extension and make an appointment to meet with an Academic Counsellor. Within the School of Social Work, the dedicated Academic Counsellor is the Coordinator of Academics and Development. The choice is up to the student. A student's request for an extension will be reviewed by the counselor based on appropriate documentation. Those students who are requesting an extension for medical reasons will be asked to provide a Student Medical Certificate (SMC) which may be found [here](#). After discussion between the student and the counsellor, the counsellor will recommend a particular accommodation to the student's instructor via email. The counsellor will direct the student to the instructor to confirm the recommended accommodation. If the instructor agrees to an extension or particular accommodation, the details (including new due date) are either approved within the request system, or are to be provided to the student in writing (email).

Please note: short-term accommodations are considered for deferrals and/or extensions up-to and including two weeks beyond the original date by which an evaluation is due. Anything beyond two weeks is considered to be long-term and additional documentation may be required. Documentation/Confidentiality: **ALL** supporting documentation (medical or otherwise) should be submitted to the Academic Counsellor who will then advise the instructor(s) involved that appropriate documentation has been received and that accommodation is warranted. It is at the student's discretion to reveal, or not, further details of the situation. In most instances, short-term accommodation requests for illness, injury, bereavement, or compassionate circumstances are requested through the Coordinator of Academics and Development and must be accompanied by appropriate documentation to support the request.

Policy Advisory Committee February 2025  
School Council March 2025

### ***Incompletes and Special Exams***

An Incomplete or Special Exam involves a formal accommodation which is recommended by an academic counsellor to the instructor, based upon a student's documented situation. The conditions of the Incomplete/Special Exam are negotiated between the student and the instructor and must be approved by the Director and the Academic Dean. Once approved, a grade of INC or SPC is submitted for the student until such time as the conditions of the Incomplete/Special Exam are fulfilled.

- a) Incompletes/special exams must be requested by the student in writing, with supporting documentation if appropriate, and arrangements for the completion of course work negotiated in writing between the professor and the student.
- b) If on the due date, the Director does not receive a grade revision or a request for a further extension due to medical or compassionate reasons, the Director forwards an automatic "F" to the Dean. The Director will do this by 4:00 p.m. the day following the due date.

In cases where a further extension is requested, additional documentation/rationale must be provided and a revised Incomplete Form submitted. The Director must approve the extension. If this further deadline is not met, the granting of an "F" is automatic.

### ***Missed Tests or Examinations***

Students are responsible for seeking accommodation with appropriate documentation, prior to writing tests/examinations, if they are of the view that their performance may be affected by extenuating circumstances.

Students who do not attend a test or examination for non-medical or non-emergency reasons will not be permitted to take a makeup test or examination, nor will the term mark be re-weighted in any fashion in order to accommodate missed examinations. However, students who have a legitimate emergency, medical or otherwise, and who miss a test or examination worth 10% or more of the term grade will be asked to alert their Instructor that they will be seeking accommodation and make an appointment to meet with an Academic Counselor. The dedicated Counsellor within the School of Social Work is Tosha Densky, Coordinator Academics and Development. Alternatively, an undergraduate student could choose to meet with an Academic Counsellor from the Academic Dean's office. The choice is up to the student.

The student's request to write a makeup test/exam will be reviewed by the counsellor based on appropriate documentation. Those students who are requesting an accommodation for medical reasons will be asked to provide a Student Medical Certificate (SMC) which may be found [here](#). After discussion between the student and the counsellor, the counsellor will recommend a particular accommodation to the student's instructor via email. The counsellor will direct the student to the instructor to confirm the recommended accommodation. If the instructor agrees to an extension or particular accommodation, the details (including new due date) are approved and provided to the student in writing (email).

In the event that the student has formal accommodations and writes exams using Accommodated Exam Services, it will be the student's responsibility to cancel and reschedule their exam with Accommodated Exams (pending instructor approval).

In the event that the student does not write with Accommodated Exam Services, the student's instructor will schedule a make-up test/exam date. For exams or tests worth less than 10% of the term grade, students should consult their instructor. Only students for whom emergency

circumstances prevented their completion of a test/examination will be eligible for accommodation by the instructor.

Policy Advisory Committee February 2025  
School Council March 2025

### ***Policy on 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**

BSW 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). 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 endeavour to 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 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.

6.3.3 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.

6.3.4 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.

6.3.5 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 Coordinator of Academics and Development 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 Coordinator of Academics and Development 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](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](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/](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](mailto: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](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](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](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.