



Social Work 4425A (570)
Social Work Practice with Immigrants and Refugees: Local and Transnational Context
Fall 2025

Instructor Information:

Ruth Wilson, Assistant Professor

Email: rwils57@uwo.ca

Office Hours: Tuesdays, 11:30 am to 12:30 pm or by appointment

Course and Faculty Contact:

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

Calendar Description:

This course provides an overview of current theories and practices within the area of transnational social work. This will involve critically reflecting on the effects of globalization and the corresponding implications for social work at all levels of practice across cultural borders locally and internationally

Antirequisites(s): Social Work 4423A/B and Social Work 4424A/B

Prerequisite(s): Third-year Social Work courses

Course Weight: 0.5

Breadth: Category B

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

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 mixed-race Filipina, mother, settler, social worker and academic, I (Ruth) am aware of and committed to addressing the historical and continuing harm caused by my community and my profession against Indigenous people. I am striving to do 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, to learn, and to take action towards decolonizing and Indigenizing research and practice; this includes identifying and challenging the specific ways that colonization continues to create harmful practices and policies within social work. I am hopeful that our collaborative learning experience in this course will be a small but important part of the ongoing and larger conversation around how our work - as social workers, educators, learners – can lead us to our mutual liberation.

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

Purpose:

The purpose of this elective course is to expose interested students to an overview of current theories and practices within the area of transnational and international social work. The main focus will involve developing a global and local awareness of the effects of globalization and the corresponding implications for social work at micro, mezzo and macro levels. Students will examine how global and local social issues impact immigrant, newcomer and refugee communities. Students will develop an increased knowledge of historical and contemporary theories of social work practice.

Learning Outcomes

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

- Understand social work practice with immigrants and refugees at the local and transnational context through critical race and anti-colonial lens.
- Demonstrate knowledge of critical race and anti-colonial theories. Apply these theories through a critical reflection on systems, practice and self- (understanding of social location, bias, power, and privileges) in their potential social work practice with immigrants and refugees trans-locally, and nationally
- Evaluate information on immigration theories from a transnational context
- Demonstrate knowledge and appreciation of diverse social, cultural, and religious ways of being
- Critically reflect upon a variety of global social issues as they are manifested in various contexts
- Identify the role of globalization in shaping social problems and country-specific responses to those problems

- Identify the structural and global forces which may be exploiting the most vulnerable populations
- Understand the role of non-government organizations
- Develop skills and strategies to respond to social, political, economic, and health problems perpetuated by white supremacy, racism and coloniality in the world today.

Required Readings:

Readings are identified in the week-by-week outline. Electronic versions of these readings are available (**free of charge**) through the library's course reserve program or on OWL Brightspace.

Supplementary Readings

Additional readings and resources will be added to OWL Brightspace throughout the course to enhance your understanding of the course material. These readings are optional.

Course Website – OWL

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 material. The OWL may be used for in-class communication, discussion boards, tests, quizzes, posting of lecture materials, etc., at the instructor's discretion.

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

I view AI-based assistance (such as ChatGPT, DeepSeek, Bing Chat, Claude, Google Bard, Perplexity, and other deep learning language models) the same way I view human-based assistance: you are welcome to explore **your** ideas and discuss **your** work with other people and AI-based platforms. **However, all work you submit must be your own.** To be clear, AI tools in this course are permitted exclusively for: information-gathering and preliminary research purposes. You should never include in your assignment anything that was not written or generated directly by you without proper citation. If you are unsure of AI use in this class, please do not hesitate to ask for clarification.

All students in this course are required to include an AI disclosure statement on the title page of their assignments. If you did not engage with AI tools to create your assignment, your statement will indicate that the assignment was generated entirely by human intelligence. If AI tools are used, you must acknowledge this use and state how the tool was used.

Please be advised that generative AI tools are trained on vast, opaque datasets that reflect dominant narratives, including those shaped by colonial, Eurocentric, and racist worldviews. As a result, these tools can reproduce and reinforce harmful stereotypes, erase Indigenous and racialized ways of knowing, and privilege Euro-Western epistemologies. Further, while AI can support some aspects of research, extensive and habitual engagements with AI can impede your critical thinking and hinder your capacity to ethically assess information and ideas. Use these tools with caution and critically evaluate their assistance and influence over your work.

Recording and Electronic Devices:

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 recordings of this case material, and of colleagues' personal experiences will not be permitted. Students will be requested to refrain from using phones and computers for purposes other than to facilitate the class learning process.

In this era of generative AI, it is important to protect the identities, voices, and stories shared within our classroom. To uphold the privacy and dignity of everyone involved, students who have obtained permission to record lectures and class discussion must adhere to the following guidelines:

- Do not record during moments when personal stories or experiences are being shared
- Do not manipulate or alter recordings in any way
- Do not upload recordings to any open-source AI platforms or software
- Store recordings securely, using a password-protected drive or folder
- Delete all recordings promptly at the end of the course

Evaluations:

Below are brief summaries of the assignments required in this course. Please note that detailed instructions and rubrics for these assignments will be posted on OWL Brightspace and discussed in class. Written & recorded assignments will be submitted on OWL Brightspace.

1) Migrant-Indigenous Solidarity Dialogue (recorded conversation)

As you form your groups for the community deposition (see assignment 3), it is essential to ground your collaboration in an exploration of migrant-Indigenous relationships in a settler-colonial state. This assignment invites you to create an "ethical space" together by openly sharing and reflecting on the readings from week 4. Indigenous social work scholar, Kathy Absolon engages the notion of ethical space to refer to the relational and decolonial space where multiple worldviews can meet with respect, humility, and accountability. The goal of this discussion is to nurture mutual understanding, highlight possible areas of solidarity and tensions, and discuss how social work practice with immigrants and refugees can radically change in ways that nourish migrant solidarity with Indigenous communities. Record an audio or video of your conversation (approximately 25-30 minutes) and submit the recording on Brightspace.

Due: Tuesday, October 7, 2025

Mark: 10%

2) Community Deposition & Town Hall (advocacy/community focus)

This assignment has two parts: 1) a deposition abstract, and 2) a presentation (deposition) and facilitated discussion (town hall). In groups of 3 or 4, you will research and prepare a community deposition that amplifies the experiences of immigrants and/or refugees in relation to one of the eight topics noted in weeks 10, 11, 12, and 13. You will then present

this deposition as part of a mock town hall, where you will take on the roles of a community advocate or stakeholder. As part of your presentation, you will also facilitate a dialogue with your peers to simulate public deliberation and response. The purpose of the assignment is to generate a collaborative and advocacy focused dialogue grounded in the reading you assign to the class for that week as well as existing research, policy debates, and community/sector strategies.

- **Abstract:** Each group must submit a deposition abstract (1 page, double-spaced) and assign one reading to the class. The abstract is worth 5% of your final grade
Due: Tuesday, October 14, 2025; **Mark:** 5%

Due: Week 10, 11, 12, or 13

Mark: 40%

3) Peer Evaluations

After a group facilitates an activity, students outside of the group will fill out a peer evaluation form for a minimum of 5 community depositions. The evaluation is an opportunity to reflect on their experience as a participant, to share their reactions to the discussion and identify key takeaways. The forms should be submitted within one week of the facilitated discussion. Student facilitators will not have access to the completed evaluations. However, the instructor will provide group members with a high-level, supportive summary of the feedback they received from their peers.

Due: Week 10, 11, 12, or 13

Mark: 10%

4) Case Study Paper (direct practice focus)

Students will choose one case study from a set provided by the instructor and write a paper (8-10 pages) that critically analyzes the case using relevant theory, research, and policy. The paper should contextualize the practice dilemma within existing literature, briefly outline the relevant policy landscape, and propose a well-reasoned, evidence-informed practice response. This assignment offers an opportunity to apply course concepts to a real-world scenario and demonstrate critical thinking.

Due: Tuesday, December 9, 2025

Mark: 40%

Schedule

Note: Readings are listed in order of importance

Week 1: Sept 9	Topic: Interrogating the settler-colonial gaze Required Readings: Gesturing Towards Decolonial Futures. (2021). Letter to prospective immigrants to what is known as Canada . Retrieved January 3, 2024, from https://decolonialfutures.net/portfolio/letter-to-prospective-immigrants/ Chatterjee, S. (2018). Teaching migration for reconciliation: A pedagogical commitment with a difference. <i>Intersectionalities: A Global Journal of Social Work Analysis, Research, Polity & Practice</i> , 6(1), 1-15. Suggested Readings: Elkchirid, A., Ngo, A. P., & Kumsa, M. K. (2020). Narrating colonial silences: Racialized social work educators unsettling our settlerhood. <i>Studies in Social Justice</i> , 14(2), 287-305. London & Middlesex Local Immigration Partnership (n.d.) Matter of Facts Series : Research on immigration trends in London and Middlesex. The purpose of this research is to better understand our local population and to counteract common misconceptions about immigrants and immigration.
Week 2: Sept 16	Topic: Settler-Colonial History of Migration Required Readings: Abu-Laban, Y., Tungohan, E., & Gabriel, C. (2023). <i>Containing Diversity: Canada and the Politics of Immigration in the 21st Century</i> (First edition.). University of Toronto Press. https://doi.org/10.3138/9781442609068 (Chapter 2) Villegas, P. E., Landolt, P., Freeman, V., Hermer, J., Basu, R., & Videkanic, B. (2020). Contesting settler colonial accounts: Temporality, migration and place-making in Scarborough, Ontario . <i>Studies in Social Justice</i> , 14(2), 321-351. Johnstone, M. W. (2016). The pervasive presence of the discourse of white civility in early Canadian social work in immigration services. <i>The British Journal of Social Work</i> , 46(6), 1724-1740. Suggested Readings: Madokoro, L. (2019). Peril and possibility: A contemplation of the current state of migration history and settler colonial studies in Canada. <i>History compass</i> , 17(1), e12516. Canadian Council for Refugees. (n.d.). A hundred years of immigration to Canada, 1900–1999: A chronology focusing on refugees and discrimination . Retrieved from https://ccrweb.ca/en/hundred-years-immigration-canada-1900-1999

<p>Week 3: Sept 23</p>	<p>Topic: Emerging Migrant-Indigenous Solidarity Frameworks</p> <p>Required Readings:</p> <p>Arat-Koc, S. (2020). Decolonizing refugee studies, standing up for indigenous justice: Challenges and possibilities of a politics of place. <i>Studies in Social Justice</i>, 14(2), 371-390.</p> <p>Simpson, Leanne Betasamosake, Rinaldo Walcott, and Glen Coulthard. 2018. "Idle No More and Black Lives Matter: An Exchange." <i>Studies in Social Justice</i> 12(1): 75-89.</p> <p>Chatterjee, S. (2018). Immigration, anti-racism and Indigenous self-determination: Towards a comprehensive analysis of the contemporary settler colonial. <i>Social Identities: Journal for the Study of Race, Nation & Culture</i>, 25(5), 644-661</p> <p>Suggested Readings:</p> <p>Byrd, J. (2011). <i>The transit of empire: Indigenous critiques of postcolonialism</i>. University of Minnesota Press.</p> <p>Byrd, J. (2019). Weather with you: Settler colonialism, anti-Blackness and grounded relationalities of resistance. <i>Critical Ethnic Studies</i>, 5(1/2), 207-214.</p> <p>Snelgrove, C., Dhamoon, R., & Corntassel, J. (2014). Unsettling settler colonialism: The discourse and politics of settlers, and solidarity with Indigenous nations. <i>Decolonization: indigeneity, education & society</i>, 3(2).</p> <p>Nobe-Ghelani, C. (2023). <i>Renewing relationships with glocal lands: Exploration of Indigenous-Refugee Relations with the Canadian Centre for Victims of Torture</i>.</p>
<p>Week 4: Sept 30</p>	<p>National Day of Truth and Reconciliation</p> <p>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. (see statement on National Day of Truth & Reconciliation above)</p>
<p>Week 5: Oct 7</p>	<p style="text-align: center;">Assignment 1: Migrant-Indigenous Solidarity Dialogue Due</p> <p>Topic: Globalization and Migration Theories</p> <p>Required Readings</p> <p>O'Reilly, K., & Triandafyllidou, A. (2023). Migration theories: A critical overview. In <i>Routledge Handbook of Immigration and Refugee Studies</i> (2nd ed., pp. 3–12). Routledge. https://doi.org/10.4324/9781003194316-2</p> <p>Reece, Rai. 2024. Critical Race Theory: A Multicultural Disrupter. <i>Genealogy</i> 8: 103. https://doi.org/10.3390/genealogy8030103</p> <p>Rodriguez, E. G. (2018). The Coloniality of Migration and the "Refugee Crisis": On the Asylum-Migration Nexus, the Transatlantic White European Settler Colonialism-Migration and Racial Capitalism. <i>Refuge</i>, 34(1), 16–28. https://doi.org/10.7202/1050851ar</p>

	<p>Suggested Readings:</p> <p>García, S. J. (2017). Bridging critical race theory and migration: Moving beyond assimilation theories. <i>Sociology Compass</i>, 11(6), e12484.</p> <p>Yan, M.C. (2017). Chapter 1: Theories of Migration. In M.C. Yan, U. Anucha, & U. George. (Eds). <i>Working with immigrants and refugees: issues, theories, and approaches for social work and human service practice</i>. Oxford University Press.</p>
<p>Week 6: Oct 14</p>	<p>Topic: Migration Policies & the politics of immigration</p> <p>Required Readings:</p> <p>Ontario Council of Agencies Serving Immigrants. (2018). Foundations of settlement work in Ontario. https://ocasi.org (Chapter 3 & 4)</p> <p>Abu-Laban, Y., Tungohan, E., & Gabriel, C. (2023). <i>Containing Diversity : Canada and the Politics of Immigration in the 21st Century</i> (First edition.). University of Toronto Press. https://doi.org/10.3138/9781442609068 (Chapters 7)</p> <p>Akbar, M. (2022). Temporariness and the production of policy categories in Canada. <i>Journal of Ethnic and Migration Studies</i>, 48(16), 3929–3946. https://doi.org/10.1080/1369183X.2022.2028355</p> <p>Suggested Readings:</p> <p>Abu-Laban, Y., Tungohan, E., & Gabriel, C. (2023). <i>Containing Diversity : Canada and the Politics of Immigration in the 21st Century</i> (First edition.). University of Toronto Press. https://doi.org/10.3138/9781442609068 (Chapter 1)</p> <p>Akbar, M. (2022). Temporariness and the production of policy categories in Canada. <i>Journal of Ethnic and Migration Studies</i>, 48(16), 3929–3946. https://doi.org/10.1080/1369183X.2022.2028355</p> <p>Doyle, M., Skuterud, M., & Worswick, C. (2025). The economics of Canadian immigration levels. <i>Canadian Journal of Economics/Revue canadienne d'économique</i>, 58(1), 109-135.</p> <p>Lázaro Castellanos, R. (2023). Critical Reflections on the Western Welfare State, Racial Capitalism, and Migratory Movements. <i>Social Sciences (Basel)</i>, 12(5), 271. https://doi.org/10.3390/socsci12050271</p> <p>Mohamadian, M., Javdani, M., & Heroux-Legault, M. (2024). Public attitudes towards immigration in Canada: Decreased support and increased political polarization (No. 211). IZA Policy Paper.</p>
<p>Week 7: Oct 21</p>	<p>Topic: The settlement sector</p> <p>Required Readings:</p> <p>Ontario Council of Agencies Serving Immigrants. (2018). <i>Foundations of settlement work in Ontario</i>. https://ocasi.org (Chapter 6 & 7)</p> <p>Dhillon, S. K., Machado, S., Lai, R. W. S., & Grain, K. (2024). Exploring Best Practices and Tensions in Immigrant-Led Community-Based Social Service Planning Models for</p>

	<p>Immigrant and Refugee Communities. <i>Journal of Community Engagement and Scholarship</i>, 17(3), 1</p> <p>Lowe, S., Richmond, T., & Shields, J. (2017). Settling on austerity: ISAs, immigrant communities and neoliberal restructuring. <i>Alternate Routes: A Journal of Critical Social Research</i>, 28.</p> <p>Suggested Readings:</p> <p>Kelley, N., Reitz, J. G., & Trebilcock, M. J. (2025). Integration: Short-Term Programs, Long-Term Barriers. In <i>Reshaping the Mosaic: Canadian Immigration Policy in the Twenty-First Century</i> (pp. 276–315). University of Toronto Press. http://www.jstor.org/stable/10.3138/jj.28833765.12</p> <p>Mukhtar, M., Dean, J., Wilson, K. et al. “But Many of These Problems are About Funds...”: The Challenges Immigrant Settlement Agencies (ISAs) Encounter in a Suburban Setting in Ontario, Canada. <i>Int. Migration & Integration</i> 17, 389–408 (2016). https://doi.org/10.1007/s12134-015-0421-5</p> <p>Richmond, T., & Shields, J. (2024). <i>The Canadian non-profit sector: neoliberalism and the assault on community</i>. Fernwood Publishing.</p> <p>Türegün, A., Bhuyan, R., Mandell, N., Shields, J., Borrás, J., Hemphill, J., ... & Schmidt, C. (2019). The Immigrant Settlement Ecosystem in Canada: An Ontario Case Study.</p> <p>Valenzuela, K., Shields, J., & Drolet, J. Settling Immigrants in Neoliberal Times: NGOs and Immigrant Well-being in Comparative Context. Available at www.alternateroutes.ca/index.php/ar/article/download/22447/18241</p>
<p>Week 8: Oct 28</p>	<p>Topic: Migration and the social determinants of health</p> <p>Required Readings:</p> <p>Salami, B., Yaskina, M., Hegadoren, K., Diaz, E., Meherali, S., Rammohan, A., & Ben-Shlomo, Y. (2017). Migration and social determinants of mental health: Results from the Canadian Health Measures Survey. <i>Canadian Journal of Public Health</i>, 108(4), 362-367.</p> <p>Rami, F., Searight, H. R., Morrissey, M. B., Charvonia, A., Indart, M., & Brown, L. M. (2023). Health inequities and social determinants of health in refugee and immigrant communities. <i>American Psychologist</i>, 78(2), 160–172. https://doi.org/10.1037/amp0001113</p> <p>Suggested Reading:</p> <p>Naidu, J. S. (2025). Racism in Canadian Media as a Social Determinant of Refugee Psychosocial Wellbeing.</p>
<p>Week 9: Nov 4</p>	<p>READING WEEK</p>

Week 10: Nov 11	<p style="text-align: center;">Community Depositions, Town Hall, Peer Evaluations</p> <p>Topics:</p> <ul style="list-style-type: none"> • Trauma & resilience in immigrant/refugee youth & children • Migration & disability <p>Required readings:</p> <ul style="list-style-type: none"> • To be assigned by presenters
Week 11: Nov 18	<p style="text-align: center;">Community Depositions, Town Hall, Peer Evaluations</p> <p>Topics:</p> <ul style="list-style-type: none"> • Economic In/Security • Temporary Migrant Workers <p>Required readings:</p> <ul style="list-style-type: none"> • To be assigned by presenters
Week 12: Nov 25	<p style="text-align: center;">Community Depositions, Town Hall, Peer Evaluations</p> <p>Topics:</p> <ul style="list-style-type: none"> • 2SLGBTQ+ newcomers • Gender-based violence & Migration <p>Required readings: To be assigned by presenters</p>
Week 13: Dec 2	<p style="text-align: center;">Community Depositions, Town Hall, Peer Evaluations</p> <p>Topics:</p> <ul style="list-style-type: none"> • International Students • Older Adult immigrants/refugees • Course wrap up <p>Required readings: To be assigned by presenters</p>
Week 14: Dec 9	<p style="text-align: center;">Assignment 4: Case Study Paper Due</p>

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.

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

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

For further information, please see:

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

Absences from Final Examinations

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

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

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

Religious Accommodation

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

2. Support Services

Accessibility, Counselling and Student Development at King's University College:
<https://www.kings.uwo.ca/current-students/student-services/>

Students experiencing emotional or mental health distress can access services at King's University College: <http://www.kings.uwo.ca/current-students/campus-services/student-support-services/personal-counselling/>

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

MentalHealth@Western provides a complete list of options about how to obtain help: https://www.uwo.ca/health/mental_wellbeing/

Academic Support Services at King's University College: <https://www.kings.uwo.ca/current-students/academic-resources/>

GBSV Support:

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

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

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

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

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

University Students' Council offers many valuable support services for students, including the health insurance plan: <http://westernusc.ca/services/>

3. Statement on Use of Electronic Devices

Use of Electronic Devices: Unless explicitly stated otherwise, you are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations. Unauthorized possession of such a device during a test or examination constitutes an academic offence.

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

The use of electronic devices by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using electronic devices for

purposes not directly related to the class may be subject to sanctions under the Student Code of Conduct; see <https://www.kings.uwo.ca/current-students/student-affairs/code-of-student-conduct1/>

Inappropriate use of electronics (e.g., laptops, tablets, smartphones) during lectures, seminars, labs, etc., creates a significant disruption. As a consequence, instructors may choose to limit the use of electronic devices in these settings. In addition, in order to provide a safe classroom environment, students attending in-person class sessions are strongly advised to operate laptops with batteries rather than power cords.

4. Statement on Academic Offences

King's is committed to academic integrity. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, is posted at

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

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

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system; see <https://elearningtoolkit.uwo.ca/tools/Originality Reports - TurnItIn.html>.

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

5. Copyright of Course Material

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Unauthorized sharing of class content is subject to academic discipline.

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

6. Use of Recordings

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

7. Policy on Attendance

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