



**School of Social Work
Social 9719 (570)
Critical Thought & Ethics in Social Work
Fall 2025-2026**

Instructor: Rhonda Hallberg BSW MSW RSW

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Office hours: Wednesdays 12noon-1pm, scheduled in advance or at another mutually convenient time, and either in person or via Zoom.

Calendar Description:

This course engages students in a process of ethical reasoning relevant to professional social work practice. Theories of ethical reasoning are explored in day-to-day practice and in confronting controversial social issues affecting vulnerable populations. Legislation, court processes and procedures, and current and emerging social work practice issues are examined in the light of their ethical and legal implications for social work practice.

Course description:

As helping professionals, social workers are expected to be ethically responsible, to think critically and to make ethically sound decisions. In all roles across the scope of practice, social workers encourage moral and ethical issues that can challenge decision making and acting ethically. Within the context of neoliberal restructuring, and systems, practices and discourses of colonization and oppression, social workers are required to navigate limited resources, organizational expectations and culture, professional, regulatory, and legal requirements, and asymmetrical power relations, while pursuing a social justice agenda. In the process, social workers are confronted with a range of complex ethical dilemmas and moral considerations.

This course provides a comprehensive exploration of values and ethical issues as they apply to social work theory, research, policy, and practice with individuals, families, groups, organizations, and communities. The course draws on professional, legal, critical, feminist, postmodern and Indigenous literature and perspectives to introduce students to theoretical, philosophical, professional, practical issues related to social work ethics.

The course is designed to engage students in critical reflection and self-reflection to examine personal and political conceptions of social work, knowledge, professional roles, and identity. Throughout the course students will be required to critically assess the theoretical basis of social work theories and knowledge, explore their own ethical commitments, and confront the complexities and challenges of working ethically within a range of practice settings.

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. As a white settler, I am also aware of the ways my family has been complicit in and continues to benefit from colonization. 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 learning outcomes:

- Develop critical thinking and self-reflection skills and practices;
- Understand core ethical responsibilities of a social work professional in Ontario and in Canada;
- Examine epistemological and ontological assumptions associated with ethical thought and reflective practice;
- Understand the components of critical thinking and self-reflective practice as applied to professional ethics and explore the interconnection between embodied knowledge, ethical thought and reflective practice;
- Reflect on how social location and entanglements with power/oppression impact ethics in everyday practice;
- Understand strengths & limitations of ethical decision-making theories;
- Recognize the distinction and intersection between ethical, professional, and legal standards in social work;
- Identify and critically evaluate social work practice assumptions;
- Demonstrate sensitivity to values, beliefs, epistemological outlooks of different social groups;
- Understand how personal values, attitudes, and beliefs can affect professional behaviour;
- Understand the influences of practice locations have on ethical practice;

- Explore creative strategies to address barriers to ethical social work practice.

Mode of Instruction:

This course includes in-person instructor presentations, class discussions, case studies, student led presentations and discussions, small group activities and personal reflections. Emphasis will be on helping students integrate theory and practice, applying ethical decision making in a broad range of settings and considering the complex components of current ethical concerns. Case studies and case discussions may arise from students' practice or the instructor's experience, and everyone is expected to uphold confidentiality of the client information and the information shared by other class participants. Students are expected to engage in discussions and show respect for difference of opinions. Please note: Students are expected to refrain from using phones and computers for purposes other than to facilitate the in class learning and are not to record any course content without prior permission.

Course textbooks/materials:**Required textbook:**

Spencer, E., Massing, D., & Gough, J. (Eds.). (2017). *Social work ethics: Progressive, practical, and relational approaches*. Oxford University Press.

- Other readings are noted in the course outline and available in either the library or online Western Libraries.
- Some other readings will be posted on the OWL BrightSpace course site.

Vital Source: e-textbook expires Feb 2026 price: \$46.99 CAN available at [Social Work Ethics: Progressive, Practical, and Relational Approaches 1st edition | 9780199020225, 9780199020232 | VitalSource](#)

Online through Indigo price: \$82.95

[Social Work Ethics: Progressive, Practical, And Relational Approaches Book By Elaine Spencer,duane Massing,jim Gough, \(Paperback\) | Indigo](#)

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.

Method of Evaluation:

1. **Class Participation** – Students are expected to attend all classes, prepare for class by having read the course material, share their own analysis and understanding of the readings/course material by participating in class discussions of the course material and bringing their own questions to the discussion. Students are expected to participate in large and small group activities. Students are expected to respectfully express their opinions and points of view and to actively listen to colleagues.

If students are unable to attend class, they are expected to follow the attendance policy and complete the readings and review the instruction materials for that class.

Due: Ongoing

Mark: 15% (attendance=5%, participation= 10%)

2. **Personal Reflection exercise**-Through this assignment students will demonstrate their self-reflection process that is critical to ethical practice. The assignment has students reflect on their core values and beliefs, explore the development of these values and beliefs, and discuss the underlying assumptions associated with those values & beliefs. Students are expected to reflect on their social location as a part of their reflection and discussion.

The assignment is two (2) pages (3 pages if necessary but note that the ability to be concise is evaluated). The 1st page is to be a creative representation of the student's core values and beliefs. The 2nd page is to be a discussion/reflection on the creative representation of the student's core values and beliefs (i.e. page 1), the development of those values and beliefs, underlying assumptions, and how their social location has influenced them.

Due: September 24, 2025, (week 3) by 11:00pm on the OWL Brightspace course site

Mark: 15 %

3. **Critical Reflection** – Students will complete a critical reflection on the readings of one week of the course. Students will select one week and, after reading the materials, complete an analysis of the key messages and reflect on their learning. Students are expected to demonstrate critical thinking and reflection about the topic and how the learning can strengthen their decision-making. The critical reflection will be maximum 5 pages, double spaced.

Due: October 22, 2025, (week 7) by 11:00pm submitted on the OWL Brightspace course site.

Mark: 20%

4. **Group Presentation** - In small groups, students are to conduct a 60-minute presentation of a chosen week's materials based on the week's readings and other relevant materials the students obtain. In addition to presenting key points of the readings and other information sources, students are expected to engage the class in discussion about the ethical issues related to the topic(s).

Due: During class the week chosen as per schedule on topics focused on current issues, from week #7 October 22 - Week#13 December 3, 2025

Mark: 25%

5. **Final Assignment** – Critical Reflection on Learning – Students are to explore in greater depth and critically reflect on an ethical issue of personal interest. The chosen topic must be different than the topic presented by the small group the student was a member of. Topics can from the course content or another topic of the students choice as long as it addresses ethical issues. Topics must be signed-off by instructor. Length: 8-10 pages, double-spaced, 12 pt. font.

Due: December 3, 2025, before 11:00p.m. on the OWL Brightspace course site.

Mark: 25%

Schedule of Classes, Readings, Assessments:

Week 1 – September 10, 2025

Topic: Introduction

- Review of Course outline, schedule, and evaluations.
- Forming small groups and schedule presentations
- Exploring the context, values, and texts of social work practice.
- Exploring the components and process of critical thinking.

Readings:

Textbook: E. Spencer, D. Massing & J. Gough (Eds.). (2017) *Social work ethics: Progressive, practical, and relational approaches*. **Chapter 3:** Snapshots of social work's ethical history.

Additional Reading(s)

Marshall Fine & Eli Teram (2009) Believers and Skeptics: Where Social Worker Situate Themselves Regarding the Code of Ethics, *ETHICS & BEHAVIOR*, 19:1, 60-78, DOI: 10.1080/10508420802623682 To link to this article:
<https://doi.org/10.1080/10508420802623682>

Optional Reading:

Durst, D. (2007). Social welfare and social work education in Canada: Slipping to the right. *Journal of Comparative Social Work*, 2 (1), 3 – 16

Pullen-Sansfacon, A., & Cowden, S. (2012). Chapter 2: Ethics and values in social work. In *The ethical foundations of social work* (pp. 27-45). (Book is available online at the library).

Week 2 – Sept 17, 2025

Topic- SW Values and Ethics: Canadian National Code of Ethics and Guidelines, Ontario Code of Ethics and Standards, International Federation Guidelines.

Readings:

Canadian Association of Social Workers Code of Ethics (2024) available online at [CASW Code of Ethics, Values and Guiding Principles 2024 | Canadian Association of Social Workers \(casw-acts.ca\)](https://casw-acts.ca) **Page 2-4**

Ontario College of Social Workers and Social Service Workers Code of Ethics and Standards available online at [Code Of Ethics And Standards Of Practice - CSWSSW](https://www.cswssw.org)

International Federation of Social Workers Statement of Ethical Principles available online at Global Social Work Statement of Ethical Principles – International Federation of Social Workers (ifsw.org)

Additional Reading(s)

Bisman, C. (2004). Social work values: the moral core of the profession. *British Journal of Social Work*, 34(1), 109-123.

Manning, S. (1997). The social worker as moral citizen: Ethics in action, *Social Work*, 42(3), 223–230. *Critical Ethics of Care in Social Work*

Week 3 - September 24, 2025

Topics: Self-Reflective Practice and Critical thinking

Note: National Day for Truth and Reconciliation September 30, 2024

Readings:

Textbook: E. Spencer, D. Massing & J. Gough (Eds.). *Social work ethics: Progressive, practical, and relational approaches*. **Chapter 16: Social Work Ethics within Interdisciplinary Teams in Mental Health**; Donna G. McNichol. In

YouTube Vide: The journey from reflection towards reflexivity. Siobhan Maclean. Available at: [The journey from reflection towards reflexivity – YouTube](#) (available on course Brightspace)

Gambrill, E. D. (2012). *Critical thinking in clinical practice: improving the quality of judgments and decisions* (3rd ed.). Hoboken, N.J: Wiley. Part II: Common Sources of Error. Chapter 5 The Influence of Language and Persuasion Strategies (pp. 131) (available on Brightspace)

Additional Reading(s)

Hughes, William & Lavery, Jonathan. *Critical Thinking: An Introduction to the Basic Skills – Canadian Seventh Edition*. (2015). ISBN: 9781554811991 / 1554811996. Chapter 1: Reasoning and Critical Thinking (pp. 17-28) (on Brightspace)

Gambrill, E. D. (2012). *Critical thinking in clinical practice: improving the quality of judgments and decisions* (3rd ed.). Hoboken, N.J: Wiley. Chapter 17: Overcoming Personal Obstacles to Critical Thinking (pp. 509) (on Brightspace)

Optional Reading:

Parton, N. (2000) Some thoughts on the relationship between theory and practice in and for social work. *British Journal of Social Work*, 30(4), 449-63

Fook, Janis & Gardner, Fiona. (2007). *Practicing critical reflection: a resource handbook*. Chapter 2: Clarifying our approach to critical reflection & Chapter 3: The theoretical frameworks underlying critical reflection.

Week 4 October 1, 2025

Topic: Ethical Decision-making theories and models

Readings

Textbook - Spencer, E., Massing, D., & Gough, J. (Eds.). (2017). *Social work ethics: Progressive, practical, and relational approaches*. Oxford University Press. **Chapter 14:** Ethical decision making: A relational and progressive perspective. (pp. 205-221).

Ontario College of Social Work. Ethical Decision-Making Tool.

<http://www.ocswssw.org/professional-practice/ethical-decision-making-tool/>

Newfoundland and Labrador Association of Social Workers (2015). Professional Issues Committee – Ethical Decision-Making Framework http://nlasw.ca/sites/default/files/inline-files/Ethical_Decision_Making_Framework.pdf

Nova Scotia College of Social Workers Ethical Decision Making [NSCSW - Ethical Decision making tool Just another WordPress site](#)

Optional Readings

Birnbaum, R., & Sigurdson, C. (2017). Chapter 2: Foundations of ethical theories and ethical decision-making. In *Managing ethical and legal dilemmas: Critical thinking in social work practice*. (pp. 7-19). Thomson Reuters.

Betan, E.J. (1997). Toward a hermeneutic model of ethical decision making in clinical practice, *Ethics and Behaviour*, 7(4), 347-365.

Niesche, R. & Haase, M. (2012). Emotions and Ethics: A Foucauldian framework for becoming an ethical educator. *Educational Philosophy and Theory*, 44(3). 276-288.

Week 5 October 8, 2025

Topic: Current employment settings and the impact on ethical practice: neoliberalism, managerialism,

Readings

Textbook: Spencer, E., Massing, D., & Gough, J. (Eds.). (2017). *Social work ethics: Progressive, practical, and relational approaches*. Oxford University Press. Baines, D.

Chapter 4: Is critical, anti-oppressive social work still possible? Exhausting ethical action + revitalizing resistance. (pp. 56-68).

Textbook: Spencer, E., Massing, D., & Gough, J. (Eds.). (2017). Social work ethics: Progressive, practical, and relational approaches. Oxford University Press. Weinberg, M. **Chapter 5:** New tools for ethical practice in an era of fiscal restraints. (pp. 69-83).

Additional Readings

Mänttari-van der Kuip, M. (2015). Moral distress among social workers: The role of insufficient resources, *International Journal of Social Welfare*, 25(1), 86-97.

Janssen, S.J. (2016). Moral distress in social work practice: When workplace and conscience collide, *Social Work Today*, 16(3), p. 18.
<https://www.socialworktoday.com/archive/052416p18.shtm>

Week 6: October 15, 2025

Topic: Ethics Law and Social Work Practice: Legal considerations

Readings

Textbook Spencer, E., Massing, D., & Gough, J. (Eds.). (2017). Social work ethics: Progressive, practical, and relational approaches. Oxford University Press. **Chapter 15:** The ethical professional: Regulation of social work in Canada (pp.222-237)

Additional Readings

Regehr, C., & Kanani K. (2010). Chapter 1: Introduction to law for social workers. *Essential law for social work practice in Canada*, 2nd Ed., (pp. 1-12).

Byrick, K., & Walker-Renshaw, B. (September 2016). A practical guide to law and mental health in Ontario. Ontario Hospital Association.

Registrants' Duty to Report Child Abuse - College Response to Recommendations from the Child and Youth Death Review and Analysis Report retrieved at
<https://www.ocswssw.org/2023/03/17/registrants-duty-to-report-child-abusecollege-response-to-recommendations-from-the-child-and-youth-death-review-andanalysis-report/>

Optional Readings

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.
<https://doi.org/10.1016/j.chilyouth.2021.106048>

Birnbaum, R., & Mosher, J.E. (2016). *Law for social workers: A Canadian guide*, 5th edition. Chapters 2 (Book available at King's library).

Week 7: October 22, 2025.

Topic: Current Ethical Issues: Self-care- an ethical obligation

Readings

CASW Code of Ethics and Guidelines **Guiding Principle 4.2** (available on course Brightspace)

Lee, J.J., & Miller, S.E. (2013). A self-care framework for social workers: Building a strong foundation for practice. *Families in Society*, 94(2), 96-103.

Kings Online Resources

Online MSW Programs: The Importance of Self-Care in Social Work and Social Work Education. Retrieved at [Importance of Self-Care in Social Work and Social Work Education | Online MSW Programs](#)

Additional Readings

University of Buffalo Self Care Starter Kit retrieved at Self-Care Starter KitSM - University at Buffalo School of Social Work - University at Buffalo (on OWL)

Week 8 - October 29, 2025

Topic: Current Ethical Issues: Exploring Professional Boundaries

Readings

Textbook- Spencer, E., Massing, D., & Gough, J. (Eds.). (2017). *Social work ethics: Progressive, practical, and relational approaches*. Oxford University Press. Chapter 2: Everyday ethics. (pp. 21-34).

Textbook Spencer, E., Massing, D., & Gough, J. (Eds.). (2017). *Social work ethics: Progressive, practical, and relational approaches*. Oxford University Press. Chapter 11 – Insider social work ethics: Working with your own community (pp. 159-171).

Optional Readings

Austin, W. Bergum. V. Nuttgens, S. Peternelj-Taylor. (2006). A re-visioning of boundaries in professional helping relationships: Exploring other metaphors, *Ethics and Behavior*, 16(2), 77-94.

Webster, M. (2016). Challenging workplace bullying: The role of social work leadership integrity. *Ethics and Social Welfare*, 10(4), 316-332.

Adamson, C. (2012) Supervision is not politically innocent, *Australian Social Work*, 65(2), 185-196.

Bennett, B.E., Bricklin, P.M., & VandeCreek, L. (1994). Response to Lazarus's "How Certain Boundaries and Ethics Diminish Therapeutic Effectiveness", *Ethics & Behavior*, 4(3), 263-266.

Johner, R. (2006). Dual relationships legitimization and client self-determination, *Journal of Social Work Values and Ethics*, 3(1).

Juhila, K., Ranta, J., Raitakari, S., & Banks, S. (2021). Relational autonomy and service choices in social worker–client conversations in an outpatient clinic for people using drugs, *The British Journal of Social Work*, 51(1), 170–186, <https://doi.org/proxy1.lib.uwo.ca/10.1093/bjsw/bcaa011>

Lazarus, A. A. (1994). How certain boundaries and ethics diminish therapeutic effectiveness, *Ethics and Behavior*, 4, 255-261

Week 9 November 3-9 2025, STUDY WEEK

Week 10 November 12, 2025

Topic: Current Ethical Issues: Truth & Reconciliation and Decolonizing practice

Readings

Textbook- Spencer, E., Massing, D., & Gough, J. (Eds.). (2017). *Social work ethics: Progressive, practical, and relational approaches*. Oxford University Press. **Chapter 8:** Blackstock, C. Does social work have the guts for social justice and reconciliation? (pp. 115-128).

Baskin, C. (2007a). Part 1: Conceptualizing, framing and politicizing Aboriginal ethics in mental health, *Journal of Ethics in Mental Health*, 2 (2).

Joseph, A. J. (2019). Constituting “lived experience” discourses in mental health: The ethics of racialized identification/representation and the erasure of intergeneration colonial violence. *Journal of Ethics in Mental Health*, 10, 1-23

Optional Readings

Textbook- Spencer, E., Massing, D., & Gough, J. (Eds.). (2017). *Social work ethics: Progressive, practical, and relational approaches*. Oxford University Press. **Chapter 9:** Ip, E. Immigrant integration practice: Progressive social work and ethical considerations (pp. 129-144).

Improving health research among Indigenous Peoples in Canada. Sarah Hyett MSc, Stacey Marjerrison MD MSc, Chelsea Gabel PhD n Cite as: *CMAJ* 2018 May 22;190: E616-21. doi: 10.1503/cmaj.171538

Kirmayer, L. (2012). Rethinking cultural competence. *Transcultural Psychiatry*, 49(2), 149-164

Choules, K. (2012). The shifting sands of social justice discourse: From situating the problem with “them” to situating it with “us”. *Review of Education, Pedagogy, and Cultural Studies*, 29(5), 461-481.

Gerlach, A. (2012). A critical reflection on the concept of cultural safety, *Canadian Journal of Occupation Therapy*, 79(3) 151-158

Week 11 - November 19, 2025

Topic: Current Ethical Issues: Environmental Racism

Readings

1. Canadian Association of Social Workers Climate Change and Social Work: 2020 Position Statement retrieved at: [SW and Climate Change Final PDF.pdf \(casw-acts.ca\)](#)
2. CBC June 21, 2024 [A new law aims to crack down on environmental racism in Canada | CBC News](#)
3. NASW Perspectives Fall 2022 Environmental Health Inequities: A Social Work Perspective. Retrieved at [TC9990301-LAYOUT-MQ1.qxd \(socialworkers.org\)](#)

Week 12 - November 26, 2025

Topic: Current Ethical Issues: Use of Technology, PHIPPA, Consent Capacity

Readings:

Textbook - Spencer, E., Massing, D., & Gough, J. (Eds.). (2017). Social work ethics: Progressive, practical, and relational approaches. Oxford University Press. Gough, MacDonald & Spencer. **Chapter 17:** Bits and bytes: The impact of modern technology on ethical social work (pp. 255-269).

Ontario College of Social Workers and Social Service workers (2017) Practice Notes: Professional and Ethical Communication Technology Practices and Policies for a Digital World. retrieved at <https://www.ocswssw.org/2017/11/10/practice-notes-professional-and-ethical/>

Additional Readings

Canadian Association of Social Workers (2014) Social Media Use and Social Work Practice retrieved at:

Birnbaum, R. & Mosher, J.E. (2018). Chapter 21: Consent, Capacity & Substitute Decision-Makers. In Law for social workers: A Canadian guide, 5th edition. (pp. 349-361).

Regehr, C., & Antle, B. (1997). Coercive influences: Informed consent in court mandated social work practice, *Social Work*, 42(3), 300–306.

Optional Readings

Boddy J., & Dominelli, L. (2017) social media and social work: The challenges of a new ethical space, *Australian Social Work*, 70:2, 172-184.

Reamer, F. G. (2013) The digital and electronic revolution in social work: Rethinking the meaning of ethical practice, *Ethics and Social Welfare*, 7:1, 2-19.

Week 13 - December 3, 2025

Topic: Social Justice: Anti Black Racism, Anti-racism

Readings

Canadian Association of Social Workers (2024) Reparations for Social Workers of African Descent A Study with Recommendations (on OWL)

NASW (2022) Undoing Racism Through Social Work Vol. 2. (on OWL) retrieved at [NASW Anti-Racism Statement \(socialworkers.org\)](https://www.socialworkers.org/anti-racism-statement)

Additional Readings

Wanda Senator Thomas Bernard, Wanda, Smith, Holly. Injustice, Justice, and Africentric Practice in Canada. *Canadian Social Work Review*, Volume 35, Number 1 (2018) / *Revue canadienne de service social*, volume 35, numéro 1 (2018)

Delores V. Mullings, Anthony Morgan, Anthony, & Kere Quelleng. Heather. (2016) Canada the Great White North where Anti-Black Racism Thrives: Kicking Down the Doors and

Exposing the Realities. *Phylon* (1960-), Vol. 53, No. 1, pp. 20-41 retrieved at <https://www.jstor.org/stable/10.2307/phylon1960.53.1.20>

National Association of Social Workers. (2007) Institutional Racism & The Social Work Profession: A Call To Action. Presidential Task Force Subcommittee. Retrieved at \:

Other Readings and References

Abramson, M. (1990). Ethics and technological advances: Contributions of social work practice. *Social Work in Health Care*, 15(2), 5-15.

Antle, B. J., & Regehr, C. (2003). Beyond individual rights and freedoms: Meta-ethics in social work research. *Social Work*.

Baker Collins, S. & Cranmer-Byng, S. (2018). "Things I Cannot Change": Moral distress in the implementation of Ontario Works. *Canadian Social Work Review*, 35(2), 5-24.

Birnbaum, R. (2008). Code of ethics as control: Is it? In Frank Turner & Joanne Turner (Eds.) *Canadian Social Welfare Sixth Edition*. (pp. 426-437). Pearson Publishing.

Birnbaum, R., Fidler, B.J. & Kavassalis, K. (2008). *Child custody and access assessments: A resources guide for legal and mental health professionals*. Thomson Carswell Publishing.

Birnbaum, R., & Lach, L. (2014). Teaching about what ethical social work practice means: Responsibility starts with schools of social work. *Intervention Journal: Journal Ordre des travailleurs sociaux et des thérapeutes conjugaux et familiaux du Québec*.

Beauchamp, T. L., & Childress, J. F. (2013). *Principles of biomedical ethics* (7th edition ed.). New York: Oxford University Press.

Blumenfield, S., & Lowe, J. I. (1987). A template for analyzing ethical dilemmas in discharge planning. *Social Work in Health Care*, 12(1), 47-56.

Borys, D. (1994). Maintaining therapeutic boundaries: The motive is therapeutic effectiveness, not defensive practice. *Ethics and Behaviour*, 4(3), 267-273).

Bowman, K. W., & Hui, E. C. (2000). Bioethics for clinicians: 20. Chinese bioethics. *CMAJ*, 163(11), 1481-1485.

Clark, C. (2000). *Social work ethics: Politics, principles and practice*. London: Macmillan Press

Cohen, M. (1998). Perceptions of power in client/worker relationships. *Families in Society: The Journal of Contemporary Human Services*, 79(4), 433-442.

Congress, E. & Lynn, M. (1997). Group work in the community: Navigating the slippery slope of ethical dilemmas. *Social work with groups*, 20(3). 61-74.

Coulton, C. J. (1990). Research in patient and family decision making regarding life sustaining and long-term care. *Social Work in Health Care*, 15(1), 63-78.

Dean, R. & Rhodes, M. (1992). Ethical-clinical tension in clinical practice. *Social work*, 37(2), 128-132.

Delaney, R., Brownlee, K., Sellick, M., & Tranter, D. (1997). Ethical problems facing northern social workers. *The Social Worker*, 65(3), 55-65.

Dietz, C., & Thompson, J. (2004) Rethinking boundaries, *Journal of Progressive Human Services*, 15(2), 1-24, DOI: 10.1300/J059v15n02_01

Dolgoff, R., Loewenberg, F.M., & Harrington, D. (2005). *Ethical decisions for social work practice*. Thomson, Brooks/Cole.

Doueck, H. & Levine, M. (1998). Reporting clients for child maltreatment: A study of the effect of mandated reporting on social work practice. *Journal of Law and Social*, Vol. 8(1/2), 171-188.

Gartner, C. (2013). Cognition, knowing and learning in the flesh: Six views of embodied knowing in organizational studies. *Scandinavian Journal of Management*, 29, 338352.

Gotell, L. (2001). Colonization through disclosure: Confidential records, sexual assault complainants and Canadian law. *Social & Legal Studies*, Vol. 10(3), 315-346.

Greenberg, S.A. & Shuman, D.W. (1997). Irreconcilable conflict between therapeutic and forensic roles. *Professional Psychology, Research and Practice*, Vol. 28, 1, 50-57.

Gross, M.L. (2001). Medical ethics education: To what ends? *Journal of Evaluation in Clinical Practice*, 7, 4, 387-397.

Healy, K. (2001). Reinventing critical social work: Challenges from practice, context and postmodernism, *Critical Social Work*, 2(1)

Khoo, E. G., Hyvönen, U., & Nygren, L. (2003). Gatekeeping in child welfare: A comparative study of intake decision making by social workers in Canada and Sweden, *Child Welfare*, 82(5), 507-525.

Lach, L., & Birnbaum, R. (2016). Obligation to report child abuse/neglect is more complex than it seems. (pp. 203-215). In G. Ronen and P. Rosenbaum (Eds.) *Ethics in Child Health: Principles and Cases in Neurodisability*. Editors are Rosenbaum, P.L., Ronen, G.M., Racine, E., Johannesen, J., & Dan, B. London: Mac Keith Press 2016

Linzer, N. (1999). *Resolving ethical dilemmas in social work practice*. Allyn and Bacon.

Little, M. (2000). Conflict of interests, vested interests and health research. *Journal of Evaluation in Clinical Practice*, Vol. 6, #4, 413-420.

Millstein, K. (2000). Confidentiality in direct social-work practice: Inevitable challenges and ethical dilemmas. *Families in Society: The Journal of Contemporary Human Services*, 270-282.

Ng, R. (2018). Decolonizing teaching and learning through embodied learning: Toward an integrated approach, In Yuk-Lin Wong & Sheila Batacharya, (Eds). *Sharing breath: embodied learning and decolonization*.

Pellegrino, E. D. (2000). Bioethics at century's turn: Can normative bioethics be retrieved? *Journal of Medicine and Philosophy*, 25(6), 655-675.

Pullen-Sanfacon, A., & Cowden, S. (2012). *The ethical foundations of social work*. Pearson Education Limited.

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School of Social Work Policies 2025 - 2026

School of Social Work Attendance Policy

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

Attendance Expectations

1. Regular attendance is expected in all BSW and MSW professional Social Work courses. Each class provides essential learning experiences that cannot always be replicated outside the classroom. Engaging fully in coursework supports both individual learning and the integrity of the social work profession.
2. No more than two unapproved absences per class, per semester (approximately 20% of any one class)
3. If a student is facing barriers to attendance, we encourage early communication with instructors and the School of Social Work support staff to explore potential solutions.
4. If a student is experiencing ongoing difficulties attending class, they will be required to meet with the Coordinator of Academics and Development to discuss available supports and strategies (Please see Student in Difficulty Policy).

5. Instructors require regular attendance as part of course participation. In cases where attendance is inconsistent, students may be asked to engage in additional learning activities to ensure they meet course requirements. Instructors have the discretion to determine if and how alternative learning activities may substitute for missed coursework.
6. Absenteeism (more than two unapproved absences) may result in failure of the course and provides grounds for requiring a social work student to withdraw from the program. Please note: regularly arriving late and/or leaving early will be considered absenteeism, unless an accommodation is in place.

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

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

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

Student Responsibilities:

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

Instructor Responsibilities:

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

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

Absences for Religious Observance

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

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

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

Unapproved Absences

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

Process for Unapproved Absences

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

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

Make-Up Work

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

Supporting Student Success

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

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

School Council 03/25

Grade Adjustment for Late Assignments

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

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

School Council 04/18

CODES OF CONDUCT

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

Students must also adhere to the university codes of conduct:

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

[OCSWSSW Code of Ethics](#)

[Western Code of Student Conduct](#)

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

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

Review for Professional Conduct in the School of Social Work

Preamble:

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

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

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

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

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

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

4. Limits of Confidentiality:

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

5. Behaviour That May Result in a Review

Student reviews can occur under any of the following circumstances:

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

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

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

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

5.4 Behaviour that results in illegal use, possession, or distribution of a controlled or restricted substance, or possession, use, or storing of dangerous objects (including unlicensed firearms). In situations where the jurisdiction is unclear, the Dean of Students and/or the Vice-Principal and Academic Dean may be involved.

6. Three Stages of Review:

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

6.1 Stage One:

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

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

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

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

6.2 Stage Two:

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

6.2.3 Stage Two Review will include:

- Determination of the nature and specifics of the concern
- Development of a written plan (including time lines and specific actions) to address the concern. A copy of the written plan will be signed by and provided to all parties personally or by registered mail within ten (10) business days.

- A follow up meeting with all parties to determine if the concern has been resolved. If it is determined that further intervention is required a Stage Three Review will be conducted.

6.3 Stage Three:

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

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

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

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

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

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

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

6.4.1 Continue student in the program with no conditions;

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

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

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

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

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

7. Retention and Disposition of Documentation

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

8. Access to Student File

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

9. Appeals

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

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

School of Social Work Course Policy

Students are expected to complete all required evaluation components, by the dates indicated in the course syllabus, successfully pass this course and progress in the program. Students must achieve a cumulative average of 60%+ on all individual assignments, before late penalties, to pass the course and meet progression requirements. A student who fails to submit all the

required assignments (including tests and exams if applicable), by the agreed upon timeline, will not meet progression requirements of the program. In courses where group work and individual assignments are part of the evaluation components, students must earn a passing mark on their individual work (case write-ups, essays, reports, and/or class contribution) to pass the course and meet progression. If you receive a failing mark on your individual work and a passing grade on the group presentation/report, you will not meet progression requirements.

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

School Council January 2024



General Course Policies 2025–2026

1. Academic Accommodations, Consideration for Absences

Academic Accommodation (Accessibility)

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

Academic Consideration for Student Absence

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

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

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

As a rule, documentation is required for academic consideration. For academic consideration requests on medical grounds, the Student Medical Certificate is available at https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses_enrollment/exams_and_tests/SMC-Feb-2025.pdf.

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

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

For further information, please see:

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

Absences from Final Examinations

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

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

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

Religious Accommodation

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

2. Support Services

Accessibility, Counselling and Student Development at King's University College:

<https://www.kings.uwo.ca/current-students/student-services/>

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

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

MentalHealth@Western provides a complete list of options about how to obtain help:

https://www.uwo.ca/health/mental_wellbeing/

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

GBSV Support:

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

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

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

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

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

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

3. Statement on Use of Electronic Devices

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

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

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

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

4. Statement on Academic Offences

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

Scholastic Offence, is posted at

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

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

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

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

5. Copyright of Course Material

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

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

6. Use of Recordings

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

7. Policy on Attendance

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