

SW9744 - 570
Social Justice and Diversity
Fall 2025

Instructor: **Dr. Akin Taiwo**, MSc, MPhil, MSW, RSW, PhD
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Associate Professor

Office Hours: Tuesdays, 5.30-6.30pm or by appointment

Course and Faculty Contact:

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

Course Website – OWL Brightspace

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

Course Description:

This course explores issues of diversity in the context of anti-oppressive and culturally informed practice at micro, mezzo and macro levels. A critical theoretical perspective is used to examine conceptual frameworks related to diversity, such as anti-oppressive practice, cultural competency, cultural humility, and multiculturalism. Students will learn culturally informed approaches to working with individual clients as well as with diverse communities. Emphasis will be placed on the use of advocacy and activism in working with oppressed individuals and groups in promoting their full participation in society and in transforming societal structures and processes that prevent such participation. The intent of this course is to equip students with the values, knowledge and skills to work effectively with individuals, families, groups and communities that reflect the diversity of Canadian society.

Prerequisites: Registration in the Master of Social Work program

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

Learning Outcomes:

By the end of this course, students should be able to:

1. Demonstrate knowledge of major theoretical perspectives on oppression including how oppression is produced and reproduced, the various forms of oppression people

encounter, the intersecting and interacting nature of sources of oppression, and locations where oppression occurs.

2. Demonstrate knowledge and critical appraisal of the various conceptual frameworks for understanding diversity and responding to associated practice issues.
3. Analyze and demonstrate an understanding of people's experience of diversity and oppression related to their class, gender, race/ethnicity, sexual orientation, age and/or (dis)ability.
4. Formulate responses that are culturally informed and empowering of people, as well as encompass all levels of social work practice.
5. Demonstrate knowledge and skill in the use of advocacy and activism in enhancing social justice.
6. Understand more about their own disadvantage and advantage with respect to the various social locations and identities or sources of oppression.

Method:

This course will be taught through lectures, discussions, case studies, interactive exercises, and student presentations. Students will be expected to be able to discuss the assigned readings for each of the topics and sub-topics.

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 African immigrant/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 consider the uniqueness of every individual I work with, and value and stress the importance of culture and cultural practices. I am aware of the historical harm caused by my profession against Indigenous people, and that this continues to impact Indigenous people in many ways. I am committed to learning ways to professionally and personally put the Truth and Reconciliation Commission of Canada (2015) recommendations into action. In my teaching, I strive to listen intently and to learn from everyone. I also attempt to identify and challenge 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.

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.

Classroom Etiquette

Students should approach this course with the same level of professionalism expected in practice settings and in accordance with our professional code of conduct (Canadian Association of Social Work's Code of Ethics, 2024). This means students should arrive on time for class, be prepared to participate in the class discussion and show respect for one another's opinions. Academic settings provide freedom to explore new ideas. In the classroom, this allows for opportunities to share perspectives, experiences, and ideas and to provide respectful space for others.

A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as race, ethnicity, abilities, religious and political beliefs, national origins, sexual orientations, gender identities as well as personal and work experiences. Social work education also deals with complex and controversial issues which may impact your comfort. These issues may be challenging, and it would be impossible to offer a substantive classroom experience that does not include potentially difficult conversations relating to challenging issues. Also, sometimes we will not agree with the ideas expressed by others. However, it is the responsibility of everyone in the classroom to strive toward an environment that values civility, respect, and professionalism even if we do not agree. Students are expected to accord their colleagues the respect, sensitivity, and confidentiality similar to the environment they would offer in professional practice. We expect to learn from one another in an atmosphere of positive engagement and mutual respect.

Having said that, disrespectful behaviour, intimidation and discrimination are unacceptable in the learning environment, just as they are unacceptable in a professional environment. At the same time, it must be recognized that having core values challenged, even respectfully, may be unsettling, but is an inevitable and valuable aspect of learning. If there are any concerns about the learning environment, students are encouraged to notify and/or discuss them with me.

Unanticipated distress and stress management

Due to the nature of the course, students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments in concert with life events outside the classroom. If so, students are encouraged to inform me and/or seek self/professional care, utilizing university and community resources:

<https://www.kings.uwo.ca/current-students/student-affairs/personal-counselling/>;

<https://www.kings.uwo.ca/current-students/student-affairs/personal-counselling/after-hours-assistance/>

Student participation

Course engagement through attendance and participation are integral to your individual and collective learning process. In addition to being present, on time, and prepared, students are expected to be active learners by sharing their perspectives and questions on course materials in small groups or large class discussions. Though we may not specifically discuss each assigned reading, we will use the assigned readings as a jumping-off point for class discussion.

For every article you read, please consider and have answers for the following questions:

- *What are the major points of the article? More specifically, what did you learn?*
- *What was surprising to you?*
- *How do you integrate your learning with other materials and/or translate it to practice?*
- *What questions arose from the article?*

Students are encouraged to participate in class discussions by exhibiting their knowledge of the readings and engaging with their colleagues. Moreover, if there is a critical and topical current issue during that week, whether it is global or local, they are invited to use the opportunity to weave it into their discussion. They may also weave in significant personal and/or group process issues they think would contribute to the learning of the larger class.

Assessments

There are three evaluations for this course, namely, analytic reflection essay (40%), group presentation (30%), and final paper (30%).

1. **Analytic Reflection Essay:** Each student will write an analytic reflection essay based on one week's readings, to synthesize and critically analyze theories and key concepts from the readings in relation to their social work practice. The analytic reflection essay seeks to encourage critical reading as a praxis that involves *reading, thinking, action and reflection*. See link on how to synthesize: <https://www.simplypsychology.org/synthesising.html>

Each essay must include the following:

- A synthesis of the assigned readings for the chosen week. (Pick any week from Week 1-5).
- Reflexive analysis of how your prior/present knowledge and experience shape your perspective on the readings and potential application of the concepts and/or theories to your social work practice.
- A discussion of how the concepts and/or theories can inform your social work practice
- Format work in the latest APA style - 12 pages double spaced (excluding references).
- You must reference at least 3 of the required/supplementary readings assigned on the week of your choice.

Questions to guide your synthesis. (Please arrange your subheadings accordingly).

1. What was the focus of these readings? Which topics/issues did they all address? What are the themes?

2. What are your personal responses to these main points/themes/issues? What struck you, how and why?
3. How do the main ideas/themes/issues/topics in your chosen week's readings relate to your life and practice? Provide examples.
4. What new knowledge have you gained from the readings? Examples? Why is it new?
5. What questions do you have after reading/synthesizing the week's readings? What did you find unclear or want to learn more about?

Due: *October 21st, 2025 @ 11.55pm through the Assignment portal on OWL*

Mark: 40%

2. **Group Presentation:** Working in small groups of 3 - 4 members, students will create a PowerPoint presentation on a social justice issue confronting a vulnerable population using a critical/anti-oppressive and social justice approach(es). The presentation must be oriented towards increasing awareness and advocacy, stressing the importance of the issue and the need for action. The specific population will be selected from a list of "dimensions of difference or vulnerability" such as

- Socioeconomic status
- Race/ethnicity
- Sexual orientation/gender identity
- (Dis)ability/Age
- Religious diversity
- Immigrant status/Citizenship
- Neurodiversity/mental health

The presentation should:

- a) identify the issues facing the vulnerable population
- b) specify the underlying dynamics/barriers creating social injustice for this group
- c) identify theories/approaches/resources that could inform assessments and interventions for this group
- d) propose a call to action to address the issues.

A limited amount of class time will be provided for work on this group presentation assignment, but students will also need to work collaboratively outside of class using email and other means of communication.

A variety of resources may be used in developing the presentation (e.g., course content, readings, the internet, media reports/resources etc.), with the final product being a 40-minute PowerPoint presentation (including class discussion) on assigned dates.

The overall goal of this assignment is to produce a presentation that is coherent, engaging, persuasive, and clearly reflects core social justice and diversity concepts learned in class.

Each group will need to work together to develop the presentation, and every group

member should take an active role during the presentation. Ideally, each student in the group should receive the same grade for this assignment and it is expected that each group member will contribute equally to the project. However, the instructor reserves the right to apportion a different mark to students who are found wanting. Should you encounter any difficulties in your group, it is your responsibility to proactively address them, including asking the instructor for assistance if you are unable to resolve the challenges.

A copy of the PowerPoint presentation must be emailed to the instructor by 6pm of the day before the presentation so that it can be posted on OWL for your classmates. Failure to do so will result in point deduction.

Grading Criteria:

- Ability to identify an important issue facing a vulnerable population; the underlying agency, organizational, and/or societal dynamics/barriers; theoretical considerations, and a coherent call to action to address the issue (15 points)
- Ability to stimulate and facilitate a lively and constructive discussion concerning the identified issue and the proposed call to action (10 points)
- Ability to use PowerPoint technology to provide an effective presentation (e.g., clear, coherent, engaging, persuasive, innovative). Overall quality of PowerPoint presentation (e.g., readable font-size, optimal amount of content per slide, required length, appropriate citation of sources) and general presentation style (e.g., voice tone, use of eye contact) (5 points)

Due: On assigned dates

Mark: 30%

3. **Final Paper:** Your final paper (10-12 pages excluding title and reference pages) will be a reflection on your learning in this course and its impacts on you **personally** and **professionally**.

- Referring specifically to readings, discussions, and presentations (as well as learning from previous courses), discuss how this course has affected you, addressing the following:
 - What have you learned about yourself personally and professionally? (10 pts).
 - How might this impact on your professional practice as a social worker with diverse service users and community? (15 pts).
Specifically refer to:
 - Assessment of clients/community
 - Engagement with clients/community
 - Role in client's lives
 - Specific theories/frameworks/practice approaches
 - Other?
 - What further professional development have you become aware that you need and how do you intend to implement it? (5 pts).

Due: Dec. 9th, 2025 @ 11.55pm through the Assignment portal on OWL

Mark: 30%

COURSE SCHEDULE

Week 1, September 9th, 2025

Topic: Social Work & Social Justice: Interrogating the past, present, and future

- *The promotion of social justice as an ethical obligation*
- *The centrality of Social Workers' Code of Ethics*

Required Readings:

*Kam, P. K. (2014). Back to the 'social' of social work: Reviving the social work profession's contribution to the promotion of social justice. *International Social Work*, 57(6), 723-740. <https://doi.org/10.1177/0020872812447118>

*Wright, K. C., Carr, K. A., & Akin, B. A. (2021). The whitewashing of social work history: How dismantling racism in social work education begins with an equitable history of the profession. *Advances in Social Work*, 21(2/3), 274-297). <https://doi.org/10.18060/23946>

*Canadian Association of Social Work (2024). Code of ethics 2024: Core social work values and guiding principles, <https://www.casw-acts.ca/en/casw-code-ethics-2024>

O'Brien (2011). Equality and fairness: linking social justice and social work practice. *Journal of Social Work*, 11(2), 143-158. <https://doi.org/10.1177/1468017310386834>

Supplementary Readings

Taiwo, A. & Lee, J. (2024). From England to Canada with care and social control: Tracing the trajectories of social work education and practice in Canada. In Rajendra Baikady, J. Przeperski, S.M. Sajid, & M. R. Islam. (Eds.). *The Oxford Handbook of Power, Politics, and Social Work*. (Chapter 38). Oxford University Press.

Fortier, C., & Hon-Sing Wong, E. (2019). The settler colonialism of social work and the social work of settler colonialism. *Settler Colonial Studies*, 9(4), 437-456. <https://doi.org/10.1080/2201473X.2018.1519962>

Blackdeer, A. A., & Ocampo, M. G. (2022). #SocialWorkSoWhite. *Advances in Social Work*, 22(2), 720-740. <https://doi.org/10.18060/24986>

Maylea, C. (2021). The end of social work. *British Journal of Social Work*, 51(2), 772-789. <https://doi.org/10.1093/bjsw/bcaa203>

Ioakimidis, V., Trimikliniotis, N., (2020). Making sense of social work's troubled past: Professional identity, collective memory, and the quest for historical justice. *British Journal of Social Work*, 50(6), 1890-1908. <https://doi.org/10.1093/bjsw/bcaa040>

Week 2, September 16th, 2025

Topic: Theories/frameworks informing social justice

- *Conventional vs. Progressive Theories*
- *Critical social work and anti-oppressive theories including (but not limited to):*
 - *critical race theory and intersectionality*
 - *critical whiteness theory*
 - *decolonial/anti-colonial theories*
 - *feminist theory*
 - *queer & transgender theories*
 - *crip/critical disability/social model of disability*

Required Readings:

Moya Salas, L., Sen, S. & Segal, E. (2010). Critical theory: Pathway from dichotomous to integrated social work practice. *Families in Society*, 91(1), 91-96.
<https://doi.org/10.1606/1044-3894.3961>

Pulliam, R. M. (2017) Practical Application of Critical Race Theory: A Social Justice Course Design, *Journal of Social Work Education*, 53(3), 414-423,
<https://doi.org/10.1080/10437797.2016.1275896>

MacKinnon, K. V. (2011). Thinking about queer theory in social work education: A pedagogical (in)query. *Canadian Social Work Review / Revue canadienne de service social*, 28(1), 139-144. <https://www.jstor.org/stable/41658839>

Abes, E.S., & Darkow, D.C. (2020). Using Crip theory to create campus cultures that foster students' disability disclosure (practice brief). *Journal of Postsecondary Education and Disability*, 33(3), 223-231.

Goodkind, S. (2021). Critical feminisms: Principles and practices for feminist inquiry in social work. *Affilia: Feminist Inquiry in Social Work*, 36(4) 481-487.
<https://doi.org/10.1177/08861099211043166>

Breaux, H. P., & Thyer, B. A. (2021). Transgender Theory for Contemporary Social Work Practice: A Question of Values and Ethics, *Journal of Social Work Values and Ethics*, 18(1). <https://doi.org/10.55521/10-018-109>

Penak, N., & Allen, R. (2022). Beyond "Indigenous Social Work" and Toward Decolonial Possibility: Stories from Toronto's Red Road, *Intersectionalities*, 10(1),
<https://doi.org/10.48336/IJHJEA5747>

Owen, D. S. (2007). Towards a critical theory of whiteness. *Philosophy & Social Criticism*, 33(2).
<https://doi.org/10.1177/0191453707074139>

Hartmann., D., Gerteis, J., & Croll, P. R. (2009). An empirical assessment of whiteness theory:

Hidden from how many? *Social Problems*, 56(3).403-424.
<https://doi.org/10.1525/sp.2009.56.3.403>

Supplementary Readings

Sinclair, R. & Albert, J. (2008). Social work and the anti-oppressive stance: Does the emperor really have new clothes? *Critical Social Work*, 9(1).
<https://doi.org/10.22329/csw.v9i1.5756>

Elkassam, S., & Murray-Litchman, A. (2022). Mapping an Integrative Critical Race and Anti-Colonial Theoretical Framework in Social Work Practice. *Advances in Social Work* 22(2):628-646, <https://doi.org/10.18060/24952>

Burghardt, M., Edelist, T., Schormans, A. F. (2021). Coming to critical disability studies: Critical reflection on disability in health and social work professions. *Canadian Journal of Disability Studies*, 10(1), <https://doi.org/10.15353/cjds.v10i1.743>

Hicks, S. (2014). Social work and gender: An argument for practical accounts, *Qualitative Social Work Social*, 4(4) 471–487. <https://doi.org/10.1177/1473325014558665>

Sinclair, R. (2019). Aboriginal Social Work Education in Canada: Decolonizing Pedagogy for the Seventh Generation. *First Peoples Child & Family Review*, 14(1), 9–21.
<https://doi.org/10.7202/1071284ar>

Asher Blackdeer, A. (2023). Culture as Treatment: A Pathway toward Indigenous Health Equity. *Healthy Populations Journal*, 3(1). <https://doi.org/10.15273/hpj.v3i1.11479>

Simpson, L. (2014). Land as pedagogy: Nishnaabeg intelligence and rebellious transformation. *Decolonization: Indigeneity, Education & Society*, 3(3), 1-25.
<https://jps.library.utoronto.ca/index.php/des/article/view/22170/17985>

Tuck, Eve and K. Wayne Yang (2012). Decolonization is not a metaphor. *Decolonization: Indigeneity, Education & Society*, 1(1), 1-40.
<https://jps.library.utoronto.ca/index.php/des/article/view/18630>

Mignolo, W. (2009). Epistemic disobedience, independent thought and de-colonial freedom. *Theory, Culture & Society*, 26(7-8), 1-23. <https://doi.org/10.1177/0263276409349275>

Dumbrill, G.C. and Green, J. (2008). Indigenous Knowledge in the Social Work Academy. *Social Work Education*, 27(5), 489-503. <https://doi.org/10.1080/02615470701379891>

Bernard, W. T., & Smith, H. (2018). Injustice, justice, and Africentric practice in Canada. *Canadian Social Work Review*, 35(1), 147-156. <https://doi.org/10.7202/1051108>

Week 3, September 23rd, 2025

Topic: The social construction of identities: Exploring difference, diversity, and intersectionality.

- Locating the self against essentialism: Social identities and subjectivities

- Engaging the self and “other”
- Deconstructing privilege, power, and oppression: The importance of reflection

Required Readings:

Mullaly, B., & West, J. (2018). *Challenging oppression and confronting privilege: A critical approach to anti-oppressive and anti-privilege theory and practice* (3rd ed.). Don Mills, ON: Oxford University Press. **Chapter 8.**

Choules K. (2007). The shifting sands of social justice discourse: From situating the problem with "them" to situating it with "us". *Review of Education Pedagogy & Cultural Studies*, 29, 461-481. <https://doi.org/10.1080/10714410701566348>

Taiwo, A. (2018). Privilege as a Moving Target: Re-imagining privilege for social work practice. *Critical Social Work*, 19(2), 39-58. <https://doi.org/10.22329/csw.v19i2.5679>

Heron, B. (2005). Self-reflection in critical social work: subjectivity and the possibilities of resistance. *Reflective practice*, 6(3), 341-351. <https://doi.org/10.1080/14623940500220095>

Foucault, M. (1982). The subject and power. *Critical inquiry*, 8(4), 777-795. <https://www.journals.uchicago.edu/doi/epdf/10.1086/448181>

Tew Jerry. (2006). Understanding power and powerlessness: Towards a framework for emancipatory practice in social work. *Journal of Social Work*, 6(1) 33–51. <https://doi.org/10.1177/1468017306062222>

Supplementary Readings:

Taiwo, A. (2014). A slice of diversity. *Qualitative Inquiry*, 20(8), 965-965. <https://doi.org/10.1177/1077800413513735>

Taiwo, A. (2013). Relational poetry in the expression of social identity: Creating interweaving dialogues. *Qualitative Social Work*, 12(2), 215-228, <https://doi.org/10.1177/1473325011425892>

Taiwo, A. (2012). The postmodern therapeutic quagmire. *Journal of Progressive Human Services*, 23(2), 178-179, <https://doi.org/10.1080/10428232.2012.668657>

Week 4: September 30th, 2025 – National Day for Truth & Reconciliation – No class

Week 5: October 7th, 2025

Topic: The interlocking nature of oppression & privilege (Part 1)

- The forms/faces of oppression
- Oppression & privilege at the personal level

Required Readings:

Young, I. M. (1988). Five faces of oppression (It's in Chapter 1 of Mullaly & West (2018) below pages 24-29.

Mullaly, B., & West, J. (2018). *Challenging oppression and confronting privilege: A critical approach to anti-oppressive and anti-privilege theory and practice* (3rd ed.). Don Mills, ON: Oxford University Press. Chapters 4 & 7.

Supplementary Readings:

Lee, E., Hu, R., & Taiwo-Hanna, T. (2024). Addressing racial microaggressions in racial enactments in therapy for BIPOC and immigrant clinicians, (pp. 61-70) in D. F. Chang & L. L. Bryant (eds.). *Transforming careers in mental health for BIPOC*. Routledge.

Mazzula, S., & Nadal, K. (2015). Racial microaggressions, whiteness, and feminist therapy. *Women & Therapy*, 38(3-4), 308-326. <https://doi.org/10.1080/02703149.2015.1059214>

Mirick, R. G., & Davis, A. (2022). Teaching Note-Witnessing Microaggressions: BSW Students' Responses to Vignettes. *Journal of Social Work Education*, 58(4), 794-801. <https://doi.org/10.1080/10437797.2021.1969301>

Week 6, October 14th, 2025

Topic: The interlocking nature of oppression & privilege (Part 2)

- Oppression & privilege at the cultural and structural levels

Required Readings

Mullaly, B., & West, J. (2018). *Challenging oppression and confronting privilege: A critical approach to anti-oppressive and anti-privilege theory and practice* (3rd ed.). Don Mills, ON: Oxford University Press. Chapters 5 & 6

October 21st, 2025

1st Assignment Due

Weeks 7 & 8, October 21st & 28th, 2025

Topic: Contemporary issues of social justice

- Colonialism, decolonization, and Indigeneity: Any truth or reconciliation?
- Race and ethnicity in the shadow/context of white supremacy/fragility
- Social inequality, class, and poverty: Who should be homeless or hungry?
- Who is watching whom?: Social control, surveillance, and incarceration
- Heteronormativity and social work: Talking about sexuality
- Patriarchy, feminism, and social work: The idea of gender
- Health inequities: Mental health and neurodiversity

- Citizenship and illegality: Immigration, multiculturalism, nationalism and xenophobia
- Religion or spirituality: Islamophobia and antisemitism
- Age and aging, disability and ageism

Required and Supplementary Readings:

Note: We shall have broad discussions about these diverse topics. Please choose at least two of these readings based on your specific interests.

Martensen, S. (2021). Necropolitics, colonialism, and Indigenous peoples in Canada. *York University Criminological Review*, 3(1).

<https://csri.journals.yorku.ca/index.php/default/article/view/115>

Hunt, S. and C. Holmes (2015). Everyday decolonization: Living a decolonizing queer politics. *Journal of Lesbian Studies*, 19(2), 154-172.

<https://doi.org/10.1080/10894160.2015.970975>

Robertson, S.C., Sinclair, C., & Hatala, A. (2022). Indigenous mothers' experiences of power and control in child welfare: Families being heard. *Journal of Social Work*, 22(2), 302-322.

<https://doi.org/10.1177/14680173211009187>

Badwall, H. K. (2015). Colonial encounters: Racialized social workers negotiating professional scripts of whiteness. *Intersectionalities: A Global Journal of Social Work Analysis, Research, Polity, and Practice*, 3(1), 1-23.

<https://doi.org/10.48336/IJAAKH9194>

Weinberg, M., & Fine, M. (2020). Racisms and microaggressions in social work: the experiences of racialized practitioners in Canada. *Journal of Ethnic & Cultural Diversity in Social Work*.

<https://doi.org/10.1080/15313204.2020.1839614>

DiAngelo, R. (2011). White fragility. *The International Journal of Critical Pedagogy*, 3(3), 54-70.

<https://libjournal.uncg.edu/ijcp/article/view/249/116>

Lee, Eunjung and Bhuyan, Rupaleem (2012). Negotiating within whiteness in cross-cultural clinical encounters. *Social Service Review*, 87(1), 98-130.

<https://www.journals.uchicago.edu/doi/epdf/10.1086/669919>

Akuoko-Barfi, C., McDermott, T., Parada, H., & Edwards, T. (2021). "We were in white homes as Black children": Caribbean youth's stories of out-of-home care in Ontario, Canada. *Journal of Progressive Human Services*, 32(3), 212-242.

<https://doi.org/10.1080/10428232.2021.1931649>

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

<https://doi.org/10.1016/j.chiabu.2021.105425>

Samson, A.A., & Spector, N.M.P. (2012). Francophones living with HIV/AIDS in Ontario: The unknown reality of an invisible cultural minority. *AIDS Care*, 24(5), 658-664.

<http://dx.doi.org/10.1080/09540121.2011.630350>

- Garon, F., Montsion, J., & Pyee, A. (2022). Toronto's Francophone voluntary sector under pressure: The challenges of immigration integration in a linguistic minority context. *Canadian Journal of Nonprofit and Social Economy Research*, 13(1), 44-63. <https://doi.org/10.29173/cinser492>
- Huot, S. Dodson, B., & Laliberte Rudman, D. (2014). Negotiating belonging following migration: Exploring the relationship between place and identity in Francophone minority communities. *The Canadian Geographer*, 58(3), 329-340. <https://doi.org/10.1111/cag.12067>
- Bannerji, Himani. (1996/2000). On the dark side of the nation: Politics of multiculturalism and the state of Canada. *Journal of Canadian Studies* 31(3): 103-128. <https://doi.org/10.3138/jcs.31.3.103>
- Tummala-Narra, P., & Kaschak, E. (2013). Women and immigration: Feminist and multicultural perspectives on identity, acculturation, and implications for clinical practice. *Women & Therapy*, 36(3-4), 139-142. <https://doi.org/10.1080/02703149.2013.797755>
- Power, E. M. (2005). The unfreedom of being other: Canadian lone mothers' experiences of poverty and 'life on the cheque'. *Sociology* 39(4), 643-660. <https://doi.org/10.1177/0038038505056023>
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- Todd, S., & Coholic, D. (2007). Christian fundamentalism and anti-oppressive social work pedagogy, *Journal of Teaching in Social Work*, 27(3/4), 5-25. https://doi.org/10.1300/J067v27n03_02
- Lloyd, L. (2006). A caring profession? The ethics of care and social work with older people. *British Journal of Social Work*, 36(7), 1171-1185. <https://doi.org/10.1093/bjsw/bch400>

Week 9, November 4th, 2025: Reading Week – No class

Week 10, November 11th, 2025

Topic: Social justice in practice: The role of social workers (as street-level bureaucrats) in the process of change.

- *Developing sensitivity, reflexivity, and cultural humility (Cultivating listening skills and practising acceptance, empathy, and non-judgement)*
- *Advocacy for social justice*
- *Resistance (Engaging in social change through agitation, legislation, litigation, & voter participation)*
- *Centering hope and strength in social work*
- *Storytelling and counter-storytelling*
- *Exploring allyship and solidarity*
- *Environmental social work/justice practice*
- *Political social work practice: Understanding your political power and committing to political action*

Required Readings:

Review any two or three of the following:

- Evans, T., & Harris, J. (2004). Street-Level Bureaucracy, Social Work and the (Exaggerated) Death of Discretion, *The British Journal of Social Work*, 34(6), 871–895. <https://doi.org/10.1093/bjsw/bch106>
- Matarese, M. T., & Caswell, D. (2018). 'I'm Gonna Ask You about Yourself, so I Can Put It on Paper': Analysing Street-Level Bureaucracy through Form-Related Talk in Social Work, *The British Journal of Social Work*, 48 (3),714–733. <https://doi.org/10.1093/bjsw/bcx041>
- Beltrán, R. (2019). "I (We) refuse to be silenced": Poetic self-reflexivity as a feminist tool of resistance. *Affilia*, 34(2), 145-150. <https://doi.org/10.1177/0886109919845456>
- Mullaly, B., & West, J. (2018). *Challenging oppression and confronting privilege: A critical*

approach to anti-oppressive and anti-privilege theory and practice (3rd ed.). Don Mills, ON: Oxford University Press. Chapters 9 & 10.

- Dennis, M.K., & Minor, M. (2019). Healing through storytelling: Indigenising social work with stories. *British Journal of Social Work*, 49(6), 1472-1490.
<https://doi.org/10.1093/bjsw/bcz044>
- Weinberg, M. & Banks, S. (2019) Practising Ethically in Unethical Times: Everyday Resistance in Social Work, *Ethics and Social Welfare*, 13(4), 361-376.
<https://doi.org/10.1080/17496535.2019.1597141>
- Ferguson, I. & Lavalette, M. (2006). Globalization and global justice: Towards a social work of resistance. *International Social Work*, 49(3), 309-318.
<https://doi.org/10.1177/0020872806063401>
- Forbes, R., Wochele, S., Peterson, K., & Craggs, A. (2021). Environmental justice and Black Lives Matter: Critical reflection and advocacy for social work in the United States. *Environmental Justice*, 14(6), 404-410. <https://doi.org/10.1089/env.2021.0023>
- Grain, K.M. and Lund, D. (2016). The social justice turn: Cultivating “critical hope” in an age of despair. *Michigan Journal of Community Service Learning*, Fall, 45- 59.
<https://doi.org/10.3998/mjcsloa.3239521.0023.104>
- Gates, T. G., Bennett, B., & Baines, D. (2023). Strengthening critical allyship in social work education: opportunities in the context of #BlackLivesMatter and COVID-19. *Social Work Education*, 42(3), 371-387. <https://doi.org/10.1080/02615479.2021.1972961>
- Gray, M., & Coates, J. (2012). Environmental ethics for social work: Social work's responsibility to the non-human world. *International Journal of Social Welfare*, 21(3), 239-247.
<https://doi.org/10.1111/j.1468-2397.2011.00852.x>
- Hiller, C., & Carlson, E. (2020). These are Indigenous lands: Foregrounding settler colonialism and Indigenous sovereignty as primary contexts for Canadian environmental social work. *Canadian Social Work Review*, 35(1), 45-70. <https://doi.org/10.7202/1051102ar>
- Raineri, M., & Calcaterra, V. (2018). Social work strategies against crisis in everyday practice: An anti-oppressive case study. *International Social Work*, 61(1), 130-142.
<https://doi.org/10.1177/0020872815606793>
- Gottlieb, M. (2020). The case for cultural humility framework in social work practice. *Journal of Ethnic & Cultural Diversity*, 30 (6), 463-481.
<https://doi.org/10.1080/15313204.2020.1753615>
- Farr, P. (2023). I Don't Wanna Die: Punk Rock Music and Culture as Critical Social Work Practice. *Critical social work*, 24(1). <https://doi.org/10.22329/csw.v24i1.7854>
- Adichie, C. (2009). *The Danger of a Single Story*. YouTube.
<https://www.youtube.com/watch?v=D9Ihs241zeg>

Week 11, November 18th, 2025: Group Presentation

Week 12, November 25th, 2025: Group Presentation

Week 13, December 2nd, 2025: Group Presentation

Week 14, December 9th, 2025: Group Presentation, Reflection + Final Paper Due

Supplementary Books

Baines, D., Clark, N., & Bennett, B. (Eds.). (2022). *Doing anti-oppressive social work: Rethinking theory and practice* (4th ed). Fernwood Publishing

Cole, D. (2020). *The Skin We're In: A year of Black resistance and power*. Doubleday Canada.

Hoefler, R. (2012). *Advocacy practice for social justice*. Lyceum Books, Inc.

Kendi, I.X. (2019). *How to be an antiracist*. New York, NY: Penguin Random House.

Lane, S. R., & Pritzker, S. (2018). *Political Social Work: Using power to create change*. Springer.

Maracle, L, Bobb, C., Carter, T. (2019). *Hope Matters*. Toronto, ON: Book*hug Press.

Maynard, R. (2017). *Policing Black Lives: State Violence in Canada from Slavery to Present*. Fernwood Publishing. Winnipeg

Methot, S. (2019). *Legacy: Trauma, Story, & Indigenous Healing*. Toronto, ON: ECW Press.

Mullaly, B., & West, J. (2018). *Challenging oppression and confronting privilege: A critical approach to anti-oppressive and anti-privilege theory and practice* (3rd ed.). Don Mills, ON: Oxford University Press. Chapter 8.

Mullings, D. V., Clarke, J., Bernard, W. T., Este, D., & Giwa, S. (Eds.). (2021). *Africentric social work*. Fernwood.

Saad, L.F. (2020). *Me and white supremacy*. Naperville, Illinois: Sourcebooks.

Santos, B. (2014). *Epistemologies of the South: Justice against epistemicide*. Routledge.



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 Considerations for Absence/Missed Assessments

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 examination, 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 examination).

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/>

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 your instructor on what tools, including generative AI (e.g. 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/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 of 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.