



**SOCIAL WORK 9800: 570, 571, 572, 573**  
**Advanced Practicum and Integration Seminar**  
**Fall 2025 / Winter-Summer 2026**

**Course Coordinator:**

**Professor:** M.K. Arundel

*If you would like to meet with me during office hours at a location on campus other than my office, please let me know and we will make arrangements.*

**Office Hours**

By Appointment Only

\*Please contact Kate Edgar at [ppeassistant@kings.uwo.ca](mailto:ppeassistant@kings.uwo.ca) to schedule your appointment.

**Faculty Consultants:**

**Faculty Consultant (570 - BLOCK):**

**Professor:** Steve Didham

- **Office Hours: Mondays 11:30 a.m.-12:30 p.m.**

**Faculty Consultant (571):**

**Professor:** Rosemary Vito

- **Office Hours Tuesday 11:30 a.m.-12:30 p.m. or by appointment via Zoom.**

**Faculty Consultant (572):**

**Professor:** Steve Didham

- **Office Hours: Tuesdays 2:30-3:30 p.m.**

**Faculty Consultant (573):**

**Professor:** Jared Dalton

**Office Hours: Tuesdays 3-4 p.m. or by appointment via Zoom.**

**Course and Faculty Contact:**

For detailed course information and Faculty Contact information, please refer to the Professional Practicum Education Schedules and additional information posted on the SW 9800 Brightspace site.

## **Professional Practicum Education Land Acknowledgement**

We as the Professional Practicum Education team come to this space humbled and grateful for the land we live and work on. We acknowledge that our campus at King's University College is situated on the traditional territories of the Anishinaabek, Haudenosaunee, Lūnaapéewak, and Chonnonton peoples, all of whom have longstanding relationships to the land of Southwestern Ontario and the City of London. The First Nations communities of our local area include Chippewas of the Thames First Nation, Oneida Nation of the Thames, and Munsee Delaware Nation. In our region, there are eleven First Nations communities, as well as a growing indigenous urban population. King's University College values the significant historical and contemporary contributions of local and regional First Nations, and all of the Original Peoples of Turtle Island (also known as North America).

Specific to our commitment to Social Work Professional Practicum Education, we are committed to Truth and Reconciliation and take very seriously the need for inclusion. In that effort, we will move to ensure all students are educated on Indigenous Ways of Knowing through the exploration and implementation of the new Indigenous Bundles information so expertly crafted and shared by our Indigenous Initiatives team at Western.

We acknowledge how we have benefited tremendously from Indigenous teachings thus far from our Indigenous Practicum partners and move forward with our commitment to continued listening and learning all in the spirit of collaboration and positive outcome.

NOTE: Western University Senate has approved the designation of September 30, National Day for Truth and Reconciliation, as a non-instructional day. The intent is to provide an opportunity for learning and reflection about Canada's legacy of colonization and the university's role in advancing the work of Truth and Reconciliation.

There will be no classes or practicum scheduled on the National Day for Truth and Reconciliation. As this is intended as a day of reflection, it will count toward Practicum hours for students scheduled to be in practicum.

## **Use of Artificial Intelligence (AI) in This Course**

As artificial intelligence (AI) technologies become increasingly present in various professional fields, they are also beginning to influence aspects of social work practice. While AI may offer support in areas such as information gathering, administrative tasks, and preliminary research, it does not replace the essential human capacities required in social work—namely, critical thinking, ethical reasoning, cultural humility, relational and reflective practice.

This practicum and integration course is intentionally designed to foster these foundational skills through direct experience, personal reflection, critical thinking and professional supervision. As such, the use of AI tools (including but not limited to ChatGPT and similar platforms) is not permitted for any practicum-related assignments or activities, including reflective journals, process recordings, case assessments, or field documentation unless explicitly authorized by

the professional practicum education team, your faculty consultant or your professional practicum instructor.

The development of professional judgment, self-awareness, and the ability to engage meaningfully with complex human situations must be cultivated through personal effort and direct engagement. While broader conversations about the implications of AI in the field of social work are welcome and encouraged, students must approach this practicum as an opportunity to strengthen their own voice, perspective, and professional identity.

Unauthorized use of AI will be considered a violation of academic integrity and professional conduct standards and may result in disciplinary action, such as potential review by the program that could result in a failing grade for this course. Entering any client-related or identifying information into AI platforms could constitute a serious breach of confidentiality and professional misconduct under social work code ethics and standards of practice.

### **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.

### **Practicum and Course Schedule:**

#### **Practicum (Fall & Winter/Summer Terms)**

September 10, 2024 - March 11, 2026 for Sections 571 – 573.

Every Monday, Wednesday and Friday

#### **Practicum Integration Seminars (Fall and Winter Terms)**

Scheduled Tuesdays, for Sections 571 – 573, 12:30 p.m. – 2:30 p.m.

\*See the MSW Y2/AS Professional Practicum Education Schedule for dates.

#### **BLOCK Practicum (Summer Term)**

April 14 – July 29, 2026 for Section 570.

Every Tuesday - Friday

### **BLOCK Practicum Integration Seminars (Summer Term)**

Scheduled Mondays, Section 570, 12:30 p.m. – 2:30 p.m.

April 20 – July 20, 2026

\*See the MSW AS/YR 2 BLOCK Professional Practicum Education Schedule for dates.

### **Calendar Description:**

The Advanced Practicum provides students with foundational knowledge of social work practice to be placed in a social work field setting where they receive additional field instruction and supervision from qualified professionals. The focus is on developing advanced knowledge and skills for direct practice with individuals, families and groups and communities. A minimum of 450 hours of supervised practice is required.

Throughout the Practicum time period, students participate in an Integration Seminar led by a Faculty Consultant using a case consultation model of learning. Social work practice content and attendant issues will be drawn from participants' non-identifying practicum experiences and examined in light of available theory and practice models (Refer to Professional Practicum Education Policies and Guidelines Manual – Professional Conduct & Use of Agency Material in Social Work Courses sections to ensure confidentiality is maintained). Emphasis is placed on critical reflection on practice and evidence informed advanced practice theory and skill development demonstrated by the completion of a Reflective Practice Project, which incorporates critical reflection on practice (CRoP).

**Students should be aware that there may be financial costs (parking, transportation, insurance) or specific requirements (police checks, health requirements) associated with Field Education settings. A car may be needed for some community-based practicums. A computer, phone, and internet connection may be required for some remote placements. All associated costs are the sole responsibility of the Student.**

### **Requisites:**

At minimum, students must be enrolled in all term courses at the time of registration in SW9800, including but not limited to: SW9801, Modern and Post Modern Social Work Direct Practice Theories; SW9802, Advanced Evaluation in Social Work Practice; SW 9803, Policy Context; SW 9804, Application of Social Work Direct Practice Theories; SW9805, Social Work Administration and Supervision; SW9807, Critical Reflection and Appraisal of Social Work Practice.

*In the event that a student must withdraw from a term course while in practicum, without written special permission from the Director of the School of Social Work, students may be removed from this course and it will be deleted from their record. This decision may not be appealed. Students will receive no adjustment to fees in the event that they are dropped from a course for failing to have the necessary requisites.*

### **Learning Outcomes:**

The objectives of the Advanced Practicum are to:

- Demonstrate advanced competence for direct and indirect practice roles within a particular setting based on critical reflection and appraisal of practice, effective intervention approaches, professional judgement, systematic inquiry and ethical responsibility.
- Integrate critical thinking, research, supervision and evaluation methods with practice theory.
- Integrate an ethical, anti-oppressive and professional approach to issues affecting human services.

At the conclusion of the course, Students will have met the following Graduate Degree Level Expectations (GDLE) set forth by the Ontario Universities Council on Quality Assurance:

#### **GDLE 2 – Research and Scholarship:**

1. Completed a practice/program evaluation demonstrating question development, synthesis of the relevant literature, use of appropriate method, design and presentation of findings.

#### **GDLE 3 – Level of Application of Knowledge:**

2. Analyzed cases from the field in depth and obtain feedback on planning and action within an anti-oppressive practice framework.
3. Linked and integrated the theory from University based courses to their practice in the field.

#### **GDLE 4 – Professional Capacity/Autonomy:**

4. Engaged in a formal critical reflection process appraising one's practice and its meaning to oneself, as well as the client(s), the organization and the broader community.
5. Explored issues and themes common to new and experienced practitioners in a supported educational environment.
6. Discussed and debated ethical dilemmas that arise in the course of social work practice.

#### **This course is designed to enable you to demonstrate the following:**

1. You have made the transition to using advanced practice skills as a social worker.
2. You can integrate knowledge of advanced practice and theory.
3. You can make a formal presentation to others.
4. You understand the practice and organizational context.

5. You understand the social work role in that context.
6. You can conduct an advanced assessment and formulation
7. You can develop and defend a case plan, based upon the advanced assessment and formulation. You can select appropriate intervention(s) (mindful of evidence informed practice/ research, professional ethics, codes of practice, best practice principles, limited resources, mandates and the retractability of some situations).
8. You can evaluate the outcomes of your intervention in a case/activity.
9. You have insight into your own personal and professional needs for further development.
10. You can contribute to the learning of your colleagues through dissemination of knowledge and constructive discussion.

### **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] relative to Practicum are permitted exclusively for: information-gathering and preliminary research purposes (e.g. program development, research, assessment...). 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 Faculty Consultant.

### **Practicum and Course Format**

The Regular Practicum is scheduled for Monday, Wednesday and Friday during the fall and winter terms. The Block Practicum is scheduled for Tuesday – Friday during the summer term. Scheduling of alternative days may be permitted with the permission of the Practicum Instructor, Faculty Consultant and Manager of Professional Practicum Education. The expectation is that the Student will complete a minimum of 450 hours in their Practicum setting.

Practicum may be delivered onsite, remotely or in a blended format with onsite and remote components. Please refer to the Professional Practicum Education Policies and Guidelines Manual for protocol on *Absence from Practicum*.

All integration seminars will be conducted onsite in the classrooms noted in the professional practicum education schedule for each section. Should there be an institutional directive as a result of public health measures, the format will shift to remote Zoom access. Please see Zoom instructions below under “Resources”.

### **Class Participation**

Integration seminars occur approximately bi-weekly during the winter and summer terms, or weekly for the summer block placement, and are part of the evaluative component of this course. Students are expected to attend and actively participate in all seminars and are expected to present ongoing cases in order to integrate the course content with their actual practice experience. Students are to use ASPIRE and Critical Reflection on Practice (CRoP)\* when discussing cases. **Students are asked to disguise the names of people and content that is shared in the classroom to ensure client confidentiality is maintained** (Refer to the Professional Practicum Education Policies and Guidelines Manual – *Professional Conduct and Use of Agency Material in Social Work Courses* policies).

If unable to attend a seminar, Students should contact their Faculty Consultant as soon as possible (see below for the School of Social Work Attendance Policy – Absence from Practicum and Integration Seminar).

### **Evaluation:**

Student evaluation for SW9800 is comprised of several components including the Practicum and Reflective Practice Project (RPP) each of which are assigned a Pass/Fail grade, and the Integration Seminar. The Faculty Consultant submits the overall final grade for the course as a Pass/Fail. Note: The Faculty Consultant provides mid-term and final feedback on participation in Integration Seminars. In addition, successful completion of all Practicum related assignments and submission of applicable paperwork to the Professional Practicum Education Office will be considered in the evaluation.

Furthermore, to receive a passing grade, the student must complete all Practicum assignments, meet attendance requirements in seminars and practicum, and demonstrate attitudes and behaviours that are consistent with the Canadian Association of Social Workers (CASW) Code of Ethics, the Ontario College of Social Workers and Social Service Workers (OCSWSSW) Standards of Practice, the King's University College Student code of conduct, and relevant University bylaws or policies. The MSW Essential Skills document will be considered to guide professional practice competencies. The student is responsible for ensuring the final evaluation and all related Practicum documentation is submitted to the Professional Practicum Coordinator via Sonia according to posted timelines. Please refer to the Professional Practicum Education Policies and Guidelines Manual regarding any extensions/accommodation needs.

### **Practicum**

As outlined in the MSW Year 2/Advanced Standing Professional Practicum Education Manual, there are formal evaluations of student performance based on the Learning Plan and the Social Work Practice Competencies and Evaluation (SWPC&E). In the MSW advanced practicum, there is a mid-term evaluation and final evaluation.

Ongoing evaluation of student growth and development is a dynamic process. Students are given opportunities to address unsatisfactory results in accordance with the Professional Practicum Education Policies and Guidelines Manual (see *Students Experiencing Difficulties in Practicum, and Extensions and Incompletes*).

The Practicum Instructor completes the Final Evaluation of Practicum in consultation with the student and it is reviewed by the Faculty Consultant. The student is responsible for ensuring the final evaluation and all related Practicum documentation is submitted to the Professional Practicum Coordinator via Sonia according to posted timelines. Please refer to the Professional Practicum Education Policies and Guidelines regarding any extensions/accommodation needs.

As noted above, the final grade for this course is assigned by the Faculty Consultant and is based on the final evaluation of the student's progress and performance related to Social Work competencies outlined in the Learning Contract, the Social Work Practicum Competencies & Evaluation, and identified throughout the Practicum. In addition, successful completion of all Practicum related assignments and seminar participation as well as prompt submission of applicable paperwork to the Professional Practicum Education Office will be considered in the evaluation.

### **Reflective Practice Project**

The Reflective Practice Project (RPP) is designed to amalgamate theory, values, research literature and critical reflection on practice. Students will be guided in a critical examination of a piece of their work (i.e. single case, program, or intervention, which may include a critical incident) from their practicum experience. The RPP will culminate in the students undertaking a final presentation of their piece of work, including critical reflection on practice, to the students in their integration seminar group that will demonstrate they have acquired the ability to collate, organize and present key information with clarity, brevity and impact. Group discussion and support for the project will be an aspect of the Advanced Integration Seminar that meets during the Practicum timeframe. The RPP will be assigned a Pass/Fail grade by the Faculty Consultant.

*\*Reminder: ASPIRE and CRoP are to be integrated for this project and will be discussed in seminars. ASPIRE is made up of the following steps: Assessment; Planning; Intervention; Research and Evaluation. CRoP is made up of the following theoretical lenses: Reflective Practice; Reflexivity; Post-structuralism and postmodern narrative practice; Critical Perspectives; and Spirituality.*

### **Reflective Practice Project Presentation:**

There is the requirement for a 20-minute presentation (including 3-5 minutes for discussion if necessary) supported by PowerPoint slides during the final three weeks of the course (Printouts of slides, lecture notes and reference list to be submitted to the Faculty Consultant at conclusion of the presentation).

Participation: Students are expected and required to engage and support their peers in class sessions and presentation preparation.

The Reflective Practice Project Presentation is the output of the Integration Seminar. The Seminar will guide you through a number of lectures and critical reflection/self-awareness exercises so that you can analyze and professionally present a case or practice activity (such as

a group program) you have been involved with, attending to the following components of professional practice.

The following **slide templates** are provided to guide you regarding the suggested content for each of the slides you will prepare for your presentation. If you wish to adopt a different format style, please discuss this with your Faculty Consultant.

### **RPP Slide Templates (informed by ASPIRE and CRoP):**

1. **The Agency Context** - Analyze and describe the setting in terms of the purpose of the Agency; the legislation; population served; services offered.
2. **The Role of Social Work in that Setting** - Analyze and present the social worker's role in that setting/organizational context; whether there is a philosophy or theory that guides the social work role in that setting; any limitations or challenges the student faced as a social work student in that setting.
3. **Advanced Assessment of the Case (may include a critical incident)** - Delineate and present a clear idea of 'what is going on' in the case, using an appropriate assessment framework, and integration of advanced practice theory to develop a case formulation. Critically explore and discuss the strengths and weaknesses of the assessment modality utilized. Are there any 'gaps' in the practice theory(ies) which you are using? Clearly demonstrate evidence of service-user/provider input in the assessment, or the rationale for absence of the same. Using the post-structural and post-modern narrative lenses from CRoP, consider language used, discourses called upon and any binaries that have been set up. (To be clear, you do not need to use post-structural and post-modern theories for the assessment or planning of the intervention.)
4. **The Case Plan** - Delineate and defend 'the case plan, how it connected to the case formulation and why'. Demonstrate evidence of service-user/provider input and agreement. If absent, clearly explain why this was impossible/inappropriate. Illustrate how the plan was reasonable and logical, and what time frames and outcomes measures were incorporated. Clarify if the plan had a goal of social care or social control or a mixture and why. Using the Critical Perspectives lens from CRoP, discuss the power dynamics present in this case and how you have had to address these in your plan.
5. **The Intervention(s) (may include a critical incident)** - Clearly explain what was done in this case explicitly linking to the theoretical rationale/formulation for the intervention(s) planned and/or delivered. Clearly identify the evidence base or best-practice guidelines for the intervention(s) in keeping with 'evidence informed' practice/research, professional practice principles, social work professional ethics and codes of practice. What challenges arose with the particular practice theory(ies) chosen - did you experience a 'gap' in that theory that needed to be filled with other theories or 'in the moment'

decisions? What implicit values or beliefs informed any decisions that had to be made 'in the moment'?

6. **Evaluation & Review** - \*\*\* NOTE – WE ARE NOT JUDGING THE SUCCESS OF THE INTERVENTION\*\*\* Clearly and candidly explain 'what happened'. Describe how the case plan was implemented and, if not, explain why, what did or didn't happen (i.e. lack of resources, service-user non-adherence/concordance, etc.) without engaging in unwarranted defensiveness or 'blaming'. What would have needed to be different for a different outcome, if there have been challenges? Is more research required? Does a particular practice theory require further development? What does this mean for you going forward in practice – in terms of your commitments or preferences ('new mantra', in CRoP terms)?
  
7. **Personal & Professional Reflection** - In reflecting upon the case in its entirety: identify any areas where you need to develop further knowledge or skills, explore ethical dilemmas, limitations or challenges you have faced in the case. Provide the audience with a clear sense of your philosophical and pragmatic approach to your work, making your value system explicit. Consider both your implicit and explicit values and theories of practice. What have you learned about yourself through this practice? Considering the CRoP lens of Spirituality, what gave you a sense of meaning and purpose in your work, and were there any particularly meaningful moments? Considering the CRoP lens of Critical Perspectives, how did your and your service users' social location impact your understanding and/or intervention of the case?

### **Resources:**

#### **Course Website – SW9800 Brightspace**

The course website is accessible to all students registered in this course. Given the nature of this course, Students are expected to access the SW9800 Professional Practicum Portal regularly and will be required to download information relevant for Practicum such as course manuals, health and safety information and the schedule of due dates. The site also contains the course outline (syllabus), announcements, and other course resource material.

Each seminar section has a Brightspace site that may be used for in-class communication, discussion boards, posting of lecture materials, etc., at the instructor's discretion. Individual Faculty Consultants may also require online posting.

An additional Practicum Instructor Brightspace is available to Field Instructors to provide them with information and resources.

#### **Zoom**

Please download the Zoom app prior to commencing the course should Zoom be required as a remote format for this course at any point:

[https://wts.uwo.ca/zoom/getting\\_started.html](https://wts.uwo.ca/zoom/getting_started.html)

- Do not post group pictures of your meeting on social media without consent from each participant;
- Be mindful of what is in your background during your meeting;
- Be aware of who can listen to your meeting; Use earbuds if possible
- Use the options within Zoom to control screen/whiteboard sharing and who has access to your meeting (waiting room, password, distribution of link);
- When sharing screens, ensure no private information is open on your desktop.
- Attendance through Zoom should resemble in-class presence and for the most part, client remote service delivery (active listening, respectful, well groomed, video on, presentable surroundings...)

### **Sonia System**

King's School of Social Work's Professional Practicum Education office uses an online Professional Practicum Education reporting system called Sonia. This system can be accessed from anywhere that you have an Internet connection, as well as through a mobile application for our Student and Practicum Instructors.

Sonia allows Students, Practicum Instructors, Faculty Consultants and the School of Social Work's Professional Practicum Education team to effectively and efficiently complete administrative tasks relating to the Professional Practicum Education program. This includes keeping relevant Professional Practicum Education and contact information up-to-date and accessing and completing forms online. In addition, Sonia assists Students in Professional Practicum Education planning by allowing them to explore agency options and particulars of what each agency offers.

Access to all of the forms requiring completion as part of the Practicum will be available through this system. All forms must be completed and submitted online. No one other than each Student, their particular Faculty Consultant, Practicum Instructor, and the School's Professional Practicum Education team will have access to the forms submitted online.

Information on gaining access to Sonia will be sent by email from the Professional Practicum Education team. For any assistance, please contact [SSWSonia@kings.uwo.ca](mailto:SSWSonia@kings.uwo.ca)

### **Health and Wellness**

As part of a successful Student experience at King's, Students are encouraged to make their health and wellness a priority. King's provides several on campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your degree. For example, to support physical activity, all Students, as part of their registration, have access to the fitness facilities located in the Student Life Centre. Numerous cultural events are offered throughout the year at King's and Western's Main Campus. Information regarding health and wellness-related services available to Students may be found at <http://www.health.uwo.ca/>.

Students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as their Faculty Consultant and/or a member of the Professional Administrative team in The School of Social Work. King's Student support can be found at <https://www.kings.uwo.ca/current-students/student-affairs/mental-health-and-wellness->

[at-king-s/](http://www.health.uwo.ca/mental_health/resources.html) and mental health resources at Western's Main Campus may be found at [http://www.health.uwo.ca/mental\\_health/resources.html](http://www.health.uwo.ca/mental_health/resources.html).

Students are also encouraged to access the Wellness and Self-Care page on the King's School of Social Work Professional Practicum Education website: <https://socialwork.kings.uwo.ca/field-education/wellness-and-self-care/>. The resources were compiled by Social Work Students specifically to support Students.

## Course Schedule

- Seminar 1: Getting to Know You and Your Practicum**  
**ASPIRE and CRoP ... how to integrate for RPP**  
**How to Do Well in this Course**
- Seminar 2: First Hour: What is Happening in Practicum?**  
**Second Hour: MAKING THE TRANSITION TO AN ADVANCED PRACTICE SOCIAL WORKER**  
Introduction to the Case Summary and Slide Templates, with opportunity to discuss possible case or activity for RPP
- Seminar 3: First Hour: What is Happening in Practicum?**  
Email Slides 1 and 2 to your Faculty Consultant by next seminar.
- Seminar 4: First Hour: What is Happening in Practicum?**  
**Second Hour: SOCIAL WORK ASSESSMENTS and FORMULATION**  
Email Case Summary and Slide 3 to your Faculty Consultant by next seminar.
- Seminar 5: First Hour: What is Happening in Practicum**  
**Second Hour: SOCIAL WORK FORMULATION and CASE PLANNING**  
Email slide 4 to your Faculty Consultant by next seminar.
- Seminar 6: First Hour: What is Happening in Practicum?**  
**Second Hour: SOCIAL WORK INTERVENTIONS**
- Seminar 7: First Hour: What is Happening in Practicum?**  
**Second Hour: EVIDENCE INFORMED INTERVENTIONS**  
Email Slide 5 to your Faculty Consultant by next seminar.
- Seminar 8: First Hour: What is Happening in Practicum?**  
**Second Hour: REVIEW & EVALUATION OF PRACTICE**

Email Slide 6 & 7 to your Faculty Consultant by next seminar.

**Seminar 9: Presentations**

**Seminar 10: Presentations**

**Seminar 11: Presentations and Celebration**

## **RECOMMENDED REFERENCES**

Ontario College of Social Workers and Social Service Workers (2008). Code of Ethics and Standards of Practice Handbook. (2nd Ed.). Toronto. <http://www.ocswssw.org/>

Canadian Association of Social Workers: <http://www.casw-acts.ca/>

Ontario Association of Social Workers: <http://www.oasw.org/>

Essential Requirements for MSW Program for Students (online and in the Professional Practicum Policies & Guidelines Manual):  
<https://kucnextcl01.kings.kucits.ca/s/8zLPeEQ9s9s5zCG>



## **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.

## **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](https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses_enrollment/exams_and_tests/SMC-Feb-2025.pdf).

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

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

For further information, please see:

[https://uwo.ca/univsec/pdf/academic\\_policies/appeals/academic\\_consideration\\_Sep24.pdf](https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf)

### **Absences from Final Examinations**

If you miss the final 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/](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](https://www.uwo.ca/health/student_support/survivor_support/get-help.html)

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

### **3. Statement on Use of Electronic Devices**

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

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

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

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

### **4. Statement on Academic Offences**

King's is committed to academic integrity. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, is posted at [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

It is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor. Check with 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.