



**SOCIAL WORK 9801 (571)  
Modern and Post Modern Social Work Direct Practice  
Fall 2025-2026**

**Instructor:** Lucas Andersen

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**Office Hours:** Thursdays 1:30PM - 2:30PM

Or by appointment

**Course and Faculty Contact:**

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

**Course Description:**

The primary objective of this course is to introduce students to advanced social work clinical practice. The course will introduce selective aspects of modern and postmodern theory and practice models including but not limited to narrative therapy and relational theory. Woven across the course is a progression from one to two person approaches, the importance of the therapeutic relationship, and a critical foundation embedded in an understanding of the impact of power, privilege and oppression to the multiple identities of both clinician and service user. The focus will be to show how these ideas can be applied to social work practice with individuals, dyads and families. The course will focus on essential skills and common therapeutic factors in selective modalities of practice. Class content will be anchored in practice situations. Conceptual models and practice wisdom will be equally valued, toward identifying what works, for whom and under what conditions. The course will incorporate a critically informed intersectional understanding of identity including gender, sexual orientation, spirituality, age, ability, SES, race, culture and ethnicity and will consistently incorporate a historical and systemic understanding of power, privilege and oppression to our work with individuals, families and groups. Pathologizing discourses affecting client functioning will be critiqued in order to understand how professional language, problem construction and modes of intervention may perpetuate unequal power relations. Interventions that promote self-healing and resilience while attending to systemic factors such as historical and current inequities and oppression will be discussed in some detail.

**Pre or Corequisites**

Registration in the Masters of Social Work program.

**Extra Information**

3 lecture hours.

**Course Weight:** 0.50  
**Subject Code:** SOCWORK

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

### **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.

### **Statement of Commitment**

At King's University College, we learn and work on land that is the traditional lands of the Anishinaabek, Haudenosaunee, Lūnaapéewak and Attawandaron peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. Those of us who are uninvited guests on this land, are called on to commit to maintain the spirit of the Dish with One Spoon Treaty and to work collaboratively with the original inhabitants to protect it.

As a social worker and an academic, I am continuously working to be aware of the historical and continuing harm against Indigenous peoples as well as the many other equity-denied groups, caused by the organizations, systems, and social structures in which we work including academic institutions. I am committed to the critical work of equity professionally, in my teaching and in my research, as well as personally. I strive to find ways to put into action the Truth and Reconciliation Commission of Canada (2015) recommendations in particular those related to education. I am committed to listening and to learning. I strive to apply a critical intersectional understanding and challenge the specific ways that colonization and systemic oppression continue to create harmful practices and policies within social work and the multiple levels of education.

### **Course Format**

Instructional methods will include:

- Review of required readings.
- Lectures, case formulations and application, class discussions, video recordings, and practical interviewing enactments.
- Please note: There will be ongoing discussion about cases in which either the instructor or students have been involved. All case material should respect client confidentiality.
- Students will be requested to **refrain from using phones and computers** for purposes other than to facilitate the in-class learning process.

This course begins on September 4 and continues until December 4, honouring all important dates derived from University approved guidelines and academic policies (<https://www.kings.uwo.ca/current-students/academic-resources/academic-dates-and-events/>).

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

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

### **Learning Outcomes**

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

- Understand the evolution of modern and postmodern social work theory
- Link theory & practice skills to facilitate adaptive strategies for improved client functioning
- Show how selective models of intervention can be incorporated into advanced SW practice
- Recognize the importance of social & cultural diversity, power, privilege, oppression, critical reflection, and macro systemic factors in working with relational systems
- Begin to apply these theoretical concepts to practice

### **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, generative AI tools [such as Chat GPT] are permitted (but not encouraged) exclusively for information-gathering and preliminary research purposes. If AI tools are used, students must acknowledge their use and state how the tool was used. AI is not acceptable to aid in any part of the writing process or for any assignments, including but not limited to generating ideas, summarizing, creating outlines, paraphrasing, or revising for any assignment or class work. If you are unsure of AI use in this class, please consult with your instructor.

### **Course Website – OWL**

The course website (<https://owl.uwo.ca>) is accessible to all students registered in this course. It contains the course outline (syllabus), announcements, and other course resource material. The OWL may be used for in-class communication, discussion boards, tests, quizzes, posting of

lecture materials, etc., at the instructor's discretion. Recording of lectures or presentations without an accommodation and the instructor's written acknowledgement is not permissible.

### **Learning Culture**

We will collaboratively create a safe learning culture where everyone is heard and respected. To facilitate this, during the first class we will develop a mutual learning contract to follow during the course. We will discuss class expectations to facilitate a respectful culture. We will strive to recognize and support all equity-denied groups and value differing identities and intersectionality. All students are expected to engage in a professional and respectful manner during interactions with peers and communication with the instructor.

### **Method of Instruction**

This course will be taught using a variety of instructional methods to meet your different learning needs. Methods will include interactive lectures, small and large group discussions, case examples, videoclips, individual readings and reflection, potential guest speaker(s), and student presentations. Each week there will be at least one chosen reading to help facilitate our discussions. It is my expectation, and hope that all students will engage in discussions with an awareness of the impact of how your statements and opinions contribute to feelings of safety and connection.

I welcome your ongoing feedback during the course; please feel free to ask questions and let me know if there are ways that I can make this course more responsive to your learning needs. Please be mindful that the topics that we will be discussing are likely to evoke feelings of discomfort. I encourage you to use these 'unsettling' feelings and experiences to expand an awareness of yourself and your own threat detection system. Should that unsettledness start to compromise feelings of safety, please let me know. I would also remind you that the campus has counselling services intended for your support. I am available for consultation by email, or during office hours/appointment, to discuss course materials, assignments or other questions that may arise.

### **Required Texts:**

Goldstein, E., Miehl, D. & Ringel, S. (2009). *Advanced Clinical Social Work Practice: Relational Principles and Techniques*. Columbia University Press, New York.

**Cost:** 62.00 on Amazon

**Library Access:** Available Online

Payne, Martin. (2006). *Narrative Therapy: An Introduction for Counselors*. Sage Publication

**Cost:** 121.00 on Amazon

**Library Access:** Available Online

### **Supplementary Texts (not required)**

Angus, L. E., & McLeod, J. (2004). *The handbook of narrative and psychotherapy: Practice, theory and research*. Thousand Oaks, CA: Sage Publications Inc. (selective chapters)

Baines, D. (Ed.). (2017). *Doing anti-oppressive practice: Social justice social work, third edition* (3rd edition). Fernwood Publishing.

Berzoff, J., Flanagan, L. M., & Hertz, P. (Eds.). (2021). *Inside Out and Outside In: Psychodynamic Clinical Theory and Psychopathology in Contemporary Multicultural Contexts, Fifth Edition* (5th ed.). Rowman & Littlefield.

Fosha, D., Solomon, M., & Siegel, D. Eds (2009). *The healing power of emotion: Perspectives from affective neuroscience, development and clinical practice*. Norton

**Other readings (not textbook) will be on Reserve in the King's Library and/or will be posted to OWL**

**Evaluation:**

**1. Two Reflection Papers**

Each paper will present a 3 page maximum (APA - double spaced, 12 pt font Times New Roman) critical analysis and reflection for each of any two counseling videos we have watched in class (week 2 September 12 - week 8 October 24). Students choose the two videos they would like to use. The student will comment on the model of practice presented and offer an informed graduate-level opinion about the role of the practitioner in demonstrating and elucidating the theoretical concepts involved. Attend to issues of culture, power, privilege, the therapeutic relationship, pros and cons of the approach generally and considerations for your own work. This is not a review or summary of the practice video in which you are demonstrating your knowledge of the therapy and therapeutic terms (although this should be evident in your critical analysis). Rather, this is an opportunity to deeply reflect on the theory and its application in the video and on your views of it being a fit for you and your work, your opinion on the model's use in relation to the client experience, concern presented, and overall therapeutic relationship. While additional readings are not required, students are expected to make connections to assigned readings or other journal articles they may have reviewed. As this is a reflection paper, citations beyond those of our class readings are not necessary. The video itself only needs to be cited once in the paper (repeat citation is not necessary if describing an interchange in the video). All references that are used should be appropriately cited and formatted in APA 7<sup>th</sup> ed. All papers should be submitted as a Word document (do not send a link to an online Word document). Please label all files submissions with your first name, then last name, then course and section code, then assignment # at the beginning of the file name.

**Due:** 5 pm (with a grace period without late penalty up to 11:59 pm) on the Wednesday one week after viewing the video of choice, the last of the two is due no later than October 29, 2025, submitted via the class OWL

**Mark:** 30% (15% for each reflection paper)

**2. Student Video & Paper**

2 (a) Using one model covered in the course, each student will create a video of an interview (45-50 minutes). Your interview will be conducted using **one** model you have chosen. Each student should record the interview with a partner from the SW program (as this course explores relational, reflective and use of self-concepts, do not choose someone with whom you have a close pre-existing relationship such as a parent, child or sibling). The case scenario used should be developed for the purposes of this assignment and should **not** be based on your or your partner's life experiences. Submit the full 45-50 minute video along with a transcription and assessment of a selected 5 minutes from the video using the table provided. Include an introductory paragraph detailing the 5 minutes that will be included in the chart, the practice model being used and the context for the 5 minutes in the transcript. Use the template (table) that will be provided (single-spaced) to submit your transcription and assessment through our class OWL. Do not change the formatting of the table. Add a link to the video uploaded to YouTube in the notes section of the title page of your template submission. Please label all submissions with your first name, then last name, then course and section code, then assignment # at the beginning of the file name.

**Due:** Friday, October 31, 5 pm (with a grace period without late penalty up to 11:59 pm).

2 (b) Every student will write a 10 page maximum, double spaced 12 pt. font Times New Roman paper (please familiarize yourself with APA style - <https://apastyle.apa.org/> ) incorporating concepts from the selected model of practice. Your paper will be a critical reflection on your use of the model in terms of the therapist-client relationship, use of self within the model used, skills/questions/stances of the model, and application to the client and client's concern. Selective verbatim excerpts from the interview will be explicitly woven through (with timestamp) demonstrating a particular point that you are making in your case analysis and reflection of the process throughout your paper. Also, you should engage in a discussion of 'why': why you chose the model and why you have taken the stance used. This reflection will address questions about your own preference for practice, where this preference comes from, and where you might take this in future. Add a link to the video that has been uploaded to YouTube in the notes section of the title page of your paper. Please label all submissions with your first name, then last name, then course and section code, then assignment # at the beginning of the file name.

**Due:** Monday, November 17, 5 pm (with a grace period without late penalty up to 11:59 pm).

**Mark: 40%**

**3. In-class group presentations (20 – 30 mins to be determined based on group size and number of groups). A critique of a model of clinical social work intervention, showing how it is applied to a specific case.**

Working in groups of 3-4, students will prepare a presentation applying theory to practice in any area of social work practice including but not limited to: individual psychotherapy, child or adolescent therapy, couples or family therapy, mental health interventions, or, related specifically to concern such as addictions, trauma, depression, psychosis, pain, eating disorders...Apply the concepts to a case within social work practice that will help

illustrate the concepts presented. You will explore the concern or area of practice of focus, discuss the theory as applied to the topic/case, consider the therapeutic relationship, the theory's approach to the concern, how the model would be applied, skills needed in order to engage in the theory/model, evidence of its use and effectiveness, and critique of its use to your topic/concern. All sources must be cited in APA 7 and available for other students to review (Send power points to the instructor the day before the presentation to post in OWL).

**Due:** November 20 and 27, 2025

**Mark:** 30%

## Course Schedule:

### Week 1 – September 4

**Topic:** Introduction, Structure, Content, and Course Requirements. Introduction to Modern & Post-Modern theory, what do we mean by theory and overview of the course. Foundational to the course will be constructions of self and common therapeutic factors across various modalities of clinical social work practice.

#### Readings:

Goldstein, Miehl & Ringel: Chapter 1. *The Relational Core of Social Work Practice*

Payne, Malcolm (2005). Chapter 1. The construction of social work theory. *Modern Social Work Theory*. **On OWL.**

optional

- Abrahams, D., & Rohleder, P. (2021). Chapter 2: An Overview of Psychoanalytic Theory. In *A clinical guide to psychodynamic psychotherapy* (1st ed.). Routledge.

- Yildirim, O., & Gazioglu, A. E. I. (2024). From Modern Paradigms to Postmodern Paradigms: Therapeutic Interventions on a Journey of Change and Transformation /Modern Paradigmaldan Postmodern Paradigmalara: Degisim ve Donusum Yolculugunda Terapotik Uygulamalar. *Psikiyatride guncel yaklasimlar*, 16(4), 658. <https://doi.org/10.18863/pgy.1393192>

### Week 2 – September 11

**Topic:** Core Concepts in Advanced Clinical Practice. The emphasis in this lecture is an Introduction to object relations and attachment theory. This week will include introducing a relational perspective and conceptualizations of critical self-reflection. Power, privilege, oppression and multidimensional selves (Kenneth Hardy's work) within the therapeutic relationship are foundational across this course.

#### Readings:

Goldstein, Miehl & Ringel: Chapter 2. *Theoretical and Clinical Contribution: Phase 1*

Goldstein, Miehl & Ringel: Chapter 3. *Theoretical and Clinical Contribution: Phase 2*

Neckoway, R., Brownlee, K., & Castellan, B. (2007). Is attachment theory consistent with Aboriginal parenting realities? *First Peoples Child & Family Review*, 3(2), Article 2. <https://fpcfr.com/index.php/FPCFR/article/view/43>

**Optional Readings:**

Goldstein, Miehl & Ringel: Chapter 5: *Assessment in Relational Treatment*

Pearlman, L. A., & Courtois, C. A. (2005). Clinical applications of the attachment framework: Relational treatment of complex trauma. *Journal of Traumatic Stress*, 18(5), 449–459. <https://doi.org/10.1002/jts.20052>

Siegel, D. J. (2020). *The developing mind: How relationships and the brain interact to shape who we are*. Guilford Publications.

**Week 3 – September 18**

**Topic:** Continuing theoretical discussion about key concepts including principles of relational Theory and postmodernism

**Readings:**

Payne, Martin. (2006) Chapter 1. *An Overview of Narrative Therapy in Narrative Therapy: An Introduction for Counselors*. Sage Publication

Payne, Martin. (2006): Chapter 2 Ideas Informing Narrative Therapy

Brown, C. and Augusta-Scot, T. (2007). Postmodernism, reflexivity, and narrative therapy. *Narrative Therapy: Making meaning, making lives*.

**Week 4 – September 25**

**Topic:** Introduction to systems theory and family therapies. Considering macro factors and incorporating critical theory.

**Readings:**

Dickerson. (2014). The Advance of Poststructuralism and Its Influence on Family Therapy. *Family Process*, 53(3), 401–414. <https://doi.org/10.1111/famp.12087>

Walsh, F. (2014). Chapter 7: Family Therapy Systemic Approaches to Practice. In J. R. Brandell (Ed.), *Essentials of Clinical Social Work*. SAGE Publications, Ltd.

**Optional Reading:**

Teh, Y. Y., & Winley, D. (2021). 24 most influential articles on social justice and diversity in Family Therapy: A collaboration between Family Process and the Journal of Family

Therapy 1980-2019 [https://onlinelibrary.wiley.com/doi/toc/10.1002/\(ISSN\)9999-0009.24most-influential-articles](https://onlinelibrary.wiley.com/doi/toc/10.1002/(ISSN)9999-0009.24most-influential-articles)

D'Arrigo-Patrick, J., Hoff, C., Knudson-Martin, C., & Tuttle, A. (2017). Navigating critical theory and postmodernism: Social justice and therapist power in family therapy. *Family Process*, 56(3), 574–588. <https://doi.org/10.1111/famp.12236>

Healy, K. (2014). Chapter 6: Three Waves of Systems Theories. In *Social work theories in context: creating frameworks for practice* (Second edition.). Palgrave Macmillan.

## **Week 5 – October 2:** The internalized self and internal family systems

### **Readings:**

Goldstein, Miehl & Ringel: Chapter 4. *Developmental Concepts (to page 68)*

Schwartz, R. (2013). The therapist-client relationship and the transformative power of the self. *Internal Family Systems Therapy: New Dimensions*.

Fisher, J. (2017). Chapter 4: Learning to see our “selves”: An introduction to working with parts. In *Healing the fragmented selves of trauma survivors: Overcoming internal self-alienation* (1st ed.). Routledge.

### **Optional Readings:**

Hughes, C.L., Horton, E. & Hammer, T.R. (2020). We're still standing: Internal family systems and Rocketman. *Journal of Creativity in Mental Health*, 1-9.

Schwartz, R. (1995). Chapter 2: Viewing individuals as systems. *Internal Family Systems Model*. Guilford Press.

## **Week 6 – October 9 - Topic:** Postmodernism and Narrative therapy

### **Readings:**

Payne, Martin. (2006) Chapter 3: Assisting the Person to Describe the Problem

Payne, Martin. (2006): Chapter 4 Encouraging a Wider Perspective on the Problem

Payne, Martin. (2006): Chapter 5: Asking Questions

Payne, Martin. (2006): Chapter 7: Telling & Re-Telling

## **Week 7 – October 16**

**Topic:** Experiential models, the role of emotion and the role of the body in the therapeutic process

### **Readings:**

Fosha, D. (2009). Emotion and recognition at work. In *The Healing Power of Emotion: Affective Neuroscience, Development and Clinical Practice*.

Johnson, S. (2004). Chapter 4 in *The Practice of Emotionally Focused Couples Therapy*.

Levine, P. (2010). From paralysis to transformation: Basic building blocks.

**Optional Readings:**

Angus & McLeod: Chapter 19, *The Contribution of Emotion Processes to Narrative Change in Psychotherapy: A Dialectical Constructivist Approach* by Greenberg & Angus

Ogden, P. (2006). Chapter 1 and Chapter 8. In *A Sensorimotor Approach to Psychotherapy*.

Henley, B. M. (2023). Psychodynamic techniques elicit emotional engagement in complex post-traumatic stress disorder. *Psychoanalytic Psychotherapy*, 37(3), 231–242.

**Week 8 – October 23 Topic:** Practice considerations from relational and narrative perspectives, Transference and Countertransference, critical considerations of practice, power, privilege, oppression, intersectionality, and macro systemic applications

**Readings:**

Goldstein, Miehl & Ringel: Chapter 6: *Components of Relational Treatment*

Goldstein, Miehl & Ringel: Chapter 7: *Transference and Countertransference: Disruptions and Enactments*

Goldstein, Miehl & Ringel; Chapter 9. *Relational Principles in Brief Treatment*

**Optional Readings:**

Payne, Martin. (2006), Chapter 10. *Examples of Narrative Practice II*

**Week 9 October 30 – Topic:** Class discussion re contexts of practice: Theories of gender, race, ability, sexuality, educational access and socioeconomic status, a continuation of critical considerations of practice, power, privilege, oppression, intersectionality, and macro systemic applications to direct practice into your formulation.

**Readings:**

Baines, D. (2017). Chapter 1: Anti-oppressive practice: Roots, theory, tensions. In D. Baines (Ed.), *Doing anti-oppressive practice: Social justice social work, third edition* (3rd edition). Fernwood Publishing.

Brown, C. (2020). Chapter 1: Critical clinical social work: Theoretical and practical considerations. In C. Brown & J. E. MacDonald (Eds.), *Critical clinical social work: Counterstorying for social justice* (1st edition). Canadian Scholars.

Linklater, R. (2014). Chapter 1: Colonialism, Indigenous trauma and healing. In *Decolonizing trauma work: Indigenous stories and strategies*. Fernwood Publishing.

### Optional Readings:

Goldstein, Miehl & Ringel; Chapter 8: *Multicultural Issues*<sup>[17]</sup><sub>[SEP]</sub>

Berzoff, J. (2021). Chapter 10: Psychodynamic theories and gender. In J. Berzoff, L. M. Flanagan, & P. Hertz (Eds.), *Inside out and outside in: Psychodynamic clinical theory and practice in contemporary multicultural contexts* (5th ed.). Rowman & Littlefield Publishers, Incorporated.

Rasmussen, B., & Garran, A. M. (2021). Chapter 11: Psychodynamic contributions to understanding racism: Implications for clinical practice. In J. Berzoff, L. M. Flanagan, & P. Hertz (Eds.), *Inside out and outside in: Psychodynamic clinical theory and practice in contemporary multicultural contexts* (5th ed.). Rowman & Littlefield Publishers, Incorporated.

Sanders, J. E., Mishna, F., Fallon, B., & McCreedy, L. (2022). Experiences of adversity among high school students who have been suspended or expelled: Systemic racism, inequity, school and community violence. *Traumatology, 0*(0), 1–11.  
<https://doi.org/10.1037/trm0000425>

### Week 10 – November 6 – reading week no class

### Week 11 – November 13

**Topic:** Non-relational approaches: CBT

#### Readings:

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

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

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

#### Optional readings:

Kelly, S. (2019). Cognitive behavior therapy with African Americans. In *Culturally responsive cognitive behavior therapy: Practice and supervision, 2nd ed* (pp. 105–128). American Psychological Association. <https://doi.org/10.1037/0000119-005>

### Assignment #2 Due November 17

### Week 12 – November 20

#### Student Presentations

### Week 13 - November 27

## **Student Presentations**

### **Week 14 - December 4**

**Topic:** Class discussion & review of course



### **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.

- Absenteeism (more than two unapproved absences) may result in failure of the course and provides grounds for requiring a social work student to withdraw from the program. Please note: regularly arriving late and/or leaving early will be considered absenteeism, unless an accommodation is in place.

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

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

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

#### **Student Responsibilities:**

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

#### **Instructor Responsibilities:**

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

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

### **Absences for Religious Observance**

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

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

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

## Unapproved Absences

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

### Process for Unapproved Absences

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

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

### Make-Up Work

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

### Supporting Student Success

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

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

*School Council 03/25*

### Grade Adjustment for Late Assignments

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

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

School Council 04/18

## **CODES OF CONDUCT**

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

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

[OCSWSSW Code of Ethics](#)

[Western Code of Student Conduct](#)

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

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

## **Review for Professional Conduct in the School of Social Work**

*Preamble:*

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

1. General standards of student conduct are defined by the King's University College Code of Student Conduct. The following policy pertains to professional conduct and applies to any social work course or related learning environment including Practicum. It is an attempt to balance the commitment of the School of Social Work to support and assist students in becoming professional social workers, with the need to protect the safety and well-being of all students, staff, professional officers, and faculty as well as vulnerable individuals, families, groups and

communities. Thus, the School of Social Work holds an expectation that its students will adhere to recognized ethical obligations and professional standards such as the Social Work Code of Ethics and Standards of Practice adopted by the Ontario College of Social Workers and Social Service Workers, and that the School has an obligation to take action when a student acts in an unethical or unprofessional manner. The purpose of this policy is to provide examples of conduct that may require a review and to provide guidelines for a process of review. The School of Social Work will undertake to resolve any concerns in a fair, timely, reasonable and effective manner.

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

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

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

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

4. *Limits of Confidentiality:*

The School of Social Work recognizes that the safety and confidentiality of students, clients, or others who have been subject to unprofessional conduct under this Policy must be an important priority. The School of Social Work must balance the need for confidentiality against its duty to protect present and future students or persons who might otherwise be placed in jeopardy by a student who is acting in an unprofessional or unethical manner under this Policy. Information disclosed during meetings with instructors, program coordinators, the Field Education Team, or the Director will not be kept confidential if the information raises concerns about the student's

capability of assuming the professional responsibilities of social work practice. Instructors and/or program coordinators and/or the Director will share pertinent information with each other in a respectful and professional manner, for the purpose of identifying student issues and enhancing problem solving about the concerns. The School of Social Work reserves the right to share information with the University or third parties as required by law and University regulations.

#### *5. Behaviour That May Result in a Review*

Student reviews can occur under any of the following circumstances:

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

5.2 Behaviour that causes individuals in the School of Social Work to have a serious or persistent concern about the harmful effect of the student's behaviour on the learning environment that would constitute a breach of the Harassment and Discrimination Policy and the Code of Student Conduct at King's University College. Reasons for the serious or persistent concern may include but are not limited to the following: speech or behaviour that contravenes the Ontario Human Rights Code (e.g. discrimination or harassment because of race, creed, ancestry, place of origin, colour, ethnic origin, citizenship, sex, sexual orientation, age, record of offences, marital status, same sex partnership status, family status or disability); sexual harassment, including unwelcome conduct or gestures; any threat or attempt to physically harm another person; and intimidation or threats to harm another person in non-physical ways.

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

5.4 Behaviour that results in illegal use, possession, or distribution of a controlled or restricted substance, or possession, use, or storing of dangerous objects (including unlicensed firearms).

In situations where the jurisdiction is unclear, the Dean of Students and/or the Vice-Principal and Academic Dean may be involved.

#### *6. Three Stages of Review:*

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

##### *6.1 Stage One:*

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

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

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

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

6.2 Stage Two:

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

6.2.3 Stage Two Review will include:

- Determination of the nature and specifics of the concern
- Development of a written plan (including time lines and specific actions) to address the concern. A copy of the written plan will be signed by and provided to all parties personally or by registered mail within ten (10) business days.
- A follow up meeting with all parties to determine if the concern has been resolved. If it is determined that further intervention is required a Stage Three Review will be conducted.

6.3 Stage Three:

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

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

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

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

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

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

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

6.4.1 *Continue student in the program with no conditions;*

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

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

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

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

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

#### 7. Retention and Disposition of Documentation

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

#### 8. Access to Student File

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

#### 9. Appeals

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

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

### **School of Social Work Course Policy**

Students are expected to complete all required evaluation components, by the dates indicated in the course syllabus, successfully pass this course and progress in the program. Students must achieve a cumulative average of 60%+ on all individual assignments, before late penalties, to pass the course and meet progression requirements. A student who fails to submit all the required assignments (including tests and exams if applicable), by the agreed upon timeline, will not meet progression requirements of the program. In courses where group work and individual assignments are part of the evaluation components, students must earn a passing mark on their individual work (case write-ups, essays, reports, and/or class contribution) to pass the course and meet progression. If you receive a failing mark on your individual work and a passing grade on the group presentation/report, you will not meet progression requirements.

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

*School Council January 2024*



## **General Course Policies 2025–2026**

### **1. Academic Accommodations, Consideration for Absences Academic Accommodation (Accessibility)**

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

## **Academic Consideration for Student Absence**

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

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

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

As a rule, documentation is required for academic consideration. For academic consideration requests on medical grounds, the Student Medical Certificate is available at [https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses\\_enrollment/exams\\_and\\_tests/SMC-Feb-2025.pdf](https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses_enrollment/exams_and_tests/SMC-Feb-2025.pdf).

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

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

For further information, please see:

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

## **Absences from Final Examinations**

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

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

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

## **Religious Accommodation**

Students should consult the University's list of recognized religious holidays, and should give notice in writing to the instructor and Academic Advising Office if a course requirement will be affected by a religious holiday/observance. Notice must be given as early as possible, and no later than two weeks prior to an examination, and one week prior to a midterm test date. It is the

responsibility of such students to inform themselves concerning the work done in classes from which they are absent and to take appropriate action.

## 2. Support Services

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

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

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

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

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

[https://www.uwo.ca/health/mental\\_wellbeing/](https://www.uwo.ca/health/mental_wellbeing/)

Academic Support Services at King's University College:

<https://www.kings.uwo.ca/current-students/academic-resources/>

### GBSV Support:

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

<https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

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

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

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

See also [https://www.uwo.ca/health/student\\_support/survivor\\_support/get-help.html](https://www.uwo.ca/health/student_support/survivor_support/get-help.html)

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

## 3. Statement on Use of Electronic Devices

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

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

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

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

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

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

[http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

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

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

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

#### **5. Copyright of Course Material**

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use.

Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Unauthorized sharing of class content is subject to academic discipline.

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

## **6. Use of Recordings**

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

## **7. Policy on Attendance**

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