



Social Work 9805 (570/571)
Administration and Supervision
Fall 2025 – 2026

Instructor: Dr. Rosemary Vito, BA Sc., MSW, PhD, RSW

Contact Information: by email, rvito4@uwo.ca

Office Hours: Section 570: Thursdays, 11:30 am–12:00 pm, 1:00-1:30 pm

Section 571, Thursdays, 1:30-2:30 pm

Or by appointment

Course Information and Faculty Contact

For Classroom Location, please go to student.uwo.ca, login, select Academics then Fall 2025.

For Office Location, please see the Class OWL Brightspace.

Calendar Description

This course will prepare graduate students with theoretical knowledge and practice skills related to social work professional leadership and administration, reflective clinical supervision, and organizational environment analysis, within the context of social and human service organizations and a diverse society.

Prerequisite(s): Registration in the Master of Social Work program or a Letter of Permission from the School of Social Work

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

Course Description

This course will prepare graduate students with theoretical knowledge, practice skills, and awareness of broader structural issues in reflective supervision, social work professional leadership, and human/social service organizational analysis. Major areas to be examined in this course include: (1) best practice supervision guidelines, reflective supervision models and practice skills, systemic stresses and structural supports; (2) social work leadership models, theories, styles and skills, leadership diversity and development, and transition to a management role; and (3) organizational culture and change within the context of a larger diverse society, broader structural challenges, and innovation. After this course, students are expected to learn both foundational knowledge and practice skills in social work supervision,

professional leadership, organizational culture and change, and to become competent and reflective supervisors and leaders in human/social service organizations.

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

We live and work on land that is part of the Dish with One Spoon Treaty from the original inhabitants of this land, the Anishinaabek, Haudenosaunee, Lunaapeewak, and Chonnonton peoples; all of whom have longstanding relationships to the land of Southwestern Ontario and the City of London. As uninvited guests, we are grateful to inhabit this land, and we hope to maintain the spirit of the Dish with One Spoon Treaty to work collaboratively with the original inhabitants to protect it.

As a social work professional, I am also keenly aware of the specific transgressions that my professional community has historically and unfortunately continues to make against Indigenous people. Canadian public policy and social work practice nearly exclusively reflect dominant, colonial paradigms that reinforce the systemic marginalization of the First Nations, Métis, and Inuit peoples. I strive to do better in my work, and vow where possible, to include this historically ignored population in my own teaching and research pursuits.

Learning Outcomes

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

1. Understand the major models, theories, and frameworks (e.g., supervision models, leadership theories, organizational culture/change frameworks) and be prepared to apply these concepts in their future supervision, leadership, and administration practice.
2. Strengthen their ability to use supervision, leadership, and organizational change skills to promote sustainable changes in service delivery and practice, and to improve the quality of human/social services.
3. Increase their awareness of social work values and the importance of diversity, equity, inclusion and Indigenization and decolonization in human/social service organizations. Recognize the extent to which an organization's culture, structure and values may oppress, marginalize, create or enhance privilege and power.
4. Demonstrate the ability to critically analyze the socio-historical-political contexts from which leadership and management theories and perspectives originated and understand their relation to the social work profession.

5. Demonstrate the ability to reflect on, integrate, and apply multiple supervision and leadership perspectives and organizational frameworks in their practice, using learning formats through both group oral presentations and individual written assignments.

Mode of Instruction

This is an in-person course conducted on-campus.

Course Materials and Use

All course materials will be posted on the OWL Brightspace website <https://westernu.brightspace.com/d2l/login> which is accessible to all students registered in this course. This includes the course syllabus (under “Syllabus”), link to required readings (under “Course Readings” and placed on reserve at the library), weekly lectures and pre-recorded guest speakers (under “Week 1...13”), assignment descriptions and marking rubrics (under the “Assessments” tab). OWL Brightspace will also be used for weekly updates in the form of Announcements (under the “Communications” tab). Please note that these course materials have been developed by me and are my intellectual property. They are intended for your use only as students in this course and they are not to be shared with anyone else without my prior written consent. Recording of lectures or presentations without my explicit consent is grounds for academic discipline.

Required Readings and Recommended Books

All required journal articles and book chapters have been placed on course reserve at the library; they can be accessed online through OWL Brightspace. There are also optional readings each week, which may help with your assignments.

Required (available at UWO bookstore; also on library reserve)

Davys, A., & Beddoe, L. (2021). *Best practice in professional supervision (2nd ed)*. Jessica Kingsley Publishers. The textbook costs \$50.95 and students need to purchase the second edition, which is available at UWO bookstore (see link below). A copy is also available on reserve at the library.

570: <https://bookstore.uwo.ca/textbook-search?campus=KC&term=32025&courses%5B0%5D=570/SWK9805A>

571: <https://bookstore.uwo.ca/textbook-search?campus=KC&term=32025&courses%5B0%5D=571/SWK9805A>

Recommended (on library reserve)

Kouzes, J., & Posner, B. (2023). *The leadership challenge (7th ed.)*. Wiley

Packard, T. (2021). *Organizational change for the human services*. Oxford.

Rofuth, T.W., & Piepenbring, J.M. (2020). *Management and leadership in social work. A competency-based approach*. Springer.

Course Expectations

This course begins on Thursday September 4 and continues until Thursday 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 be present and to interact regularly with other students, and with me, as your instructor. The course is designed with self-paced elements and interactive opportunities for community learning. This work will happen during large and small group discussions in class. Each student brings their own knowledge, experience, and interests to our learning community, which we will build on with course materials. You are each responsible for your own learning progress and for contributing to our learning community through participation in all course activities and assessments.

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

King's is committed to fostering a culture of professionalism, honesty, and academic integrity, and all members of our community—faculty, staff, and students—have a role to play in promoting an ethical learning environment. Furthermore, through the work they submit for academic evaluation, students develop important habits of critical thinking, independent inquiry, and creativity. Thus, it is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor. Within this course AI tools [such as Chat GPT] are permitted exclusively for: information-gathering and preliminary research purposes. If AI tools are used, students must acknowledge use and state how the tool was used. If you are unsure of AI use in this class, please consult with your instructor. Never enter confidential information in AI tools, especially client identifiers.

Learning Culture

We will collaboratively create a 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, such as listening to one another's opinions, appreciating differences, maintaining an open and non-judgmental attitude, engaging in constructive dialogue and feedback, asking clarifying questions to develop understanding, and maintaining confidentiality of personal and case information. We will strive to recognize and support all equity-deserving 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. Failure to do so will result in academic discipline.

Methods of Instruction

I will teach this course from an adult education experiential learning approach (Kolb, 1984), using a variety of instructional methods to meet your different learning needs. Methods will include interactive lectures, small and large group discussions, practice exercises and case scenarios, videoclips, individual readings and reflection, guest speakers and student presentations. Each week there are at least two well chosen readings to highlight the topic for discussion. You are expected to read and reflect on all required readings and to actively participate in group discussions each week.

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. I am available for consultation by email, during office hours or by appointment, to discuss course materials, assignments or other questions that may arise.

Evaluation

There are three major assignments in this course that follow the major areas of focus: supervision, leadership, and organizational culture and change. You will have an opportunity to integrate your practice experience and critical reflection with class readings, lectures and group discussion for each assignment.

1. **Reflective Supervision Paper:** In this paper you will have the opportunity to integrate your practice experience of supervision and the guest speaker's presentation with critical self-reflection and analysis using relevant literature. This paper has four main components, following the adult learning model (ERGA). For each of the four sections, you will be expected to support your key points by integrating the weekly readings and lectures, along with class discussion and/or the guest speakers where relevant.

In this paper you will include the following:

- a. **Experience:** You will describe a previous supervision experience (based on your work or placement). This will include the nature of the agency*, the type, functions, and models of supervision, strengths and challenges.
- b. **Reflection:** You will reflect on how you responded to your supervision experience. How did this experience impact your social work practice with clients and/or colleagues, your wellness, and professional development?
- c. **Generalization:** You will discuss what new learning you have gained. What shifts in thinking, prior assumptions, and/or new knowledge occurred? How does this learning relate to the supervision literature, social work values, ethics and diversity?
- d. **Application:** How will you apply this new learning to your social work practice going forward? Why is it important to address supervision issues in your agencies, including systemic stresses and supports?

*use pseudonym to protect agency/supervisor confidentiality and anonymity

Writing requirements: Each section should be approximately 2.5 pages, for an overall 10-11 page maximum. Proper APA (7th edition) WORD format (title page, double spaced, 12-point Times New Roman font, 1" margins). Proper writing style (introduction, conclusion, concise paragraphs, headings for each section) and form (correct spelling, grammar, punctuation).

References: minimum 10 relevant and current (within 10 years) references from human/social service literature. At least half should be from class readings and lectures, as evidence of completion. In text citation and separate reference page using APA 7th edition format.

Due: Friday, October 3 before midnight, submit in OWL Brightspace (under Assignments Tab)

Mark: 30%

Submit format: Submit in WORD, LastnameFirstname_SupervisionPaper

2. **Leadership Self-Assessment and Transition:** In this paper you will have the opportunity to thoroughly assess your leadership ability, noting both strengths and areas for improvement. This paper has four main sections, and for each section, you will be expected to support your key points by integrating the weekly readings and lectures, along with class discussion and/or the guest speakers where relevant.

- a. **Survey Results/5 Practices:** You will discuss and analyze the results of your 4 leadership surveys and relate these results to five practices of exemplary leadership.
- b. **Emotional Intelligence/Models:** You will discuss and analyze the results of your 4 areas of emotional intelligence and relate these results to relevant leadership models.
- c. **Leadership Transition/NSWM Competencies:** You will discuss how you can make the transition to leadership using Austin's (2013) framework, integrating your experience, and relate the 4 NSWM human service management competencies to your transition.
- d. **Social Location/Challenges/Training:** you will discuss diversity and your social location/positionality, and relate external challenges, and leadership training, to your transition.

Writing requirements: Each section should be approximately 2.5 pages, for an overall 10-11 page maximum. Proper APA (7th edition) WORD format (title page, double spaced, 12-point Times New Roman font, 1" margins). Proper writing style (introduction, conclusion, concise paragraphs, headings for each section) and form (correct spelling, grammar, punctuation).

References: minimum 10 relevant and current (within 10 years) references from human/social service literature. At least half should be from class readings and lectures, as evidence of completion. In text citation and separate reference page using APA 7th edition format.

Due: Friday, October 31 before midnight, submit in OWL Brightspace (under Assignments Tab)

Mark: 30%

Submit format: Submit in WORD, LastnameFirstname_LeadershipPaper

3. **Group Case Presentation-Organizational Culture and Change:** Class will be divided into 6 groups of 3-4 (based on chosen topic). Your group will develop and respond to an organizational dilemma based on a real-life topic.* Your group will have 3 main tasks.
 - a. **Analyze the organizational context.** This includes an introduction, agency context, organizational culture, leadership required, readiness to change assessment, internal and external challenges.
 - b. **Design an organizational change strategy** to address your dilemma. Use Lewis' 7-step change model.
 - c. **Present your work to the class in Roleplay** (in-class with PowerPoint slides). You will use a roleplay format to assume leadership roles and effectively engage the class in discussion as organizational members.

Group presentations will be a maximum of **45 minutes** (30-35 minutes presentation with 10-15 minutes discussion). Groups will be given class time during weeks 9-11 to work on these group projects, with instructor assistance. One group member will submit your PowerPoint slides on OWL Brightspace the DAY BEFORE ALL presentations begin. Each group member is expected to participate equally in the preparation and delivery of the group presentation. Groups will be marked based on the content and delivery of your presentation, your incorporation of relevant material from class readings and lectures, your ability to engage the class in discussion and roleplay, your ability to work effectively together as a group, and your ability to stay within timelines.**

*Sample topics will be provided by the instructor in class. Your group can develop a different topic if preferred, in consultation with the instructor.

**The instructor reserves the right to vary the grade of any student who does not provide an equal contribution i.e., actively contributing to group work, presentation content and delivery, and class discussion (based on group feedback and instructor observation).

***Academic consideration for this group case presentation requires submission of formal supporting documentation.

Due: Thurs. Nov. 20 & 27 (in-class, one group member submits PPT slides on Wed Nov. 19 before midnight) in OWL Brightspace under Assignments Tab

Mark: 30%

Submit format: Submit PPT slides as Group#_Presentation

4. **Contributions to Learning:** You will be expected to participate in large and small group discussions and answer the questions that correspond to the lecture each week. You are also expected to contribute to case scenarios, practice sessions, and activities. This mark includes participation in all lessons (weeks 1-12). Your mark will reflect your consistent participation and the quality of each contribution.

Due: weekly during class

Mark: 10%

Course Schedule

Week 1 – September 4

Topic: **Welcome and Introduction to the course**

Welcome exercise to get to know each person. Introduction to the class, overview of course syllabus, expectations, assignments, marking, weekly topics, readings. Selection of topics and small groups for case presentations. Discussion of a respectful class environment and mutual learning contract.

Required reading

Vito, R., & Schmidt Hanbidge, A. (2021). Teaching social work leadership and supervision: Lessons learned from on-campus and online formats. *Journal of Social Work Education, 57*, 149-161.

Week 2 – September 11

Topic: **Supervision Overview & Guidelines**

This class will focus on understanding the importance of supervision, the main functions, types, and guidelines, performance evaluation, transition to a supervisory role, and social work college regulations, integrating social work values and ethics. There will be a handout and a pre-recorded video of a guest speaker discussing their supervisory practice. You will also have an opportunity to reflect on your supervision experiences.

Required reading

Davys, A., & Beddoe, L. (2021). Approaches to supervision. In *Best practice in professional supervision* (pp.25-56). Jessica Kingsley Publishers.

Davys, A., & Beddoe, L. (2021). The supervision relationship. In *Best practice in professional supervision* (pp.57-80). Jessica Kingsley Publishers.

Optional resources

Hair, H.J. (2013). The purpose and duration of supervision, and the training and discipline of supervisors: What social workers say they need to provide effective services. *British Journal of Social Work*, 43, 1562-1588.

Rapisarda, C.A., Desmond, K.J., & Nelson, J.R. (2011). Student reflections on the journey to being a supervisor. *The Clinical Supervisor*, 30, 109-123.

Week 3 – September 18

Topic: Supervision Models, Dynamics & Skills

This class will provide an understanding of supervision models, focusing on cultural and reflective models, supervision dynamics, and practice skills. There will be a video to watch and a case example, and you will have opportunities to practice reflective questioning techniques in pairs with handouts and instructor assistance.

Required reading

Davys, A., & Beddoe, L. (2021). A reflective learning model for supervision. In *Best practice in professional supervision* (pp.101-122). Jessica Kingsley Publishers.

Rankine, M. (2017). Making the connections: A practice model for reflective supervision. *Aotearoa New Zealand Social Work*, 29(3), 66-78.

Optional resources

Beddoe, L. (2016). Supervision in social work in Aotearoa New Zealand: Challenges in changing contexts. *The Clinical Supervisor*, 35(2), 156-174.

Davys, A., & Beddoe, L. (2021). Skills for supervision. In *Best practice in professional supervision* (pp.145-172). Jessica Kingsley Publishers.

Week 4 – September 25

Topic: Systemic Stresses & Supervision Supports

This class will focus on developing a critical awareness of the systemic stresses of social work supervision, psychological resilience and coping, leadership and broader structural support. There will be a video of a social work school representative discussing the opportunities and steps to becoming practicum instructors. You will have an opportunity to discuss constraints on your supervision experience. There is also a handout and case example.

Required reading

Davys, A., & Beddoe, L. (2021). The organizational context of supervision. In *Best practice in professional supervision* (pp. 81-100). Jessica Kingsley Publishers.

Davys, A., & Beddoe, L. (2021). Promoting practitioner wellbeing. In *Best practice in professional supervision* (pp.193-212). Jessica Kingsley Publishers.

Optional resources

Aronson, J., & Smith, K. (2011). Identity work and critical social service management: Balancing on a tightrope? *The British Journal of Social Work*, 41(3), 432-448.

Baines, D., Charlesworth, S., Turner, D., & O'Neill, L. (2014). Lean social care and worker identity: The roles of outcomes, supervision and mission. *Critical Social Policy*, 34(4), 433-453.

Vito, R., & Brunskill (2025). Group supervision training to build team leads' capacity: Pilot program and preliminary outcomes-a brief report. *The Clinical Supervisor*.

<https://doi.org/10.1080/07325223.2025.2494510>

Vito, R., Brunskill, L., & Lindsay, S. (2023). Online supervision training during the COVID-19 pandemic: A pilot program to foster supervisor engagement and organizational sustainability. *The Clinical Supervisor*, 43(1), 70-90.

Vito, R. (2015). Leadership support of supervision in social work practice: Challenges and enablers to achieving success. *Canadian Social Work Review*, 32(2), 151-165.

Week 5 – October 2

Topic: Leadership in Social Work-Definitions and Models

This class will focus on understanding the history, debates, definitions, models and theories related to social work leadership, using a theoretical framework and a case example. Indigenous leadership practices will be highlighted, using a learning bundle of pre-recorded videos.

Required reading

Brunette-Debassige, C. (2023). Indigenous refusals in educational leadership practices in Canadian universities. *AlterNative*, 19(2), 377-386.

Peters, S.C. (2018) Defining social work leadership: a theoretical and conceptual review and analysis. *Journal of Social Work Practice*, 32(1), 31-44

Vito, R. (2018). Social work leadership revisited: Participatory versus directive approaches during service system transformation. *Journal of Social Work Practice* 34(1), 7-21.

Optional resources

Archie, K.A., & Bolduc, J. (2018). An invitation to explore Indigenous innovation. *Stanford Social Innovation Review*, Winter, 10.

Brunette-Debassige, C., & Vito, R. (under revision). Bringing Indigenous educational leadership perspectives into social work leadership education. *British Journal of Social Work*.

Brunette-Debassige, C. (2022) 'Indigenous leadership' [digital curriculum module], in: *Maatookiiying gaa-miinigoowiziying (Sharing our gifts)*, Western University, London.

Lewis, J.A., Packard, T.R., & Lewis, M.D. (2012). Leading and changing human service organizations. In *Management of human service programs* (5th ed., pp. 234-247). Brooks/Cole.

***Reflective Supervision Paper due Friday Oct. 3 before midnight (submit to OWL Brightspace under Assignments Tab)**

Week 6 - October 9

Topic: Leadership Styles and Skills

This class will focus on leadership styles and practices, emotional intelligence (EI), the transition to a manager role, leadership skills and competencies. You will have an opportunity to assess your own leadership style, skills, vision, values, and EI. There will also be handouts and a pre-recorded video of a guest speaker discussing their leadership practice. *Do leadership surveys ahead (see lecture)

Required reading

Austin, M., Regan, K., Gothard, S., & Carnochan, S. (2013). Becoming a manager in non-profit human service organizations: Making the transition from specialist to generalist. *Administration in Social Work, 37*, 372-385.

Kouzes, J., & Posner, B. (2012). When leaders are at their best: The five practices of exemplary leadership. In *The leadership challenge* (pp. 9-40). Wiley.

Vito, R. (2019). How do social work leaders understand and ideally practice leadership? A synthesis of core leadership practices. *Journal of Social Work Practice, 34*(3), 263-279.

Optional resources

Brown, B. (Host). (2021, April 5). Brené on armoured versus daring Leadership, Part 1 of 2 [Audio podcast episode]. In *Dare to Lead with Brené Brown*. Parcast. <https://brenebrown.com/podcast/brene-on-armored-versus-daring-leadership-part-1-of-2/>

Brown, B. (Host). (2021, April 12). Brené on armoured versus daring leadership, Part 2 of 2 [Audio podcast episode]. In *Dare to Lead with Brené Brown*. Parcast. <https://brenebrown.com/podcast/brene-on-armored-versus-daring-leadership-part-2-of-2/>

Germak, A.J. (2015). *Essential business skills for social work managers*. Routledge.

Hassan, A., & Wimpfheimer, S. (2015). *Human service management competencies*. Retrieved from the Network for Social Work Management website: <https://socialworkmanager.org/competencies/>

Morrison, T. (2007). Emotional intelligence, emotion and social work: Context, characteristics, complications and contribution. *British Journal of Social Work, 37*, 245-263.

Week 7 – October 16

Topic: Leadership Diversity & Development

This class will focus on developing a critical awareness of current leadership challenges in human services, including diversity and intersectionality (e.g., gender, culture, race, language, EDI initiatives), the lack of leadership development in social work profession, and effective leadership training, with case examples. You will have an opportunity to discuss leadership constraints in your practice experience. There are also videos, podcasts, and a case example.

Required reading

Alimo-Metcalfe, B. (2010). An investigation of female and male constructs of leadership and empowerment. *Gender in Management, 25*(8), 640-648.

Chow, J.C., & Austin, M.J. (2008). The culturally responsive social service agency: The application of an evolving definition to a case study. *Administration in Social Work, 32*(4), 39-64.

Vito, R. (2018). Leadership development in human services: Variations in agency training, organizational investment, participant satisfaction, and succession planning, *Human Service Organizations: Management, Leadership & Governance, 42*(3), 251-266.

Optional resources

Drolet, et al. (2014). Health services for linguistic minorities in a bilingual health setting. *Qualitative Health Research, 24*(3), 295-305.

Grioss, (2017). Leadership and characteristics of working in minority setting. In A-M Spera & C. Rykelyk, 2017, *CASWE-ACFTS Principles 10 and 12 Toolkit*. Retrieved from <http://www.offreactive.com/portfolio/leadership-and-characteristics-of-working-in-minority-settings/>

Peters, S.C. (2017) Social work leadership: An analysis of historical and contemporary challenges. *Human Service Organizations: Management, Leadership & Governance, 41*(4), 336-345.

Vito, R., Schmidt Hanbidge, A., Brunskill, L., Mudge, C., & Suteu, D. (2023). Evaluation of leadership training and resilience development outcomes during the pandemic. *Human Service Organizations: Management, Leadership & Governance*. 10.1080/23303131.2023.2287742

Vito, R., Schmidt Hanbidge, A., & Brunskill, L. (2022). Leadership and organizational challenges, opportunities, resilience, and supports during the COVID-19 pandemic. *Human Service Organizations: Management, Leadership & Governance, 47*(2), 83-98.

Week 8 – October 23

Topic: Organizational Culture Framework

This class will focus on a competing values framework of organizational culture and characteristics, integrating critical reflection and self-awareness within diverse organizations. You will have an opportunity to apply this framework to your agency context, with case examples. We will also discuss changing toxic cultures to be trauma informed. You will meet with your group during class to begin your case analysis.

Required reading

O'Connor, M.K., & Netting, F.E. (2009). Human service practice in a diverse organizational landscape. In *Organization practice: A guide to understanding human service organizations* (2nd ed., pp. 29-38 only). Wiley.

O'Connor, M.K., & Netting, F.E. (2009). Frameworks for the organization practitioner. In *Organization practice: A guide to understanding human service organizations* (2nd ed., pp. 57-68, 78-83 only). Wiley.

Vito, R. (2020). Key variations in organizational culture and leadership influence: A comparison between three children's mental health and child welfare agencies. *Children and Youth Services Review, 108*, 1-8.

Optional resources

Brown, B. (Host). (2022, March 7). How toxic workplace cultures are driving the great resignation [Audio podcast episode]. In *Dare to Lead with Brené Brown*. Parcast. https://brenebrown.com/podcast/how-toxic-work-cultures-are-driving-the-great-resignation/?fbclid=IwAR0Lzu6VszMePzNRG3yFX_wRiCspK8C7tJKGFSOD8FWEG6RRDT7rhRU2IE

Brown, B. (Host). (2022, March 7). Why every leader needs to worry about toxic culture [Audio podcast episode]. In *Dare to Lead with Brené Brown*. Parcast. https://brenebrown.com/podcast/why-every-leader-needs-to-worry-about-toxic-culture/?fbclid=IwAR1yAvTenAZmzvMpr6obTKLNJsUK5ifAQUjFys0D1SOmi6_gccAvPRYPDQ

Sethi, B., Vito, R., & Ongbanouekeni, V. (2021, April). Organizational culture, diversity, and employees' health in social/human services: A systematic review. *International Health Trends and Perspectives, 1(1)*, 74-95.

***Leadership Self-Assessment and Transition Paper due Friday Oct. 31 before midnight (submit to OWL Brightspace under Assignments Tab)**

Week 9 – October 30

Topic: **Organizational Change Models and Processes**

This class will focus on organizational change in human services, including an organizational readiness assessment and change management models and processes, with a case example as illustration. You will meet with your group during class to apply these tools to your case and begin preparation of your organizational change strategy. Formal course evaluations will also be completed online.

Required reading

Lewis, J.A., Packard, T.R., & Lewis, M.D. (2012). Leading and changing human service organizations. In *Management of human service programs* (5th ed., pp. 247-260). Brooks/Cole.

Vito, R. (2019). Self-directed teams as an organizational change strategy to empower staff: A teaching/learning case study. *Human Service Organizations: Management, Leadership & Governance*, 43(2), 146-151.

Optional resources

Austin, M.J., & Claassen, J. (2008). Implementing evidence-based practice in human service organizations: Preliminary lessons from the frontlines. *Journal of Evidence-Based Social Work*, 5(1/2), 271-293.

Packard, T. (2021). *Organizational change for the human services*. Oxford.

Schmidt, E., Groeneveld, S., & van de Walle, S. (2017). A change management perspective on public sector cutback management: Towards a framework for analysis. *Public Management Review*, 19,1 –18.

Vito, R., & Sethi, B. (2020). Managing change: Role of leadership and diversity management. *Journal of Organizational Change Management*. 33(7), 1471-1483.

Week 10 – November 6 Fall Reading Week-no class

Week 11 – November 13

Topic: External Challenges and Innovation

This class will focus on developing a critical awareness of the external challenges facing human service organizations, with case examples. Leaders' adaptive and strategic responses will be discussed, such as innovation, social entrepreneurship, and resistance. You will have an opportunity to discuss the external challenges in your agency and continue working on your group presentations.

Required reading

Hopkins, K., Meyer, M., Shera, W., & Peters, S.C. (2014). Leadership challenges facing non-profit human service organizations in a post-recession era. *Human Service Organizations: Management, Leadership & Governance*, 38, 419-422.

Vito, R. (2017). The impact of service system transformation on human service agencies: Competing ministry directives and strategic innovative leadership adaptations. *Human Service Organizations: Management, Leadership & Governance*, 41(5), 477-491.

Optional resources

Aronson, J., & Smith, K. (2010). Managing restructured social services: Expanding the social? *British Journal of Social Work*, 40, 530-547.

Germak, A.J. (2015). *Essential business skills for social work managers*. Routledge.

Germak, A.J., & Singh, K.K. (2010). Social entrepreneurship: Changing the way social workers do business. *Administration in Social Work*, 34, 79-95.

Week 12 & 13 – November 20 & 27

Topic: Group Presentations

During the final two classes, each group will present their organizational dilemma, analysis and change strategy, and facilitate class discussion. There will be an informal opportunity to reflect on your learning and to celebrate course completion.

***All Powerpoint slides are due by Wed. Nov. 19 before midnight (one group member submits to OWL Brightspace under Assignments Tab)**

Week 14 – December 4

Topic: Consultation Available

There will not be a formal class this week, but I am available for consultation as needed.



School of Social Work Policies 2025 - 2026

School of Social Work Attendance Policy

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

Attendance Expectations

1. Regular attendance is expected in all BSW and MSW professional Social Work courses. Each class provides essential learning experiences that cannot always be replicated

outside the classroom. Engaging fully in coursework supports both individual learning and the integrity of the social work profession.

2. No more than two unapproved absences per class, per semester (approximately 20% of any one class)
3. If a student is facing barriers to attendance, we encourage early communication with instructors and the School of Social Work support staff to explore potential solutions.
4. If a student is experiencing ongoing difficulties attending class, they will be required to meet with the Coordinator of Academics and Development to discuss available supports and strategies (Please see Student in Difficulty Policy).
5. Instructors require regular attendance as part of course participation. In cases where attendance is inconsistent, students may be asked to engage in additional learning activities to ensure they meet course requirements. Instructors have the discretion to determine if and how alternative learning activities may substitute for missed coursework.
6. Absenteeism (more than two unapproved absences) may result in failure of the course and provides grounds for requiring a social work student to withdraw from the program. Please note: regularly arriving late and/or leaving early will be considered absenteeism, unless an accommodation is in place.

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

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

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

Student Responsibilities:

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

Instructor Responsibilities:

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

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

Absences for Religious Observance

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

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

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

Unapproved Absences

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

Process for Unapproved Absences

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

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

Make-Up Work

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

Supporting Student Success

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

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

School Council 03/25

Grade Adjustment for Late Assignments

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

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

School Council 04/18

CODES OF CONDUCT

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

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

[OCSWSSW Code of Ethics](#)

[Western Code of Student Conduct](#)

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

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

Review for Professional Conduct in the School of Social Work

Preamble:

The Educational Policies and Accreditation Standards for Canadian Social Work Education approved by the Canadian Association for Social Work Education (CASWE) Board of Directors (2021) stipulates that Schools of Social Work have policies relevant to the unique professional and educational requirements of professional social work programs to augment those policies of the broader university (section 1.3). In particular, 1.3.2 references the need for policies and

procedures related to student codes of conduct. Also, section 3.3 outlines core learning objectives for students, which include the need to develop an appropriate professional identity and develop appropriate values and ethics in professional practice.

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

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

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

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

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

4. Limits of Confidentiality:

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

5. Behaviour That May Result in a Review

Student reviews can occur under any of the following circumstances:

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

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

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

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

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

6. Three Stages of Review:

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

6.1 Stage One:

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

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

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

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

6.2 Stage Two:

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

6.2.3 Stage Two Review will include:

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

6.3 Stage Three:

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

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

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

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

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

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

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

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

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

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

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

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

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

7. Retention and Disposition of Documentation

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

8. Access to Student File

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

9. Appeals

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

Practicum Committee 10/06

School of Social Work Course Policy

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

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

School Council January 2024



General Course Policies 2025–2026

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

Accessibility Services works to ensure that academic programs are accessible to all students, and supports students who may have a condition related to, but not limited to, vision, hearing, mobility, different ways of learning, mental health, chronic illnesses, chronic pain, autism

spectrum disorder, ADD/ADHD, and temporary conditions (beyond short-term academic consideration). Accessibility Services provides recommendations for accommodation based on medical documentation or psychological and cognitive assessment. The accommodation policy can be found here [Academic Accommodation for Students with Disabilities](#). Information on Accessibility Services at King's can be found [here](#).

Academic Consideration for Student Absence

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

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

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

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

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

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

For further information, please see:

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

Absences from Final Examinations

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

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

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

Religious Accommodation

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

2. Support Services

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

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

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

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

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

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

Academic Support Services at King's University College:

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

GBSV Support:

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

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

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

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

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

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

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

3. Statement on Use of Electronic Devices

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

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

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

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

4. Statement on Academic Offences

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

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

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

Course Schedule at a Glance

Week	Class Format	Assignments
Week 1 Sept. 4	In-person 8:30am – 11:30am 2:30pm -- 5:30 pm	Sign up for group presentations
Week 2 Sept. 11	In-person 8:30am – 11:30am 2:30pm -- 5:30 pm	Video: Guest speaker-SW supervision Handout, Case example
Week 3 Sept. 18	In-person 8:30am – 11:30am 2:30pm -- 5:30 pm	Video: reflective supervision, Case example Handouts/Practice sessions in pairs
Week 4 Sept. 25	In-person 8:30am – 11:30am 2:30pm -- 5:30 pm	Video: Guest speaker-SW field instruction Handout, Case example
Week 5 Oct. 2	In-person 8:30am – 11:30am 2:30pm -- 5:30 pm	Videos: Indigenous Leadership learning bundle, Case example Reflective Supervision Paper due Oct. 3 before midnight on OWL Brightspace under Assignments

Week 6 Oct. 9	In-person 8:30am – 11:30am 2:30pm -- 5:30 pm	Leadership & EI questionnaires, Handouts *complete online before class Video: Guest speaker-SW leadership
Week 7 Oct. 16	In-person 8:30am – 11:30am 2:30pm -- 5:30 pm	Videos: podcast on addressing inequities, Leadership resilience during pandemic Case Example
Week 8 Oct. 23	In-person 8:30am – 11:30am 2:30pm -- 5:30 pm	Case Examples Small group work: Case presentations Leadership Self-Assessment due Oct. 31 before midnight on OWL Brightspace under Assignments
Week 9 Oct. 30	In-person 8:30am – 11:30am 2:30pm -- 5:30 pm	Case example, handout Small group work: Case presentations
Week 10 Nov. 6	Reading Week	No Class
Week 11 Nov. 13	In-person 8:30am – 11:30am 2:30pm -- 5:30 pm	Case examples Small group work: Case presentations
Week 12 Nov. 20	In-person 8:30am – 11:30am 2:30pm -- 5:30 pm	Case Presentations – Groups 1, 2, 3 ALL Powerpoint slides due Wed. Nov. 19 before midnight on OWL Brightspace under Assignments
Week 13 Nov. 27	In-person 8:30am – 11:30am 2:30pm -- 5:30 pm	Case Presentations – Groups 4, 5, 6 ALL Powerpoint slides due Wed. Nov. 19 before midnight on OWL Brightspace under Assignments
Week 14 Dec 4	In-person by appointment 8:30am – 11:30am 2:30pm -- 5:30 pm	Consultation available