



**SOCIAL WORK (9709)
Direct Practice Practice Course
Fall and Winter 2025 - 2026**

Professor: Jane Sanders

Email: jsande48@uwo.ca

Course and Faculty Contact:

For Course Information (Day, Time and Location), please refer to the emailed schedule. For Faculty Contact information please see the class OWL.

Office Hours

Daily 11:30 -12:30 January 5 to 9, 2026

Following the conclusion of the course – an additional 2 hours of office hours will be offered to work on final assignments and ask questions: January 13th 12:30 to 2:30.

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 maintaining 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, Black communities and the many other equity-denied communities caused by the organizations, systems, and social structures in which we live and work, including academic institutions. As a White settler, I continue to benefit from colonization. I am committed to the critical work of equity both 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's (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, patriarchy and systemic oppression continue to create harmful practices and policies within social work and the multiple levels of education.

Calendar Description:

This course will provide the opportunity to develop advanced direct practice skills within a strengths-based and critically reflective framework, building upon foundational interviewing skills developed in earlier direct practice courses and learning and practicing the skills of assessment and formulation, goal setting and intervention planning, as well as the production of written assessments and formulation documents.

Course Description:

This course is a complement to the foundational Direct Practice course of the two-year MSW program allowing additional experiential learning time and space for the advanced application of knowledge and theory in preparation for professional practice. The course focuses on practicing the application of an ecological social work approach to bio/psycho/social/spiritual/cultural assessment, and explicit formulation to guide intervention. The course will engage learners in advanced practice of: developing and asking assessment questions (including those related to suicide and self-harm, substance use, and social identity), moving through the stages of an assessment interview, assessment write-up, formulation conceptualization and write-up using a 4 P model and advanced understanding of the incorporation of theory to a formulation, and the development of collaborative goals and intervention based explicitly on the formulation. This course will engage an advanced understanding of the distinction of assessment theories at formulation (critical race theory, feminist, attachment, queer theory, trauma theory, systems theory, psychosocial development theory, psychodynamic theory...) and practice theory/models in planning the intervention (narrative, CBT, family therapies, crisis intervention, problem-solving, brief solution focused...). Throughout this course will be woven a critical and intersectional understanding of the interaction between micro and macro levels of the environment, including power, privilege, oppression, intersectionality, and social justice that are foundational to all areas of social work practice. This course will incorporate active learning principles to reinforce the application of theory to practice including simulation for every student, role play, and assessment writing activities.

Pre or Corequisites

Registration in the Masters of Social Work program.

Extra Information: This course consists of one 3 hour preliminary lecture on November 18, 2024, to orient students to the course and course expectations. The week of January 6 to 10 will involve 10, 3.5 hour lectures, one in the morning and one in the afternoon over the 5 days, for the equivalent of 38 hours of formal lecture. Following the week-long intensive, there will be an additional two hours of office hours in which students are invited to come and work on their final assignments, ask questions and consult with the professor individually or as a group.

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.

Course Format

Instructional methods will include:

- Review of required readings.
- Lectures, case formulations and applications, class discussions, video recordings, practical interviewing enactments, role play and simulations.
- To meet core learning objectives, all students will engage in a 10 minute segment of a 50 minute session in a class simulation designed to simulate a client interaction as authentically as possible. All students will rotate through all aspects of this active learning opportunity including as interviewer, observer and giving structured feedback.
- Please note: When there are discussions about cases in which either the instructor or other students have been involved, all case material should respect client confidentiality. Audio, video, electronic, or hand written recording of this case material, of colleagues' personal clinical experiences and of the simulations will not be permitted. However, this course will engage universal teaching methods appropriate to acquiring essential skills for the profession of social work. These will include: experiential application of practice theory through case examples, role play and simulation. Skill and knowledge will be assessed through applied evaluations such as writing of an assessment, formulation and case plan; completion of the course will be assessed as pass/fail rather than graded.
- Students will be requested to refrain from using phones and computers for purposes other than to facilitate the in class learning process.

This course honours 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 own 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!

Course Objectives

- To develop advanced interviewing and counselling skills
- To further skills in social work assessment
- To solidify skills in developing a theory-based and explicit formulation
- Further skills in collaborative goal setting and intervention planning
- To develop a professional writing style and ability to complete written assessments and documentation
- To integrate the goals of this course within a framework of macro and micro social work practice, social justice, multiple identities and relational systemic social work practice and critical intersectional framework to understand equity, diversity and decolonization within social work.

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 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 Brightspace

The course website (<https://westernu.brightspace.com>) is accessible to all students registered in this course beginning in December. 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

Suggested Texts

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

Bogo, M. (2018). *Social work practice: Integrating concepts, processes, and skill, second edition*. Columbia University Press.

Other readings will be on Reserve in the King's Library and/or will be posted to OWL

Evaluation:

1. Participation: The participation grade will be made up of three aspects;

1. Active involvement in class through attendance, discussions, and participation in weekly discussions
2. A draft bio/psycho/social/spiritual/cultural assessment, formulation and case plan based on the movie *Lion* (2016) and printed with hard copy brought to lecture #2
3. Participation in all aspects of in-class simulated and role-play interviews, including as interviewer, providing structured feedback when assigned and paying close attention at all times to your colleagues when they are interviewing

Since this is a professional practice class aimed at developing skills in engagement and attention in professional relationships, it is expected that students will not multitask and text

or use laptops for anything other than participation and taking notes based upon classroom discussions. Any of these behaviours could negatively affect your participation evaluation.

Value: 20% of pass/fail grade

2. Digital or video recording of an interview with process recording

Students will conduct a 45-50 minute taped interview with a colleague (fellow social work student) to demonstrate advanced interviewing and assessment skills.

This assignment consists of two parts:

Part A: Each student will act as the service user for a colleague's taped interview. In this role, you will write a backstory with enough detail for your partner to conduct a bio-psycho-social-spiritual-cultural assessment. This case scenario should not be based on your personal situation/life experiences and should be fictional. The length is 5 to 7 pages and this can be written in point form or paragraph, double-spaced. This is not a collaborative assignment, and your partner should not have access to this before the interview.

Due: January 9, 2026 by 11:59pm (submitted through OWL)

Value: 5% of pass/fail grade

Part B: Each student will act as the service provider for an initial interview assessment that you will video record. You will conduct a 45-50 minute interview with a colleague who will role-play being the service user based on their case situation developed in Part A of this assignment. This assignment will include submitting the video, a written transcript of 5 minutes of the interview and a 3-page reflection. The transcript will be captured in a chart with headings: client content, social work content, analysis of content, social work skills, and alternate response (an alternate is required for every section of client content). Finally, include a 3-page maximum critical reflection of the whole interview highlighting your success within various stages of the interview; your' use of self, multiple identities and diversity within the therapeutic relationship; interview strengths and opportunities for further growth as demonstrated in the taped interview. Include a brief plan as to how to address the areas of growth indicated. The transcript and reflection should be submitted through Brightspace as one Word document (do not send a link to an online document) that includes a link to your interview video uploaded to YouTube. Please title your file as follows: first name, last name "video assignment#2".

Due: January 23, 2026, 11:59 pm (submitted through OWL with a link to the YouTube recording of the interview on the cover page)

Value: 35% of pass/fail grade

3. Written Bio-psycho-social-spiritual-cultural Assessment

Based upon the interview conducted as part of Evaluation # 2, write a bio-psycho-social-spiritual-cultural assessment and explicit formulation. This assessment will follow a structured assessment and formulation format and will be written in sentences and paragraphs, not in point form, single-spaced with APA formatting (12-point font). Maximum of five single-spaced pages. While this is also not a collaborative assignment, in the spirit of practicing transparency and collaborative goal setting in our work, you can discuss any areas of the bio/psycho/social/spiritual/cultural assessment with your partner that you did

not get to in the recorded interview (add an appendix in which you identify which details of your assignment were gathered in subsequent client discussions otherwise it may appear that you misinterpreted or made up details not provided by your client in the interview). You can not, however, submit any part of your partner's submitted case scenario, and your assessment and formulation must be wholly written by you.

Due: February 6, 2026, 11:59 pm (submitted through OWL)

Value: 40% of pass/fail grade

Course Schedule:

Lecture 1 – November 18, 11:30 – 2:30pm

Topic: Introduction to the course, review of syllabus, assignments and expectations. use of self, developing a mindful and critically reflective stance, Hardy's concept of multidimensional selves, understanding macro in the micro

Handout:

EXPLANATION OF MULTIDIMENSIONAL SELF HANDOUT (Hardy, 2016) (in OWL)

Reading

Dewane, C. (2006). Use of self: A primer revisited, *Clinical Social Work Journal*, 34(4), 543-558.

Bogo, M. (2018). *Social work practice: Integrating concepts, processes, and skill, second edition*. Columbia University Press. Pages 1-47

Howe, D. (2008). The practitioner relationship and emotional intelligence. Chapter 10 in Howe, *The emotionally intelligent social worker*. Basingstoke, Hampshire: Palgrave Macmillan (pp. 180 – 195).

Lecture 2 – January 5, 8:30 – 11:30am

Topic: The therapeutic relationship, review of basic interviewing skills, and stages of the interview. Review of bio/psycho/social/spiritual/cultural assessment and formulation

Handout:

Social work skills (in OWL)

Reading:

Bogo, M. (2018). *Social work practice: Integrating concepts, processes, and skill, second edition*. Columbia University Press. Pages 217-240

Dean, R. G., & Poorvu, N. L. (2008). Assessment and formulation: A contemporary social work perspective. *Families in Society*, 89(4), 596–604.

Bisman, C. D. (2001). Teaching social work's bio-psycho-social assessment. *Journal of Teaching in Social Work, 21*(3–4), 75–89.

bMindful. (2023, April 5). The power of understanding psychological formulation: A guide for mental health professionals. *bMindful Psychology*.
<https://www.bmindfulpsychology.co.uk/post/understanding-psychological-formulation>

Lecture 3 – January 5, 2:30 – 5:30pm

Topic: Advanced assessment and formulation, including 5Ps.

Handout:

5Ps model of assessment

Reading:

Azzopardi, C., & McNeill, T. (2016). From cultural competence to cultural consciousness: Transitioning to a critical approach to working across differences in social work. *Journal of Ethnic & Cultural Diversity in Social Work, 25*(4), 282–299.

Asakura, K., Gheorghe, R. M., Tarshis, S., & Occhiuto, K. (2023). Translating critical social work into clinical practice: A pilot simulation-based study from Canada. *Smith College Studies in Social Work, 93*(2–4), 338–359.
<https://doi.org/10.1080/00377317.2023.2221353>

Peters, S. (2020). Case formulation and intervention: Application of the five Ps framework in substance use counseling - the professional counselor. *The Professional Counselor, 10*(3), 327–336.

Lecture 4 – January 6, 8:30 – 11:30am

Topic: FIRST IN-CLASS STANDARDIZED CLIENT

Handout:

Simulation materials and schedule (in OWL)

Reading:

O'Hare, T. (2009). Conducting the assessment, planning the evaluation. Chapter 1 and 4 in O'Hare, *Essential skills of social work practice: Assessment, intervention and evaluation*. Chicago: Lyceum (pp. 85 - 116).

Drisko, J. (2014). Research evidence and social work practice: The place of evidence-based practice. *Clinical Social Work Journal, 42*(2), 123–133.

Lecture 5 – January 6, 2:30 – 5:30pm

Topic: Assessment and formulation continued – formulation, goal setting and written product

Reading:

Todd, S. L., Occhiuto, K., Asakura, K., & Grassau, P. (2021). Navigating uncertainty in clinical social work practice: A pilot simulation-based study. *Clinical Social Work Journal*, 49(2), 286–297. <https://doi.org/10.1007/s10615-021-00800-4>

Allan, J. (2015). Reconciling the ‘psycho-social/structural’ in social work counselling with refugees, *British Journal of Social Work*, 45, 1699-1716.

Lecture 6 – January 7, 8:30 – 11:30am

Topic: SECOND IN-CLASS STANDARDIZED CLIENT

Handout:

Simulation materials and schedule (in OWL)

Reading:

Galvani, S., Hutchinson, A., & Dance, C. (2014). Identifying and assessing substance use: Findings from a national survey of social work and social care professionals. *The British Journal of Social Work*, 44(7), 1895–1913. <https://doi.org/10.1093/bjsw/bct033>

Canadian Centre on Substance Use and Addiction, Understanding Substance Use Video Module 1, Understanding Substance Use <https://www.ccsa.ca/educators-guide>

Hall, K., Gibbie, T., & Lubman, D. I. (2012). Motivational interviewing techniques: Facilitating behaviour change in the general practice setting. *Australian Family Physician*. <https://search.informit.org/doi/abs/10.3316/informit.737035419857450>

Lecture 7 – January 7, 2:30 – 5:30pm

Topic: Further aspects of assessments – Asking difficult questions about substance use, self-harm, income, social location... and why this is important.

Reading:

online resource CAMH. (n.d.). *Assessment & management of suicide risk*. CAMH. Retrieved November 5, 2024, from <https://www.camh.ca/en/professionals/treating-conditions-and-disorders/suicide-risk/suicide---detecting-and-assessing-suicidality>

Lecture 8 – January 8, 8:30 – 11:30am

Topic: THIRD IN-CLASS STANDARDIZED CLIENT

Handout:

Simulation materials and schedule (in OWL)

Reading:

Center for Substance Abuse Treatment (US). (2014). Screening and assessment. In *Trauma-informed care in behavioral health services*. Substance Abuse and Mental Health Services Administration (US).
<https://www.ncbi.nlm.nih.gov/books/NBK207188/>

Messing, J. T., & Thaller, J. (2015). Intimate partner violence risk assessment: A primer for social workers. *The British Journal of Social Work*, 45(6), 1804–1820.
<https://doi.org/10.1093/bjsw/bcu012>

Tarshis, S., McQuaid, J. H., Diallo, M., Baird, S. L., & Asakura, K. (2024). Using simulation to train service providers in responding to intimate partner violence (IPV) and trauma. *Families in Society*, 105(3), 442–456.
<https://doi.org/10.1177/10443894241246570>

Haskell, Lori. (2003). *First stage trauma treatment: A guide for mental health professionals working with women* (<http://go.utlib.ca/cat/7865788>). Centre for Addiction and Mental Health. Pages 33-77

Lecture 9 – January 8, 2:30 – 5:30pm

Topic: FINAL IN-CLASS STANDARDIZED CLIENT

Handout:

Simulation materials and schedule (in OWL)

Reading:

Antwi-Boasiako, K., Fallon, B., King, B., Trocme, N., & Fluke, J. (2022). Understanding the overrepresentation of Black children in Ontario’s child welfare system: Perspectives from child welfare workers and community service providers. *Child Abuse & Neglect*, 123, 105425.

Asakura, K., Miller, J., Nakash, O., & O’Neill, P. (2023). Toward “decolonizing” clinical social work practice and education. *Smith College Studies in Social Work*, 93(2–4), 73–82. <https://doi.org/10.1080/00377317.2023.2279389>

Wells, E. A., Asakura, K., Hoppe, M. J., Balsam, K. F., Morrison, D. M., & Beadnell, B. (2013). Social services for sexual minority youth: Preferences for what, where, and how services are delivered. *Children and Youth Services Review*, 35(2), 312–320. <https://doi.org/10.1016/j.childyouth.2012.11.011>

Lecture 10 – January 9, 8:30 – 11:30am

Topic: Documentation - writing up the assessment and formulation report, how to incorporate the 4ps, collaborative goal setting and intervention planning.

Reading:

Assessment examples provided during the course

Lecture 11 – January 9, 2:30 – 5:30pm

Final review of materials. End of class celebration



School of Social Work Policies 2025 - 2026

School of Social Work Attendance Policy

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

Attendance Expectations

1. Regular attendance is expected in all BSW and MSW professional Social Work courses. Each class provides essential learning experiences that cannot always be replicated outside the classroom. Engaging fully in coursework supports both individual learning and the integrity of the social work profession.
2. No more than two unapproved absences per class, per semester (approximately 20% of any one class)
3. If a student is facing barriers to attendance, we encourage early communication with instructors and the School of Social Work support staff to explore potential solutions.

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

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

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

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

Student Responsibilities:

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

Instructor Responsibilities:

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

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

Absences for Religious Observance

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

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

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

Unapproved Absences

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

Process for Unapproved Absences

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

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

Make-Up Work

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

Supporting Student Success

We recognize that students may face challenges in balancing their academic and personal responsibilities. Our goal is to work together to find solutions that support your learning and overall well-being while maintaining the integrity of the social work profession. If you are

struggling with attendance or other academic concerns, please reach out to your instructors or the Coordinator of Academics and Development for support.

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

School Council 03/25

Grade Adjustment for Late Assignments

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

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

School Council 04/18

CODES OF CONDUCT

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

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

[OCSWSSW Code of Ethics](#)

[Western Code of Student Conduct](#)

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

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

Review for Professional Conduct in the School of Social Work

Preamble:

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

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

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

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

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

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

4. Limits of Confidentiality:

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

5. Behaviour That May Result in a Review

Student reviews can occur under any of the following circumstances:

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

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

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

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

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

6. Three Stages of Review:

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

6.1 Stage One:

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

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

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

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

6.2 Stage Two:

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

[Person: Students Helping Students](#)".

6.2.3 Stage Two Review will include:

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

6.3 Stage Three:

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

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

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

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

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

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

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

6.4.1 Continue student in the program with no conditions;

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

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

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

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

6.5 In any Stage Three review, there must be clear, concise documentation of concerns as well as verification that these concerns have been discussed with the student, and that attempts have been made to address the concerns where appropriate. Retention of information on the

student's academic record will comply with the regulations outlined under "Offence Record" and "Release of Information Concerning Scholastic Offences" in the Western Academic Calendar.

7. Retention and Disposition of Documentation

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

8. Access to Student File

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

9. Appeals

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

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

School of Social Work Course Policy

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

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

School Council January 2024



General Course Policies 2025–2026

1. Academic Accommodations, Consideration for Absences

Academic Accommodation (Accessibility)

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

Academic Consideration for Student Absence

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

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

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

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

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

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

For further information, please see:

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

Absences from Final Examinations

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

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

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

Religious Accommodation

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

2. Support Services

Accessibility, Counselling and Student Development at King's University College:
<https://www.kings.uwo.ca/current-students/student-services/>

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

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

MentalHealth@Western provides a complete list of options about how to obtain help: https://www.uwo.ca/health/mental_wellbeing/

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

GBSV Support:

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

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

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

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

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

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

3. Statement on Use of Electronic Devices

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

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

The use of electronic devices by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using electronic devices for

purposes not directly related to the class may be subject to sanctions under the Student Code of Conduct; see <https://www.kings.uwo.ca/current-students/student-affairs/code-of-student-conduct1/>

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

4. Statement on Academic Offences

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

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

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

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.