



Social Work 9718 (570)
Community Practice
Winter 2025/2026

Instructor: Dr. Kym Briggs, RSW
kbriggs@uwo.ca

Course and Faculty Contact:

For Course Information (Day, Time and Location), please go to student.uwo.ca, login, select academics; course registration; by class – your schedule should appear.

Calendar Description:

Social issues are multifaceted and are unique to socio-political, cultural, and economic contexts. This foundation Community Social Work Practice course provides an overview of different theoretical perspectives and their analyses on contemporary social issues, a review on various community practice theories and models, and an understanding of the range of strategies and tactics for outcome-based community practice. Students will be prepared to develop an in-depth understanding of contemporary social issues and develop responsive models of intervention at macro level to achieve social and economic justice for disadvantaged groups.

Prerequisites: Registration in the MSW 2-Year program, or permission of the School

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.

Statement of Commitment:

As an instructor at Kings University, I acknowledge that the land on which we learn, teach, and gather is the traditional territory of the Anishinabek, Haudenosaunee, and Lunaapeewak Peoples. Indigenous communities have cared for this land for countless generations, and it remains a vital home for diverse Indigenous nations and peoples today. As a settler and colonizer, I recognize the privilege I hold in occupying this space and the ongoing impact of colonial systems, including those within education and social work. Our work in this course will challenge us to understand these impacts and strive for community practice rooted in anti-oppressive and decolonizing principles.

Course Objectives

The purpose of this course is to expose interested students to community-based social work practice. The main focus will involve developing an understanding that community work is

important and involves micro, mezzo, and macro implications for social work practice. Students will develop an increased knowledge of the social, political and economic environments that impact the people and populations we work with. Students will examine critical theories related to this work, including critical race and anti-colonial theories, and discuss in class how these apply to work with equity-seeking populations (i.e. Indigenous, Black, and Newcomer populations).

LEARNING OUTCOMES

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

- Apply social work theories and community-based models to social work practice with specific equity-seeking populations;
- Centering the community in all levels of practice, including direct clinical social work;
- Assess the impact social, political, and economic environments have on client systems;
- Devise and assess methods that remove barriers that prevent individuals, groups, and communities from maximizing their full participation in societal institutions;
- Appropriately challenge racial and social injustices affecting communities
- Develop a critical race and anti-colonial lens to community-based practice with equity-seeking populations.
- Engage and strengthen creative collaborations with clients, communities, and other working professions; and
- Develop enhanced self-awareness and critical use of self in community social work practice.

RESPONSIBILITY OF TEACHERS AND LEARNERS

- Be open, kind, and brave
- Listen even when it's hard to hear certain things
- Make a commitment to stand, even when you don't understand
- Be critical in analysis but kind in expression
- Seek to learn and unlearn
- Acknowledge forms of multi-faceted oppressions that exist
- Recognize the limits of safe space
- Respect anonymity and confidentiality

SELF CARE

Take care of yourself! Some of the material and discussion in this course may be difficult so it is important to have a plan for how you will deal with any difficulties you may encounter. It is also important that you are able to balance your academic responsibilities with your other responsibilities such as family and employment. If you are having difficulties with time management or workload, experiencing an illness and/or coping with a personal crisis I encourage you to bring this to my attention and/or to our wonderful resource people within the School of Social Work. Student Affairs and Services also offers help and support in a variety of areas, both academic and personal. See important resources listed at the end of this document.

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 their use and state how the tool was used. If you are unsure of AI use in this class, please consult with your instructor.

COURSE WEBSITE

The course website (owl.uwo.ca) is accessible to all students registered in this course. It contains the course outline (syllabus), announcements, and other course resource material. At the instructor's discretion, the OWL Brightspace may be used for in-class communication, discussion boards, tests, quizzes, posting of lecture materials, etc.

ASSIGNMENTS & EVALUATION CRITERIA

Students will submit their assignments electronically in OWL Brightspace. Unless otherwise indicated, assignments must be typed, double-spaced, and comply with the format set forth in the most recent edition of the American Psychological Association Publication Manual, which is often referred to as the APA Manual (seventh edition). Here is a link for quick guide to APA: <https://www.kings.uwo.ca/kings/assets/File/academics/ml/writePlace/documentation/APA-Style-7th-Edition-Highlights.pdf>

Evaluation:

Activity	Due Dates	% Course mark
Reflection paper	February 3, 2026	25%
Written Assignment - Examining the Implications of Law 21	March 10, 2026	35%
In-Class Final Group Presentations	March 17, 24, or 31	40%

Further details of assignments will be discussed during the first weeks of classes. See details of the assignments and marking rubrics at the end of the course outline

1. **Reflection Paper: “They think you are exaggerating: A report on Campus Racial Climate at King’s and Brescia”.** The paper should be double-spaced between four and six pages, excluding references (APA seventh edition). Submit via OWL Brightspace. See the Instructions at the end of this

outline. <https://www.kings.uwo.ca/kings/assets/File/communications/news/KBARWG%20REPORT.pdf>.

Due: February 3, 2026 (no later than 11:55 pm)

Mark: 25% of the final course grade

2. **Written Assignment: Examining the Implications of Law 21:** maximum six pages excluding references (APA seventh edition). Submit via OWL Brightspace. See the Instructions at the end of this outline

Due: March 10, 2026 (no later than 11:55 pm)

Mark: 35% of the final course grade

3. **Group Presentations: Community Intervention Presentation.**

Due: March 17, 24, 31 during class (sign-up sheet to be posted)

Mark: 40% of final course grade

Length: 30 minutes/10 minutes of moderation

For this final assignment, you will work *in groups of 3-4 students*, outlining a specific social work intervention of your choosing. This paper aims to allow you to integrate key and relevant concepts and theories that you have learnt in this course (and other classes) in relation to the issue you have selected. As a group, you will identify a social problem/issue in a community of your choice and propose a community-based intervention, including mezzo, macro and micro-level implications, that will address the issue/problem experienced by the equity-seeking population.

The proposed interventions must be grounded in peer-reviewed literature. The assignment should be presented in PowerPoint (or other visual presentation format). Submit an electronic copy of the slides to the instructor on the day of your presentation. Only slides will be graded. You may submit 'notes' of your presentation; these notes will not be graded. No late submission will be accepted.

REQUIRED TEXT: There is no textbook required in this course

Readings: learners are required to complete listed readings for weekly lectures. All listed journal articles are available online through the King's Library at <https://ares.lib.uwo.ca/ares/>

***Additional Readings:** are recommended for your review if possible. The content from these readings will be used to promote critical race and anti-colonial thinking during weekly lectures.

Code of Ethics

Canadian Association of Social Workers. (2024). Canadian social work code of ethics. Available at [OCSWSSW Code of Ethics | Ethical Standards for Social Workers](#)

Course Schedule

Week 1: January 13

**Topic: Bridging Community Work, Activism and Direct Practice
Course Overview; Course Concepts; Course Expectations**

Readings:

Baines, D. (nd). Bridging the Practice-Activism Divide in Mainstream Social work. <https://www.uvic.ca/hsd/socialwork/assets/docs/bsw/resources/ch5-bridging-the-practice-activism-divide-in-mainstream-socialwork.pdf>

Austin, Coombs, M., & Barr, B. (2005). Community-Centered Clinical Practice: Is the Integration of Micro and Macro Social Work Practice Possible? *Journal of Community Practice*, 13(4), 9–30. https://doi.org/10.1300/J125v13n04_02

Review: Canadian Association of Social Work. (nd). Social work Practice in Community Development. <https://www.casw-acts.ca/en/social-work-practice-community-development>

Additional Readings:

Kolivoski, Weaver, A., & Constance-Huggins, M. (2014). Critical Race Theory: Opportunities for Application in Social Work Practice and Policy. *Families in Society*, 95(4), 269–276. <https://doi.org/10.1606/1044-3894.2014.95.36>.

Tan, Allison (2009) Community development theory and practice: Bridging the divide between micro' and 'macro' levels of social work. North American Association of Christians in Social Work (NACSW). Retrieved from: <http://www.nacsw.org/Publications/Proceedings2009/TanACCommunity.pdf>

Week 2: January 20

Topic: Theories and Concepts to Consider in Community Work

Readings:

Elkasssem, S. & Murray-Lichtman, A. (2022). Mapping an Integrative Critical Race and Anti-Colonial Theoretical Framework in Social Work Practice. *Advances in Social Work*. <https://journals.iupui.edu/index.php/advancesinsocialwork/article/view/24952>

Murray-Lichtman, A., & Elkasssem, S. (2021). Academic Voyeurism: The White Gaze in Social Work. *Canadian Social Work Review*, 38(2), 179–205. <https://doi.org/10.7202/1086125ar>

Additional Reading:

Fortier, C. & Wong, H. S. (2019). The settler colonialism of social work and the social work of settler colonialism. *Settler Colonial Studies*, 9(4), 437-456.

Abrams, L. S., & Moio, J. A. (2009). Critical race theory and the cultural competence dilemma in social work education. *Journal of Social Work Education*, 45(2), 245-261. <https://doi.org/10.5175/JSWE.2009.200700109>.

How to be an anti-racist: A Social Workers Perspective. <https://msw.usc.edu/mswusc-blog/how-to-be-antiracist/>

Week 3: January 27

Topic: Conceptualizing Social Work Community Practice

Readings:

Gutiérrez, L. M., & Gant, L. M. (2018). Community practice in social work: Reflections on its first century and directions for the future. *Social Service Review*, 92(4), 617-646. doi:10.1086/701640

Homan, M. S. (2008). Promoting community change: Making it happen in the real world (4th ed.) *Chapter 1: Understanding the challenge to change*, p. 4 – 31. Belmont, CA: Thomson/Brooks/Cole.

Additional Readings:

Androff, D. (2018). A case study of a grassroots truth and reconciliation commission from a community practice perspective. *Journal of Social Work*, 18(3), 273-287. doi:10.1177/1468017316654361

Tamarack Institute. Collective Impact.

https://www.tamarackcommunity.ca/collectiveimpact?qclid=CjwKCAiA78aNBhAlEiwA7B76p6J4Hb57KWKMIBoLmeT5PXmqbL5AQBIn60sSiHQbrPoAOoL0XHmLDxoCnkkQAvD_BwE

Week 4: February 3

****Reflection Paper Due****

Topic: Community Assessment, Capacity and Capital

Readings:

Chaskin. (2001). Building Community Capacity: A Definitional Framework and Case Studies from a Comprehensive Community Initiative. *Urban Affairs Review (Thousand Oaks, Calif.)*, 36(3), 291–323. <https://doi.org/10.1177/10780870122184876>

Inspiring Communities: A Capability Framework to Guide Community-led Development Practice in Aotearoa. <https://inspiringcommunities.org.nz/wp-content/uploads/2018/04/IC-Capability-Framework-Guide-AUG-2018.pdf>

Yosso, Tara J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race, Ethnicity and Education*, 8(1), 69-91

Additional Readings:

Abraham, B., Biya, T., Kuwee Kumsa, M. & Tassew, N. (2021). Fayyaa-Nagaa: Health and wellbeing amongst Oromo women and girls in Ontario. In Sethi, B., Guruge, S. & Csiernik, R. (2021). *Understanding The Refugee Experience In The Canadian Context*, Chapter 4 (pp. 150-159). Cambridge

SWOT Analysis: The Community Toolbox at <http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/swot-analysis/main>

Principles, patterns, and practices for creating healthy community change. Available at https://ccednet-rcdec.ca/sites/ccednet-rcdec.ca/files/12_principles_of_community_change_-_berkana.pdf

Week 5: February 10

Topic: First Nations and Indigenous Communities

Guest speaker

Readings:

Olson-Pitawanakwat, & Baskin, C. (2021). In Between the Missing and Murdered: The Need for Indigenous-Led Responses to Trafficking. *Affilia*, 36(1), 10–26. <https://doi.org/10.1177/0886109920944526>

Blackstock, C. (2009). The occasional evil of angels: Learning from the experiences of Aboriginal peoples and social work. *First Peoples Child and Family Review*, 4(1), 28–47.

Review: The Indian Residential School History and Dialogue Centre: is located on the traditional, ancestral, unceded territory of the hən̓q̓əmiñəm speaking xʷməθkʷəy̓əm (Musqueam people). <https://collections.irshdc.ubc.ca/>

Additional Readings:

Sinclair, R. (2004). Aboriginal Social Work Education in Canada: Decolonizing Pedagogy for the Seventh Generation. *First Peoples Child & Family Review*, 1(1), 49–61. <https://doi.org/10.7202/1069584ar>

Baskin, C., Hare, C., Peltier, C., Lougheed, S., Chabbert, P., Boudreau, C. Bruner, B., & Moir, L. (2020). Biigiiweyan (coming home): [Social work and health care with Indigenous](#)

[Peoples from competency to safety., external link](#) Social Work & Policy Studies: Social Justice, Practice & Theory 3(1).

Week 6: February 17

Winter Reading Week: No Classes. No Readings.

Week 7: February 24

Topic: Collective Community Trauma, Community Mental Health and Recovery-Oriented Practice

Readings:

Kelly, Lubitow, A., Town, M., & Mercier, A. (2020). Collective Trauma in Queer Communities. *Sexuality & Culture*, 24(5), 1522–1543. <https://doi.org/10.1007/s12119-020-09710-y>

Giwa, S. (2018). Coping with racism and racial trauma: An interpretative phenomenological analysis of how gay men from the African diaspora experience and negotiate racist encounters. In Riggs, D. (Ed). *The Psychic Life of Racism in Gay Mens Communities*, p.81 – 104. Lexington Books.

Mental Health Commission of Canada. (2020). *Putting recovery into practice: An introduction to the Guidelines for Recovery-Oriented Practice*. Ottawa, ON [Putting-recovery-into-practice-An-introduction-to-the-Guidelines-for-Recovery-Oriented-Practice.pdf](#)

Review: British Columbia Trauma-Informed Practice Guide from: https://bccwh.bc.ca/wp-content/uploads/2012/05/2013_TIP-Guide.pdf

Happy (2022). Injustice Trauma: Signs and Tips to Heal. <https://psychcrumbs.com/injustice-trauma/#:~:text=What%20Does%20Injustice%20Trauma%20Mean,based%20on%20on e's%20group%20identity.>

***Additional Readings:**

Levenson. (2017). Trauma-informed social work practice. *Social Work*, 62(2), 105–113. <https://doi.org/10.1093/sw/swx001>

Quiros, L., Varghese, R., & Vanidestine, T. (2020). Disrupting the single story: Challenging dominant trauma narratives through a critical race

lens. *Traumatology*, 26(2), 160.

<https://psycnet.apa.org/doiLanding?doi=10.1037%2Ftrm0000223>

Mosley, Hargons, C. N., Meiller, C., Angyal, B., Wheeler, P., Davis, C., & Stevens-Watkins, D. (2021). Critical consciousness of anti-Black racism: A practical model to prevent and resist racial trauma. *Journal of Counseling Psychology*, 68(1), 1–16.
<https://doi.org/10.1037/cou0000430>

Week 8: March 3

Topic: Black Communities

Readings:

Over-Policing Black and Indigenous Lives. Your Toronto Museum.
http://www.museumoftoronto.com/programming/overpolicing-black-indigenous-lives/?gclid=Cj0KCQiAqbyNBhC2ARIsALDwAsC4F4jsxBMEprk-P33BRhTWERUaRQvByVxkcVzxJ0wfCcZ8uZ8lcaAjOBEALw_wcB

Watch all Seven videos (3-6 minutes each). Emphasis on video 6, Over Policing Black and Indigenous Lives: Additional Factors at Play.

Review: One Vision One Voice. NAVIGATING THE CHILD WELFARE SYSTEM KNOWLEDGE IS POWER A GUIDE FOR ONTARIO'S BLACK COMMUNITY.
<http://www.oacas.org/wp-content/uploads/2021/11/OVOV-Navigating-Child-welfare-FINAL-EN.pdf>

Review: WeBridge Community Services:
<https://www.webridgecommunityservices.org/about>

Additional Readings:

Dismantling Anti-Black Racism in Schools. https://theconversation.com/dismantling-anti-black-racism-in-our-schools-accountability-measures-are-key-169592?utm_source=linkedin&utm_medium=bylinelinkedinbutton&fbclid=IwAR2mj6OZBysqoUuOn6vvx2JikUSztekkydbYqb67cAQORh7tmpEpWynoFcM

Anti-black racism as a determinant to health. <https://www.canada.ca/en/public-health/services/health-promotion/population-health/what-determines-health/social-determinants-inequities-black-canadians-snapshot.html>

Week 9: March 10

Written Assignment Due - Examining the Implications of Law 21

Topic: Immigrant, Refugee and Newcomer Communities

Readings:

Walker, J., & Zuberi, D. (2020). School-Aged Syrian Refugees Resettling in Canada: Mitigating the Effect of Pre-migration Trauma and Post-migration Discrimination on Academic Achievement and Psychological Well-Being. *Journal of International Migration and Integration*, 21(2), 397-411.

Giwa, S & Chaze, F (2018) Positive enough? A content analysis of settlement service organizations' inclusivity of LGBTQ immigrants, *Journal of Gay & Lesbian Social Services*, 30:3, 220-243, DOI: 10.1080/10538720.2018.1463889.

Additional Reading:

Elkassem, S. and Shaikh, S. S. (2022). Re-storying “Hardship” and “Ease”: Towards a Spiritual Social Work Praxis. In Shaikh, S. S., LeFrançois, B. A., and Macías, T. (Eds.). *Critical Social Work Praxis*. Fernwood Publishing.

Week 10: March 17

Topic: **Student Presentations**

Week 11 – March 24

Topic: **Student Presentations**

Week 12 – March 31

Topic: **Student Presentations**

Week 13 – April 7 – Closure, self-care, and course conclusion

Assignment #1

Reflection Paper

“They think you are exaggerating: A report on Campus Racial Climate at King's and Brescia”

Due: February 3, 2026 by 11:55pm

Mark: 25% of the final course grade

Length: four-six pages excluding references (APA seventh edition)

Instructions

Each student will be required to read: “They think you are exaggerating: A report on Campus Racial Climate at King's and Brescia.”

Natarajan, S., Asare Bediako, Y, Ochoa, L. & Elkassem, S. (2021). They think you are exaggerating: A report on Campus Racial Climate at King's and Brescia.
<https://www.kings.uwo.ca/kings/assets/File/communications/news/KBARWG%20REPORT.pdf>.

* **Additional Readings you may want to review:**

Philip, S. (2020). They Said This Would Be Fun: An Interview with Eternity Martis. *Columbia Journal*. <http://columbiajournal.org/they-said-this-would-be-fun-interview-eternity-martis/>

Rivers, H. (2021). *Jokes, slurs and other forms of racism on King's, Brescia campuses*.
<https://lfpres.com/news/local-news/jokes-slurs-and-other-forms-of-racism-on-kings-brescia-campuses>

Your paper should address the following:

1. **Critical Assessment**

- Identify and analyze the key issues highlighted in the report that significantly impact equity-seeking student populations (e.g., BIPOC students).
- Discuss how the current and historical racial climate at King's, Brescia, and other campuses affects these communities.
- Integrate concepts from critical race theory and anti-colonial theory, and reflect on intersectionality, including factors such as race, gender, gender identity, sexuality, immigration status, and religion.

2. **Personal Reflection**

- Reflect on the experiences of BIPOC students and other equity-seeking populations as described in the report.
- Consider your own social location and whether the findings prompted you to reflect on personal biases, privilege, or lived experiences.
- Were the findings surprising or expected? Do you agree or disagree with the report's conclusions? Why?

3. **Role as an Ally**

- Discuss your role as an ally in addressing the issues raised in the report. What steps can you take to support equity-seeking populations in your personal and professional life?

4. Recommendations for Change

- Envision meaningful actions to promote change, justice, and equity on campus and beyond.
- Provide recommendations for community development or restorative justice efforts on campus.
- Outline how you would approach working with an individual from this community in social work practice.

Grading Rubric

The paper will be graded on the comprehension (and integration) of crucial course concepts as well as the quality and depth of your analysis.

Introduction

- Provide a brief synopsis of the report.
- Explain the importance of addressing this issue. (5 Marks)

In-Depth Assessment & Critical Reflection

- Analyze the report and its implications for equity-seeking populations.
- Use critical race theory, anti-colonial theory, and other course concepts to deepen your analysis. (8 Marks)

Recommendations for Change

- Propose actionable strategies for community development, restorative justice, and direct practice in social work. (7 Marks)

Writing Quality

- Ensure clarity, logical organization, proper grammar, spelling, and adherence to APA 7th edition formatting. (5 Marks)

Total: 25 marks

Assignment #2

Examining the Implications of Law 21

Due: March 10, 2026 by 11:55 pm

Mark: 35% of the final course grade

Page length = Maximum six pages excluding references and title page (APA seventh edition)

Instructions

Examine: Law 21 also called “An Act respecting the laicity of the State” was passed by the Quebec National Assembly on 16 June 2019. The purpose of this legislation was to affirm province’s secular status, through the prohibition of the wearing of religious symbols by civil service employees in positions of authority and by teachers in the public sector.

Watch: “Uproar: Film on Bill 21”

<https://www.youtube.com/watch?v=PzPsls5Ynjw>

Read: The [Association for Canadian Studies](#) conducted a [study](#) to examine the experiences and perceptions Muslims, Jews and Sikh, communities most impacted, since the passing of law 21 in Quebec. It offers access to the opinions and perceptions of both majority and minority Quebecers among a sample of 1,828 Quebecers, including 632 Muslims, 165 Jews and 56 Sikhs.

Read: “Law 21: Discourse, Perceptions and Impacts”

https://acs-metropolis.ca/wp-content/uploads/2022/08/Report_Survey-Law-21_ACS.pdf

The ‘Uproar’ documentary and ACS Study contribute to the understanding of religious discrimination in Canada and its impact on equity-seeking communities. Communities are recognizing a connection between everyday racism, systemic racism, health and wellness. Drawing from class readings and integrating course concepts:

1. Summarize the key issues that this documentary addresses. (5 marks)
2. Discuss what personal and systemic barriers impede ‘community empowerment’ (enabling communities to gain control over their lives) and capacity building within Muslim, Jewish and Sikh communities impacted by this law. You can discuss all three communities or specifically focus on one. What can be done to promote racial and social justice in these communities? How would you work with a group or individuals living within these communities who may be experiencing the persistence of racial trauma, inequities and issues with their overall health and well-being? (10 marks)
3. Provide two recommendations one on how to promote justice and build community capacity. (10 marks)
4. Writing – writing grammar, punctuation, proper APA (7th edition) formatting. (5 marks)

Criteria	Marks
Introduction and Synopsis	= /5
Critical Analysis	= /10
Recommendations	= /10
Quality of Writing and Citations	= /5

= /30 marks (35% of course grade)

Assignment #3

Group Presentations: Final Community Intervention Presentation

For this final assignment, you will work *in groups of 3-4 students*, outlining a specific social work intervention of your choosing. This presentation aims to allow you to integrate key and relevant concepts and theories that you have learnt in this course (and other classes) in relation to the issue you have selected. As a group, you will identify a social problem/issue in a community of your choice and propose community-based intervention, with implications for macro and micro-level practice that will address the issue/problem experienced by this population and how you would work with a group and/or individual living in or connected to this community.

The proposed interventions must be grounded in peer-reviewed literature. The assignment should be presented in PowerPoint via Zoom on the presentation date. Submit an electronic copy of the slides to the instructor by the beginning of class. Only slides will be graded. You may submit 'notes' of your presentation; these notes will not be graded. No late submission will be accepted.

Due: March 17, 24, or 31 (dates/times slot sign-in sheet to be posted)

Mark: 40% of final grade

Time: 30 Minutes/10 minutes moderation

Detailed Instructions

In developing your presentation, you will:

Choose a social issue: In the context of the SW program, you are exposed to a wide variety of social issues/problems that social workers address (examples include but are not limited to gender-based violence, racism, poverty, substance use, discrimination, lack of supportive housing, inadequate resources within education, income support, newcomer integration, environmental issues, health disparities, etc.).

Choose a specific population: The next step will be to be as specific as you can regarding the population experiencing the issue. If the interest is in working with homelessness, identify the demographics (for example, Black communities, Indigenous youth, racialized women, older adults, newcomers, single mothers, etc.) experiencing homelessness.

Choose a specific community/neighbourhood for this intervention. Let's say you have chosen to consider community-based responses to the challenges faced by transgender youth. In which community would you situate this intervention? It could be, for example, London, Kitchener, Brantford, First Nations Reserve, etc. Would you target South London or another area within the city that would benefit from your intervention?

Discuss your intervention. Design a mezzo, macro, and micro-level intervention.

Final Presentation Components for the Rubric

1. Introduction and Background

The first section of your presentation will introduce your topic area and set the context for considering the specific intervention that you are proposing. Describe the community and social problem. Highlight the social issue and the implications to the community if the issue is not being addressed. Provide a brief historical background, demographics, location, statistics, and any pertinent literature (e.g. what has been done or identifying the gap)

Please note that you are not formally interviewing anyone. This is NOT a research project.

2. Proposed Social Work Intervention

After you have completed all of the groundwork in establishing the context and rationale, you will move on to the paper's meat: the discussion of the intervention itself. You may use the questions as a GUIDE.

A. The Proposed Intervention

- *What is the goal of the intervention?*
- *Describe the indirect intervention that you are proposing.*
- *What is the expected outcome of the intervention?*
- *Integrate peer-reviewed literature identifying the gap and why this intervention is necessary*

B. Design of the Proposed Intervention

The following are *guiding* questions:

- *What precisely will you do? (e.g. form a community coalition, address a municipal, provincial or federal policy, etc.); What approach would you take, and how would you go about it?*
- *Who would be involved, and how would they be engaged?*
- *What are the community assets?*
- *What challenges might you encounter?*
- *What resources /skills you would need, and how you might obtain them?*

C. Conclusion and Moderation

- Wrapping up the final points
- Engaging the audience (approximately 10 minutes)

PLEASE NOTE: Each section will be graded based on the following criteria:

- *Presentation*: Integration of course concepts and critical analysis
- *PowerPoint Slides*: writing, organization, grammar, spelling, and organization; proper use of the seventh edition of APA referencing style for citations & reference list

Grading Rubric

<i>Criteria</i>	<i>Grade</i>
Introduction	= /5
Proposed Social Work Intervention	= /10
Design of the Proposed Intervention	= /10
Conclusion and Moderation	= /5
Grade	= /30 (40% of course grade)

Additional Articles to help you with your assignments

Androff, D. (2018). A case study of a grassroots truth and reconciliation commission from a community practice perspective. *Journal of Social Work, 18*(3), 273-287. doi:10.1177/1468017316654361

Hartwig, K. A., & Mason, M. (2016). Community gardens for refugee and immigrant communities as a means of health promotion. *Journal of Community Health, 41*(6), 1153-1159. doi:10.1007/s10900-016-0195-5

Abane, H. (2004). 'The girls do not learn hard enough so they cannot do certain types of work.' experiences from an NGO-sponsored gender sensitization workshop in a southern Ghanaian community. *Community Development Journal, 39*(1), 49-61. doi:10.1093/cdj/39.1.49

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Force Field Analysis: MIND TOOLS at http://www.mindtools.com/pages/article/newTED_06.htm

SWOT Analysis: The Community Toolbox at <http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/swot-analysis/main>

Windshield Survey: The Community Toolbox at <http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/windshield-walking-surveys/main>

Windshield Survey Scribd.

<http://www.scribd.com/doc/25455756/Windshield-Survey-Tool>

http://publichealth.casn.ca/content/user_files/2015/06/Windshield-Survey-document-assignment.pdf

Community Safety Audits

<http://www.wiseottawa.ca/community-safety-audits>

<http://www1.toronto.ca/wps/portal/contentonly?vgnextoid=bf48f40f9aae0410VgnVCM1000071d60f89RCRD>

CURA Project in Mental Health and Housing London, ON publications. Available at <http://publish.uwo.ca/~cforchuk/cura/>

CULTURAL HUMILITY AND SSLD RESOURCES

Watch Video at home: Cultural Humility. Available at <https://www.youtube.com/watch?v=LLchs28ANj8> (30 minutes)

Culturally Connected Available at <https://culturallyconnected.ca/> (Divided into Cultural Humility, Health Literacy Skills, and Practice Case Studies)

What is SSLD?. Available at <http://ssld.kttsang.com/>

SSLD Intro Video. Available at <http://ssld.kttsang.com/html/introduction/background.html>

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Useful WEB sites:

Canadian Association of Social Workers (2015). The Power to Empower. Available at <https://www.casw-acts.ca/en>

Canadian Association of Social Workers (2018). Your stories: Profession of choice. Available at <https://www.casw-acts.ca/en/Profession-of-Choice>

Canadian Association of Social Workers (n.d.). Social work code of ethics poster. Available at https://www.casw-acts.ca/sites/default/files/attachements/code_of_ethics_-_printable_poster.pdf

CASW Social Policy Principle <https://www.casw-acts.ca/en/javascript%3A%20void%280%29%3B/governance/casw-social-policy-principles>

Helping Professions Supersites. Available at www.ablongman.com/helpingprofessions

Ontario College of Social Workers and Social Service Workers. Available at <http://www.ocswssw.org/>

International Federation of Social Work. Available at www.ifsw.org

Caledon Institute of Social Policy. Available at www.caledoninst.org

Maytree (Caledon was created as a partnership with Maytree and the Maytree website is now the new home for Caledon's collection of social policy research). Available at <https://maytree.com/caledon-archive/>

The Canadian Council on Social Development. Available at www.ccsd.ca

Statistics Canada: Available at www.statcan.gc.ca

Attachment Across Cultures. Available at www.attachmentcrosscultures.org/

Policy Websites and News

Social Issues in Canada. Available at <http://www.thecanadaquide.com/culture/social-issues/>

Policy.ca (do not use Chrome) - Canada's premier non-partisan resource for public discussion of issues in Canadian public policy.

Caledon Institute of Public Policy. Available at <http://www.caledoninst.org/Publications/Search/>

The Caledon Institute of Social Policy. Available at <http://www.caledoninst.org/>

The Canadian Council on Social Development. Available at www.ccsd.ca

The C.D. Howe Institute. Available at <https://www.cdhowe.org/>

The Fraser Institute. Available at <https://www.fraserinstitute.org>

The National Council on Welfare. Available at <http://www.povnet.org/node/5099>

The Canadian Centre for Policy Alternatives. Available at <http://www.policyalternatives.ca>

Canadian Policy Research Networks. Available at <http://www.cprn.com/>

Canadian Social Research Link. Available at <http://www.canadiansocialresearch.net/index.htm>

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Cultural Humility Resource

Culturally Connected Available at <https://culturallyconnected.ca/> (Divided into Cultural Humility, Health Literacy Skills, and Practice Case Studies)

Resources on Grant Writing

Burnette, C. (2014). Successful grant writing: Strategies for health and human service professionals, 4th edition. THOUSAND OAKS: SAGE PUBLICATIONS INC.
doi:10.1177/1049731513518354

Gitlin, L. N., & Lyons, K. J. (2014). Successful grant writing: Strategies for health and human service professionals (Fourth ed.). New York: Springer Publishing Company.

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Show me the money. Retrieved from http://www.educationworld.com/a_curr/profdev/profdev039.shtml

Grant writing Tips
<http://lone-eagles.com/granthelp.htm>

Community Grant Templates
<http://lone-eagles.com/rural-grant-templates.htm>



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](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.