



SOCIAL WORK 9810 (570/571)
Trauma and Trauma Informed Care
Winter 2026

Instructor: Steve Didham sdidham2@uwo.ca

Office Hours: Thursday's 12:30pm-1:30pm (see OWL Brightspace for location)

Or by appointment

Course and Faculty Contact:

For Course Information (Day, Time and Location) and instructor information please go to the course OWL Brightspace.

Calendar Description

This course will address the numerous facets of trauma informed social work practice including the short and long term psychosocial, physical, cognitive, neurochemical and physiological impacts of personal, interpersonal, generational, cultural and societal trauma including war, family crisis, violence, natural disasters, and terrorism. Interventions will be discussed at length.

Learning Outcomes

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

- Recognize a wide range of potentially traumatic life experiences
- Understand unique and complex responses to trauma
- Outline impacts of trauma (i.e., physical, emotional, cognitive, spiritual)
- Look at trauma on individual, familial, intergenerational, cultural, group, community and societal levels
- Name several current effective interventions to support people living with trauma
- Integrate EDID, intersectionality, and social determinants of health into trauma theory and practice
- Critically analyze organizational and systemic structures through a trauma-informed lens

Class Policies

- Recording of lectures or labs without the explicit consent of the Professor is grounds for academic discipline.

- All course content created by a faculty member or guest lecturer is considered their intellectual property; it should not be distributed, shared in any public domain, or sold by a student or other third party without prior written consent of the faculty member or lecturer.
- When there are discussions about cases or service user examples in which either the instructor or other students have been involved, all material should respect service user confidentiality. Audio, video, electronic, or handwritten recording of this case material, of colleagues' personal and direct practice experiences will not be permitted. However, this course will engage universal teaching methods appropriate to acquiring essential skills and knowledge for the profession of social work. These will include: experiential application of practice theory through case and service user examples and potential role play scenarios.

Statement of Commitment

At King's University College, we learn and work on land that is part of the Dish with One Spoon Treaty from the original inhabitants of this land, the Anishinaabeg, Haudenosaunee, Lenapeewak, and Attawandaron peoples; all of whom have longstanding relationships to the land of Southwestern Ontario and the City of London. As an uninvited guest, I am grateful to inhabit this land, and hope to maintain the spirit of the Dish with One Spoon Treaty to work collaboratively with the original inhabitants to protect it.

As a social worker, I am aware of the historical and continuing atrocities caused by my profession against Indigenous people. As a white settler, I am also aware of the ways my family has been complicit in and continues to benefit from colonization. I am committed to doing better both professionally and personally, and to finding ways to put into action the Truth and Reconciliation Commission of Canada (2015) recommendations. In my teaching, I strive to listen intently and to learn. I strive to identify and challenge the specific ways that colonization continues to create oppressive practices and policies 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 AI tools [such as Chat GPT] are permitted exclusively for: information-gathering and preliminary research purposes. If AI tools are used, students must acknowledge use and state how the tool was used. If you are unsure of AI use in this class, please consult with your instructor.

Required Readings:

1. DeGruy, J. (2017). *Post traumatic slave syndrome: America's legacy of enduring Injury and healing* (Rev. ed.). Uptone Press.

Link:

<https://a.co/d/a0p8tRR>

Cost - \$23.14 (used)

2. Duran, E. (2019). *Healing the soul wound: Trauma-informed counseling for Indigenous communities* (2nd ed.). Teachers College Press.

Link:

<https://a.co/d/ajEYMaE>

Cost - \$52.95

3. Hardy, Kenneth V. (2023). *Racial Trauma: Clinical Interventions and Techniques for Healing Invisible Wounds*. Norton Professional Books

Link:

<https://a.co/d/fLWaq2T>

Cost - \$49.99 used

Weekly required readings will be posted on Brightspace (through library Course Readings)

Recommended Texts:

The following are recommended texts for current or future resources:

Briere, J., & Scott, C. (2015). *Principles of trauma therapy: A guide to symptoms, evaluation, and treatment, 2nd edition*. Sage.

Courtois, C. A., & Ford, J. D. (2013). *Treatment of complex trauma: A sequenced, relationship based approach*. The Guilford Press.

Harris, M., & Fallot, R. D. (2001). *Using trauma theory to design service systems*. Jossey-Bass.

Herman, J. L. (1992). *Trauma and recovery: The aftermath of violence – from domestic abuse to political terror*. Basic Books.

Linklater, R. (2014). *Decolonizing trauma work: Indigenous stories and strategies*. Fernwood Publishing.

Mate, Gabor and mate, Daniel (2022). *The Myth of Normal: trauma, illness and healing in a toxic culture*. Alfred A. Knopf Canada.

Perry, B., & Winfrey, O. (2021). *What happened to you? : Conversations on trauma, resilience, and healing* (First Edition.). Flatiron Books.

Poole, N., & Greaves, L. (2012). *Becoming trauma informed*. Centre for Addiction and Mental Health.

Van der Kolk, B. (2015). *The body keeps the score: Brain, mind, and body in the healing of trauma*. Penguin Books.

Wathen, N. C., & Varcoe, C. (2023). *Implementing trauma- and violence-informed care: A handbook*. University of Toronto Press.

Evaluation

Evaluation Activity	Due Dates	%
Participation	Ongoing	10%
Reflection Questions	Thursday's at 11:55PM on Brightspace (5 out of 12)	20%
Book/Film Analysis	February 12, 2026 at 11:55PM on Brightspace	30%
Final Assignment: Small Group Presentation OR Paper	March 19, April 2 or 9, 2026 (small group presentation during class) OR April 2, 2026 (paper)	40%

- 1. Reflection Questions (Available Weekly):** Complete at least 5 out of the 12 weeks of online reflection questions posted on Brightspace related to your learning from the readings and class. Grade (5 weeks X 4% each) will be based on evidence of reflection on and articulation of key concepts covered each week.

Due: weekly by the end of the day on the day after class each week on Brightspace (Thursday's by 11:55PM)

Mark: 20%

- 2. Attendance and Participation:** Participation in this class includes reading course materials, actively listening, contributing in class, and in other ways throughout the semester to be discussed as applicable (e.g., small group discussions, in-class application questions, notetaking for class, as applicable during the semester). Attending, being present, and participating in class discussions and exercises is an expectation of this class.

Due: ongoing

Mark: 10%

- 3. Book/Film Analysis:** Choose ONE book from a list of possible books posted on Brightspace, and write an analysis of 7-8 pages with an additional title page and reference page (for a total of 9-10 pages), following the guidelines posted on Brightspace. An alternative book may be chosen, but this must be first approved by Professor before going ahead with this book.

OR, a Film could be chosen for the analysis instead of a book, but this film must first be approved by the Professor before going ahead with writing the analysis paper on the film.

Due: February 12, 2026, uploaded to Brightspace by 11:55PM

Mark: 30%

4. **Final Assignment:** Choose between completing a Presentation and Handout/Resource Manual (in groups of 2-3) **OR** a Final Paper (individually). Assignment summaries provided below with more detailed descriptions and rubrics to be posted on Brightspace. Choices to be discussed with Professor and topics decided before Reading Week.

- a) **Presentation and Handout/Resource Manual:** Each group (of 2-3) will choose one approach or intervention for working with trauma from the list posted on Brightspace (or suggest an alternative approach to be approved). The goal is to have as many approaches as possible covered, so only one group can present each topic. This will be negotiated in class. In groups, you will prepare a talk, 30 minutes maximum in length, with a powerpoint or similar way of showing and highlighting your work for others in the class.

To accompany the presentation, a handout will be submitted on or before the presentation, to be shared with the class, so that at the end of the presentations, each class member has built a “resource manual”. The handout should be between 4-6 pages. The handout should be clear, concise and thorough in the description of the topic. This assignment is an evaluation of your research and knowledge on the topic and your ability to synthesize the information in a user-friendly and practice-based guide.

Detailed assignment rubric and description to be posted on Brightspace.

Due: March 19, April 2 or 9, 2026 (sign up will be provided in class)

Mark: 40% (25% for the presentation and 15% for the handout)

OR

- b) **Final Paper:** The final individual paper will be a 10-12 page (double-spaced) paper including a description of an issue/trauma experience or specific population experiencing trauma and a comparison of two different intervention/approaches to provide support to those who have had this experience of trauma, including a detailed description of each approach specific to this issue, the strengths and limitations of each approach, and incorporating research literature for each approach.

Detailed assignment rubric and description to be posted on Brightspace.

Due: April 2, 2026, uploaded to Brightspace by 11:55PM (topic to be discussed with Professor)

Mark: 40%

Course Schedule

Week 1 – January 8, 2026

Topic: **Course Overview & Introduction to Trauma**

Required Readings:

Wilkin, L., & Hillock, S. (2014). Enhancing MSW students' efficacy in working with trauma, violence, and oppression: An integrated feminist-trauma framework for social work education. *Feminist Teacher*, 24(3), 184–206.

Panisch, L. S., Sperlich, M. I., Fava, N. M., & Ferreira, R. J. (2024). How adults from the general population define trauma: Highlighting a need for a broader and more inclusive understanding. *Traumatology*, 30(2), 178–186. <https://doi.org/10.1037/trm0000422>

Russell, Cormac and Campbell, Kevin (2024). Eco-Developmental Framework for Trauma. PaleBlue. (Brightspace)

Recommended Readings:

Burstow, B. (2003). Toward a radical understanding of trauma and trauma work. *Violence against Women*, 9(11), 1293–317.

Knight, C. (2015). Trauma-informed social work practice: Practice considerations and challenges. *Clinical Social Work Journal*, 43(1), 25–37.

Week 2 – January 15, 2026

Topic: **Approaches to Understanding Trauma and Trauma- and Violence-informed Practice**

Required Readings:

Béres, L. (2014). (Chapter 1). *The narrative practitioner*. Palgrave MacMillan.

Levenson, J. (2017). Trauma-informed social work practice. *Social Work*, 62(2), 105–113.

Wathen, C. N., & Varcoe, C. (2023). The principles of trauma- and violence-informed care. In C. N. Wathen & C. Varcoe (Eds), *Implementing trauma- and violence-informed care: A handbook* (pp. 72-81). University of Toronto Press.

Recommended Readings:

Elliott, D. E., Bjelajac, P., Fallot, R. D., Markoff, L. S., & Reed, B. G. (2005). Trauma-informed or trauma-denied: Principles and implementation of trauma-informed services for women. *Journal of Community Psychology*, 33(4), 461–477.

McCormick, A., Scheyd, K., & Terrazas, S. (2018). Trauma-informed care and LGBTQ youth: Considerations for advancing practice with youth with trauma experiences. *Families in Society, 99*(2), 160-169.

Week 3 – January 22, 2026

Topic: **Community, Environmental, and Institutional Trauma and Societal Forms of Oppression**

Required Readings:

Lacombe-Duncan, A., Jadwin-Cakmak, L., Trammell, R., Burks, C., Rivera, B., Reyes, L., Abad, J., Ward, L., Harris, H., Harper, G. W., & Gamarel, K. E. (2021). "...Everybody else is more privileged. Then it's us...": A qualitative study exploring community responses to social determinants of health inequities and intersectional exclusion among trans women of color in Detroit, Michigan. *Sexuality Research & Social Policy*. <https://doi.org/10.1007/s13178-021-00642-2>

Russell, C., & McKnight, J. (2022). *The Connected Community: Discovering the health, wealth, and power of neighborhoods*. Berritt-Koehler Publishers Inc. Chapters 4, 5 and 6

Timothy, R. K. (2012). Anti-oppression psychotherapy as trauma-informed practice. In N. Poole & L. Greaves (Eds.), *Becoming trauma informed* (pp. 47–56). Toronto: Centre for Addiction and Mental Health.

Recommended Readings:

Baird, S. L., Alaggia, R., & Jenney, A. (2019). "Like opening up old wounds": Conceptualizing intersectional trauma among survivors of intimate partner violence. *Journal of Interpersonal Violence, 36*(17-18), 8118-8141.

Lacombe-Duncan, A. (2016). An intersectional perspective on access to HIV-related healthcare for transgender Women. *Transgender Health, 1*(1), 137–141. <https://doi.org/10.1089/trgh.2016.0018>

Quiros, L., & Berger, R. (2015). Responding to the sociopolitical complexity of trauma: An integration of theory and practice. *Journal of Loss and Trauma, 20*(2), 149-159.

Week 4 – January 29, 2026

Topic: **Neuroscience and Polyvagal Theory**

Required Readings:

Banitt, S. P. (2019). Neuroscience and trauma informed practice. *Wisdom, Attachment, and Love in Trauma Therapy: Beyond Evidence-Based Practice* (pp. 23-46). Routledge.

Van der Kolk, B. (2015). (Chapters 4 & 5). *The body keeps the score: Brain, mind, and body in the healing of trauma* (pp. 52-88). Penguin Books.

Manel, Wendy. (2022). ACES and Childhood Development (Brightspace)

Recommended Readings:

- Anda, A. (2006). The enduring effects of abuse and related adverse experiences in childhood: A convergence of evidence from neurobiology and epidemiology. *European Archives of Psychiatry and Clinical Neuroscience*, 256(3), 174–186.
- Denborough, D. (2019). Travelling down the neuro-pathway: Narrative practice, neuroscience, bodies, emotions and the affective turn. *International Journal of Narrative Therapy and Community Work*, 3, 13–53.
- Gibson, M. F. (2020). The helpful brain? Translations of neuroscience into social work. *The British Journal of Social Work*. <https://doi.org/10.1093/bjsw/bcaa119>
- Perry, B. (2009). Examining child maltreatment through a neurodevelopmental lens: Clinical applications of the neurosequential model of therapeutics. *Journal of Loss & Trauma*, 14(4), 240–255.
- Sanders, J. E., Mishna, F., McCreedy, L., & Fallon, B. (2021). “You don’t know what’s really going on”: Reducing the discipline gap by addressing adversity, connection and resources. *School Mental Health*. <https://doi.org/10.1007/s12310-021-09481-3>
- Tseris, E. J. (2013). Trauma theory without feminism? Evaluating contemporary understandings of traumatized women. *Affilia*, 28(2), 153–64.

Week 5 – February 5, 2026

Topic: **Assessing and Identifying Impacts of Trauma**

Required Readings:

- Briere, J., & Scott, C. (2015). Chapter 3. *Principles of trauma therapy: A guide to symptoms, evaluation, and treatment, 2nd edition* (pp. 63-94). Sage.
- Weaver, H. N. (2016). Between a rock and a hard place: A trauma-informed approach to documenting the traumatic experiences of Tamil refugees. *Journal of Human Rights and Social Work*, 1, 120–130.

Recommended Readings:

- Hopper, E. K. (2017). Trauma-informed psychological assessment of human trafficking survivors. *Women & Therapy*, 40(1-2), 12-30.
- Kruger, D. J., Cupal, S., Franzen, S. P., Kodjebecheva, G., Bailey, E. S., Key, K. D., & Kaufman, M. M. (2017). Toxic trauma: Household water quality experiences predict posttraumatic stress disorder symptoms during the Flint, Michigan, water crisis. *Journal of Community Psychology*, 45(7), 957–962. <https://doi.org/10.1002/jcop.21898>

Rizzo, C., Seng, S., Winokur, M., Weaver, C., Paul, T., & Youngblade, L. (2019). Implementing trauma screening and trauma assessment in child welfare: The journey of seven Colorado counties (Colorado Child Welfare Resiliency Project). *Child Welfare*, 98(4), 121–.

Week 6 – February 12, 2026

Topic: **Shared Trauma, Vicarious Trauma, Eco-Trauma and Processing Trauma**

Required Readings:

Burk, C., & Dernoot Lipsky, L. V. (2009). (Chapters 2 & 4). *Trauma stewardship: An everyday guide to caring for self while caring for others* (pp. 19-40; 47-114). Berrett-Koehler Publishers, Incorporated.

Duran, Eduardo. (2019). *Healing the Sould Wound: Trauma-informed counselling for Indigenous Communities, 2nd Ed.* Teachers College Press. Chapters 1, 3, 9

Szczygiel, P. (2018). On the value and meaning of trauma-Informed practice: Honoring safety, complexity, and relationship. *Smith College Studies in Social Work*, 88(2), 115-134.

Tosone, C., Nuttman-Shwartz, O., & Stephens, T. (2012). Shared trauma: When the professional is personal. *Clinical Social Work Journal*, 40, 231–239.

Recommeded Readings:

Baird, S. L., Alaggia, R., & Maiter, S. (2021). Broadening the "survivor capsule" of intimate partner violence (IPV) services. *The British Journal of Social Work*, 51(7), 2517-2535.

Pihkala, P. (2020). The cost of bearing witness to the environmental crisis: Vicarious traumatization and dealing with secondary traumatic stress among environmental researchers. *Social Epistemology*, 34(1), 86–100.
<https://doi.org/10.1080/02691728.2019.1681560>

Reed, R., Sharman, R., & Inglis, C. (2017). Women's descriptions of childbirth trauma relating to care provider actions and interactions. *BMC Pregnancy and Childbirth*, 17(1), 21–21.
<https://doi.org/10.1186/s12884-016-1197-0>

Tarshis, S., & Baird, S. L. (2019). Addressing the indirect trauma of social work students in intimate partner violence (IPV) field placements: A framework for supervision. *Clinical Social Work Journal*, 47(1), 90-102.

****Book/Film Analysis Due – February 12, 2026 – 11:55 PM on Brightspace ****

Week 7 – February 19, 2026

Reading Week – No Class

Week 8 – February 26, 2026

Topic: **Tri-phasic Intervention Model; Phase 1: Safety & Stabilization**

Required Readings:

Briere, J., & Scott, C. (2015). Chapter 6. *Principles of trauma therapy: A guide to symptoms, evaluation, and treatment, 2nd edition* (pp. 133-152). Sage.

Pieterse, A. L. (2018). Attending to racial trauma in clinical supervision: Enhancing client and supervisee outcomes. *The Clinical Supervisor, 37*(1), 204-220.

Zaleski, K. L., Johnson, D. K., & Klein, J. T. (2016). Grounding Judith Herman's trauma theory within interpersonal neuroscience and evidence-based practice modalities for trauma treatment. *Smith College Studies in Social Work, 86*(4), 377-393

Week 9- March 5, 2026

Topic: **Phase Two: Processing Trauma**

Required Readings:

Recommended Readings:

Elkins, J., Crawford, K., & Briggs, H. E. (2017). Male survivors of sexual abuse: Becoming gender-sensitive and trauma-Informed. *Advances in Social Work, 18*(1), 116–130. <https://doi.org/10.18060/21301>

Follette, V., Palm, K. M., & Pearson, A. N. (2006). Mindfulness and trauma: Implications for treatment. *Journal of Rational - Emotive & Cognitive - Behavior Therapy, 24*(1), 45-61.

Shapiro, F., & Laliotis, D. (2011). EMDR and the adaptive information processing model: Integrative treatment and case conceptualization. *Clinical Social Work Journal, 39*, 191–200.

Week 10– March 12, 2026

Topic: **Phase Three: Post-Traumatic Growth, Meaning Making, & Resilience**

Required Readings:

The “Tree of Life” in a Community Context, by Georgia, Jovia, Kenny, Lucy and Sandra: <http://dulwichcentre.com.au/wp-content/uploads/2014/01/tree-of-life-community-context.pdf>

Hughes, G. (2014). Finding a voice through ‘the tree of life’: A strength-based approach to mental health for refugee children and families in schools. *Clinical Child Psychology and Psychiatry*, 19(1), 139–153.

Tedeschi, R. G., Shakespeare-Finch, J., Taku, K., & Calhoun, L. G. (2018). Intervention models for posttraumatic growth. In R. G. Tedeschi, L. G. Calhoun, J. Shakespeare-Finch, and K. Taku (Eds.), *Posttraumatic growth: Theory, research, and applications* (First edition, pp. 147-164). Routledge, an imprint of Taylor and Francis.

Recommended Readings:

Fast, E., & Collin-Vézina, D. (2010). Historical trauma, race-based trauma and resilience of Indigenous Peoples: A literature review. *First Peoples Child & Family Review*, 5(1), 126–136. <https://doi.org/10.7202/1069069ar>

Hunter, R. G., Gray, J. D., & McEwen, B. S. (2018). The neuroscience of resilience. *Journal of the Society for Social Work and Research*, 9(2), 305-339.

Linley, P. A., & Joseph, S. (2011). Meaning in life and posttraumatic growth. *Journal of Loss & Trauma*, 16(2), 150–159.

Week 11 – March 19, 2026

Topic: **Interventions & Class Presentations**

Required Readings:

Barudin, J. (2021). From breath to beadwork: Lessons learned from a trauma-informed yoga series with Indigenous adolescent girls under youth protection. *International Journal of Indigenous Health*, 16(1), 21–37. <https://doi.org/10.32799/ijih.v16i1.33220>

Duran, Eduardo (2019). *Healing the Soul Wound: Trauma-informed counselling for Indigenous Communities*. Chapters: 1, 3, 4, 6, 8, 9

Lee, E., Faber, J. & Bowles, K. (2021). A review of trauma specific treatments (TSTs) for post-traumatic stress disorder (PTSD). *Clinical Social Work Journal*, doi-[org/10.1007/s10615-021-00816-w](https://doi.org/10.1007/s10615-021-00816-w)

Sander, S. (2020). “Help for trauma from the app stores?” A systematic review and standardised rating of apps for Post-Traumatic Stress Disorder (PTSD). *European Journal of Psychotraumatology*, 11(1), <https://doi.org/10.1080/20008198.2019.1701788>

Recommended Readings:

Hutchison, C., & Bressi, S. (2020). Social work and psychedelic-assisted therapies: Practice considerations for breakthrough treatments. *Clinical Social Work Journal*, 49(3), 356–367. <https://doi.org/10.1007/s10615-019-00743-x>

Ong, I. (2020). Treating complex trauma survivors: A trauma-sensitive yoga (TSY)-informed psychotherapeutic approach. *Journal of Creativity in Mental Health*, DOI:10.1080/15401383.2020.1761498

Week 12 – March 26, 2026

Topic: **Racial Trauma, Epigenetics & Multigenerational Trauma** (Special class-attendance mandatory)**

Required Readings:

Duran, E. (2019). *Healing the soul wound: Trauma-informed counseling for Indigenous communities* (2nd ed.). Teachers College Press. Chapters 1,2, 4,6

Hardy, Kenneth V. (2023). *Racial Trauma: Clinical Interventions and Techniques for Healing Invisible Wounds*. Norton Professional Books. Chapters. 1, 2, 7, 13

Bonnell, Kevin. (2026). From Delay to Dispossession: Eviction as slow violence in Toronto's Bureaucratic housing system. *prepublication* (Brightspace)

****This class will have two special guest speakers: Ms. Michelle Young and E. Grace H. Ibrahima**:**

Michelle Young is the founder and principal consultant of Centre Truth Consulting, where she specializes in designing and delivering workshops and training sessions on Equity, Diversity, Inclusion, and Decolonization for both public and private sectors. Michelle also serves as the Human Rights & Equity Advisor for the Thames Valley District School Board.

Previously, Michelle was the first person of colour to hold the role of Director of Service and Equity at the Children's Aid Society of London & Middlesex, where she dedicated over 21 years to child welfare, holding various leadership positions and contributing to systemic change at the provincial level.

A dynamic and engaging speaker, Michelle enjoys public speaking and guest lecturing. She is known for her ability to challenge oppressive thoughts and practices with a unique blend of compassion, patience, and a genuine commitment to fostering learning and growth. Her communication style is inclusive, empowering, and direct, creating spaces that are both safe and transformative for participants.

Michelle's lifelong passion is using her voice to challenge oppression and disrupt the status quo, inspiring individuals and organizations to embrace equity and systemic change.

E. Grace H. Ibrahima grew up in Trinidad, with very little formal education. As a young woman, she applied, and was accepted to a nursing program in England. She graduated from both Nursing and Midwifery school. While there, she met and married a man who would help her to change the course of her life.

They later immigrated to Canada with their two sons, and she continued her nursing career.

Years after arriving in Canada, she enrolled at McMaster University in the Addiction Studies program and was the recipient of the 1998-1999 (MAPS) McMaster Part-time Student Centennial Award. She invested her monetary prize and partnered with the university to educate students from Eastern Europe about the devastating effects of addiction.

Grace's turbulent life journey was featured in the Waterloo Region Record, Waterloo Chronicle, Financial Post, CTV and Vision TV.

Grace is the author of 3 books, 2 of whom are recommended for this course:

In Mercy, One Life, Many Stories, readers are invited to walk alongside this brave mother and determined widow as she treads a path filled with fear and trepidation. Grief for a loving spouse and panic wondering how she would both survive and provide for her two young boys, sends Grace into a whirlwind of decision-making, confusion and a search for self-worth.

In All Will Be Well, this determined mother battles with her inner demons, fights her own stubbornness, clashes with negative thoughts and encounters uncontrollable grief. But through it all, love emerges, grace abounds, and hope remains.

Opening the conversation about racism, bigotry, bullying, and prejudice is not easy. Nor is entering into conversations that bring back memories and make a person relive the pain. But Grace Ibrahima in her book, *White Questions. Black Answers. Helping Children to Be Seen and Heard*, steps out of her comfort zone and promises her readers the whole truth and nothing but the truth, even when it hurts. If you are struggling with where to begin "the conversation" then you have found the right book. Turn the pages slowly and allow "Gracie" to answer questions that will make you ponder a little longer and think a little deeper. It's what the world needs now.

Website: [Grace Ibrahima](#)

Week 13 – April 2, 2026

Topic: **Interventions, Class Presentations, & Wrap-up**

Required Readings:

Required Readings:

Baird, S. L., & Alaggia, R. (2019). Trauma-informed groups: Recommendations for group work practice. *Clinical Social Work Journal*, 49(1), 10-19.

Vitopoulos, N., Cerswell Kielburger, L., Frederick, T. J., McKenzie, K., & Kidd, S. (2017). Developing a trauma-informed mental health group intervention for youth transitioning from homelessness. *Professional Psychology: Research and Practice*, 48(6), 499-509.

Week 14 – April 9, 2026

Topic: **Interventions, Class Presentations, & Wrap-up**

Required Readings:

- Chaudhri, S., Zweig, K. C., Hebbar, P., Angell, S., & Vasan, A. (2019). Trauma-Informed care: A strategy to improve primary healthcare engagement for persons with criminal justice system involvement. *Journal of General Internal Medicine : JGIM*, *34*(6), 1048–1052. <https://doi.org/10.1007/s11606-018-4783-1>
- Esaki, N., Benamati, J., & Yanosy, S. (2013). The sanctuary model: Theoretical framework. *Families in Society*, *94*(2), 87–95. <https://doi.org/10.1606/1044-3894.4287>



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_undergr ad.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.