



SOCWORK 4474A (570)
INTRODUCTION TO TRAUMA AND VIOLENCE
FALL 2026

Instructor: Steve Didham, M.S.W., R.S.W.

Email: sdidham2@uwo.ca

Office Hours: Weekly time and location posted on OWL Brightspace; or by appointment

Calendar Description:

In this course students are given an overview of trauma and interpersonal violence throughout the lifespan, as well as the populations that are most at risk. Students will acquire knowledge of theoretical and practice approaches to working with individuals impacted by trauma and/or violence. Emphasis will be given to neurophysiology of trauma, those who commit violent acts as well as those who are impacted by it. Students will engage in critical analysis of social systems and how they may perpetuate feelings of threat or invite opportunities for safety. This course will also contain an ongoing emphasis on self-care principles and practices, since vicarious trauma commonly impacts those engaged in trauma-oriented and anti-violence work.

Pre or Co requisites

Prerequisite(s): Registration in the professional BSW (Honours) program.

Extra Information

Extra Information: 3 lecture hours.

Course Weight: 0.50

Breadth: CATEGORY A

Subject Code: SOCWORK

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

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, Lenape, 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.

National Day For Truth and Reconciliation Policy

That September 30 be recognized as a day that honours the survivors of the Canadian residential school system, their families, and communities. Acknowledgement of the horrendous abuses committed at the schools is a critical part of establishing collective awareness of our history, but it must be accompanied by broader reflection and response to the legacy of colonization and disenfranchisement that spans centuries. September 30 will be observed as a non-instructional day to allow students and employees to observe this day as an opportunity to advance the work of 'Truth and Reconciliation' as we reflect on the meaning of decolonization, and the actions required by the Western community to achieve it. If September 30 falls on the weekend, the Office of Indigenous Initiatives will be consulted as to when to observe the National Day for Truth and Reconciliation.

Course Description:

Trauma and violence are shaped by relationships, development, culture, history, institutions, material conditions, and unequal distributions of power and safety. This fourth-year BSW course introduces trauma- and violence-informed social work across the lifespan and across micro, mezzo, and macro practice. Students will learn foundational nervous-system and developmental concepts, examine interpersonal and structural violence, practise responding to disclosures and risk, and apply principles of safety, trust, choice, collaboration, cultural humility, strengths, and connection.

Selected trauma-specific approaches will be explored at an introductory level so students can understand their purposes, evidence, limitations, cultural considerations, and training requirements. This course is not a certification in trauma therapy and does not prepare students to independently conduct specialized trauma processing. The emphasis is trauma-responsive generalist practice: engagement, assessment within role, documentation, stabilization, safety planning, consultation, referral, advocacy, and organizational change.

Course Learning Architecture

This course is intentionally organized as a cumulative learning arc: (1) foundations and embodied understandings; (2) violence, power, history, and systems; (3) trauma-responsive generalist practice; and (4) sustainability, translation, and integration. Across every arc, students return to three connected questions: What is happening within and around the person? How are relationships, groups, services, and organizations shaping safety or harm? What histories, policies, and material conditions must change?

Guiding commitments include safety before depth, context before pathology, relationship before technique, and recognition that power is always present. Reflexivity, cultural humility, scope, embodied use of self, rupture and repair, and coordinated micro, mezzo, and macro action are recurring threads rather than stand-alone topics.

Learning Outcomes - Specific:

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

- Describe trauma, violence, traumatic stress, and recovery across the lifespan using biopsychosocial-spiritual and person-in-environment perspectives.
- Explain how stress-response systems, neurodevelopment, attachment, memory, and regulation can shape coping and relationships without using deterministic claims.
- Analyze how interpersonal violence, colonization, racism, poverty, gendered oppression, ableism, heterosexism, transphobia, and institutional practices can produce or intensify trauma.
- Distinguish trauma-informed, trauma- and violence-informed, and trauma-specific practice.
- Apply principles of safety, trust, transparency, choice, collaboration, cultural humility, connection, and strengths across direct practice, organizations, and systems.
- Respond to disclosures and indicators of immediate risk with calm, consent, ethical judgment, safety planning, consultation, and appropriate referral.
- Compare selected evidence-informed approaches at an introductory level, including their purpose, stage-of-recovery fit, cultural considerations, limitations, and training requirements.
- Reflect critically on positionality, embodied and nervous-system responses, use of self, boundaries, rupture and repair, and the relational impact of practice.

- Identify personal, relational, supervisory, and organizational responses to vicarious trauma, shared trauma, moral distress, and unsustainable practice conditions.
- Communicate trauma-responsive analysis clearly through research writing, discussion, case consultation, collaborative teaching, and reflexive integration.

Course Materials and Use; Technology Requirements

All course materials will be posted on the OWL Brightspace website (<https://owl.uwo.ca>), which is accessible to students registered in this course. This includes the course outline, links to required readings, weekly materials, assignment descriptions, and marking rubrics. Course materials are the instructor's intellectual property and are intended only for students in this course. They are not to be shared without prior written consent. Recording lectures, presentations, case material, or classmates' contributions without permission is grounds for academic discipline.

Students require reliable access to OWL Brightspace, a word-processing program, and a device and internet connection capable of accessing readings and audiovisual materials. Students must not upload confidential, identifying, practicum, service-user, or class discussion material to an external platform.

Course Expectations

This course begins on Tuesday, September 15, 2026 and continues on Tuesdays through December 8, 2026, honouring all important dates derived from University-approved guidelines and academic policies. Fall Reading Week is October 10-18, 2026; there will be no class on October 13. Students are expected to prepare, attend, interact regularly, complete learning activities, and contribute to a professional learning community. Each student is responsible for their own learning progress and for protecting confidentiality in all course and practicum examples.

Learning Culture

We will collaboratively create a respectful, trauma-responsive learning culture. Students will not be required to disclose personal trauma or use their histories as course material. Advance content notes will be used when material may be especially activating, and graphic detail will be avoided unless it serves a clear professional learning purpose. Students may briefly step out, regulate, and return; the instructor and student can discuss a reasonable way to complete essential professional learning. The classroom is an educational space, not group therapy. We will strive to support equity-deserving groups, value differing identities and intersectionality, and engage with dignity, consent, accountability, and openness to repair.

Method of Instruction

This in-person course will use interactive lectures, small- and large-group discussion, case consultation, reflective writing, audiovisual material, skill rehearsal, selected guest contributions, and student-led group presentations with bounded learning activities. Most classes will follow a predictable rhythm: arrival and orientation, concept development, break, case or skill application, and integration. Participation includes preparation, attentive presence, small-group contribution, thoughtful questions, brief written responses, and respectful support of the learning community; it is not limited to frequent public speaking. A recurring composite case will be revisited throughout the term so students can see how understanding and action change as developmental, relational, cultural, organizational, and structural lenses are added.

Required Readings:

There is no required textbook. Required readings and resources will be available through OWL Brightspace, library course readings, or publicly accessible links.

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. Through the work they submit for academic evaluation, students develop important habits of critical thinking,

independent inquiry, and creativity. Students are expected to submit work that is truly their own, completed without external assistance, human or artificial, except as explicitly permitted by the course instructor.

Within this course, generative AI tools may be used only for preliminary information gathering, generating search terms, planning a work process, or improving surface clarity. They may not generate a student's reflective content, research analysis, presentation analysis, or final submitted prose. Any permitted use must be acknowledged and described. Students are responsible for verifying every factual claim and citation. Confidential, identifying, practicum, service-user, or class discussion information must never be entered into an AI system. If you are unsure whether a use is permitted, consult the instructor before using the tool.

Methods of Evaluation:

1. **Professional Participation and Learning Community:** Students are expected to attend, prepare, participate in class learning, and contribute to a respectful professional community. The mark considers engagement in readings, case work, small-group activity, reflective tasks, skill practice, and class dialogue. It is not based simply on how often a student speaks in the full group.

Mark: 10%

2. **Guided Integration Reflections:** Students will complete **four of eight** available reflections throughout the term. Each response will explain one course concept in the student's own words, apply it to a case or practice context, consider power, positionality or embodied use of self, and identify a question or next step. Evaluation emphasizes conceptual understanding (40%), practice connection (25%), critical reflection and positionality (25%), and clarity (10%).

Due: Four selected deadlines at 11:55 p.m.: September 20, September 27, October 4, October 25, November 1, November 8, November 15, or November 29, 2026

Mark: 20% (4 x 5%)

Length: 500-650 words each

3. **Research Paper - Trauma, Violence, and a Population or Community in Context:** Students will research a population or community that is disproportionately exposed to trauma and/or violence, or that is frequently described as being 'at risk.' The paper must not treat risk as an inherent feature of a group. Instead, students will critically examine how social, structural, historical, relational, and material conditions shape exposure to violence, access to safety, service responses, and possibilities for healing. Using current research and course concepts, the paper will: (1) identify the population or community and summarize what is known about the nature, prevalence, and impacts of trauma and violence, including important limits or gaps in the evidence; (2) analyze possible biopsychosocial-spiritual and developmental impacts without pathologizing or making deterministic claims, while identifying strengths, resistance, cultural resources, and protective factors; (3) examine the systemic forces that create or intensify harm, such as colonization, racism, poverty, gendered oppression, ableism, heterosexism, transphobia, criminalization, or inequitable access to resources; (4) critically assess existing services and resources for trauma- and violence-informed practice, cultural safety and humility, accessibility, inclusion, and the possibility of service-related harm; and (5) propose ethical, coordinated micro, mezzo, and macro social work responses, including collaboration, advocacy, consultation, and referral. Students will confirm their topic with the instructor before beginning the paper. Use at least eight credible sources, including five scholarly sources and two course readings.

Due: Topic confirmation by Tuesday, October 20, 2026; final paper Sunday, November 22, 2026 at 11:55 p.m. on OWL Brightspace

Mark: 30%

Length: 8-10 pages, excluding title page and references; APA 7th edition

4. **Small-Group Presentation - Clinical Approaches for Responding to Trauma and Violence:**

Working in groups of 3–4, you will present on an approved evidence-informed clinical or practice approach for responding to trauma and/or violence, along with a specific population or context in which it is applied (list of topics available on OWL Brightspace).

Presentation Requirements (30–40 Minutes):

Approach Overview: Explain the approach's purpose, theoretical foundation, core principles, and intended fit/stage of recovery.

Evidence Base: Summarize the supporting evidence, including limitations, research gaps, or controversies.

Equity & Safety: Address cultural relevance and safety, accessibility, equity, and any necessary adaptations.

Scope & Boundaries: Identify required training, competence, supervision, and the boundaries of generalist BSW practice.

Applied Learning: Demonstrate application through a composite case, decision map, or activity (Note: Do not include activities requiring personal disclosure or trauma processing).

Systemic Impact: Outline the implications at the micro, mezzo, and macro levels.

Deliverables and Logistics

Class Resource: Provide a concise 2-page handout for your peers containing key concepts, practice cautions, credible references, and appropriate training/referral pathways.

Sources: Use at least 6 credible sources, including a minimum of 3 peer-reviewed scholarly sources.

Group Contribution Plan: Submit a brief plan outlining group roles. Class time will be allocated for planning and consultation.

Grading & Assessment: Groups normally receive a shared grade. Please raise any participation concerns early, as unequal contributions may lead to individualized marks (Note: Assignment 5 will serve as a separate individual evaluation of your learning).

Due: In class on December 1 or December 8, 2026; slides and class resource due on OWL Brightspace by 11:55 p.m. on the day before the group's presentation

Mark: 30%

Length: 30-40 minute presentation and concise two-page class resource

5. **Individual Presentation Integration and Reflexive Practice Note:** Following the group's presentation, each student will move from what the group taught to what the learning requires of them as a developing generalist social worker.

The note will:

- (1) identify the student's specific contribution and one important group decision they influenced;
- (2) explain the most significant evidence-informed learning from the approach and one limitation, gap, or ethical tension;
- (3) reflect on how social location, power, assumptions, or embodied and nervous-system responses shaped the student's engagement, without requiring disclosure of personal trauma;
- (4) examine one moment of feedback, tension, rupture, or repair in the collaboration or facilitation process and describe how the student responded, or would respond, with accountability and a growth mindset; and

(5) identify one concrete implication at each of the micro, mezzo, and macro levels. Draw on at least two relevant course or presentation sources.

Evaluation emphasizes integration of evidence and presentation learning (30%), reflexivity and embodied use of self (25%), ethics, scope, and rupture/repair (25%), micro/mezzo/macro application (10%), and clarity and source use (10%).

Due: Within 72 hours of the group's presentation: December 4 or December 11, 2026 at 11:55 p.m. on OWL Brightspace

Mark: 10%

Length: 750-900 words

Course Schedule:

Week 1 - September 15, 2026

Topic: Beginning Well - Introduction to Trauma and Violence; the Brain, Body, and Stress Response

Readings:

Public Health Agency of Canada. Trauma and violence-informed approaches to policy and practice. Read the introduction, key principles, and implementation sections.

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>

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

Banitt, S. P. (2019). Neuroscience and trauma-informed practice. In *Wisdom, attachment, and love in trauma therapy: Beyond evidence-based practice* (pp. 23-46). Routledge.

Gibson, M. F. (2021). The helpful brain? Translations of neuroscience into social work. *The British Journal of Social Work*, 51(7), 2665-2679. <https://doi.org/10.1093/bjsw/bcaa119>

Center on the Developing Child at Harvard University. (n.d.). ACEs and toxic stress: Frequently asked questions.

Assessment: Guided Integration Reflection option 1.

Week 2 - September 22, 2026

Topic: Development, Attachment, Adversity, and Positive Experiences

Readings:

Bethell, C., Jones, J., Gombojav, N., Linkenbach, J., & Sege, R. (2019). Positive childhood experiences and adult mental and relational health in a statewide sample. *JAMA Pediatrics*, 173(11), e193007.

Van der Kolk, B. (2014). Developmental trauma: The hidden epidemic. In *The body keeps the score* (pp. 171-191). Penguin. Read as an influential clinical account alongside Bethell et al.; attend to its contributions, limits, and risks of deterministic interpretation.

Assessment: Research paper introduced; Guided Integration Reflection option 2.

Week 3 - September 29, 2026

Topic: Interpersonal Violence, Power, and Accountability

Readings:

Fraser, H., & Seymour, K. (2017). Definitions and terminology. In *Understanding violence and abuse: An anti-oppressive practice perspective* (pp. 17-31). Fernwood.

Brown, C. (2020). Exploring trauma and masculinity among men who perpetrate intimate partner violence. In *Critical clinical social work: Counterstorying for social justice* (pp. 127-149). Canadian Scholars.

Recommended Readings:

Lanthier, S., Du Mont, J., & Mason, R. (2018). Responding to delayed disclosure of sexual assault in health settings: A systematic review. *Trauma, Violence, & Abuse*, 19(3), 251-265.

Assessment: Guided Integration Reflection option 3.

Week 4 - October 6, 2026

Topic: Colonization, Indigenous Trauma, Cultural Safety, and Healing

Readings:

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

Jones, K. A., Henderson, H., Bright, T., et al. (2024). Healing the Past by Nurturing the Future: Trauma-aware, healing-informed care to improve support for Aboriginal and Torres Strait Islander families - implementation and evaluation study protocol. *BMJ Open*, 14, e085555. <https://doi.org/10.1136/bmjopen-2024-085555>. Focus on the conceptual framework, co-design, and whole-of-service strategies; skim the detailed methods.

Duran, E. (2019). *Selected chapters from Healing the soul wound: Trauma-informed counseling for Indigenous communities (2nd ed.)*. Teachers College Press. Posted on OWL Brightspace.

Week 5 - October 13, 2026

Topic: Fall Reading Week - No Class

Assessment: Fall Reading Week runs October 10-18. No new required reading or course meeting.

Week 6 - October 20, 2026 (NOTE SPECIAL CLASS – GUEST SPEAKERS – SEE BELOW)

Topic: Structural and Institutional Violence, Racism, and Racial Trauma

Readings:

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.

Hardy, K. V. (2023). The dynamics of oppression and the roots of racial trauma. In *Racial trauma: Clinical strategies and techniques for healing invisible wounds* (pp. 29-49). Norton.

Recommended Readings:

Timothy, R. K. (2012). *Anti-oppression psychotherapy as trauma-informed practice*. In N. Poole & L. Greaves (Eds.), *Becoming trauma informed* (pp. 47-56). CAMH.

Wildeman, C., Roehrkasse, A., Becker, L., Gibbons, A., & Fallesen, P. (2024). Two decades of child welfare system contact in the Global North: Trends from 44 countries. *ROCKWOOL Foundation*. Optional macro data lab: abstract, Figures 2-4, and discussion only.

****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: www.graceibrahima.com

Assessment: research paper topic confirmation; Guided Integration Reflection option 4.

Week 7 - October 27, 2026

Topic: Trauma- and Violence-Informed Engagement, Disclosure, and Assessment

Readings:

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

VEGA Project. (n.d.). Creating safety and selected resources for recognizing and responding safely to family violence. McMaster University. Complete the assigned module sections and care-pathway activity.

Briere, J., & Scott, C. (2015). *Assessment*. In *Principles of trauma therapy* (2nd ed., pp. 63-94). Sage.

Assessment: Guided Integration Reflection option 5.

Week 8 - November 3, 2026

Topic: Risk, Crisis, Suicidality, and Safety Planning

Readings:

Kirmayer, L. J. (2022). Suicide in cultural context: An ecosocial approach. *Transcultural Psychiatry*, 59(1), 3-12.

The Columbia Lighthouse Project. About the Columbia Protocol. Use as an introduction to structured screening and setting-specific triage, not as a substitute for training, policy, supervision, or professional judgment.

Recommended Readings:

Joiner, T. E., Van Orden, K. A., Witte, T. K., & Rudd, M. D. (2009). *Introduction to the interpersonal theory of suicide*. In *The interpersonal theory of suicide* (pp. 3-20). APA.

Assessment: Guided Integration Reflection option 6; presentation groups and topics confirmed.

Week 9 - November 10, 2026

Topic: Safety and Stabilization - A Map of Trauma Interventions

Readings:

Briere, J., & Scott, C. (2015). Central issues in trauma treatment: Safety and stabilization. In *Principles of trauma therapy* (2nd ed., pp. 133-152). Sage.

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

Assessment: Guided Integration Reflection option 7.

Week 10 - November 17, 2026

Topic: Healing, Meaning, Connection, and Resistance

Readings:

Dulwich Centre. The Tree of Life in a community context.

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.

Russell, C., & McKnight, J. (2022). *Selected chapters from The connected community*. Berrett-Koehler.

Assessment: Tree of Life application; research paper due November 22.

Week 11 - November 24, 2026

Topic: The Impact of the Work - Vicarious Trauma, Moral Distress, and Organizations

Readings:

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

Ashley-Binge, S., & Cousins, C. (2020). Individual and organisational practices addressing social workers' experiences of vicarious trauma. *Practice*, 32(3), 191-207.
<https://doi.org/10.1080/09503153.2019.1620201>

Van Dernoot Lipsky, L., & Burk, C. (2009). Selected chapters from *Trauma stewardship: An everyday guide to caring for self while caring for others*. Berrett-Koehler.

Assessment: Group-presentation preparation and consultation; Guided Integration Reflection option 8.

Week 12 - December 1, 2026

Topic: Small-Group Presentations I

Readings:

Baird, S. L., & Alaggia, R. (2021). Trauma-informed groups: Recommendations for group work practice. *Clinical Social Work Journal*, 49(1), 10-19. <https://doi.org/10.1007/s10615-019-00739-7>

Additional brief resources selected for each group-presentation topic.

Assessment: First small-group presentations; individual presentation integration notes due December 4.

Week 13 - December 8, 2026

Topic: Small-Group Presentations II, Integration, and Closing

Readings:

No new major reading. Revisit the Public Health Agency of Canada trauma- and violence-informed principles and bring one course reading that most changed your practice thinking.

Assessment: Remaining small-group presentations, and individual presentation integration notes due December 11.

Note: Fall/Winter classes officially end December 9, 2026. December 8 is our final class.



SCHOOL OF SOCIAL WORK POLICIES – BSW Program 2026-2027

Attendance For Professional Years

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 absences for any reason per class, per semester (approximately 20% of any one class). If a student misses three or more classes or 25% of any one class for any reason, they will be referred for support to the Coordinator of Academics and Development.
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. When a student has missed a class, they may be asked to demonstrate that they have caught up on the missed content or 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 absences) may result in Academic Probation and/or 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. You may also want to provide formal documentation to support these absences, in which case the absences are considered part of Academic Consideration.

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 miss 3 or more classes for any reason, you will be required to meet with the Coordinator of Academics and Development, at which time you will have the opportunity to discuss any ongoing concerns and opportunities for support.

- **If you are going to miss an assignment deadline, test, or exam**, contact your instructor. If requested by your instructor 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. However, if you have missed two classes for any reason your instructor will alert the **Coordinator of Academics and Development**. Three or more absences for any reason will result in the student needing to meet with the Coordinator of Academics and Development to discuss these absences and explore available supports to help you succeed.
- 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 absences for any reason:** 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.

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.

Policy Advisory Committee November 2025
School Council December 2025

ACADEMIC ACCOMMODATION (See King's Policies below for more information)

Academic accommodation can refer to missed classes, tests/exams or deadlines for written work. Students who request academic accommodation based on medical or compassionate grounds for course work/assignments/tests **worth 10% or less** of the overall grade should consult their Instructor directly. Your instructor will advise you of their policy with respect to work worth 10% or less of the course grade.

Students who request a due date extension based on medical or compassionate grounds for course work or written assignments worth **more than 10%** of the overall grade should proceed as follows:

Short Term Extensions for Non-Medical Reasons: The request for a short term extension (5 days or less) for non-medical reasons is to be made to the Instructor in writing (email is fine) and will be replied to in writing by the Instructor (again email is fine). The form of documentation is determined by the Instructor. If an extension is warranted the Instructor will indicate in the email the revised due date for the assignment.

All Other Requests for Extensions: Medical Grounds, Other Grounds Requiring Documentations, Extensions Past Five Days:

Students requesting an extension for will be asked to alert their Instructor that they will be seeking an extension and make an appointment to meet with an Academic Counsellor. Within the School of Social Work, the dedicated Academic Counsellor is the Coordinator of Academics and Development. The choice is up to the student. A student's request for an extension will be reviewed by the counselor based on appropriate documentation. Those students who are requesting an extension for medical reasons will be asked to provide a Student Medical Certificate (SMC) which may be found [here](#). After discussion between the student and the counsellor, the counsellor will recommend a particular accommodation to the student's instructor via email. The counsellor will direct the student to the instructor to confirm the recommended accommodation. If the instructor agrees to an extension or particular accommodation, the details (including new due date) are either approved within the request system, or are to be provided to the student in writing (email).

Please note: short-term accommodations are considered for deferrals and/or extensions up-to and including two weeks beyond the original date by which an evaluation is due. Anything beyond two weeks is considered to be long-term and additional documentation may be required.

Documentation/Confidentiality: **ALL** supporting documentation (medical or otherwise) should be submitted to the Academic Counsellor who will then advise the instructor(s) involved that appropriate documentation has been received and that accommodation is warranted. It is at the student's discretion to reveal, or not, further details of the situation. In most instances, short-term accommodation requests for illness, injury, bereavement, or compassionate circumstances are requested through the Coordinator of Academics and Development and must be accompanied by appropriate documentation to support the request.

Policy Advisory Committee February 2025
School Council March 2025

Incompletes and Special Exams

An Incomplete or Special Exam involves a formal accommodation which is recommended by an academic counsellor to the instructor, based upon a student's documented situation. The conditions of the Incomplete/Special Exam are negotiated between the student and the instructor and must be approved by the Director and the Academic Dean. Once approved, a grade of INC or SPC is submitted for the student until such time as the conditions of the Incomplete/Special Exam are fulfilled.

- a) Incompletes/special exams must be requested by the student in writing, with supporting documentation if appropriate, and arrangements for the completion of course work negotiated in writing between the professor and the student.
- b) If on the due date, the Director does not receive a grade revision or a request for a further extension due to medical or compassionate reasons, the Director forwards an automatic "F" to the Dean. The Director will do this by 4:00 p.m. the day following the due date.

In cases where a further extension is requested, additional documentation/rationale must be provided and a revised Incomplete Form submitted. The Director must approve the extension. If this further deadline is not met, the granting of an "F" is automatic.

Missed Tests or Examinations

Students are responsible for seeking accommodation with appropriate documentation, prior to writing tests/examinations, if they are of the view that their performance may be affected by extenuating circumstances.

Students who do not attend a test or examination for non-medical or non-emergency reasons will not be permitted to take a makeup test or examination, nor will the term mark be re-weighted in any fashion in order to accommodate missed examinations. However, students who have a legitimate emergency, medical or otherwise, and who miss a test or examination worth 10% or more of the term grade will be asked to alert their Instructor that they will be seeking accommodation and make an appointment to meet with an Academic Counselor. The dedicated Counsellor within the School of Social Work is Tosha Densky, Coordinator Academics and Development. Alternatively, an undergraduate student could choose to meet with an Academic Counsellor from the Academic Dean's office. The choice is up to the student.

The student's request to write a makeup test/exam will be reviewed by the counsellor based on appropriate documentation. Those students who are requesting an accommodation for medical reasons will be asked to provide a Student Medical Certificate (SMC) which may be found [here](#).

After discussion between the student and the counsellor, the counsellor will recommend a particular accommodation to the student's instructor via email. The counsellor will direct the student to the instructor to confirm the recommended accommodation. If the instructor agrees to an extension or particular accommodation, the details (including new due date) are approved and provided to the student in writing (email).

In the event that the student has formal accommodations and writes exams using Accommodated Exam Services, it will be the student's responsibility to cancel and reschedule their exam with Accommodated Exams (pending instructor approval).

In the event that the student does not write with Accommodated Exam Services, the student's instructor will schedule a make-up test/exam date. For exams or tests worth less than 10% of the term grade, students should consult their instructor. Only students for whom emergency circumstances prevented their completion of a test/examination will be eligible for accommodation by the instructor.

Policy Advisory Committee February 2025
School Council March 2025

Policy on 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

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. Purpose

1.1 The purpose of this policy is to support students in their development as ethical, professional, competent, and reflective social work practitioners, while ensuring the safety, dignity, and well-being of all members of the learning environment and the communities served.

The School of Social Work is committed to fostering a learning environment that is respectful, inclusive, and accountable.

1.2 This policy outlines:

- Expectations for professional conduct
- Processes for addressing concerns
- A fair, transparent, and educational approach to reviewing identified concerns.

1.3 The School of Social Work is committed to responding to concerns in ways that prioritize learning, growth, professionalism, accountability, and repair, while upholding professional standards and protecting the public.

2. Scope and Authority

2.1 This policy aligns with the accreditation standards of the Canadian Association for Social Work Education and the professional expectations of the Ontario College of Social Workers and Social Service Workers.

2.2 This policy applies to student conduct in:

- All social work courses
- Practicum placements
- Any environments related to the School of Social Work

2.3 This policy operates in conjunction with:

- King's University College Code of Student Conduct
- King's University College Harassment and Discrimination Policy
- Western University Academic Policies and Regulations
- Western University Senate Policy on Off-Campus Placements
- Western University Guide for Students in Professional Program Placements

3. Professional Standards and Expectations

3.1 Students are expected to conduct themselves in accordance with the ethical and professional standards of the social work profession, including those established by the Ontario College of Social Workers and Social Service Workers.

3.2 These standards include:

- a) Maintaining the best interests of clients as the primary professional obligation
- b) Demonstrating respect for the intrinsic worth and dignity of all individuals
- c) Acting with integrity, honesty, and objectivity
- d) Engaging in ongoing learning and maintaining professional competence
- e) Avoiding exploitation of professional relationships
- f) Maintaining confidentiality in all professional interactions
- g) Ensuring outside interests do not interfere with professional responsibilities
- h) Upholding public trust and the integrity of the profession
- i) Advocating for ethical workplace conditions
- j) Practicing in anti-racist, anti-oppressive, and inclusive ways
- k) Promoting social justice and the well-being of society, the environment, and global communities

3.3 Students are also expected to be familiar with and adhere to:

- The Code of Ethics of the Canadian Association of Social Workers
- Relevant School, College, University, and practicum policies (e.g. Professional Practicum Education Guidelines and Policies Manual)

4. Confidentiality and Information Sharing

4.1 The School of Social Work is committed to respecting the privacy and dignity of all individuals involved in a concern.

4.2 Information will be shared on a need-to-know basis for the purposes of:

- Supporting student success
- Assessing risk
- Upholding professional standards

4.3 Students should be aware that information provided to school personnel is not strictly considered confidential and may be shared as appropriate within the School.

4.4 Information may be shared with the University or external bodies where required by law or institutional policy.

4.5 All information will be handled respectfully and with attention to minimizing harm.

4.6 Individuals participating in the review process, including support persons, may be required to sign a confidentiality agreement to reinforce existing ethical, professional and privacy considerations of all parties and the integrity of the process.

5. Behaviour That May Result in a Review

5.1 A review may be initiated where there are concerns about student conduct that may impact professional practice, learning environments, or safety.

5.2 Examples include, but are not limited to:

a) Professional and Ethical Concerns

- Behaviour inconsistent with professional codes of ethics and standards
- Breaches of confidentiality or professional boundaries
- Performance that compromises client well-being or trust

b) Learning Environment Concerns

- Behaviour that creates harm, disruption, or exclusion
- Discrimination or harassment contrary to human rights legislation

c) Legal or Policy Violations

- Misuse or damage of property
- Illegal activity or unsafe behaviour
- Violations of university or practicum policies

5.3 All concerns will be considered within their context, including systemic factors, stressors, and available supports.

6. Three Stages of Review:

Three stages of review can occur in the School of Social Work regarding conduct that is not consistent with the recognized ethics and standards of the profession of social work. Each stage of the review is not mandatory within the process, nor are they necessarily sequential, depending upon the uniqueness of any situation and 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 the professional conduct of a student, at Stage One or Stage Two, through a mediation approach with the student as early as possible, with appropriate supports in place at any given stage.

6.1 The School is committed to resolving concerns at the least intrusive level possible, with a preference for early, supportive intervention.

6.2 Stage One: Informal Resolution

6.2.1 Concerns are addressed directly with the student(s) where appropriate. Examples include, but are not limited to, concerns between an instructor or school personnel and a student, or between two or more students.

6.2.2 The instructor or relevant party will:

- Discuss the concern with the student
- Seek resolution within a defined timeframe
- Keep documentation of relevant discussions

6.2.3 In practicum settings, procedures will follow the Professional Practicum Education Policies and Guidelines Manual.

6.3 Stage Two: Structured Support and Planning

6.3.1 If concerns are not resolved at Stage One, or it is determined by the relevant parties that more structured support and planning is appropriate at any point in the process (e.g. new concerns arise, concerns are significant, or the need for additional resources and support for student success is identified), a Stage Two review will be initiated.

6.3.2 A meeting will include:

- The student
- The instructor (if applicable)
- The Coordinator of Academics and Development
- Graduate Program Coordinator (graduate students)
- Manager of Professional Practicum Education (if applicable)

6.3.3 The student may be accompanied by a support person, provided that:

- The support person is not a current student

- The identity of the support person is shared in advance of the meeting
- The support person is bound to the confidentiality of the process and may be required to sign a confidentiality agreement

6.3.4 The role of the support person is to provide emotional and/or procedural support only. The support person:

- Does not participate directly in the discussion
- Does not speak on behalf of the student
- Does not have decision-making authority or vote

6.3.4 Outcomes will include:

- A written plan outlining:
 - Specific concerns
 - Required actions
 - Timelines
 - Available supports

6.3.5 A follow-up meeting may be identified where appropriate to assess progress.

6.4 Stage Three: Formal Review

6.4.1 A Stage Three review may occur when:

- similar or new concerns arise;
- Concerns are serious in nature; or
- Previous stages have not resolved the issue

6.4.2 A Review Committee will be convened and chaired by the Director and be comprised of the Graduate Program Coordinator (for MSW students), Manager Professional Practicum Education, or designate, and members of Stage one and/or two as determined by the Director.

6.4.3 The student will:

- Receive written notice of concerns
- Be informed of the meeting date
- Be invited to attend and respond
- Be permitted a support person

6.4.4 The student may be accompanied by a support person under the same conditions outlined in Section 6.3.3–6.3.4.

6.4.5 If a student chooses not to attend the Stage Three review meeting, they may submit a written response or rebuttal to the concerns in advance of the meeting. This submission will be considered by the Review Committee as part of its deliberations. If a student does not attend a scheduled Stage Three review meeting or does not respond in a reasonable timeframe to attempts to schedule a meeting, the meeting will proceed in the student's absence.

6.4.6 The Committee will:

- Review relevant information
- Consider the student's response (verbal and/or written)
- Ask questions and seek clarification

6.4.7 Decisions will be made by majority vote.

6.4.8 Outcomes may include:

- No further action
- Conditions for continuation (e.g., probation, learning plans, supports)
- Referral to appropriate services (e.g., Student Services, Human Resources where applicable)
- Recommendation for withdrawal or suspension:

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 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.

6.4.9 The decision will be communicated to the student in writing.

6.4.10 In any Stage Three review, there must be clear, concise documentation of concerns as well as verification that these concerns have been discussed directly or otherwise shared 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

7.1 Any documentation relating to any stage of review will be maintained in the student's academic file. 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.

7.2 Records will be retained in accordance with University policies and applicable regulations.

8. Access to Documentation

8.1 Access to documentation is restricted to school personnel directly involved in:

- The review process
- Program administration and oversight

9. Appeals

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

9.2 In addition, students may submit a written request for reconsideration to the Director of the School of Social Work within ten (10) business days of receiving the written decision, where there is:

- New information not previously available
- A concern regarding procedural fairness

9.3 The Director will determine whether the request meets the criteria for reconsideration.

Policy Advisory Committee April 2026
School Council May 2026

School of Social Work Course Policy

Students are expected to complete all required evaluation components, by the dates indicated in the course syllabus, to successfully pass each 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 the student receives a failing mark on individual work and a passing grade on the group presentation/report, they 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 Coordinator Academic and Development and/or the student's Accessibility Counsellor. Students who have any problems that may hinder their academic performance are encouraged to discuss these issues with their instructor and/or the Coordinator Academic and Development before the assignments are due.

School Council January 2024
Policy Advisory Committee February 2025
School Council March 2025
Policy Advisory Committee November 2025
School Council December 2025

King's University College General Course Policies 2026-27

1. Academic Accommodations, Consideration for Absences

ACADEMIC ACCOMMODATION

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://kings.uwo.ca/campus-life/student-supports/>

Students experiencing emotional or mental health distress can access services at King's University College: <https://kings.uwo.ca/campus-life/student-supports/>

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-health/index.html>

Academic Support Services at King's University College: <https://kings.uwo.ca/academics/academic-supports/>

3. Statement on Gender-Based Sexual Violence

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

[Mental Health and Wellness at King's - King's University College](#)

You can reach 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 reach someone supports at Kings by emailing Care@kings.uwo.ca or calling 519-930-4640 to reach a Case Manager/Social Worker who can offer help.

You can also reach Western's Gender-Based Violence & Survivor Support Case Manager by email (health@uwo.ca) or by calling 519-661-3568. Additional support services can be found <https://www.uwo.ca/health/gbsv/support/index.html>

4. 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://kings.uwo.ca/sites/2025/assets/files/campus/Kings_Code_of_Student_Conduct.pdf

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.

5. 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 https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_offences.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/OriginalityReports - TurnItIn.html](https://elearningtoolkit.uwo.ca/tools/OriginalityReports-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.

6. 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.

7. 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.

8. 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.