



**SW 4477, 570**  
**Grief (Bereavement) and Loss in Social Work Practice**  
**Fall 2026**

**Lecturer:** Dr. Tracy Crick-Butler BSW, MDiv., MPS, MSW, RSW, DMin (she/her)

**Course Details:**

This is an in-person course with classes held;

**Thursday afternoons September 10, 2026 - Thursday December 3, 2026** (with the exception of Reading Week on Thursday October 15, 2026.)

**Classes 2:30-5:20 p.m.** We will have a 20-minute break each class, with the timing determined at the beginning of each week's class.

Classroom location will be available through the OWL portal.

**Instructor Contact and Office Hours:**

I can be reached via email at [tlcrick@uwo.ca](mailto:tlcrick@uwo.ca). I will respond as soon as possible, please allow 48 business hours for a response.

I will remain after class each week until 6:00 for in-person office hours. I will be available for Zoom office hours by appointment. Please reach out to me by email to schedule.

**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 social workers, we are aware of the historical and continuing harm caused to indigenous people and the need to strive to make right with all our relations. We are committed both professionally and personally, to finding ways to put into action the Truth and Reconciliation Commission of Canada's (2015) recommendations and we commit to listen, learn and work toward justice and reconciliation.

**Course Description:**

Understanding the universal human experience of grief and loss is essential knowledge for social workers. Social workers repeatedly encounter people's losses in their practice settings, such that knowing how to listen and support people, how to integrate theory and evidence-based practices into effective human encounters, and how to offer responsive solace at the interface of personal suffering are vital professional skills to cultivate. This course will explore the many necessary knowledges and skills required to support others in their grief/bereavement and will also consider explorations of end-of life policy (MAiD) and western, cross cultural, and spiritual contexts that inform individuals' experiences of grief and loss.

**Prerequisites:** Registration in the Bachelor of Social Work program or a Letter of Permission from the School of Social Work.

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

**Course Learning Outcomes:**

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

- Relate current bereavement theories to losses of various types
- Have a working vocabulary related to various concepts related to grief and loss
- Understand the unique historical influences of Freud, Lindemann, Kubler-Ross & their unique respective contributions to present-day understandings of grief and loss
- Situate everyday loss experiences and grief responses to loss within broader societal, political, and cultural contexts
- Understand how grief is influenced by loss type
- Consider and implement various social work intervention strategies that can responsively support different populations in their grief
- Relate understandings of coping, adaptation, growth, meaning-making, post-traumatic growth, and resilience to those who grieve
- Consider how attachment theory may influence how one's grief is experienced
- Define and consider concepts such as chronic sorrow, non-finite loss, ambiguous loss, complicated grief and prolonged grief disorder
- Understand the Dual-process Model, the Two-Track Model and Individualized Grieving Styles
- Consider the influence of Spirituality and Religion on bereavement outcomes
- Learn the important role of Ritual, Legacy and Meaning-Making in navigating loss.

## **Course Website – SW 4477 OWL (570)**

The course website is accessible to all students registered in this course. It contains the course outline (syllabus), announcements, lectures/PowerPoints, assignments and other course resource material. The OWL may be used for announcement communication, posting of lecture materials, and other resources at the instructor's discretion.

## **Class Participation and Awareness:**

Course material becomes meaningful through class discussion and participation in experiential exercises and exchanges of ideas. Students are therefore expected to come to all classes prepared to share their thoughts and views about the assigned chapters/readings and how they relate to client work they may have participated in. Students are invited to present previous or on-going cases in order to apply the course content to their actual practice. Class participation will be expected during class presentations.

***Please remember to disguise the names of people that you share in the classroom situation and ensure that client confidentiality is maintained throughout the course.***

Like many social work courses, we will be discussing topics that can be of a sensitive nature. It is to be expected that we each come into this course with our own experiences of grief and loss. It is important for you to practice good self-care. It is also important for you to notify classmates if the material you are presenting may be of a sensitive nature. ***If you have a concern over the content of a particular topic in class that may impact your participation, please speak to me privately at least one week in advance.***

## **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 TEXTS:

1) Harris, D.I., & Winokuer, H.R., (2021). *Principles and practice of grief counselling*. Springer Publishing Company.

*Read-only online access*

2) Neimeyer, R. A., Harris, D. L., Winokuer, H. R., & Thornton, G. (Eds.) (2021). *Grief and bereavement in contemporary society*. Taylor & Francis Group.

*Completely available online and free to download*

3) \*\*Supplemental readings available through Western Libraries - OMNI.

## EVALUATION:

| Assignment                                                | Due Date                                                                                                                                   | Value |
|-----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-------|
| <b>Assignment #1<br/>Words Matter</b>                     | <b>Thursday December 3</b> , in class                                                                                                      | 10%   |
| <b>Assignment #2<br/>Building Your Toolbox</b>            | In class, beginning Week 4, <b>Thursday October 1, 2026</b> . 6-7 students/week. Please sign up, listing your resource on a specific date. | 20%   |
| <b>Assignment #3<br/>Shared Learning<br/>Presentation</b> | In class, beginning Week 9, <b>Thursday Nov 5, 2026</b> . 2 groups/week. Please sign up with your topic on a specific date.                | 30%   |
| <b>Assignment #4<br/>Loss and Resilience</b>              | To be submitted <b>Thursday Dec. 3, 2026</b> . Early submissions most welcome!                                                             | 40%   |

### Assignment One – Words Matter

**Mark: 10%**

**Due: December 3, in class**

During the course of the class, we will look at several definitions that are important to have as you work with those who are grieving and experiencing loss. Often the choice of words we use can impact people, both positively and negatively.

Please complete the list of definitions. All definitions will be covered in class, and you are welcome to use that classroom material to complete your list. (No additional research is required, but feel free to add what you deem to be relevant for your own practice.)

The purpose of this assignment is to help you have working knowledge and access to words that may be helpful in your practice (and in your life).

On December 3<sup>rd</sup> we will review the list in class and your list will allow you to fully participate in the discussion. You will be asked to show your completed list to the instructor.

*Further description and a rubric for this assignment can be found on the class OWL site.*

## **Assignment Two – Building Your Toolbox**

**Mark 20%**

**Due: Weekly Oct. 1 – Oct. 29 (6-7 students/week)**

**Sign up for presentation date.**

In social work practice we often rely on resources (books, videos, activities, learning tools, rituals etc.) to assist us in the various ways that we engage clients.

Considering your area of interest/practice/experience/client focus, each student will be responsible to present to the class a resource that can be used in social work practice. This **presentation** is to be **5-10 minutes** in length and a **1.5-2 page write up** (in the body of the outline provided) of the resource will be submitted (on the day you present). This written work will be shared with the class at the end of the course so that you will all leave with a “Toolbox” of resources.

*Further description and a rubric for this assignment can be found on the class OWL site.*

## **Assignment Three - Shared Learning Presentation**

**Mark 30%**

**Due: Weekly Nov. 5 – Nov. 29 (2 groups/week)**

**Sign up for lecture date.**

In groups of **three**, students will present to the class teaching how grief is impacted by either

- culture/beliefs/religion (choose a specific cultural identity or belief system);
- type of loss (loss of child, loss of parent, pet loss, prenatal and perinatal loss etc.);
- cause of death (suicide, MAID, accident/sudden, addiction, prolonged illness/palliative etc.)

Each group will prepare a PowerPoint presentation for the class on their chosen topic, including a discussion with the class. The presentation, using course readings and supplemental readings, will address points of consideration for social workers working with this chosen client population.

Presentations will be **20-30 minutes in length**, followed by **15 minutes for class discussion**. Presentations should include at least **8 references (with at least 5 being readings not assigned in class)** and should be properly cited in the presentation and as a page of references at the end of the presentation, using **APA format**.

*Further description and a rubric for this assignment can be found on the class OWL site.*

## **Assignment Four – Loss and Resilience**

**Mark 40%**

**Due: Thurs. Dec. 3, 2026**

Loss is part of our lives individually and collectively. Social workers, across the profession, encounter clients and communities who are living with the impact of loss. It is important for social workers to be able to identify where loss and grief are presenting and underlying factors in the lives of our clients. And to identify signs of resilience, healing and hope.

For this assignment you are asked to identify **two clients (individual, family, organization, community) and prepare a Case Formulation for each of them.** Using your understanding of grief theories discussed in class please include in your formulation, where applicable; the 5 P's or a bio-psycho-social-spiritual/cultural assessment (An alternate model can be used if it is more familiar to you.), how grief is manifest for this client, types of loss, grieving styles, needs of the griever, cultural/spiritual considerations. Also include possible interventions, signs of strength and resilience and any other factors you believe to be clinically relevant for this client.

Provide in-text citations where appropriate and a reference page, in APA format. Paper should be **7-10 pages** in length (double-spaced) plus **title page and references**. You may write this in sentence/paragraph form or a combination of point forms/charts/diagrams (i.e. with 5 P's) and full sentences. Please consider using headings where they will add to clarity of content.

*Further description and a rubric for this assignment can be found on the class OWL site.*

**SW 4477, 570**  
**Grief (Bereavement) and Loss in Social Work Practice - MSW Elective**  
**Fall 2026**

## COURSE OUTLINE

| Date                                                                      | Topic                                                                                                          | Readings and Assignments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>WEEK 1</b><br>Thurs. <b>Sept 10,</b><br><b>2026</b><br>2:30-5:20 p.m.  | <b>Welcome, Introductions and Course Overview</b><br><br><b>Historical and Current Understandings of Grief</b> | Harris, D.I., & Winokuer, H.R., (2021). <i>Principles and practice of grief counselling</i> . Springer Publishing Company. (Ch. 11)<br>– for reference only as you plan your Toolbox Assignment                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>WEEK 2</b><br>Thurs. <b>Sept. 17,</b><br><b>2026</b><br>2:30-5:20 p.m. | <b>Manifestations of Grief</b><br><br><b>Loss in its Many Forms</b>                                            | Harris, D.I., & Winokuer, H.R., (2021). <i>Principles and practice of grief counselling</i> . Springer Publishing Company. (pp 99-107)<br><br><b>AND</b><br><br>Harris, D.I., & Winokuer, H.R., (2021). <i>Principles and practice of grief counselling</i> . Springer Publishing Company. (Ch. 8)<br><br><b>OR</b><br><br>Boss, P., Roos, S., & Harris, D.L. (2021) Grief in the midst of ambiguity and uncertainty. In R.A. Neimeyer, D.L. Harris, H.R. Winokuer & G.F. Thornton (Eds.), <i>Grief and bereavement in contemporary society</i> (Ch. 13). Taylor & Francis Group. |
| <b>WEEK 3</b><br>Thurs. <b>Sept. 24,</b><br><b>2026</b><br>2:30-5:20 p.m. | <b>Attachment and Loss</b>                                                                                     | Zech, E. & Arnold, C. (2021). Attachment and coping with bereavement. In R.A. Neimeyer, D.L. Harris, H.R. Winokuer & G.F. Thornton (Eds.), <i>Grief and bereavement in contemporary society</i> (Ch. 3). Taylor & Francis Group.<br><br>Field, N.P. & Wogrin, C.(2021). The Changing bond in therapy for unresolved loss. In R.A. Neimeyer, D.L. Harris, H.R. Winokuer & G.F. Thornton (Eds.), <i>Grief and bereavement in contemporary society</i> (Ch. 4). Taylor & Francis Group.                                                                                              |

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|-----------------------------------------------------------------|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>WEEK 4</b><br>Thurs. <b>Oct. 1</b> , 2026<br>2:30-5:20 p.m.  | <b>Models and Approaches to Grief Work</b> | <p>Rubin, S.S., Malkinson, R., &amp; Witztum, E. (2021). The Two-track model of bereavement. In R.A. Neimeyer, D.L. Harris, H.R. Winokuer &amp; G.F. Thornton (Eds.), <i>Grief and bereavement in contemporary society</i> (Ch. 5). Taylor &amp; Francis Group.</p> <p>Worden, J.W., &amp; Winokuer, H.R. (2021). A Task-based approach for counseling the bereaved. In R.A. Neimeyer, D.L. Harris, H.R. Winokuer &amp; G.F. Thornton (Eds.), <i>Grief and bereavement in contemporary society</i> (Ch. 6). Taylor &amp; Francis Group.</p> <p>Harris, D.I., &amp; Winokuer, H.R., (2021). <i>Principles and practice of grief counselling</i>. Springer Publishing Company. (pp. 31-39)</p> <p><b>Toolbox presentations begin today.</b></p> |
| <b>WEEK 5</b><br>Thurs. <b>Oct 8</b> , 2026<br>2:30-5:20 p.m.   | <b>Grieving Styles</b>                     | <p>Martin, T.L. &amp; Doka, K.J. (2021). The Influence of gender and socialization on grieving styles. In R.A. Neimeyer, D.L. Harris, H.R. Winokuer &amp; G.F. Thornton (Eds.), <i>Grief and bereavement in contemporary society</i> (Ch. 7). Taylor &amp; Francis Group.</p> <p>Harris, D.I., &amp; Winokuer, H.R., (2021). <i>Principles and practice of grief counselling</i>. Springer Publishing Company. (pp 105-113)</p> <p><b>Toolbox presentations continue today.</b></p>                                                                                                                                                                                                                                                           |
| <b>WEEK 6</b><br>Thurs. <b>Oct 15</b> , 2026<br>2:30-5:20 p.m.  | <b>NO CLASS</b><br><b>Reading Week</b>     | <p><b>Enjoy your break!</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>WEEK 7</b><br>Thurs. <b>Oct. 22</b> , 2026<br>2:30-5:20 p.m. | <b>When Grief is Complicated</b>           | <p>Harris, D.I., &amp; Winokuer, H.R., (2021). <i>Principles and practice of grief counselling</i>. Springer Publishing Company. (pp. 157-168)</p> <p><b>**Shear, M. K., &amp; Solomon, C. G. (2015). Complicated Grief. <i>The New England Journal of Medicine</i>, 372(2), 153–160. <a href="https://doi.org/10.1056/NEJMcp1315618">https://doi.org/10.1056/NEJMcp1315618</a></b></p> <p><b>Toolbox presentations continue today.</b></p>                                                                                                                                                                                                                                                                                                   |
| <b>WEEK 8</b><br>Thurs. <b>Oct. 29</b> , 2026<br>2:30-5:20 p.m. | <b>Grief and Bereavement in the Family</b> | <p>Kissane, D.W. &amp; Hooghe, A., (2021). Family therapy for the bereaved. In R.A. Neimeyer, D.L. Harris, H.R. Winokuer &amp; G.F. Thornton (Eds.), <i>Grief and bereavement in contemporary society</i> (Ch. 22). Taylor &amp; Francis Group.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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|----------------------------------------------------------------------------|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                            |                                                                   | <p>**Torbic, H. (2011) Children and Grief: But What About the Children? <i>Home Healthcare Nurse: The Journal for the Home Care and Hospice Professional</i> 29(2), 67-77.<br/> <a href="https://doi.org/10.1097/NHH.0b013e31820861dd">DOI: 10.1097/NHH.0b013e31820861dd</a></p> <p><b>Toolbox presentations continue today.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>WEEK 9</b><br/> Thurs. <b>Nov. 5</b>, 2026<br/> 2:30-5:20 p.m.</p>   | <p><b>Culture, Spirituality and Ritual</b></p>                    | <p>**Martin, T. L., &amp; Doka, K. J. (2025). Culture as a shaping agent. In <i>Grieving beyond gender: understanding diverse grieving styles</i> (Third edition.). Routledge, Taylor &amp; Francis Group. <a href="https://doi.org/10.4324/9781003368359">https://doi.org/10.4324/9781003368359</a> (Ch. 8)</p> <p>Lewis, L. &amp; Hoy, W.G., (2021). Bereavement rituals and the creation of legacy. In R.A. Neimeyer, D.L. Harris, H.R. Winokuer &amp; G.F. Thornton (Eds.), <i>Grief and bereavement in contemporary society</i> (Ch. 24). Taylor &amp; Francis Group.</p> <p>Park, C.L. &amp; Halifax, R.J., (2021). Religion and spirituality in adjusting to bereavement. In R.A. Neimeyer, D.L. Harris, H.R. Winokuer &amp; G.F. Thornton (Eds.), <i>Grief and bereavement in contemporary society</i> (Ch. 27). Taylor &amp; Francis Group.</p> <p><b>Shared learning presentations begin this week.</b></p> |
| <p><b>WEEK 10</b><br/> Thurs. <b>Nov. 12</b>, 2026<br/> 2:30-5:20 p.m.</p> | <p><b>The Influence of Loss Type on Grief and Bereavement</b></p> | <p>Neimeyer, R. A., Harris, D. L., Winokuer, H. R., &amp; Thornton, G. (Eds.) (2021). <i>Grief and bereavement in contemporary society</i>. Taylor &amp; Francis Group.</p> <p>Read one chapter from the Contexts of Grieving Section of the text or ch 21.</p> <p>Harris, D.L., &amp; Winokuer, H.R., (2021). <i>Principles and practice of grief counselling</i>. Springer Publishing Company. (pp. 168-176)</p> <p><b>Shared learning presentations continue this week.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>WEEK 11</b><br/> Thurs. <b>Nov. 19</b>, 2026<br/> 2:30-5:20 p.m.</p> | <p><b>End of Life, MAiD</b></p>                                   | <p>Kortes-Miller, Dr. K. (2018). <i>Talking About Death Won't Kill You: The Essential Guide to End-of-Life Conversations</i> (1st ed.). ECW Press. (Ch. 7 pp. 126-145)</p> <p><a href="https://www.justice.gc.ca/eng/cj-ip/ad-am/bk-di.html">https://www.justice.gc.ca/eng/cj-ip/ad-am/bk-di.html</a></p> <p>Ishikura, M. (2026). Hoping for MAiD. <i>Journal of Medical Ethics</i>, jme-2025-111399. <a href="https://doi.org/10.1136/jme-2025-111399">https://doi.org/10.1136/jme-2025-111399</a></p> <p><b>Shared learning presentations continue this week.</b></p>                                                                                                                                                                                                                                                                                                                                               |

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|-------------------------------------------------------------|----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>WEEK 12</b><br>Thurs. Nov. 26,<br>2026<br>2:30-5:20 p.m. | <b>Self-Care and Building<br/>Your Toolbox</b>                                               | Harris, D.I., & Winokuer, H.R., (2021). <i>Principles and practice of grief counselling</i> . Springer Publishing Company. (Ch. 11)<br><br><b>Shared learning presentations continue this week.</b> |
| <b>WEEK 13</b><br>Thurs. Dec. 3, 2026<br>2:30-5:20 p.m.     | <b>Class wrap-up and<br/>completion of any<br/>outstanding<br/>presentations or material</b> | <b>Words Matter Definition List due today in class.</b><br><br><b>Loss and resilience paper due today, Thurs. Dec. 3 (early submissions gratefully accepted!!).</b>                                 |

### Required Text:

\*Harris, D.I., & Winokuer, H.R., (2021). *Principles and practice of grief counselling*. Springer Publishing Company.

Read-only online access

\*Neimeyer, R. A., Harris, D. L., Winokuer, H. R., & Thornton, G. (Eds.) (2021). *Grief and bereavement in contemporary society*. Taylor & Francis Group.

Completely available online and free to download

\*\*Supplemental readings available through Western Libraries - OMNI.

### Additional Readings: that may be of interest...

Beckett, C., & Dykeman, C. (2015). Preservice Counselors' Initial Perceptions of Client Grief Style: An Analogue Study. *Omega: Journal of Death and Dying*, 71(3), 219–232.  
<https://doi.org/10.1177/0030222815575501>

Cohen, J. A., Mannarino, A. P., & Deblinger, E. (2017). *Treating trauma and traumatic grief in children and adolescents* (Second edition.). The Guilford Press.

Corey, G. (2024). *Counselor self-care* (Second edition.). American Counseling Association.

Hogan, N. S., Worden, J. W., & Schmidt, L. A. (2006). Considerations in Conceptualizing Complicated Grief. *Omega: Journal of Death and Dying*, 52(1), 81–85.  
<https://doi.org/10.2190/8565-3T0T-6JUD-4XKH>

Kortes-Miller, Dr. Kathy. *Talking About Death Won't Kill You: The Essential Guide to End-of-Life Conversations*, ECW Press, 2018. ProQuest Ebook Central,  
<https://ebookcentral.proquest.com/lib/west/detail.action?docID=5186854>.

Martin, T. L., & Doka, K. J. (2025). *Grieving beyond gender: understanding diverse grieving styles* (Third edition.). Routledge, Taylor & Francis Group.  
<https://doi.org/10.4324/9781003368359>

\*Mayo, P.E. (2001). *The Healing Sorrow Workbook: Rituals for transforming grief and loss*. New Harbinger Publications.

Pomeroy, E. C., & Garcia, R. B. (2011). *Children and loss: a practical handbook for professionals*. Lyceum Books.

\*Rich. P. (2001). *Grief counselling homework planner*. John Wiley and Sons, Inc.

\* These books may be a helpful resource for your Building Your Toolbox Assignment.

## School of Social Work Policies 2026-2027

### 1. Academic Accommodations (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 at [Academic Accommodation for Students with Disabilities](#). Information on Accessibility Services at King's can be found [here](#).

### 2. Academic Consideration for Student Absences

Students must be approved to write a makeup exam or for an extension of the assignment deadline. If you need to miss an exam or the deadline for the assignment, please follow these instructions.

There are two ways to seek academic consideration:

#### (i) Academic consideration based on medical or compassionate grounds

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate grounds), they should contact the Academic Advising Office. As a rule, documentation is required for academic consideration.

For academic consideration requests on medical grounds, the Student Medical Certificate (SMC) is the appropriate documentation. The SMC is available at <https://registrar.uwo.ca/academics/pdfs/student-medical-certificate.pdf>

- King's students: The Academic Advising Office website is located in DLH 104. The Academic Advising website is <https://mykings.ca/intranet/app/#/academics/academic-advising>.
- If your home faculty is Huron or at Western, please submit your documentation to your faculty's academic counselling office.
- Requests must be made as soon as possible, and no later than 48 hours after the missed assessment.

You may submit requests for academic consideration through the **Student Absence Portal**, linked on this

website: <https://mykings.ca/intranet/app/#/academics/academic-advising/academic-consideration-requests-and-student-absence-portal>.

## **(ii) Academic consideration through an undocumented absence**

Students are permitted one academic consideration request without supporting documentation per term per half-course (0.5) weight.

- Note that instructors may designate one assessment per half-course weight as requiring supporting documentation. Please refer to the course outline to confirm this which assessment has been designated as requiring documentation for consideration (that is, exempt from undocumented absences).
- Undocumented absences can not be used as the basis for academic consideration for December or April exams.

If an instructor has built flexibility into their assessments (e.g., “complete 8 of 10 quizzes”), this flexibility will already address consideration needs and thus academic consideration may be denied.

For further information on the academic consideration policy, please see [https://uwo.ca/univsec/pdf/academic\\_policies/appeals/academic\\_consideration\\_Sep24.pdf](https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf)

## **c) Absences from Final Exams**

If you miss the Final Exam, **contact your Academic Advising Office** 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 (i.e., you are scheduled to write 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](#)).

## **d) Religious Accommodations**

Students should consult the University’s list of recognized religious holidays, and should give notice in writing to the instructor and their 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.

### 3. Support Services

Accessibility, Counselling and Student Development at King's University

College: <https://mykings.ca/intranet/app/#/student-supports-and-services/accessibility-services>

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 an online and phone resource for students, available 24/7, with services in English, Mandarin, and French: <https://good2talk.ca>, 1-866-925-5454

MentalHealth@Western provides a complete list of options on 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/>

### 4. Statement on Gender-Based Sexual Violence

King's and Western are 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](#).

You can reach supports at King's by emailing [care@kings.uwo.ca](mailto: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 ([health@uwo.ca](mailto:health@uwo.ca)) or by calling 519-661-3568. Additional support services can be found <https://www.uwo.ca/health/gbsv/support/index.html>

### 5. 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](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.

## 6. 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](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 you instructor to check which tools, including generative AI (ChatGPT, translation tools, grammar-checking tools) are permitted in each course.** Note that although some courses may permit the use of such tools, it does not mean use of such tools is permitted in other courses.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system; see [https://elearningtoolkit.uwo.ca/tools/Originality\\_Reports - TurnItIn.html](https://elearningtoolkit.uwo.ca/tools/Originality_Reports - TurnItIn.html).

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

## 7. 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.

## 8. 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.

## **9. 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.