

SW9744 (570 & 571)
Social Justice and Diversity
Fall 2026

Instructor: **Dr. Akin Taiwo**, MSc, MPhil, MSW, RSW, PhD
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Associate Professor

In sending emails to the instructor, please ensure you add the course number and section in the subject line for easy reference and response. Response time will usually be within 24 business hours (Mon-Fri. 9am-5 pm).

Office Hours: Tuesdays, 11.30am-12.30pm & 5.30-6.30pm
Or by appointment

Course and Faculty Contact:

For Course Information (Day, Time and Location), please go to student.uwo.ca, login, select Academics, then Fall 2026. For faculty contact information, please see the class OWL.

Course Website – OWL Brightspace

The course website (<https://westernu.brightspace.com>) is accessible to all students registered in this course. It contains the course outline (syllabus), announcements, and other course resource materials. The OWL may be used for in-class communication, discussion boards, tests, quizzes, posting of lecture materials, etc., at the instructor's discretion.

Course Description:

This course explores issues of diversity in the context of anti-oppressive and culturally informed practice at micro, mezzo and macro levels. A critical theoretical perspective is used to examine conceptual frameworks related to diversity, such as anti-oppressive practice, cultural competency, cultural humility, and multiculturalism. Students will learn culturally informed approaches to working with individual clients as well as with diverse communities. Emphasis will be placed on the use of advocacy and activism in working with oppressed individuals and groups in promoting their full participation in society and in transforming societal structures and processes that prevent such participation. The intent of this course is to equip students with the values, knowledge and skills to work effectively with individuals, families, groups and communities that reflect the diversity of Canadian society.

Prerequisites: Registration in the Master of Social Work program

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.

Learning Outcomes:

By the end of this course, students should be able to:

1. Demonstrate knowledge of major theoretical perspectives on oppression including how oppression is produced and reproduced, the various forms of oppression people encounter, the intersecting and interacting nature of sources of oppression, and locations where oppression occurs.
2. Demonstrate knowledge and critical appraisal of the various conceptual frameworks for understanding diversity and responding to associated practice issues.
3. Analyze and demonstrate an understanding of people's experience of diversity and oppression related to their class, gender, race/ethnicity, sexual orientation/gender identity, age and/or (dis)ability, religion, and immigrant status, amongst others.
4. Formulate responses that are culturally informed and empowering of people, as well as encompass all levels of social work practice.
5. Demonstrate knowledge and skill in the use of advocacy and activism in enhancing social justice.
6. Understand more about their own advantages and disadvantages with respect to the various social locations and identities or sources of oppression.
7. Demonstrate presentation skills in front of students and faculty in the classroom and be able to provide and receive feedback from peers and faculty.

Method:

This course will be taught through lectures, discussions, case studies, interactive exercises, and student presentations. Students will be expected to be able to discuss the assigned readings for each of the topics and sub-topics.

Statement of Commitment:

At King's University College, we learn and work on land that is part of the Dish with One Spoon Treaty from the original inhabitants of this land, the Anishinaabeg, Haudenosaunee, Lenapeewak, and Attawandaron peoples; all of whom have longstanding relationships to the land of Southwestern Ontario and the City of London. As an African immigrant/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 consider the uniqueness of every individual I work with, and value and stress the importance of culture and cultural practices. I am aware of the historical harm caused by my profession against Indigenous people, and that this continues to impact Indigenous people in many ways. I am committed to learning ways to professionally and personally put the Truth and Reconciliation Commission of Canada (2015) recommendations into action. In my teaching, I strive to listen intently and to learn from everyone. I also attempt to identify and challenge harmful 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.

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.

Classroom Etiquette

Students should approach this course with the same level of professionalism expected in practice settings and in accordance with our professional code of conduct (Canadian Association of Social Work's Code of Ethics, 2024). This means students should arrive on time for class, be prepared to participate in the class discussion and show respect for one another's opinions. Academic settings provide freedom to explore new ideas. In the classroom, this allows for opportunities to share perspectives, experiences, and ideas and to provide respectful space for others.

A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as race, ethnicity, abilities, religious and political beliefs, national origins, sexual orientations, gender identities as well as personal and work experiences. Social work education also deals with complex and controversial issues which may impact your comfort. These issues may be challenging, and it would be impossible to offer a substantive classroom experience that does not include potentially difficult conversations relating to challenging issues. Also, sometimes we will not agree with the ideas expressed by others. However, it is the responsibility of everyone in the classroom to strive toward an environment that values civility, respect, and professionalism even if we do not agree. Students are expected to accord their colleagues the respect, sensitivity, and confidentiality similar to the environment they would offer in professional practice. We expect to learn from one another in an atmosphere of positive engagement and mutual respect.

Having said that, disrespectful behaviour, intimidation and discrimination are unacceptable in the learning environment, just as they are unacceptable in a professional environment. At the same time, it must be recognized that having core values challenged, even respectfully, may be unsettling, but is an inevitable and valuable aspect of learning. If there are any concerns about the learning environment, students are encouraged to notify and/or discuss them with me.

Unanticipated distress and stress management

Due to the nature of the course, students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments in concert with life events outside the classroom. If so, students are encouraged to inform me and/or seek self/professional care, utilizing university and community resources:

<https://www.kings.uwo.ca/current-students/student-affairs/personal-counselling/>;
<https://www.kings.uwo.ca/current-students/student-affairs/personal-counselling/after-hours-assistance/>

Student participation

Course engagement through attendance and participation are integral to your individual and collective learning process. In addition to being present, on time, and prepared, students are expected to be active learners by sharing their perspectives and questions on course materials in small groups or large class discussions. Though we may not specifically discuss each assigned reading, we will use the assigned readings as a jumping-off point for class discussion. For every article you read, please consider and have answers for the following questions:

- *What are the major points of the article? More specifically, what did you learn?*
- *What was surprising to you?*
- *How do you integrate your learning with other materials and/or translate it to practice?*
- *What questions arose from the article?*

Students are encouraged to participate in class discussions by exhibiting their knowledge of the readings and engaging with their colleagues. Moreover, if there is a critical and topical current issue during that week, whether it is global or local, they are invited to use the opportunity to weave it into their discussion. They may also weave in significant personal and/or group process issues they think would contribute to the learning of the larger class.

Assessments

There are three evaluations for this course, namely, analytic reflection essay (40%), group presentation (30%), and final paper (30%).

1. **Analytic Reflection Essay:** Each student will write an analytic reflection essay based on one week's readings, to synthesize and critically analyze theories and key concepts from the readings in relation to their social work practice. The analytic reflection essay seeks to encourage critical reading as a praxis that involves *reading, thinking, action and reflection*. See link on how to synthesize: <https://www.simplypsychology.org/synthesising.html>

Each essay must include the following:

- A synthesis of the assigned readings for the chosen week. (Pick any week from Week 1-5).
- Reflexive analysis of how your prior/present knowledge and experience shape your perspective on the readings and potential application of the concepts and/or theories to your social work practice.
- A discussion of how the concepts and/or theories can inform your social work practice
- Format work in the latest APA style - 12 pages double spaced (excluding references).

- You must reference at least 3 of the required/supplementary readings assigned on the week of your choice.

Questions to guide your synthesis. (Please arrange your subheadings accordingly).

1. What was the focus of these readings? Which topics/issues did they all address? What are the themes? (10 points).
2. What are your personal responses to these main points/themes/issues? What struck you, how and why? (10 points).
3. How do the main ideas/themes/issues/topics in your chosen week's readings relate to your life and practice? Provide examples. (10 points).
4. What new knowledge have you gained from the readings? Examples? Why is it new? (5 points).
5. What questions do you have after reading/synthesizing the week's readings? What did you find unclear or want to learn more about? (5 points)

Due: October 27th, 2026 @ 11.55pm through the Assignment portal on OWL

Mark: 40%

2. **Group Presentation:** Working in small groups of 3 - 4 members, students will create a PowerPoint presentation on a social justice issue confronting a vulnerable population using a critical/anti-oppressive and social justice approach(es). The presentation must be oriented towards increasing awareness and advocacy, stressing the importance of the issue and the need for action. The specific population will be selected from a list of "dimensions of difference or vulnerability" such as

- Socioeconomic status
- Race/ethnicity
- Sexual orientation/gender identity
- (Dis)ability/Age
- Religious diversity
- Immigrant status/Citizenship
- Neurodiversity/mental health

The presentation should:

- a) identify the issues facing the vulnerable population
- b) specify the underlying dynamics/barriers creating social injustice for this group
- c) identify theories/approaches/resources that could inform assessments and interventions for this group
- d) propose a call to action to address the issues.

Students will need to work collaboratively inside and outside of class using email and other

means of communication. A variety of resources may be used in developing the presentation (e.g., course content, readings, the internet, media reports/resources etc.), with the final product being a 40-minute PowerPoint presentation (including class discussion) on assigned dates. The overall goal of this assignment is to produce a presentation that is coherent, engaging, persuasive, and clearly reflects core social justice and diversity concepts learned in class.

Each group will need to work together to develop the presentation, and every group member should take an active role before and during the presentation. Ideally, each student in the group should receive the same grade for this assignment and it is expected that each group member will contribute equally to the project. However, the instructor reserves the right to apportion a different mark to students who are found wanting. Should you encounter any difficulties in your group, it is your responsibility to proactively address them, including asking the instructor for assistance if you are unable to resolve the challenges.

A copy of the PowerPoint presentation (not PDF, canva, or any other style) must be emailed to the instructor by one group member (chosen by the group) by 6pm of the day before the presentation so that it can be posted on OWL for your classmates. Failure to do so will result in point deduction (e.g. -0.5 if not submitted by 6pm, -1.0 if not submitted by 9pm, and -1.5 if not submitted before presentation time).

Grading Criteria:

- Ability to identify an important issue facing a vulnerable population; the underlying agency, organizational, and/or societal dynamics/barriers; theoretical considerations, and a coherent call to action to address the issue (15 points).
- Ability to stimulate and facilitate a lively and constructive discussion concerning the identified issue and the proposed call to action (10 points).
- Ability to use PowerPoint technology to provide an effective presentation (e.g., clear, coherent, engaging, persuasive, innovative). Overall quality of PowerPoint presentation (e.g., readable font-size, optimal amount of content per slide, required length, appropriate citation of sources) and general presentation style (e.g., voice tone, use of eye contact) (5 points).

Due: On assigned dates randomly picked through paper ballot.

Mark: 30%

3. **Final Paper:** Your final paper (12 pages excluding title and reference pages) will be a reflection on your learning in this course and its impacts on you **personally** and **professionally**.

- Referring specifically to readings, discussions, and presentations (as well as learning from previous courses), discuss how this course has affected you, addressing the following:
 - What have you learned about yourself personally and professionally? (10 points).
 - How might this impact on your professional practice as a social worker with diverse service users and community? (15 points).

Specifically refer to:

- Assessment of clients/community
 - Engagement with clients/community
 - Role in client's lives
 - Specific theories/frameworks/practice approaches
 - Other?
- What further professional development have you become aware that you need and how do you intend to implement it? (5 points).

Due: Dec. 8th, 2026 @ 11.55pm through the Assignment portal on OWL

Mark: 30%

COURSE SCHEDULE

Week 1, September 15th, 2026

Topic: Social Work & Social Justice: Interrogating the past, present, and future

- *The promotion of social justice as an ethical obligation*
- *The centrality of Social Workers' Code of Ethics*

Required Readings:

*Kam, P. K. (2014). Back to the 'social' of social work: Reviving the social work profession's contribution to the promotion of social justice. *International Social Work*, 57(6), 723-740. <https://doi.org/10.1177/0020872812447118>

*Wright, K. C., Carr, K. A., & Akin, B. A. (2021). The whitewashing of social work history: How dismantling racism in social work education begins with an equitable history of the profession. *Advances in Social Work*, 21(2/3), 274-297. <https://doi.org/10.18060/23946>

*Canadian Association of Social Work (2024). Code of ethics 2024: Core social work values and guiding principles, <https://www.casw-acts.ca/en/casw-code-ethics-2024>

O'Brien (2011). Equality and fairness: linking social justice and social work practice. *Journal of Social Work*, 11(2), 143-158. <https://doi.org/10.1177/1468017310386834>

Supplementary Readings

Taiwo, A. & Lee, J. (2024). From England to Canada with care and social control: Tracing the trajectories of social work education and practice in Canada. In Rajendra Baikady, J. Przeperski, S.M. Sajid, & M. R. Islam. (Eds.). *The Oxford Handbook of Power, Politics, and Social Work*. (Chapter 38). Oxford University Press.

Fortier, C., & Hon-Sing Wong, E. (2019). The settler colonialism of social work and the social work of settler colonialism. *Settler Colonial Studies*, 9(4), 437-456. <https://doi.org/10.1080/2201473X.2018.1519962>

- Blackdeer, A. A., & Ocampo, M. G. (2022). #SocialWorkSoWhite. *Advances in Social Work*, 22(2), 720-740. <https://doi.org/10.18060/24986>
- Maylea, C. (2021). The end of social work. *British Journal of Social Work*, 51(2), 772-789. <https://doi.org/10.1093/bjsw/bcaa203>
- Ioakimidis, V., Trimikliniotis, N., (2020). Making sense of social work's troubled past: Professional identity, collective memory, and the quest for historical justice. *British Journal of Social Work*, 50(6), 1890-1908. <https://doi.org/10.1093/bjsw/bcaa040>

Week 2, September 22nd, 2026.

Topic: Theories/frameworks informing social justice

- *Conventional vs. Progressive Theories*
- *Critical social work and anti-oppressive theories including (but not limited to):*
 - *critical race theory and intersectionality*
 - *critical whiteness theory*
 - *decolonial/anti-colonial theories*
 - *feminist theory*
 - *queer & transgender theories*
 - *crip/critical disability/social model of disability*

Required Readings:

- Moya Salas, L., Sen, S. & Segal, E. (2010). Critical theory: Pathway from dichotomous to integrated social work practice. *Families in Society*, 91(1), 91-96. <https://doi.org/10.1606/1044-3894.3961>
- Pulliam, R. M. (2017) Practical Application of Critical Race Theory: A Social Justice Course Design, *Journal of Social Work Education*, 53(3), 414-423, <https://doi.org/10.1080/10437797.2016.1275896>
- MacKinnon, K. V. (2011). Thinking about queer theory in social work education: A pedagogical (in)query. *Canadian Social Work Review / Revue canadienne de service social*, 28(1), 139-144. <https://www.jstor.org/stable/41658839>
- Abes, E.S., & Darkow, D.C. (2020). Using Crip theory to create campus cultures that foster students' disability disclosure (practice brief). *Journal of Postsecondary Education and Disability*, 33(3), 223-231.
- Goodkind, S. (2021). Critical feminisms: Principles and practices for feminist inquiry in social work. *Affilia: Feminist Inquiry in Social Work*, 36(4) 481-487. <https://doi.org/10.1177/08861099211043166>

- Breaux, H. P., & Thyer, B. A. (2021). Transgender Theory for Contemporary Social Work Practice: A Question of Values and Ethics, *Journal of Social Work Values and Ethics*, 18(1). <https://doi.org/10.55521/10-018-109>
- Penak, N., & Allen, R. (2022). Beyond “Indigenous Social Work” and Toward Decolonial Possibility: Stories from Toronto’s Red Road, *Intersectionalities*, 10(1), <https://doi.org/10.48336/IJHJEA5747>
- Owen, D. S. (2007). Towards a critical theory of whiteness. *Philosophy & Social Criticism*, 33(2). <https://doi.org/10.1177/0191453707074139>
- Hartmann., D., Gerteis, J., & Croll, P. R. (2009). An empirical assessment of whiteness theory: Hidden from how many? *Social Problems*, 56(3).403-424. <https://doi.org/10.1525/sp.2009.56.3.403>
- Asakura, K., Strumm, B., Todd, S., & Varghese, R. (2020). What Does Social Justice Look Like When Sitting With Clients? A Qualitative Study of Teaching Clinical Social Work From a Social Justice Perspective. *Journal of Social Work Education*, 56(3), 442–455. <https://doi.org/10.1080/10437797.2019.1656588>
- Supplementary Readings*
- Sinclair, R.& Albert, J. (2008). Social work and the anti-oppressive stance: Does the emperor really have new clothes? *Critical Social Work*, 9(1). <https://doi.org/10.22329/csw.v9i1.5756>
- Elkassam, S., & Murray-Litchman, A. (2022). Mapping an Integrative Critical Race and Anti-Colonial Theoretical Framework in Social Work Practice. *Advances in Social Work* 22(2):628-646, <https://doi.org/10.18060/24952>
- Burghardt, M., Edelist, T., Schormans, A. F. (2021). Coming to critical disability studies: Critical reflection on disability in health and social work professions. *Canadian Journal of Disability Studies*, 10(1), <https://doi.org/10.15353/cjds.v10i1.743>
- Hicks, S. (2014). Social work and gender: An argument for practical accounts, *Qualitative Social Work Social*, 4(4) 471–487. <https://doi.org/10.1177/1473325014558665>
- Sinclair, R. (2019). Aboriginal Social Work Education in Canada: Decolonizing Pedagogy for the Seventh Generation. *First Peoples Child & Family Review*, 14(1), 9–21. <https://doi.org/10.7202/1071284ar>
- Asher Blackdeer, A. (2023). Culture as Treatment: A Pathway toward Indigenous Health Equity. *Healthy Populations Journal*, 3(1). <https://doi.org/10.15273/hpj.v3i1.11479>
- Simpson, L. (2014). Land as pedagogy: Nishnaabeg intelligence and rebellious transformation. *Decolonization: Indigeneity, Education & Society*, 3(3), 1-25. <https://jps.library.utoronto.ca/index.php/des/article/view/22170/17985>
- Tuck, Eve and K. Wayne Yang (2012). Decolonization is not a metaphor. *Decolonization:*

Indigeneity, Education & Society, 1(1), 1-40.
<https://jps.library.utoronto.ca/index.php/des/article/view/18630>

Mignolo, W. (2009). Epistemic disobedience, independent thought and de-colonial freedom. *Theory, Culture & Society*, 26(7-8), 1-23. <https://doi.org/10.1177/0263276409349275>

Dumbrill, G.C. and Green, J. (2008). Indigenous Knowledge in the Social Work Academy. *Social Work Education*, 27(5), 489-503. <https://doi.org/10.1080/02615470701379891>

Bernard, W. T., & Smith, H. (2018). Injustice, justice, and Africentric practice in Canada. *Canadian Social Work Review*, 35(1), 147-156. <https://doi.org/10.7202/1051108>

Week 3, September 29th, 2026.

Topic: The social construction of identities: Exploring difference, diversity, and intersectionality.

- Locating the self against essentialism: Social identities and subjectivities
- Engaging the self and “other”
- Deconstructing privilege, power, and oppression: The importance of reflection

Required Readings:

Mullaly, B., & West, J. (2018). *Challenging oppression and confronting privilege: A critical approach to anti-oppressive and anti-privilege theory and practice* (3rd ed.). Don Mills, ON: Oxford University Press. **Chapter 8.**

Choules K. (2007). The shifting sands of social justice discourse: From situating the problem with "them" to situating it with "us". *Review of Education Pedagogy & Cultural Studies*, 29, 461-481. <https://doi.org/10.1080/10714410701566348>

Taiwo, A. (2018). Privilege as a Moving Target: Re-imagining privilege for social work practice. *Critical Social Work*, 19(2), 39-58. <https://doi.org/10.22329/csw.v19i2.5679>

Heron, B. (2005). Self-reflection in critical social work: subjectivity and the possibilities of resistance. *Reflective practice*, 6(3), 341-351.
<https://doi.org/10.1080/14623940500220095>

Foucault, M. (1982). The subject and power. *Critical inquiry*, 8(4), 777-795.
<https://www.journals.uchicago.edu/doi/epdf/10.1086/448181>

Tew, J. (2006). Understanding power and powerlessness: Towards a framework for emancipatory practice in social work. *Journal of Social Work*, 6(1) 33–51.
<https://doi.org/10.1177/1468017306062222>

Supplementary Readings:

Taiwo, A. (2014). A slice of diversity. *Qualitative Inquiry*, 20(8), 965-965.
<https://doi.org/10.1177/1077800413513735>

Taiwo, A. (2013). Relational poetry in the expression of social identity: Creating interweaving dialogues. *Qualitative Social Work*, 12(2), 215-228, <https://doi.org/10.1177/1473325011425892>

Taiwo, A. (2012). The postmodern therapeutic quagmire. *Journal of Progressive Human Services*, 23(2), 178-179, <https://doi.org/10.1080/10428232.2012.668657>

Week 4: October 6th, 2026.

Topic: The interlocking nature of oppression & privilege (Part 1)

- The forms/faces of oppression
- Oppression & privilege at the personal level

Required Readings:

Young, I. M. (1988). Five faces of oppression (It's in Chapter 1 of Mullaly & West (2018) below pages 24-29.

Mullaly, B., & West, J. (2018). *Challenging oppression and confronting privilege: A critical approach to anti-oppressive and anti-privilege theory and practice* (3rd ed.). Don Mills, ON: Oxford University Press. Chapters 4 & 7.

Supplementary Readings:

Lee, E., Hu, R., & Taiwo-Hanna, T. (2024). Addressing racial microaggressions in racial enactments in therapy for BIPOC and immigrant clinicians, (pp. 61-70) in D. F. Chang & L. L. Bryant (eds.). *Transforming careers in mental health for BIPOC*. Routledge.

Mazzula, S., & Nadal, K. (2015). Racial microaggressions, whiteness, and feminist therapy. *Women & Therapy*, 38(3-4), 308-326. <https://doi.org/10.1080/02703149.2015.1059214>

Mirick, R. G., & Davis, A. (2022). Teaching Note-Witnessing Microaggressions: BSW Students' Responses to Vignettes. *Journal of Social Work Education*, 58(4), 794-801. <https://doi.org/10.1080/10437797.2021.1969301>

Week 5, October 13th, 2026: Reading Week. No class.

Week 6, October 20th, 2026.

Topic: The interlocking nature of oppression & privilege (Part 2)

- Oppression & privilege at the cultural and structural levels

Required Readings

Mullaly, B., & West, J. (2018). *Challenging oppression and confronting privilege: A critical*

approach to anti-oppressive and anti-privilege theory and practice (3rd ed.). Don Mills, ON: Oxford University Press. Chapters 5 & 6

October 27th, 2026.

Analytic Reflection Assignment Due

Weeks 7, October 27th & Week 8, November 3rd, 2026.

Topic: Contemporary issues of social justice

- Colonialism, decolonization, and Indigeneity: Any truth or reconciliation?
- Race and ethnicity in the shadow/context of white supremacy/fragility
- Social inequality, class, and poverty: Who should be homeless or hungry?
- Who is watching whom?: Social control, surveillance, and incarceration
- Heteronormativity and social work: Talking about sexuality
- Patriarchy, feminism, and social work: The idea of gender
- Health inequities: Mental health and neurodiversity
- Citizenship and illegality: Immigration, multiculturalism, nationalism and xenophobia
- Religion or spirituality: Islamophobia and antisemitism
- Age and aging, disability and ageism

Required and Supplementary Readings:

Note: We shall have broad discussions about these diverse topics. Please choose at least two of these readings based on your specific interests.

Martensen, S. (2021). Necropolitics, colonialism, and Indigenous peoples in Canada. *York University Criminological Review*, 3(1).

<https://csri.journals.yorku.ca/index.php/default/article/view/115>

Hunt, S. and C. Holmes (2015). Everyday decolonization: Living a decolonizing queer politics. *Journal of Lesbian Studies*, 19(2), 154-172.

<https://doi.org/10.1080/10894160.2015.970975>

Robertson, S.C., Sinclair, C., & Hatala, A. (2022). Indigenous mothers' experiences of power and control in child welfare: Families being heard. *Journal of Social Work*, 22(2), 302-322. <https://doi.org/10.1177/1468017321009187>

Badwall, H. K. (2015). Colonial encounters: Racialized social workers negotiating professional scripts of whiteness. *Intersectionalities: A Global Journal of Social Work Analysis, Research, Polity, and Practice*, 3(1), 1-23. <https://doi.org/10.48336/IJAAKH9194>

Weinberg, M., & Fine, M. (2020). Racisms and microaggressions in social work: the experiences of racialized practitioners in Canada. *Journal of Ethnic & Cultural Diversity in Social Work*. <https://doi.org/10.1080/15313204.2020.1839614>

DiAngelo, R. (2011). White fragility. *The International Journal of Critical Pedagogy*, 3(3), 54-70. <https://libjournal.uncg.edu/ijcp/article/view/249/116>

- Lee, Eunjung and Bhuyan, Rupaleem (2012). Negotiating within whiteness in cross-cultural clinical encounters. *Social Service Review*, 87(1), 98-130.
<https://www.journals.uchicago.edu/doi/epdf/10.1086/669919>
- Akuoko-Barfi, C., McDermott, T., Parada, H., & Edwards, T. (2021). "We were in white homes as Black children": Caribbean youth's stories of out-of-home care in Ontario, Canada. *Journal of Progressive Human Services*, 32(3), 212-242.
<https://doi.org/10.1080/10428232.2021.1931649>
- Antwi-Boasiako, K., Fallon, B., King, B., Trocme, N., & Fluke, J (2022). Understanding the overrepresentation of Black children in Ontario's child welfare system: Perspectives from child welfare and community service providers. *Child Abuse & Neglect*, 123,
<https://doi.org/10.1016/j.chiabu.2021.105425>
- Samson, A.A., & Spector, N.M.P. (2012). Francophones living with HIV/AIDS in Ontario: The unknown reality of an invisible cultural minority. *AIDS Care*, 24(5), 658-664.
<http://dx.doi.org/10.1080/09540121.2011.630350>
- Garon, F., Montsion, J., & Pyee, A. (2022). Toronto's Francophone voluntary sector under pressure: The challenges of immigration integration in a linguistic minority context. *Canadian Journal of Nonprofit and Social Economy Research*, 13(1), 44-63.
<https://doi.org/10.29173/cjnsr492>
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- Haque, Eve. (2010). Homegrown, Muslim and other: Tolerance, secularism and the limits of multiculturalism. *Social Identities*, 16 (1) 79 – 101. <https://doi.org/10.1080/13504630903465902>
- Todd, S., & Coholic, D. (2007). Christian fundamentalism and anti-oppressive social work pedagogy, *Journal of Teaching in Social Work*, 27(3/4), 5-25. https://doi.org/10.1300/J067v27n03_02
- Lloyd, L. (2006). A caring profession? The ethics of care and social work with older people. *British Journal of Social Work*, 36(7), 1171-1185. <https://doi.org/10.1093/bjsw/bch400>

Week 9, November 10th, 2026

Topic: Social justice in practice: The role of social workers (as street-level bureaucrats) in the process of change.

- *Developing sensitivity, reflexivity, and cultural humility (Cultivating listening skills and practising acceptance, empathy, and non-judgement)*
- *Advocacy for social justice*
- *Resistance & activism (Engaging in social change through agitation, legislation, litigation, & voter participation)*
- *Centering hope and strength in social work*
- *Storytelling and counter-storytelling*
- *Exploring allyship and solidarity*
- *Environmental social work/justice practice*
- *Political social work practice: Understanding your political power and committing to political action*

Required Readings:

Review any two or three of the following:

- Evans, T., & Harris, J. (2004). Street-Level Bureaucracy, Social Work and the (Exaggerated) Death of Discretion, *The British Journal of Social Work*, 34(6), 871–895.
<https://doi.org/10.1093/bjsw/bch106>
- Matarese, M. T., & Caswell, D. (2018). 'I'm Gonna Ask You about Yourself, so I Can Put It on Paper': Analysing Street-Level Bureaucracy through Form-Related Talk in Social Work, *The British Journal of Social Work*, 48 (3), 714–733. <https://doi.org/10.1093/bjsw/bcx041>
- Beltrán, R. (2019). "I (We) refuse to be silenced": Poetic self-reflexivity as a feminist tool of resistance. *Affilia*, 34(2), 145-150. <https://doi.org/10.1177/0886109919845456>
- Mullaly, B., & West, J. (2018). *Challenging oppression and confronting privilege: A critical approach to anti-oppressive and anti-privilege theory and practice* (3rd ed.). Don Mills, ON: Oxford University Press. Chapters 9 & 10.
- Dennis, M.K., & Minor, M. (2019). Healing through storytelling: Indigenising social work with stories. *British Journal of Social Work*, 49(6), 1472-1490.
<https://doi.org/10.1093/bjsw/bcz044>
- Weinberg, M. & Banks, S. (2019) Practising Ethically in Unethical Times: Everyday Resistance in Social Work, *Ethics and Social Welfare*, 13(4), 361-376.
<https://doi.org/10.1080/17496535.2019.1597141>
- Ferguson, I. & Lavalette, M. (2006). Globalization and global justice: Towards a social work of resistance. *International Social Work*, 49(3), 309-318.
<https://doi.org/10.1177/0020872806063401>
- Forbes, R., Wochele, S., Peterson, K., & Craggs, A. (2021). Environmental justice and Black Lives Matter: Critical reflection and advocacy for social work in the United States. *Environmental Justice*, 14(6), 404-410. <https://doi.org/10.1089/env.2021.0023>
- Grain, K.M. and Lund, D. (2016). The social justice turn: Cultivating "critical hope" in an age of despair. *Michigan Journal of Community Service Learning*, Fall, 45- 59.
<https://doi.org/10.3998/mjcsloa.3239521.0023.104>
- Gates, T. G., Bennett, B., & Baines, D. (2023). Strengthening critical allyship in social work education: opportunities in the context of #BlackLivesMatter and COVID-19. *Social Work Education*, 42(3), 371-387. <https://doi.org/10.1080/02615479.2021.1972961>
- Gray, M., & Coates, J. (2012). Environmental ethics for social work: Social work's responsibility to the non-human world. *International Journal of Social Welfare*, 21(3), 239-247.
<https://doi.org/10.1111/j.1468-2397.2011.00852.x>
- Hiller, C., & Carlson, E. (2020). These are Indigenous lands: Foregrounding settler colonialism and Indigenous sovereignty as primary contexts for Canadian environmental social work. *Canadian Social Work Review*, 35(1), 45-70. <https://doi.org/10.7202/1051102ar>

Raineri, M., & Calcaterra, V. (2018). Social work strategies against crisis in everyday practice: An anti-oppressive case study. *International Social Work*, 61(1), 130-142.
<https://doi.org/10.1177/0020872815606793>

Gottlieb, M. (2020). The case for cultural humility framework in social work practice. *Journal of Ethnic & Cultural Diversity*, 30 (6), 463-481.
<https://doi.org/10.1080/15313204.2020.1753615>

Farr, P. (2023). I Don't Wanna Die: Punk Rock Music and Culture as Critical Social Work Practice. *Critical social work*, 24(1). <https://doi.org/10.22329/csw.v24i1.7854>

Adichie, C. (2009). *The Danger of a Single Story*. YouTube.
<https://www.youtube.com/watch?v=D9lhs241zeg>

Week 10, November 17th, 2026: Group Presentation

Week 11, November 24th, 2026: Group Presentation

Week 12, December 1st, 2026: Group Presentation

Week 13, December 8th, 2026: Group Presentation, Reflection + Final Paper Due

Supplementary Books

Baines, D., Clark, N., & Bennett, B. (Eds.). (2022). *Doing anti-oppressive social work: Rethinking theory and practice* (4th ed). Fernwood Publishing

Cole, D. (2020). *The Skin We're In: A year of Black resistance and power*. Doubleday Canada.

Hoefler, R. (2012). *Advocacy practice for social justice*. Lyceum Books, Inc.

Kendi, I.X. (2019). *How to be an antiracist*. New York, NY: Penguin Random House.

Lane, S. R., & Pritzker, S. (2018). *Political Social Work: Using power to create change*. Springer.

Maracle, L, Bobb, C., Carter, T. (2019). *Hope Matters*. Toronto, ON: Book*hug Press.

Maynard, R. (2017). *Policing Black Lives: State Violence in Canada from Slavery to Present*. Fernwood Publishing. Winnipeg

Methot, S. (2019). *Legacy: Trauma, Story, & Indigenous Healing*. Toronto, ON: ECW Press.

Mullaly, B., & West, J. (2018). *Challenging oppression and confronting privilege: A critical approach to anti-oppressive and anti-privilege theory and practice* (3rd ed.). Don Mills, ON: Oxford University Press. Chapter 8.

Mullings, D. V., Clarke, J., Bernard, W. T., Este, D., & Giwa, S. (Eds.). (2021). *Africentric social work*. Fernwood.

Saad, L.F. (2020). *Me and white supremacy*. Naperville, Illinois: Sourcebooks.

Santos, B. (2014). *Epistemologies of the South: Justice against epistemicide*. Routledge.



School of Social Work Policies 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 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/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.

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.