



SOCIAL WORK 9800: 570, 571, 572, 573
Advanced Practicum and Integration Seminar
Fall 2026 / Winter-Summer 2027

Course Coordinator:

Professor: M.K. Arundel

If you would like to meet with me during office hours at a location on campus other than my office, please let me know and we will make arrangements.

Office Hours

By Appointment Only

*Please contact Kate Edgar at ppeassistant@kings.uwo.ca to schedule your appointment.

Faculty Consultants:

Faculty Consultant (570 - BLOCK):

Professor: Tracy Crick-Butler

- Office Hours: Virtual by appointment

Faculty Consultant (571):

Professor: Jared Dalton

- Office Hours: Tuesdays 11:30am-12:30pm

Faculty Consultant (572):

Professor: Stephanie Baird

- Office Hours: Non-seminar Tuesdays 12:30-1:30 p.m.

Faculty Consultant (573):

Professor: Bridget Demarchi

Office Hours: By appointment

Course and Faculty Contact:

For detailed course information and Faculty Contact information, please refer to the Professional Practicum Education Schedules and additional information posted on the SW 9800 Brightspace site.

Professional Practicum Education Land Acknowledgement

We as the Professional Practicum Education (PPE) team come to this space humbled and grateful for the land we live and work on. We acknowledge that our campus at King's University College is situated on the traditional territories of the Anishinaabek, Haudenosaunee, Lūnaapéewak, and Chonnonton peoples, all of whom have longstanding relationships to the land of Southwestern Ontario and the City of London. The First Nations communities of our local area include Chippewas of the Thames First Nation, Oneida Nation of the Thames, and Munsee Delaware Nation. In our region, there are eleven First Nations communities, as well as a growing indigenous urban population. King's University College values the significant historical and contemporary contributions of local and regional First Nations, and all of the Original Peoples of Turtle Island (also known as North America).

Specific to our commitment to Social Work Professional Practicum Education, we are committed to Truth and Reconciliation and take very seriously the need for inclusion. In that effort, we will move to ensure all students are educated on Indigenous Ways of Knowing through the exploration and implementation of the new Equity, Diversity, Inclusion and Decolonization training as well as Indigenous ceremony as a beginning to the professional practicum education experience.

We acknowledge how we have benefited tremendously from Indigenous teachings thus far from our Indigenous Practicum partners and move forward with our commitment to continued listening and learning all in the spirit of collaboration and positive outcome.

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.

NOTE: Western University Senate has approved the designation of September 30, National Day for Truth and Reconciliation, as a non-instructional day. The intent is to provide an opportunity for learning and reflection about Canada's legacy of colonization and the university's role in advancing the work of Truth and Reconciliation.

There will be no classes or practicum scheduled on the National Day for Truth and Reconciliation. As this is intended as a day of reflection, it will count toward Practicum hours for students scheduled to be in practicum.

Use of Artificial Intelligence (AI) in This Course

As artificial intelligence (AI) technologies become increasingly present in various professional fields, they are also beginning to influence aspects of social work practice. While AI may offer support in areas such as information gathering, administrative tasks, and preliminary research, it does not replace the essential human capacities required in social work—namely, critical thinking, ethical reasoning, cultural humility, relational and reflective practice.

This practicum and integration course is intentionally designed to foster these foundational skills through direct experience, personal reflection, critical thinking and professional supervision. As such, the use of AI tools (including but not limited to ChatGPT and similar platforms) is not permitted for any practicum-related assignments or activities, including reflective journals, process recordings, case assessments, or field documentation unless explicitly authorized by the professional practicum education team, your faculty consultant or your professional practicum instructor.

The development of professional judgment, self-awareness, and the ability to engage meaningfully with complex human situations must be cultivated through personal effort and direct engagement. While broader conversations about the implications of AI in the field of social work are welcome and encouraged, students must approach this practicum as an opportunity to strengthen their own voice, perspective, and professional identity.

Unauthorized use of AI will be considered a violation of academic integrity and professional conduct standards and may result in disciplinary action, such as potential review by the program that could result in a failing grade for this course. Entering any client-related or identifying information into AI platforms could constitute a serious breach of confidentiality and professional misconduct under social work code ethics and standards of practice.

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] relative to Practicum are permitted exclusively for: information-gathering and preliminary research purposes (e.g. program development, research, ...). 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 Faculty Consultant.

Practicum and Course Schedule:

Regular Stream

Practicum (Fall & Winter/Summer Terms)

September 16, 2026 - March 24, 2027 for Sections 571 – 573.

Every Monday, Wednesday and Friday

Practicum Integration Seminars (Fall and Winter Terms)

Scheduled Tuesdays, for Sections 571 – 573, 12:30 p.m. – 2:30 p.m.

September 15, 2026-March 9, 2027

*See the MSW Y2/AS Professional Practicum Education Schedule for dates.

BLOCK Stream

BLOCK Practicum (Summer Term)

April 13 – August 3, 2027 for Section 570.

Every Tuesday - Friday

BLOCK Practicum Integration Seminars (Summer Term)

Scheduled Mondays, Section 570, 12:30 p.m. – 2:30 p.m.

April 12– July 19, 2027

*See the MSW AS/YR 2 BLOCK Professional Practicum Education Schedule for dates.

Calendar Description:

The Advanced Practicum provides students with foundational knowledge of social work practice to be placed in a social work field setting where they receive additional field instruction and supervision from qualified professionals. The focus is on developing advanced knowledge and skills for direct practice with individuals, families and groups and communities. A minimum of 450 hours of supervised practice is required.

Throughout the Practicum time period, students participate in an Integration Seminar led by a Faculty Consultant using a case consultation model of learning. Social work practice content and attendant issues will be drawn from participants' non-identifying practicum experiences and examined in light of available theory and practice models (Refer to Professional Practicum Education Policies and Guidelines Manual – Professional Conduct & Use of Agency Material in Social Work Courses sections to ensure confidentiality is maintained). Emphasis is placed on critical reflection on practice and evidence informed advanced practice theory and skill development demonstrated by the completion of a Reflective Practice Project, which incorporates critical reflection on practice (CRoP).

Students should be aware that there may be financial costs (parking, transportation, insurance) or specific requirements (police checks, health requirements) associated with Field Education settings. A car may be needed for some community-based practicums. A computer, phone, and internet connection may be required for some remote placements. All associated costs are the sole responsibility of the student.

Requisites:

At minimum, students must be enrolled in all term courses at the time of registration in SW9800, including but not limited to: SW9801, Modern and Post-Modern Social Work Direct Practice Theories; SW9802, Advanced Evaluation in Social Work Practice; SW 9803, Policy Context; SW 9804, Application of Social Work Direct Practice Theories; SW9805, Social Work Administration and Supervision; SW9807, Critical Reflection and Appraisal of Social Work Practice.

In the event that a student must withdraw from a term course while in practicum, without written special permission from the Director of the School of Social Work, students may be removed from this course and it will be deleted from their record. This decision may not be appealed.

Students will receive no adjustment to fees in the event that they are dropped from a course for failing to have the necessary requisites.

Learning Objectives:

The objectives of the Advanced Practicum are to:

- Demonstrate advanced competence for direct and indirect practice roles within a particular setting based on critical reflection and appraisal of practice, effective intervention approaches, professional judgement, systematic inquiry and ethical responsibility.
- Integrate critical thinking, research, supervision and evaluation methods with practice theory.
- Integrate an ethical, anti-oppressive and professional approach to issues affecting human services.
- Demonstrate skills consistent with the Essential Skills requirements of MSW social work practice as noted in the program application package.

At the conclusion of the course, students will have met the following Graduate Degree Level Expectations (GDLE) set forth by the Ontario Universities Council on Quality Assurance:

GDLE 2 – Research and Scholarship:

1. Completed a practice/program evaluation demonstrating question development, synthesis of the relevant literature, use of appropriate method, design and presentation of findings.

GDLE 3 – Level of Application of Knowledge:

2. Analyzed cases from the field in depth and obtain feedback on planning and action within an anti-oppressive practice framework.
3. Linked and integrated the theory from university based courses to their practice in the field.

GDLE 4 – Professional Capacity/Autonomy:

4. Engaged in a formal critical reflection process appraising one's practice and its meaning to oneself, as well as the client(s), the organization and the broader community.
5. Explored issues and themes common to new and experienced practitioners in a supported educational environment.
6. Discussed and debated ethical dilemmas that arise in the course of social work practice.

This course is designed to enable you to demonstrate the following:

1. You have made the transition to using advanced practice skills as a social worker.
2. You can integrate knowledge of advanced practice and theory.
3. You can make a formal presentation to others.
4. You understand the practice and organizational context.
5. You understand the social work role in that context.
6. You can conduct an advanced assessment and formulation
7. You can develop and defend a case plan, based upon the advanced assessment and formulation. You can select appropriate intervention(s) (mindful of evidence informed practice/ research, professional ethics, codes of practice, best practice principles, limited resources, mandates and the retractability of some situations).

8. You can evaluate the outcomes of your intervention in a case/activity.
9. You have insight into your own personal and professional needs for further development.
10. You can contribute to the learning of your colleagues through dissemination of knowledge and constructive discussion.

Practicum and Course Format

The Regular stream Practicum is scheduled for Monday, Wednesday and Friday during the fall and winter terms. The Block stream Practicum is scheduled for Tuesday – Friday during the summer term. Scheduling of alternative days may be permitted with the permission of the Practicum Instructor, Faculty Consultant and Manager, Professional Practicum Education. The expectation is that the student will complete a minimum of 450 hours in their Practicum setting.

Practicum may be delivered onsite, remotely or in a blended format with onsite and remote components. Please refer to the Professional Practicum Education Policies and Guidelines Manual for protocol on *Absence from Practicum*.

All integration seminars will be conducted onsite in the classrooms noted in the PPE schedule for each section. Should there be an institutional directive as a result of public health measures or weather, the format will shift to remote Zoom access. Please see Zoom instructions below under “Resources”.

Class Participation

Integration seminars occur bi-weekly during for the regular stream practicum, or weekly for the summer BLOCK practicum stream, and are part of the evaluative component of this course. Students are expected to attend and actively participate in all seminars and are expected to present ongoing cases in order to integrate the course content with their actual practice experience. Students are to use ASPIRE and Critical Reflection on Practice (CRoP)* when discussing cases. **Students are asked to disguise the names of people and content that is shared in the classroom to ensure client confidentiality is maintained** (Refer to the Professional Practicum Education Policies and Guidelines Manual – *Professional Conduct and Use of Agency Material in Social Work Courses* policies).

If unable to attend a seminar, students should contact their Faculty Consultant as soon as possible (see below for the School of Social Work Attendance Policy – Absence from Practicum and Integration Seminar).

Evaluation:

Student evaluation for SW9800 is comprised of several components including the Practicum and Reflective Practice Project (RPP) each of which are assigned a Pass/Fail grade, and the Integration Seminar. The Faculty Consultant submits the overall final grade for the course as a Pass/Fail. Note: The Faculty Consultant provides mid-term and final feedback on participation in Integration Seminars. In addition, successful completion of all Practicum related assignments and submission of applicable paperwork to the Professional Practicum Education Office will be considered in the evaluation.

Furthermore, to receive a passing grade, the student must complete all Practicum assignments, meet attendance requirements in seminars and practicum, and demonstrate attitudes and behaviours that are consistent with the Canadian Association of Social Workers (CASW) Code of Ethics, the Ontario College of Social Workers and Social Service Workers (OCSWSSW)

Standards of Practice, the King's University College Student code of conduct, and relevant University bylaws or policies. The MSW Essential Skills document will be considered to guide professional practice competencies. The student is responsible for ensuring the final evaluation and all related Practicum documentation is submitted to the Manager, Professional Practicum Education via Sonia according to posted timelines. Please refer to the Professional Practicum Education Policies and Guidelines Manual regarding any extensions/accommodation needs.

Practicum

As outlined in the MSW Year 2/Advanced Standing Professional Practicum Education Manual, there are formal evaluations of student performance based on the Learning Contract and the Social Work Practice Competencies and Evaluation (SWPC&E). In the MSW advanced practicum, there is a mid-term evaluation and final evaluation.

Ongoing evaluation of student growth and development is a dynamic process. Students are given opportunities to address unsatisfactory results in accordance with the Professional Practicum Education Policies and Guidelines Manual (see *Students Experiencing Difficulties in Practicum*, and *Extensions and Incompletes*).

The Practicum Instructor completes the Final Evaluation of Practicum in consultation with the student, and it is reviewed by the Faculty Consultant. The student is responsible for ensuring the final evaluation and all related Practicum documentation is submitted to the Manager, Professional Practicum Education via Sonia according to posted timelines. Please refer to the Professional Practicum Education Policies and Guidelines regarding any extensions/accommodation needs.

As noted above, the final grade for this course is assigned by the Faculty Consultant and is based on the final evaluation of the student's progress and performance related to Social Work competencies outlined in the Learning Contract, the Social Work Practicum Competencies & Evaluation, and identified throughout the Practicum. In addition, successful completion of all Practicum related assignments and seminar participation as well as prompt submission of applicable paperwork to the Professional Practicum Education Office will be considered in the evaluation.

Reflective Practice Project

The Reflective Practice Project (RPP) is designed to amalgamate theory, values, research literature and critical reflection on practice. Students will be guided in a critical examination of a piece of their work (i.e. single case, program, or intervention, which may include a critical incident) from their practicum experience. The RPP will culminate in the students undertaking a final presentation of their piece of work, including critical reflection on practice, to the students in their integration seminar group that will demonstrate they have acquired the ability to collate, organize and present key information with clarity, brevity and impact. Group discussion and support for the project will be an aspect of the Advanced Integration Seminar that meets during the Practicum timeframe. The RPP will be assigned a Pass/Fail grade by the Faculty Consultant.

**Reminder: ASPIRE and CRoP are to be integrated for this project and will be discussed in seminars. ASPIRE is made up of the following steps: Assessment; Planning; Intervention; Research and Evaluation. CRoP is made up of the following theoretical lenses: Reflective Practice; Reflexivity; Post-structuralism and postmodern narrative practice; Critical Perspectives; and Spirituality.*

Reflective Practice Project Presentation:

There is the requirement for a 20-minute presentation (including 3-5 minutes for discussion if necessary) supported by PowerPoint slides during the final three weeks of the course (Printouts of slides, lecture notes and reference list to be submitted to the Faculty Consultant at conclusion of the presentation).

Participation: Students are expected and required to engage and support their peers in class sessions and presentation preparation.

The Reflective Practice Project Presentation is the output of the Integration Seminar. The Seminar will guide you through a number of lectures and critical reflection/self-awareness exercises so that you can analyze and professionally present a case or practice activity (such as a group program) you have been involved with, attending to the following components of professional practice.

The following **slide templates** are provided to guide you regarding the suggested content for each of the slides you will prepare for your presentation. If you wish to adopt a different format style, please discuss this with your Faculty Consultant.

RPP Slide Templates (informed by ASPIRE and CRoP):

1. **The Agency Context** - Analyze and describe the setting in terms of the purpose of the Agency; the legislation; population served; services offered.
2. **The Role of Social Work in that Setting** - Analyze and present the social worker's role in that setting/organizational context; whether there is a philosophy or theory that guides the social work role in that setting; any limitations or challenges the student faced as a social work student in that setting.
3. **Advanced Assessment of the Case (may include a critical incident)** - Delineate and present a clear idea of 'what is going on' in the case, using an appropriate assessment framework, and integration of advanced practice theory to develop a case formulation. Critically explore and discuss the strengths and weaknesses of the assessment modality utilized. Are there any 'gaps' in the practice theory(ies) which you are using? Clearly demonstrate evidence of service-user/provider input in the assessment, or the rationale for absence of the same. Using the post-structural and post-modern narrative lenses from CRoP, consider language used, discourses called upon and any binaries that have been set up. (To be clear, you do not need to use post-structural and post-modern theories for the assessment or planning of the intervention.)
4. **The Case Plan** - Delineate and defend 'the case plan, how it connected to the case formulation and why'. Demonstrate evidence of service-user/provider input and agreement. If absent, clearly explain why this was impossible/inappropriate. Illustrate how the plan was reasonable and logical, and what time frames and outcomes measures were incorporated. Clarify if the plan had a goal of social care or social control or a mixture and why. Using the Critical Perspectives lens from CRoP, discuss the power dynamics present in this case and how you have had to address these in your plan.

5. **The Intervention(s) (may include a critical incident)** - Clearly explain what was done in this case explicitly linking to the theoretical rationale/formulation for the intervention(s) planned and/or delivered. Clearly identify the evidence base or best-practice guidelines for the intervention(s) in keeping with 'evidence informed' practice/research, professional practice principles, social work professional ethics and codes of practice. What challenges arose with the particular practice theory(ies) chosen - did you experience a 'gap' in that theory that needed to be filled with other theories or 'in the moment' decisions? What implicit values or beliefs informed any decisions that had to be made 'in the moment'?
6. **Evaluation & Review** - *** NOTE – WE ARE NOT JUDGING THE SUCCESS OF THE INTERVENTION*** Clearly and candidly explain 'what happened'. Describe how the case plan was implemented and, if not, explain why, what did or didn't happen (i.e. lack of resources, service-user non-adherence/concordance, etc.) without engaging in unwarranted defensiveness or 'blaming'. What would have needed to be different for a different outcome, if there have been challenges? Is more research required? Does a particular practice theory require further development? What does this mean for you going forward in practice – in terms of your commitments or preferences ('new mantra', in CRoP terms)?
7. **Personal & Professional Reflection** - In reflecting upon the case in its entirety: identify any areas where you need to develop further knowledge or skills, explore ethical dilemmas, limitations or challenges you have faced in the case. Provide the audience with a clear sense of your philosophical and pragmatic approach to your work, making your value system explicit. Consider both your implicit and explicit values and theories of practice. What have you learned about yourself through this practice? Considering the CRoP lens of Spirituality, what gave you a sense of meaning and purpose in your work, and were there any particularly meaningful moments? Considering the CRoP lens of Critical Perspectives, how did your and your service users' social location impact your understanding and/or intervention of the case?

Resources:

Course Website – SW9800 Brightspace

The course website is accessible to all students registered in this course. Given the nature of this course, students are expected to access the SW9800 Professional Practicum Portal regularly and will be required to download information relevant for Practicum such as course manuals, trainings, health and safety information and the schedule of due dates. The site also contains the course outline (syllabus), announcements, and other course resource material.

Each seminar section has a Brightspace site that may be used for in-class communication, discussion boards, posting of lecture materials, etc., at the instructor's discretion. Individual Faculty Consultants may also require online posting.

An additional Practicum Instructor Brightspace is available to Practicum Instructors to provide them with information and resources.

Zoom

Please download the Zoom app prior to commencing the course should Zoom be required as a remote format for this course at any point:

https://wts.uwo.ca/zoom/getting_started.html

- Do not post group pictures of your meeting on social media without consent from each participant;
- Be mindful of what is in your background during your meeting;
- Be aware of who can listen to your meeting; Use earbuds if possible
- Use the options within Zoom to control screen/whiteboard sharing and who has access to your meeting (waiting room, password, distribution of link);
- When sharing screens, ensure no private information is open on your desktop.
- Attendance through Zoom should resemble in-class presence and for the most part, client remote service delivery (active listening, respectful, well groomed, video on, presentable surroundings...)

Sonia System

King's School of Social Work's Professional Practicum Education office uses an online Professional Practicum Education reporting system called Sonia. This system can be accessed from anywhere that you have an Internet connection, as well as through a mobile application for our Student and Practicum Instructors.

Sonia allows students, Practicum Instructors, Faculty Consultants and the School of Social Work's Professional Practicum Education team to effectively and efficiently complete administrative tasks relating to the Professional Practicum Education program. This includes keeping relevant Professional Practicum Education and contact information up-to-date and accessing and completing forms online. In addition, Sonia assists students in Professional Practicum Education planning by allowing them to explore agency options and particulars of what each agency offers.

Access to all of the forms requiring completion as part of the Practicum itself will be available through this system. All forms must be completed and submitted online. No one other than each student, their particular Faculty Consultant, Practicum Instructor, and the School's PPE team will have access to the forms submitted online.

Information on gaining access to Sonia will be sent by email from the Professional Practicum Education team. For any assistance, please contact Kate Edgar kate.edgar@kings.uwo.ca or SSWSonia@kings.uwo.ca

Health and Wellness

As part of a successful student experience at King's, Students are encouraged to make their health and wellness a priority. King's provides several on campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your degree. For example, to support physical activity, all Students, as part of their registration, have access to the fitness facilities located in the Student Life Centre. Numerous cultural events are offered throughout the year at King's and Western's Main Campus. Information regarding health and wellness-related services available to Students may be found at <http://www.health.uwo.ca/>.

Students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as their Faculty Consultant and/or a member of the Professional Administrative team in The School of Social Work. King's Student support can be found at <https://www.kings.uwo.ca/current-students/student-affairs/mental-health-and-wellness->

[at-king-s/](http://www.health.uwo.ca/mental_health/resources.html) and mental health resources at Western's Main Campus may be found at http://www.health.uwo.ca/mental_health/resources.html.

Students are also encouraged to access the Wellness and Self-Care page on the King's School of Social Work Professional Practicum Education website: <https://socialwork.kings.uwo.ca/field-education/wellness-and-self-care/>. The resources were compiled by Social Work Students specifically to support Students.

Course Schedule

- Seminar 1: Getting to Know You and Your Practicum**
ASPIRE and CRoP ... how to integrate for RPP
How to Do Well in this Course
- Seminar 2: First Hour: What is Happening in Practicum?**

Second Hour: MAKING THE TRANSITION TO AN ADVANCED PRACTICE SOCIAL WORKER
Introduction to the Case Summary and Slide Templates, with opportunity to discuss possible case or activity for RPP
- Seminar 3: First Hour: What is Happening in Practicum?**
Email Slides 1 and 2 to your Faculty Consultant by next seminar.
- Seminar 4: First Hour: What is Happening in Practicum?**

Second Hour: SOCIAL WORK ASSESSMENTS and FORMULATION
Email Case Summary and Slide 3 to your Faculty Consultant by next seminar.
- Seminar 5: First Hour: What is Happening in Practicum**

Second Hour: SOCIAL WORK FORMULATION and CASE PLANNING
Email slide 4 to your Faculty Consultant by next seminar.
- Seminar 6: First Hour: What is Happening in Practicum?**

Second Hour: SOCIAL WORK INTERVENTIONS
- Seminar 7: First Hour: What is Happening in Practicum?**

Second Hour: EVIDENCE INFORMED INTERVENTIONS
Email Slide 5 to your Faculty Consultant by next seminar.
- Seminar 8: First Hour: What is Happening in Practicum?**

Second Hour: REVIEW & EVALUATION OF PRACTICE
Email Slide 6 & 7 to your Faculty Consultant by next seminar.
- Seminar 9: Presentations**

Seminar 10: Presentations

Seminar 11: Presentations and Celebration

RECOMMENDED REFERENCES

Ontario College of Social Workers and Social Service Workers (2008). Code of Ethics and Standards of Practice Handbook. (2nd Ed.). Toronto. <http://www.ocswssw.org/>

Canadian Association of Social Workers: <http://www.casw-acts.ca/>

Ontario Association of Social Workers: <http://www.oasw.org/>

Essential Requirements for MSW Program for Students (online and in the Professional Practicum Policies & Guidelines Manual):
<https://kucnextcl01.kings.kucits.ca/s/8zLPeEQ9s9s5zCG>



King's School of Social Work Policies

Attendance For Professional Years

The Bachelor and Master of Social Work programs are intensive professional preparation programs that emphasize both academic and professional integrity. Regular attendance is not only essential for student success but is also a requirement set by the Canadian Association of Social Work Education (CASWE) for program accreditation and by the Ontario College of Social Workers and Social Service Workers (OCSWSSW) as part of professional expectations. A key aspect of this integrity is active engagement in all classes, integration seminars, and practicum activities. We recognize that students may encounter challenges that affect their ability to attend, and we are committed to working collaboratively to support student success while upholding professional expectations.

Attendance Expectations

1. Regular attendance is expected in all BSW and MSW professional Social Work courses. Each class provides essential learning experiences that cannot always be replicated outside the classroom. Engaging fully in coursework supports both individual learning and the integrity of the social work profession.

2. No more than two absences for any reason per class, per semester (approximately 20% of any one class). If a student misses three or more classes or 25% of any one class for any reason, they will be referred for support to the Coordinator of Academics and Development.
3. If a student is facing barriers to attendance, we encourage early communication with instructors and the School of Social Work support staff to explore potential solutions.
4. If a student is experiencing ongoing difficulties attending class, they will be required to meet with the Coordinator of Academics and Development to discuss available supports and strategies (Please see Student in Difficulty Policy).
5. Instructors require regular attendance as part of course participation. When a student has missed a class, they may be asked to demonstrate that they have caught up on the missed content or engage in additional learning activities to ensure they meet course requirements. Instructors have the discretion to determine if and how alternative learning activities may substitute for missed coursework.
6. Absenteeism (more than two absences) may result in Academic Probation and/or failure of the course and provides grounds for requiring a social work student to withdraw from the program. Please note: regularly arriving late and/or leaving early will be considered absenteeism, unless an accommodation is in place.

Absences from Practicum: Students should refer to the relevant Professional Practicum Education Policies and Guidelines Manual for policies about attendance at placement.

Absences Due to Illness, Injury, Bereavement, or Other Compassionate Circumstances

We understand that unexpected situations may arise. If you are absent due to illness, injury, bereavement, religious observance, or other compassionate circumstances, you will not be penalized. However, you remain responsible for any missed coursework and should communicate with your instructor as soon as possible to discuss how to stay on track. You may also want to provide formal documentation to support these absences, in which case the absences are considered part of Academic Consideration.

Student Responsibilities:

- **If you miss a single class (or more than one class in a single week)**, inform your instructor(s) at the earliest opportunity. You will not be penalized, but you are responsible for making up any missed content. If you miss 3 or more classes for any reason, you will be required to meet with the Coordinator of Academics and Development, at which time you will have the opportunity to discuss any ongoing concerns and opportunities for support.
- **If you are going to miss an assignment deadline, test, or exam**, contact your instructor. If requested by your instructor contact the **Coordinator of Academics and Development** and provide documentation to support the absence. The Coordinator will work with you and your instructors to arrange accommodations.

- **Upon your return**, speak with your instructor(s) to clarify expectations for catching up on missed coursework.

Instructor Responsibilities:

- Students will not be penalized for absences due to illness, bereavement, religious observance, or other compassionate reasons. However, if you have missed two classes for any reason your instructor will alert the **Coordinator of Academics and Development**. Three or more absences for any reason will result in the student needing to meet with the Coordinator of Academics and Development to discuss these absences and explore available supports to help you succeed.
- Instructors will provide reasonable alternatives to help students meet academic requirements while maintaining fairness and consistency across the course.

For more details, refer to Western University's **Absence Due to Illness Policy**: [Western University Absence Policy](#).

Absences for Religious Observance

King's University College and Western University are committed to valuing religious diversity. Students observing religious holidays that require absence should provide written notice to their instructor and the Coordinator of Academics and Development at least two weeks in advance.

Instructors will ensure students are provided with fair and reasonable alternatives to meet academic expectations.

For a list of approved religious observance dates, visit: [Accommodation for Religious Observance](#).

Unapproved Absences

Absences that are not related to illness, injury, bereavement, compassionate grounds, or religious observance are considered unapproved. Students may have up to two unapproved absences per course without penalty.

Process for Unapproved Absences

- **Single unapproved absence:** If you miss a class, notify your instructor as soon as possible. While you will not be penalized, you are responsible for catching up on missed content.
- **Three or more absences for any reason:** Missing three classes in a single course (30% of a course) will trigger the **Student in Difficulty Policy**. You will be required to meet with the Coordinator of Academics and Development to discuss your absences and explore available supports to help you succeed.

- If you miss more than 30% of a course, you may be placed on academic probation and could face further actions under University Senate Regulations, which may include failing the course or being required to withdraw from the program.

Make-Up Work

If a student misses classes, instructors may assign make-up work to ensure that learning outcomes are met. While this work may not always be identical to what was completed in class, it is designed to provide meaningful learning opportunities.

Supporting Student Success

We recognize that students may face challenges in balancing their academic and personal responsibilities. Our goal is to work together to find solutions that support your learning and overall well-being while maintaining the integrity of the social work profession. If you are struggling with attendance or other academic concerns, please reach out to your instructors or the Coordinator of Academics and Development for support.

For additional guidance or clarification, please contact the School of Social Work.

Policy Advisory Committee November 2025
School Council December 2025

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

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

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

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

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

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

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

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

Policy Advisory Committee February 2025
School Council March 2025

Incompletes and Special Exams

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

- a) Incompletes/special exams must be requested by the student in writing, with supporting

documentation if appropriate, and arrangements for the completion of course work negotiated in writing between the professor and the student.

- b) If on the due date, the Director does not receive a grade revision or a request for a further extension due to medical or compassionate reasons, the Director forwards an automatic "F" to the Dean. The Director will do this by 4:00 p.m. the day following the due date.

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

Missed Tests or Examinations

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

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

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

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

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

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

Policy Advisory Committee February 2025
School Council March 2025

Policy on Grade Adjustment for Late Assignments

Students should negotiate any extension requests (whether an accommodation is applicable or not) in writing with the Instructor prior to the assigned due date. Failure to meet deadlines without prior permission of the Instructor will result in a reduction of marks. **Marks for papers/assignments received after the due date will be reduced by 2% per day** (including weekends) to a maximum of 5 days, after which time the assignment will not be accepted. Should the Student be granted an extension (based on a negotiated accommodation or extension request), they are expected to submit their paper/assignment by the negotiated due date, and are not subject to the provisions outlined in the Grade Adjustment for Late Assignments policy. The Instructor has the authority to refuse to grade a paper/assignment submitted past the negotiated due date (for which the Student has not negotiated a new due date based on extenuating circumstances).

School Council 04/18

Professional Code 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](https://elearningtoolkit.uwo.ca/tools/Originality%20Reports%20-%20TurnItIn.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.