



SOCIAL WORK 9801 (570)

Modern and Post Modern Social Work Direct Practice

Fall 2026-2027

Professor: Laura Herbert

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Office Hours: Thursdays from 11:30 a.m. to 12:30 p.m., 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 2025. For Faculty Contact information please see the class OWL.

Course Description

The primary objective of this course is to introduce students to advanced social work clinical practice. The course will introduce selective aspects of modern and postmodern theory and practice models including but not limited to narrative therapy and relational theory. Woven across the course is a progression from one to two person approaches, the importance of the therapeutic relationship, and a critical foundation embedded in an understanding of the impact of power, privilege and oppression to the multiple identities of both clinician and service user. The focus will be to show how these ideas can be applied to social work practice with individuals, dyads and families. The course will focus on essential skills and common therapeutic factors in selective modalities of practice. Class content will be anchored in practice situations. Conceptual models and practice wisdom will be equally valued, toward identifying what works, for whom and under what conditions. The course will incorporate a critically informed intersectional understanding of identity including gender, sexual orientation, spirituality, age, ability, SES, race, culture and ethnicity and will consistently incorporate a historical and systemic understanding of power, privilege and oppression to our work with individuals, families and groups. Pathologizing discourses affecting client functioning will be critiqued in order to understand how professional language, problem construction and modes of intervention may perpetuate unequal power relations. Interventions that promote self-healing and resilience while attending to systemic factors such as historical and current inequities and oppression will be discussed in some detail.

Pre- or Co-requisites

Registration in the Master of Social Work program.

Extra Information

3 lecture hours.

Course Weight: 0.50

Subject Code: SOCWORK

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

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.

Statement of Commitment

At King's University College, we learn and work on land that is the traditional lands of the Anishinaabek, Haudenosaunee, Lūnaapéewak and Attawandaron peoples, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. Those of us who are uninvited guests on this land, are called on to commit to maintain the spirit of the Dish with One Spoon Treaty and to work collaboratively with the original inhabitants to protect it.

As a clinician, educator, and researcher, I work within organizations, systems, and institutions (including universities) that have caused and continue to cause harm to Indigenous peoples and to many other equity-denied groups. I am committed to equity in my practice, my teaching, my research, and my day-to-day life, and to bringing to each of these a critical and intersectional lens that stays attentive to the ways colonization and systemic oppression continue to shape clinical practice and education. I am committed to listening and learning, and I welcome discussion on this in our work together.

Course Format

Instructional methods will include:

- Review of required readings.
- Lectures, case formulations and application, class discussions, video recordings, and practical interviewing enactments.
- Please note: There will be ongoing discussion about cases in which either the instructor or students have been involved. All case material should respect client confidentiality.
- Students will be requested to **refrain from using phones and computers** for purposes other than to facilitate the in-class learning process.

This course begins on September 10 and continues until December 3, honouring all important dates derived from University approved guidelines and academic policies (<https://www.kings.uwo.ca/current-students/academic-resources/academic-dates-and-events/>).

Throughout the course you are expected to interact regularly with other students, and with me as your instructor. Each of you brings knowledge, experience, and interests to our learning community, and the course is designed to draw on these through a mix of individual work, small-group activities, and whole-class discussion, recognizing that we learn in different ways and from one another. The readings, discussions, and class activities are the shared material we build on together.

We are each responsible for our own learning and also for contributing to the growth of our learning community through participation in all course activities and assessments. That means being present, prepared, professional, and respectful, and ready to engage and connect meaningfully with one another. Welcome to our class!

Learning Outcomes

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

- Understand the evolution of modern and postmodern social work theory
- Link theory & practice skills to facilitate adaptive strategies for improved client functioning
- Show how selective models of intervention can be incorporated into advanced SW practice
- Recognize the importance of social & cultural diversity, power, privilege, oppression, critical reflection, and macro systemic factors in working with relational systems
- Begin to apply these theoretical concepts to practice

Class-Specific Policy on AI (e.g. ChatGPT)

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.

This course is built on critical reflection and use of self. The value of the assignments lies in your own thinking, and reliance on the use of AI cannot reflect your thinking or allow you to engage meaningfully in the process that produces it.

All submitted content, including analysis, interpretation, and ideas, must be your own. Any use of generative AI tools (such as ChatGPT, Copilot, or Claude) must be reported in a brief statement at the end of your submission describing what was used and how. Specific guidelines on what is and is not permitted will be included with each assignment. If you are unsure whether a particular use is permitted, please consult with me before you use it.

Course Website – OWL

The course website (<https://owl.uwo.ca>) is accessible to all students registered in this course. It contains the course outline (syllabus), announcements, and other course resource material. The OWL may be used for in-class communication, discussion boards, tests, quizzes, posting of lecture materials, etc., at the instructor's discretion. Recording of lectures or presentations without an accommodation and the instructor's written acknowledgement is not permissible.

Learning Culture

I approach this course from principles of adult learning, which means I assume you bring relevant experience, take responsibility for your own learning, and want what we do here to connect to your practice. It is important to me that we collaboratively create a supportive learning culture where everyone is heard and respected. In our first class we will discuss our expectations of one another, yours and mine, for how we will work together over the course. Differences in identity, experience, and perspective are part of what we learn from, and they will be treated with respect in this class; we will pay attention to how power and privilege operate in the room, not only in the models we study. All students are expected to engage in a professional and respectful manner with one another, as well as with me as the instructor.

Method of Instruction

This course will be taught using a variety of instructional methods to meet different learning needs, including interactive lectures, small and large group discussions, case examples, video clips, individual readings and reflection, potential guest speaker(s), and student presentations. The assigned readings each week will anchor our discussions.

The conversations in our class will not always be easy and may evoke discomfort at times. It is my expectation that students will approach classroom discussion in a way that supports critical reflection and growth, while staying aware of how the way we express our ideas impacts others in the room. I will work to make this a classroom where this kind of engagement is possible. If your discomfort starts to feel like more than you can learn from, please let me know. Counselling services are also available on campus to support you.

I encourage you to provide me with feedback during the course; please ask questions and let me know if there are ways that I can make this course more responsive to your

learning needs. I am available by email or during office hours and by appointment to discuss course materials, assignments, or other questions that arise.

Required Texts:

Goldstein, E., Miehl, D. & Ringel, S. (2009). *Advanced clinical social work practice: Relational principles and techniques*. Columbia University Press.

Cost: \$62.00 on Amazon

Library Access: Available Online

Payne, Martin. (2006). *Narrative therapy: An introduction for counselors*. Sage Publications Ltd.

Cost: \$121.00 on Amazon

Library Access: Available Online

Supplementary Texts (not required)

Angus, L. E., & McLeod, J. (2004). *The handbook of narrative and psychotherapy: Practice, theory, and research*. SAGE Publications, Inc.

<https://doi.org/10.4135/9781412973496>

Baines, D. (Ed.). (2017). *Doing anti-oppressive practice: Social justice social work* (3rd ed.). Fernwood Publishing.

Berzoff, J., Flanagan, L. M., & Hertz, P. (Eds.). (2021). *Inside out and outside in: Psychodynamic clinical theory and psychopathology in contemporary multicultural contexts* (5th ed.). Bloomsbury Publishing.

Fosha, D., Siegel, D. J., & Solomon, M. (Eds.). (2009). *The healing power of emotion: Affective neuroscience development and clinical practice*. Norton Professional Books.

Other readings (not textbook) will be on Reserve in the King's Library and/or will be posted to OWL.

Evaluation:

1. Two Reflection Papers

Students will write two separate papers, each providing a critical analysis and reflection of one of the counselling videos we have watched in class between Week 2 (September 17) and Week 7 (October 22). Students will choose the two videos they would like to write about. The student should comment on the model of practice shown in the video and offer an informed, graduate-level assessment of how the practitioner demonstrates and illustrates the use of the theory and its associated concepts. Papers should attend to issues of culture, power, privilege, the therapeutic relationship, and the strengths and limitations of the approach more generally. Papers should also include students' reflections on the model's fit with their own practice, with the client and the concern presented, and its impact on the overall therapeutic relationship. This is not intended to be a summary or

review of the video (where students are demonstrating their knowledge of the therapy and its associated terminology); their understanding should be clear through their analysis. The paper should instead serve as an opportunity to think critically about the theory as it is applied in practice, and to explore students' own positions on its use. Analysis should be connected to the assigned course readings; references to material outside of what we have reviewed in class are welcomed but not required. Students are only required to cite the video itself once in the paper (i.e., repeat citation is not necessary if describing an interchange in the video).

Papers should follow APA 7th Edition formatting (including proper citation and formatting of references). A title page is not required. Each paper should be no more than 900 words double-spaced (approximately 3 pages; excluding references) and should be formatted with 1-inch margins and a standard 12 pt font (such as Aptos, Calibri, Arial, or Times New Roman). Please submit papers as a Word document (.docx; links to online documents will not be accepted) and label with your first name, last name, course and section code, and assignment number (e.g., Laura_Herbert_9801_570_Assignment1a.docx).

Due: Each paper is due by 5:00 pm on the Wednesday following the class in which the video was shown; submissions received by 11:59 pm the same day will not be penalized. The second paper must be submitted no later than Wednesday, October 28.

Mark: 30% (15% for each reflection paper)

2. Student Video and Paper

(a) Interview Recording, Transcription, and Assessment

Each student will record a video of an interview lasting approximately 45-50 minutes using **one** model they have selected from the course. Students should record the interview with a partner from the Social Work program. Because this course explores relational and reflective concepts and use of self, students should not partner with someone with whom they have a close pre-existing relationship (such as a parent, child, or sibling). The case may be developed by the student for this assignment, drawn from published case material, or based on a case from the student's practice experiences. Cases drawn from practice must be thoroughly deidentified or constructed as a composite so that the client could not be recognized, and their use must be consistent with the policies of the agency involved. The case should not be based on either partner's own life experiences. From the recording, students will select a continuous 5-minute segment from the video and transcribe it into the template provided. This will be accompanied by an assessment of the exchanges they consider most significant. For each of these, students will identify the skill or concept from the model being used and reflect on their intention in that moment, as well as how the client responded and what that suggests about the use of the skill or technique. The transcription and assessment should be accompanied by an introductory paragraph that

identifies the model used, specifies where in the interview the selected segment occurs, and provides the context needed to understand what was occurring at that point in the interview. The emphasis should be on reflection and use of self rather than on labelling techniques. Students' knowledge of the model should be evident, but this close analysis is an opportunity to look carefully at what they actually did, moment by moment, before stepping back in 2(b) to reflect on the interview as a whole.

Students should upload their recordings to either YouTube (as an unlisted video), or OneDrive (shared as a view-only link for anyone with the link). The link to your video should be included in the comments section of your submission on OWL Brightspace. Please do not alter the formatting of the template, and submit it as a Word document (.docx; links to online documents will not be accepted). The file submission should be labeled with your first name, last name, course and section code, and assignment number (e.g., Laura_Herbert_9801_570_Assignment2a.docx).

Due: Friday, November 6, by 5:00 pm; submissions received by 11:59 pm the same day will not be penalized.

(b) Critical Reflection Paper

Each student will write a paper reflecting critically on their use of the selected model in the recorded interview. The paper should address the therapist-client relationship, use of self within the model, the skills, questions, and stances of the model, and its application to the client and the client's concern. It should also include a discussion of "why", in terms of the student's choice of model, stance, preferences for practice, where these preferences come from, and what they might look like in the future. Selective verbatim excerpts from the interview, with timestamps, should be woven through the paper to illustrate specific points. Excerpts may come from any part of the interview, including the segment transcribed for 2(a), but they should not be drawn primarily from that segment and the paper should not simply repeat the assessment already provided in the table. Its purpose is to step back from the close analysis and reflect on the interview as a whole and on the student's developing stance as a practitioner, including what they would do differently and why. The paper should connect the analysis to the assigned course readings; scholarly sources on the chosen model beyond the course readings are welcome but not required. Excerpts from the interview are identified by timestamp and do not require a formal citation.

Papers should follow APA 7th Edition formatting (including proper citation and formatting of references). A title page is not required. Each paper should be no more than 3000 words double-spaced (approximately 10 pages; including interview excerpts but excluding references) and should be formatted with 1-inch margins and a standard 12 pt font (such as Aptos, Calibri, Arial, or Times New Roman). The link to your video should be included in the comments section of your submission on OWL Brightspace. Please submit

papers as a Word document (.docx; links to online documents will not be accepted) and label with your first name, last name, course and section code, and assignment number (e.g., Laura_Herbert_9801_570_Assignment2b.docx).

Due: Monday, November 23, by 5:00 pm; submissions received by 11:59 pm the same day will not be penalized.

Mark: 40%

3. In-Class Group Presentations

Working in groups of 3-4, students will prepare and deliver a presentation that critiques a model of clinical social work intervention by showing how it is applied to a specific concern through a case. Each group will select one model of practice and one presenting concern or area of practice (for example, addictions, trauma, depression, psychosis, chronic pain, or eating disorders, in any modality, including individual, child and adolescent, couples, or family work). Students are not required to limit models to those covered in the course, but groups choosing to present on a model not covered in the course must obtain instructor approval no less than 2 weeks prior to their presentation date. The case may be developed by the group for this assignment, drawn from published case material, or based on a case from group members' practice experiences. Cases drawn from practice must be thoroughly deidentified or constructed as a composite so that the client could not be recognized, and their use must be consistent with the policies of the agency involved. The case should not be based on any group member's own life experiences. Presentations should address the presenting concern or area of practice, the model and how it understands that concern, application of the model to the case, including the therapeutic relationship and the skills required to practice within the model, evidence for the model's use and effectiveness with the identified concern, and a critique of the model's fit for the concern, attending to issues related to culture, power, and privilege.

Each presentation will be 20 to 30 minutes long (to be determined based on group size and number of groups), including a short period for questions and discussion. Presentations should be provided to the instructor by 8:00 pm the night before so that they can be posted to OWL Brightspace for their classmates. Presentations should include a reference list that uses proper APA 7th Edition formatting. Files should be labeled with all group members' last names, course and section code, and assignment number (e.g., Herbert_Kim_Smith_9801_570_Assignment3.pptx)

Due: November 19 and 26, 2026

Mark: 30%

Course Schedule:

Week 1 – September 10

Topic: Introduction, Structure, Content, and Course Requirements.

Introduction to Modern & Post-Modern theory, what do we mean by theory and overview of the course. Foundational to the course will be constructions of self and common therapeutic factors across various modalities of clinical social work practice.

Readings (Required):

Chapter 1: The relational core of social work practice. (2009). In E. G. Goldstein, D. Miehl, & S. Ringel, *Advanced clinical social work practice: Relational principles and techniques* (pp. 18–33). Columbia University Press.

Payne, M. (2020). Chapter 1: The construction of social work theory. In *Modern social work theory* (5th ed.). Oxford University Press.

Brown, C., & Augusta-Scott, T. (2007). Introduction: Postmodernism, reflexivity, and narrative therapy. In *Narrative therapy: Making meaning, making lives*. SAGE Publications, Inc. <https://doi.org/10.4135/9781452225869>

Optional:

Abrahams, D., & Rohleder, P. (2021). Chapter 2: An overview of psychoanalytic theory. In *A clinical guide to psychodynamic psychotherapy* (1st ed.). Routledge, Taylor & Francis Group. <https://doi.org/10.4324/9781351138581>

Yıldırım, Ö., & Gazioğlu, A. E. İ. (2024). From modern paradigms to postmodern paradigms: Therapeutic interventions on a journey of change and transformation. *Psikiyatri Güncel Yaklaşımlar*, 16(4), 658–672. <https://doi.org/10.18863/pgy.1393192>

Week 2 – September 17

Topic: Core Concepts in Advanced Clinical Practice. The emphasis in this lecture is an Introduction to object relations and attachment theory. This week will include introducing a relational perspective and conceptualizations of critical self-reflection. Power, privilege, oppression and multidimensional selves (Kenneth Hardy's work) within the therapeutic relationship are foundational across this course.

Readings (Required):

Chapter 2: Theoretical and Clinical Contributions: Phase 1. (2009). In E. G. Goldstein, D. Miehl, & S. Ringel, *Advanced clinical social work practice: Relational principles and techniques* (pp. 34–50). Columbia University Press.

Chapter 3: Theoretical and Clinical Contributions: Phase 2. (2009). In E. G. Goldstein, D. Miehl, & S. Ringel, *Advanced clinical social work practice: Relational principles and techniques* (pp. 51–66). Columbia University Press.

Neckoway, R., Brownlee, K., & Castellan, B. (2007). Is attachment theory consistent with Aboriginal parenting realities? *First Peoples Child & Family Review*, 3(2), 65–74. <https://fpcfr.com/index.php/FPCFR/article/view/43>

Optional:

Chapter 5: Assessment in Relational Treatment. (2009). In E. G. Goldstein, D. Miehl, & S. Ringel, *Advanced clinical social work practice: Relational principles and techniques* (pp. 89–114). Columbia University Press.

Pearlman, L. A., & Courtois, C. A. (2005). Clinical applications of the attachment framework: Relational treatment of complex trauma. *Journal of Traumatic Stress*, 18(5), 449–459. <https://doi.org/10.1002/jts.20052>

Siegel, D. (2020). *The developing mind: How relationships and the brain interact to shape who we are* (3rd ed.). Guilford Press.

Week 3 – September 24

Topic: Introduction to systems theory and family therapies. Considering macro factors and incorporating critical theory.

Readings (Required):

Dickerson, V. C. (2014). The advance of poststructuralism and its influence on family therapy. *Family Process*, 53(3), 401–414. <https://doi.org/10.1111/famp.12087>

Walsh, F. (2014). Chapter 7: Family therapy systemic approaches to practice. In J. R. Brandell (Ed.), *Essentials of Clinical Social Work*. SAGE Publications, Ltd. <https://doi.org/10.4135/9781483398266>

Optional:

D'Arrigo-Patrick, J., Hoff, C., Knudson-Martin, C., & Tuttle, A. (2017). Navigating critical theory and postmodernism: Social justice and therapist power in family therapy. *Family Process*, 56(3), 574–588. <https://doi.org/10.1111/famp.12236>

Healy, K. (2014). Chapter 6: Three waves of systems theories. In *Social work theories in context: Creating frameworks for practice* (2nd ed.). Palgrave Macmillan.

Teh, Y. Y., & Winley, D. (Eds.). (2021). 24 Most influential articles on social justice and diversity in Family Therapy: A collaboration between Family Process and the Journal of Family Therapy 1980-2019.

[https://onlinelibrary.wiley.com/doi/toc/10.1002/\(ISSN\)9999-0009.24most-influential-articles](https://onlinelibrary.wiley.com/doi/toc/10.1002/(ISSN)9999-0009.24most-influential-articles)

Week 4 – October 1

Topic: The internalized self and internal family systems

Readings (Required):

Chapter 4: Developmental Concepts. (2009). In E. G. Goldstein, D. Miehls, & S. Ringel, *Advanced clinical social work practice: Relational principles and techniques* (to page 68). Columbia University Press.

Fisher, J. (2017). Chapter 4: Learning to see our “selves”: An introduction to working with parts. In *Healing the fragmented selves of trauma survivors: Overcoming internal self-alienation* (1st ed.). Routledge.
<https://doi.org/10.4324/9781315886169>

Schwartz, R. C. (2013). The therapist-client relationship and the transformative power of the self. In M. Sweezy & E. L. Ziskind (Eds.), *Internal family systems therapy: New dimensions* (1st ed.). Routledge.

Optional Readings:

Hughes, C. L., Horton, E., & Hammer, T. R. (2022). We’re Still Standing: Internal Family Systems and Rocketman. *Journal of Creativity in Mental Health*, 17(1), 114–122. <https://doi.org/10.1080/15401383.2020.1842275>

Schwartz, R. C. (1995). Chapter 2: Viewing individuals as systems. In *Internal family systems model*. Guilford Press.

Week 5 – October 8

Topic: Postmodernism and Narrative Therapy

Readings (Required):

Chapter 1: An overview of narrative therapy. (2006). In M. Payne, *Narrative therapy: An introduction for counsellors* (2nd ed.). SAGE Publications Ltd.

Chapter 2: Ideas informing narrative therapy. (2006). In M. Payne, *Narrative therapy: An introduction for counsellors* (2nd ed.). SAGE Publications Ltd.

Chapter 3: Assisting the person to describe the problem. (2006). In M. Payne, *Narrative therapy: An introduction for counsellors* (2nd ed.). SAGE Publications Ltd.

Optional Readings:

Chapter 4: Encouraging a wider perspective on the problem. (2006). In M. Payne, *Narrative therapy: An introduction for counsellors* (2nd ed.). SAGE Publications Ltd. (suggest reading prior to Week 8)

Week 6 – October 15

Topic: Reading week; no class.

Week 7 – October 22

Topic: Experiential models, the role of emotion and the role of the body in the therapeutic process

Readings (Required):

- Fosha, D. (2009). Emotion and recognition at work. In D. Fosha, D.J. Siegel, & M.F. Solomon (Eds.), *The healing power of emotion: Affective neuroscience, development and clinical practice*. Norton Professional Books.
- Johnson, S. M. (2012). Chapter 4: The basics of EFT: Tasks and interventions ... Expanding experience and shaping dances. In *The practice of emotionally focused couple therapy: Creating connection* (2nd ed.). Routledge.
<https://doi.org/10.4324/9780203843871>
- Levine, P. A. (2010). From paralysis to transformation: Basic building blocks. In *In an unspoken voice: How the body releases trauma and restores goodness*. North Atlantic Books.

Optional Readings:

- Greenberg, L., & Angus, L. E. (2004). Chapter 19: The contribution of emotion processes to narrative change in psychotherapy: A dialectical constructivist approach. In L. Angus & J. McLeod (Eds.), *The Handbook of Narrative and Psychotherapy*. SAGE Publications, Inc.
<https://doi.org/10.4135/9781412973496.d25>
- Henley, B. M. (2023). Psychodynamic techniques elicit emotional engagement in complex post-traumatic stress disorder. *Psychoanalytic Psychotherapy*, 37(3), 231–242. <https://doi.org/10.1080/02668734.2023.2231059>
- Ogden, P., Minton, K., & Pain, C. (2006). Chapter 1 and 8. In *Trauma and the body: A sensorimotor approach to psychotherapy* (1st ed.). W.W. Norton.

Week 8 – October 29

Topic: Relational and narrative practice side by side: components of relational treatment, transference and countertransference, disruptions and enactments; narrative questioning, telling and re-telling, and re-authoring. Critical considerations of practice, power, privilege, oppression, intersectionality, and macro systemic applications.

Readings (Required):

- Chapter 6: Components of Relational Treatment. (2009). In E. G. Goldstein, D. Miehls, & S. Ringel, *Advanced clinical social work practice: Relational principles and techniques* (pp. 115–138). Columbia University Press.
- Chapter 7: Transference and Countertransference: Disruptions and Enactments. (2009). In E. G. Goldstein, D. Miehls, & S. Ringel, *Advanced clinical social work practice: Relational principles and techniques* (pp. 139–154). Columbia University Press.
- Chapter 5: Asking questions. (2006). In M. Payne, *Narrative therapy: An introduction for counsellors* (2nd ed.). SAGE Publications Ltd.

Chapter 7: Telling and re-telling. (2006). In M. Payne, *Narrative therapy: An introduction for counsellors* (2nd ed.). SAGE Publications Ltd.

Optional Readings:

Chapter 9: Relational Principles in Brief Treatment. (2009). In E. G. Goldstein, D. Miehl, & S. Ringel, *Advanced clinical social work practice: Relational principles and techniques* (pp. 169–183). Columbia University Press.

Chapter 10: Examples of narrative practice II: Counselling for post-traumatic reactions, and in working with couples. (2006). In M. Payne, *Narrative therapy: An introduction for counsellors* (2nd ed.). SAGE Publications Ltd.

Week 9 – November 5

Topic: Class discussion re contexts of practice: Theories of gender, race, ability, sexuality, educational access and socioeconomic status, a continuation of critical considerations of practice, power, privilege, oppression, intersectionality, and macro systemic applications to direct practice into your formulation.

Readings (Required):

Baines, D. (2017). Chapter 1: Anti-oppressive practice: Roots, theory, tensions. In D. Baines (Ed.), *Doing anti-oppressive practice: Social justice social work* (Third edition). Fernwood Publishing.

Brown, C. (2020). Chapter 1: Critical clinical social work: Theoretical and practical considerations. In C. Brown & J. E. MacDonald (Eds.), *Critical Clinical Social Work: Counterstorying for Social Justice*. Canadian Scholars.

Linklater, R. (2014). Chapter 1: Colonialism, Indigenous trauma and healing. In *Decolonizing trauma work: Indigenous stories and strategies*. Fernwood Publishing.

Optional Readings:

Berzoff, J. (2021). Chapter 10: Psychodynamic theories and gender. In J. Berzoff, L. M. Flanagan, & P. Hertz (Eds.), *Inside out and outside in: Psychodynamic clinical theory and psychopathology in contemporary multicultural contexts* (5th ed). Bloomsbury Publishing.

Chapter 8: Multicultural Issues. (2009). In E. G. Goldstein, D. Miehl, & S. Ringel, *Advanced clinical social work practice: Relational principles and techniques* (pp. 155–168). Columbia University Press.

Rasmussen, B., & Garrahan, A. M. (2021). Chapter 11: Psychodynamic contributions to understanding racism: Implications for clinical practice. In J. Berzoff, L.M. Flanagan, & P. Hertz (Eds.), *Inside out and outside in: Psychodynamic clinical theory and psychopathology in contemporary multicultural contexts* (5th ed). Bloomsbury Publishing.

Sanders, J. E., Mishna, F., Fallon, B., & McCready, L. (2024). Experiences of adversity among high school students who have been suspended or expelled: Systemic racism, inequity, school and community violence. *Traumatology*, 30(3), 485–495. <https://doi.org/10.1037/trm0000425>

Week 10 – November 12

Topic: Non-relational approaches: CBT

Readings (Required):

Cobb, N. H. (2016). Cognitive behavioral theory and treatment. In N. Coady & P. Lehmann (Eds.), *Theoretical perspectives for direct social work practice: A generalist-eclectic approach* (3rd ed.). Springer Publishing Company. <https://doi.org/10.1891/9780826119483.0010>

Rasmussen, B. (2018). A critical examination of CBT in clinical social work practice. *Clinical Social Work Journal*, 46(3), 165–173. <https://doi.org/10.1007/s10615-017-0632-7>

Rector, N. A. (2010). *Cognitive-Behaviour Therapy: An Information Guide*. Centre for Addiction and Mental Health. <https://www.camh.ca/en/health-info/guides-and-publications/cognitive-behaviour-therapy-information-guide>

Optional Readings:

Kelly, S. (2019). Cognitive behavior therapy with African Americans. In *Culturally responsive cognitive behavior therapy: Practice and supervision*, 2nd ed (pp. 105–128). American Psychological Association. <https://doi.org/10.1037/0000119-005>

Week 11 – November 19

Topic: Student Presentations

Week 12 – November 26

Topic: Student Presentations

Week 13 – December 3

Topic: Class discussion and review of the course.



King's 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

4. 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.
5. 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.
6. 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.
7. 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).
8. 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.
9. Absenteeism (more than two absences) may result in Academic Probation and/or failure of the course and provides grounds for requiring a social work student to withdraw from the program. Please note: regularly arriving late and/or leaving early will be considered absenteeism, unless an accommodation is in place.

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

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

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

Student Responsibilities:

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

Instructor Responsibilities:

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

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

Absences for Religious Observance

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

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

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

Unapproved Absences

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

Process for Unapproved Absences

- **Single unapproved absence:** If you miss a class, notify your instructor as soon as possible. While you will not be penalized, you are responsible for catching up on missed content.
- **Three or more absences for any reason:** Missing three classes in a single course (30% of a course) will trigger the **Student in Difficulty Policy**. You will be required to meet with the Coordinator of Academics and Development to discuss your absences and explore available supports to help you succeed.
 - If you miss more than 30% of a course, you may be placed on academic probation and could face further actions under University Senate Regulations, which may include failing the course or being required to withdraw from the program.

Make-Up Work

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

Supporting Student Success

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

reach out to your instructors or the Coordinator of Academics and Development for support.

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

Policy Advisory Committee November 2025
School Council December 2025

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

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

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

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

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

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

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

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

Policy Advisory Committee February 2025
School Council March 2025

Incompletes and Special Exams

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

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

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

Missed Tests or Examinations

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

affected by extenuating circumstances.

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

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

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

In the event that the student has formal accommodations and writes exams using Accommodated Exam Services, it will be the student's responsibility to cancel and reschedule their exam with Accommodated Exams (pending instructor approval). In the event that the student does not write with Accommodated Exam Services, the student's instructor will schedule a make-up test/exam date. For exams or tests worth less than 10% of the term grade, students should consult their instructor. Only students for whom emergency circumstances prevented their completion of a test/examination will be eligible for accommodation by the instructor.

Policy Advisory Committee February 2025
School Council March 2025

Policy on Grade Adjustment for Late Assignments

Students should negotiate any extension requests (whether an accommodation is applicable or not) in writing with the Instructor prior to the assigned due date. Failure to meet deadlines without prior permission of the Instructor will result in a reduction of marks. **Marks for papers/assignments received after the due date will be reduced by 2% per day** (including weekends) to a maximum of 5 days, after which time the

assignment will not be accepted. Should the Student be granted an extension (based on a negotiated accommodation or extension request), they are expected to submit their paper/assignment by the negotiated due date, and are not subject to the provisions outlined in the Grade Adjustment for Late Assignments policy. The Instructor has the authority to refuse to grade a paper/assignment submitted past the negotiated due date (for which the Student has not negotiated a new due date based on extenuating circumstances).

School Council 04/18

CODES OF CONDUCT

Preamble:

“The Educational Policies and Accreditation Standards for Canadian Social Work Education approved by the Canadian Association for Social Work Education (CASWE) Board of Directors (2021) stipulates that Schools of Social Work have policies relevant to the unique professional and educational requirements of professional social work programs to augment those policies of the broader university (section 1.3). In particular, 1.3.2 references the need for policies and procedures related to student codes of conduct. Also, section 3.3 outlines core learning objectives for students, which include the need to develop an appropriate professional identity and develop appropriate values and ethics in professional practice.

1. Purpose

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

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

1.2 This policy outlines:

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

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

2. Scope and Authority

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

2.2 This policy applies to student conduct in:

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

2.3 This policy operates in conjunction with:

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

3. Professional Standards and Expectations

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

3.2 These standards include:

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

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

- The Code of Ethics of the Canadian Association of Social Workers

- Relevant School, College, University, and practicum policies (e.g. Professional Practicum Education Guidelines and Policies Manual)

4. Confidentiality and Information Sharing

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

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

- Supporting student success
- Assessing risk
- Upholding professional standards

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

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

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

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

5. Behaviour That May Result in a Review

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

5.2 Examples include, but are not limited to:

a) Professional and Ethical Concerns

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

b) Learning Environment Concerns

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

c) Legal or Policy Violations

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

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

6. Three Stages of Review:

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

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

6.2 Stage One: Informal Resolution

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

6.2.2 The instructor or relevant party will:

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

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

6.3 Stage Two: Structured Support and Planning

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

6.3.2 A meeting will include:

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

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

- The support person is not a current student
- The identity of the support person is shared in advance of the meeting
- The support person is bound to the confidentiality of the process and may be required to sign a confidentiality agreement

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

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

6.3.4 Outcomes will include:

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

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

6.4 Stage Three: Formal Review

6.4.1 A Stage Three review may occur when:

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

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

6.4.3 The student will:

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

- Be permitted a support person

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

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

6.4.6 The Committee will:

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

6.4.7 Decisions will be made by majority vote.

6.4.8 Outcomes may include:

- No further action
- Conditions for continuation (e.g., probation, learning plans, supports)
- Referral to appropriate services (e.g., Student Services, Human Resources where applicable)
- Recommendation for withdrawal or suspension:
On rare occasions, it may be recommended that the student no longer continue in the social work program, be suspended, or be withdrawn from the University. The student will be counselled to voluntarily withdraw. If that does not occur, the student will be reported by the Director to the Academic Dean, with a recommendation for suspension or withdrawal. Under the jurisdiction of the Student Code of Conduct, the student will be reported to the Dean of Students. The student will be provided with specific reasons for the recommendation. Any readmission will be subject to the regulations pertaining to "unsatisfactory performance" outlined by the Western Academic Calendar.

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

6.4.10 In any Stage Three review, there must be clear, concise documentation of concerns as well as verification that these concerns have been discussed directly or otherwise shared with the student and that attempts have been made to address the concerns where appropriate. Retention of information on the student's academic record will comply with the regulations outlined under "Offence Record" and "Release of Information Concerning Scholastic Offences" in the Western Academic Calendar.

7. Retention and Disposition of Documentation

7.1 Any documentation relating to any stage of review will be maintained in the student's academic file. Documentation will be kept until such time as the student graduates from the social work program. If the student is asked to withdraw from or discontinue in the program, or is suspended or expelled from the University, the documentation will be retained in the file in perpetuity.

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

8. Access to Documentation

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

- The review process
- Program administration and oversight

9. Appeals

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

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

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

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

Policy Advisory Committee April 2026
School Council May 2026

School of Social Work Course Policy

Students are expected to complete all required evaluation components, by the dates indicated in the course syllabus, to successfully pass each course and progress in the program. Students must achieve a cumulative average of 60%+ on all individual assignments, before late penalties, to pass the course and meet progression requirements. A student who fails to submit all the required assignments (including tests and exams if applicable), by the agreed upon timeline, will not meet progression requirements of the program. In courses where group work and individual assignments are part of the evaluation components, students must earn a passing mark on their

individual work (case write-ups, essays, reports, and/or class contribution) to pass the course and meet progression. If the student receives a failing mark on individual work and a passing grade on the group presentation/report, they will not meet progression requirements.

Students with course conflicts and approved inter-university athletic conflicts, or students unable to hand in a summary or participate in the report based on medical or compassionate grounds, may appeal for an extension, or for concessions to the above policy. Requests for accommodations based on medical or compassionate grounds must always be accompanied by appropriate documentation – either with the request, or as soon as possible after the fact and be made through the Coordinator Academic and Development and/or the student's Accessibility Counsellor. Students who have any problems that may hinder their academic performance are encouraged to discuss these issues with their instructor and/or the Coordinator Academic and Development before the assignments are due.

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

King's University College General Course Policies 2026-27

1. Academic Accommodations (Accessibility)

Accessibility Services works to ensure that academic programs are accessible to all students, and supports students who may have a condition related to, but not limited to, vision, hearing, mobility, different ways of learning, mental health, chronic illnesses, chronic pain, autism spectrum disorder, ADD/ADHD, and temporary conditions (beyond short-term academic consideration). Accessibility Services provides recommendations for accommodation based on medical documentation or psychological and cognitive assessment. The accommodation policy can be found at [Academic Accommodation for Students with Disabilities](#). Information on Accessibility Services at King's can be found [here](#).

2. Academic Consideration for Student Absences

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

There are two ways to seek academic consideration:

(i) Academic consideration based on medical or compassionate grounds

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

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

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

You may submit requests for academic consideration through the **Student Absence Portal**, linked on this website: <https://mykings.ca/intranet/app/#/academics/academic-advising/academic-consideration-requests-and-student-absence-portal>.

(ii) Academic consideration through an undocumented absence

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

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

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

For further information on the academic consideration policy, please see https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf

c) Absences from Final Exams

If you miss the Final Exam, **contact your Academic Advising Office** as soon as you are able to do so. They will assess your eligibility to write the “Special Examination” (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a multiple exam situation (i.e., you are scheduled to write more than 2 exams in 23-hour period, or more than 3 exams in a 47-hour period).

If a student fails to write a scheduled Special Examination, the date of the next Special Examination (if granted) normally will be the scheduled date for the final exam the next time this course is offered. The maximum course load for that term will be reduced by the credit of the course(s) for which the final examination has been deferred. See the Academic Calendar for details (under [Special Examinations](#)).

d) Religious Accommodations

Students should consult the University’s list of recognized religious holidays, and should give notice in writing to the instructor and their Academic Advising Office if a course requirement will be affected by a religious holiday/observance. Notice must be given as early as possible, and no later than two weeks prior to an examination, and one week prior to a midterm test date. It is the responsibility of such students to inform themselves concerning the work done in classes from which they are absent and to take appropriate action.

3. Support Services

Accessibility, Counselling and Student Development at King’s University

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

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

Good2talk is an online and phone resource for students, available 24/7, with services in English, Mandarin, and French: <https://good2talk.ca>, 1-866-925-5454

MentalHealth@Western provides a complete list of options on how to obtain help: <https://www.uwo.ca/health/mental-health/index.html>

Academic Support Services at King’s University

College: <https://kings.uwo.ca/academics/academic-supports/>

4. Statement on Gender-Based Sexual Violence

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

You can reach supports at King's by emailing care@kings.uwo.ca or calling 519-930-4640 to reach a Social Worker who can offer help.

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

5. Statement on Use of Electronic Devices

Use of Electronic Devices: Unless explicitly stated otherwise, you are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations. Unauthorized possession of such a device during a test or examination constitutes an academic offence.

Use of Laptops, Tablets, and Smartphones in the Classroom: King's University College at Western University acknowledges the integration of new technologies and learning methods into the curriculum. The use of electronic devices such as laptop computers, tablets, or smartphones can contribute to student engagement and effective learning. At the same time, King's recognizes that instructors and students share jointly the responsibility to establish and maintain a respectful classroom environment conducive to learning.

The use of electronic devices by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using electronic devices for purposes not directly related to the class may be subject to sanctions under the Student Code of Conduct;

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

Inappropriate use of electronics (e.g., laptops, tablets, smartphones) during lectures, seminars, labs, etc., creates a significant disruption. As a consequence, instructors may choose to limit the use of electronic devices in these settings. In addition, in order to provide a safe classroom environment, students attending in-person class sessions are strongly advised to operate laptops with batteries rather than power cords.

6. Statement on Academic Offences

King's is committed to academic integrity. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, is posted

at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_offences.pdf

It is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor. **Check with you instructor to check which tools, including generative AI (ChatGPT, translation tools, grammar-checking tools) are permitted in each course.** Note that although some courses may permit the use of such tools, it does not mean use of such tools is permitted in other courses.

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

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

7. Copyright of Course Material

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Unauthorized sharing of class content is subject to academic discipline.

Similarly, students own copyright in their own original papers and exam essays. If a faculty member wishes to post a student's answers or papers on the course website, they should ask for the student's written permission.

8. Use of Recordings

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation and/or the participant has the prior written permission of the instructor. Unauthorized recording and/or sharing of class content is subject to academic discipline.