



SOCWORK 9805 (570/571)
ADMINISTRATION AND SUPERVISION
FALL 2026

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

Email: sdidham2@uwo.ca

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

Class Meetings: Section 570 - Thursdays, 8:30-11:30 a.m.; Section 571 - Thursdays, 2:30-5:30 p.m.

Classroom: See student.uwo.ca (Academics, Fall 2026)

Office: See the class OWL Brightspace site

Calendar Description:

This course will prepare graduate students with theoretical knowledge and practice skills related to social work professional leadership and administration, reflective clinical supervision, and organizational environment analysis, within the context of social and human service organizations and a diverse society.

Prerequisite(s): Registration in the Master of Social Work program or a Letter of Permission from the School of Social Work.

Extra Information: 3 seminar hours; in-person instruction.

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

Statement of Commitment:

At King's University College, we learn and work on land that is part of the Dish with One Spoon Treaty from the original inhabitants of this land, the Anishinaabek, Haudenosaunee, Lunaapeewak, and Chonnonton peoples; all of whom have longstanding relationships to the land of Southwestern Ontario and the City of London. As an uninvited guest, I am grateful to inhabit this land, and hope to maintain the spirit of the Dish with One Spoon Treaty to work collaboratively with the original inhabitants to protect it.

As a social worker, I am aware of the historical and continuing harms caused by my profession against Indigenous peoples. As a white settler, I am also aware of the ways my family has been complicit in and continues to benefit from colonization. I am committed to doing better, professionally and personally, and to putting the Truth and Reconciliation Commission of Canada's Calls to Action into practice. In my teaching, I strive to listen intently, to learn, and to identify and challenge the ways colonization continues to shape social work policy, organizations, supervision, leadership, and practice.

National Day For Truth and Reconciliation Policy

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

Course Description:

This course prepares graduate social work students for professional leadership, administration, and supervision within social and human service organizations. The course remains organized around three connected areas: reflective supervision; leadership development; and organizational culture and change. Students will integrate theory, practice experience, ethical reasoning, and critical reflection through interactive lectures, case examples, small-group learning, guest contributions, and applied assignments.

Consistent with the profession's commitments, the course also considers how identity, power, colonialism, structural inequity, trauma, and organizational conditions shape supervision and leadership. These lenses extend the established course rather than replace it. Students will be invited to consider how supervisors and leaders can support voice, learning, dignity, accountability, and repair while remaining clear about role, authority, risk, and professional responsibility.

Learning Outcomes - Specific:

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

- Explain the purposes, functions, models, dynamics, and ethical responsibilities of social work supervision.
- Use reflective supervision skills to support professional learning, critical thinking, practitioner well-being, and accountable practice.
- Critically examine how supervisory lineage, social location, identity, power, culture, embodied responses, and organizational context shape the use of authority.
- Distinguish trauma-responsive supervision from therapy and identify individual and organizational responses to vicarious trauma, moral distress, burnout, and systemic strain.
- Describe major social work leadership approaches, practices, competencies, and challenges, including culturally responsive, anti-oppressive, and decolonizing perspectives.
- Analyze organizational culture, leadership influence, readiness for change, and internal and external pressures in human service settings.
- Develop an evidence-informed and feasible organizational change strategy that attends to people, power, resources, communication, implementation, and unintended effects.
- Engage in professional dialogue, feedback, conflict, rupture, and repair with curiosity, cultural humility, dignity, and accountability.

Mode of Instruction

This is an in-person course conducted on campus. The two sections follow the same learning outcomes, readings, assessments, and schedule. Any approved change to delivery will be communicated through OWL Brightspace.

Course Materials and Use; Technology Requirements

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

Students require reliable access to OWL Brightspace, a word-processing program, and a device and internet connection capable of accessing readings and audiovisual material. Confidential or identifying client, practicum, colleague, agency, or class information must not be entered into external digital or generative AI platforms.

Required Readings and Recommended Books

All required journal articles and book chapters will be available through OWL Brightspace, library course readings, course reserve, or publicly accessible professional sources.

Required text: Davys, A., & Beddoe, L. (2021). *Best practice in professional supervision* (2nd ed.). Jessica Kingsley Publishers. The textbook costs \$50.95 and students need to purchase the second edition, which is available at UWO bookstore (see link below). A copy is also available on reserve at the library.

570: <https://bookstore.uwo.ca/textbook-search?campus=KC&term=32025&courses%5B0%5D=570/SWK9805A>

571: <https://bookstore.uwo.ca/textbook-search?campus=KC&term=32025&courses%5B0%5D=571/SWK9805A>

Required selected chapters: Currie, N. L. (Ed.). (2026). *Decolonized clinical supervision and leadership: A social work perspective*. Cambridge University Press. Selected chapters will be available through OWL Brightspace.

Recommended: Kouzes, J. M., & Posner, B. Z. (2023). *The leadership challenge* (7th ed.). Wiley.

Recommended: Packard, T. (2021). *Organizational change for the human services*. Oxford University Press.

Recommended: Rofuth, T. W., & Piepenbring, J. M. (2020). *Management and leadership in social work: A competency-based approach*. Springer.

Course Expectations

This course begins Thursday, September 10, 2026 and continues on Thursdays through December 3, 2026, honouring University-approved academic dates and policies. Fall Reading Week is October 10-18, 2026; there will be no class on October 15.

Students are expected to prepare, attend, participate, and contribute to a professional learning community. Participation may include thoughtful preparation, attentive presence, small-group contribution, case work, practice exercises, written reflection, questions, and respectful support of peers. It is not measured simply by how often a student speaks in the full group. Students remain responsible for missed learning and should communicate early when barriers arise.

Learning Culture

We will collaboratively create a respectful, transparent, and growth-oriented learning culture. We will listen to understand, speak from our own social location, protect confidentiality, remain open to feedback, and challenge ideas and impacts without reducing a person to one moment. The goal is not to promise that discomfort, disagreement, or rupture will never occur. The goal is to protect dignity, attend to power and impact, and practise repair when learning or relationship is disrupted.

- Students will not be required to disclose personal trauma or use personal histories as course material. Composite, observed, fictional, or appropriately de-identified professional examples may be used.
- The classroom is an educational space, not group therapy. Reflection is encouraged; disclosure and vulnerability are not graded.
- Students may briefly step out, regulate, and return. Essential professional learning and reasonable ways of completing it can be discussed with the instructor.
- We will distinguish safety from comfort, intent from impact, support from rescue, and accountability from humiliation.
- When rupture occurs, we will practise pausing, listening, naming impact and power, taking responsibility for what is ours, agreeing on repair, and noticing what changes.
- Client, colleague, agency, practicum, and class examples must be de-identified. The classroom cannot offer the legal confidentiality of therapy or formal supervision.

Methods of Instruction

I embed an experiential learning approach within classroom learning. Methods include focused interactive lectures, small- and large-group discussion, case scenarios, supervision practice, reflective exercises, audiovisual material, guest contributions, student presentations, and organizational change labs. Weekly learning will generally move from concept and evidence to reflection, application, and implications for professional practice.

I welcome ongoing feedback about the course and learning process. Students are encouraged to ask questions and identify ways the course can better support meaningful and accessible learning. I am available by email, during posted office hours, or by appointment.

Class-specific policy on AI (e.g. ChatGPT)

King's is committed to professionalism, honesty, academic integrity, critical thinking, independent inquiry, and creativity. Students are expected to submit work that is genuinely their own, completed without external assistance, human or artificial, except as explicitly permitted by the instructor.

In this course, generative AI may be used only for preliminary information gathering, search-term development, work planning, or surface-level editing when permitted. It may not generate reflective content, positionality analysis, supervisory judgment, case analysis, or final submitted prose. Any permitted use must be acknowledged by naming the tool, date, purpose, and how its output was verified or changed. Students are responsible for every claim and citation. Confidential or identifying information must never be entered into an AI system. When uncertain, consult the instructor before use.

Methods of Evaluation:

The four assignments follow the established course progression from supervision, to the supervisory self, to organizational culture and change, and to contributions within a professional learning community. Detailed rubrics will be posted in OWL Brightspace.

Grade summary: Reflective Supervision Paper 30%; Supervisory Roots and Positionality Map 30%; Group Case Presentation - Organizational Culture and Change 30%; Contributions to Learning 10%.

1. Reflective Supervision Paper

Following the adult learning model (ERGA), students will integrate a de-identified supervision experience, practice reflection, course learning, and relevant literature. The purpose is to understand how supervision shapes practice, professional development, wellness, voice, judgment, and accountability.

Required sections:

- Experience: Describe a previous supervision experience from employment or placement. Include the general agency context, type and functions of supervision, supervisory approach or model, and key strengths and challenges. Use pseudonyms and remove identifying information.

- Reflection: Examine how you responded intellectually, emotionally, relationally, and, where relevant, in your embodied cues or use of self. Consider the effects on practice with clients or colleagues, wellness, professional identity, voice, and development.
- Generalization: Identify new learning, shifts in assumptions, and connections to supervision literature, social work ethics and values, power, social location, culture, trauma responsiveness, and organizational context.
- Application: Explain how you will apply the learning to future supervision and practice. Identify what belongs at the individual, supervisory relationship, team/organizational, and broader systemic levels.

Writing requirements: 10-11 pages maximum, excluding title page and references; APA 7; double-spaced; 12-point readable font; 1-inch margins; introduction, conclusion, and clear headings.

Evidence: Minimum 10 credible and relevant sources, normally published within the past 10 years unless a foundational source is justified. At least half must be course readings or resources.

Evaluation: Depth of reflection and use of the ERGA structure 30%; analysis of supervision, power, context, and impact 25%; integration of course evidence and ethics 25%; realistic application across levels 10%; clarity and APA 7 10%.

Due: Friday, October 9, 2026 by 11:55 p.m. on OWL Brightspace

Mark: 30%

Submit: Word document; via OWL Brightspace

2. Supervisory Roots and Positionality Map

Students will examine the experiences, values, social locations, embodied cues, professional norms, and organizational messages that shape how they understand authority, learning, feedback, care, conflict, and accountability. The purpose is critical reflexivity and professional development.

Format options: (A) a 2,000-2,200 word written analysis with an embedded or appended map; or (B) a one-page visual map plus a 1,700-1,900 word analytical commentary. Both options are evaluated using the same criteria.

Required elements:

- Supervisory lineage: What have prior supervisors, leaders, organizations, cultures, family or community messages, and professional traditions taught, intentionally or unintentionally, about authority, support, evaluation, conflict, voice, and accountability?
- Social location and power: Examine identity, privilege, marginalization, professional position, culture, and context. What may be easier for you to see, trust, interpret, or miss when you hold or encounter authority?
- Embodied and trauma-responsive lens: Identify cues such as urgency, certainty, withdrawal, rescue, control, pleasing, conflict avoidance, or over-responsibility. Consider how these responses could shape supervisory judgment and relationship without diagnosing yourself or others.
- Micro, mezzo, and macro analysis: Select one recurring supervisory pattern and examine the individual, relational, team/organizational, and wider structural conditions that may sustain or interrupt it.
- Growth and application: Identify two ethical supervisory commitments, one foreseeable rupture or challenge, how you would approach repair, and two specific practices or supports that will strengthen your continued development.

Evidence: Integrate 8-10 well-chosen sources, including Davys and Beddoe (2021), at least one selected Currie (2026) chapter, and at least one Canadian professional code, standard, or regulatory resource.

Evaluation: Critical reflexivity and supervisory lineage 25%; analysis of power, positionality, and embodied use of self 25%; integration of theory, ethics, and evidence 20%; micro-mezzo-macro analysis 15%; application, repair, and growth commitments 10%; clarity and APA 7 5%.

Due: Friday, October 30, 2026 by 11:55 p.m. on OWL Brightspace

Mark: 30%

Submit: Word document; via OWL Brightspace

3. Group Case Presentation - Organizational Culture and Change

The class will be divided into groups of three or four based on an approved organizational dilemma or topic. Your group will develop and respond to an organizational dilemma based on sample topics provided (your group can develop a different topic if preferred, in consultation with the instructor).

Each group will:

- Analyze the organizational context: introduce the dilemma and agency context; examine organizational culture, leadership, readiness for change, internal and external challenges, stakeholder power and voice, and possible inequitable impacts.
- Design an organizational change strategy: use Lewis' seven-step change model or another approved human-service change framework. Identify practical actions, responsibilities, communication, resources, supports, risks, resistance as information, and indicators of progress.
- Present through role-play: assume appropriate organizational roles and engage classmates as organizational members or stakeholders. Demonstrate how leaders respond to questions, disagreement, uncertainty, and possible rupture without abandoning clarity or accountability.

Presentations will be a maximum of 45 minutes: approximately 30-35 minutes for the presentation and role-play and 10-15 minutes for facilitated discussion. Class time will be provided for group preparation and instructor consultation. One member will submit the group's PowerPoint slides before presentations begin.

Each member is expected to contribute meaningfully to preparation and delivery. A brief contribution plan will be used to clarify roles. Concerns about unequal contribution should be raised early. The instructor may individualize a grade where documented contribution differs substantially.

Evaluation: Organizational analysis and use of evidence 25%; change strategy and feasibility 25%; attention to culture, power, equity, trauma responsiveness, and repair 20%; facilitation, role-play, and class engagement 15%; collaboration, clarity, and time management 15%.

Due: In class Thursday, November 26 and Thursday, December 3, 2026. Slides due Wednesday, November 25 by 11:55 p.m. on OWL Brightspace.

Mark: 30%

Submit: Group submissions on OWL Brightspace

4. Contributions to Learning

Students are expected to prepare, attend, and contribute to large- and small-group discussions, weekly questions, case scenarios, supervision practice, activities, feedback, and the shared learning community. The grade is based on the quality, consistency, and professionalism of engagement rather than personality or frequency of full-group speaking. Listening, thoughtful preparation, asking useful questions, supporting peers, applying readings, and responding constructively to feedback are meaningful forms of contribution.

Due: weekly during class time

Mark: 10%

General Assignment Requirements

- Use APA 7 style for citations and references. Title pages and reference lists do not count toward stated word or page limits.
- Protect confidentiality. Use pseudonyms or composite examples and remove names, agency identifiers, locations, dates, and details that could reasonably identify a person or organization.
- Stay within professional role and scope. Do not diagnose classmates, clients, colleagues, supervisors, or organizations.

- Page and word limits normally allow a 10% range. Clear, concise professional writing is valued over unnecessary length.
- Extensions and late submissions are governed by School of Social Work and King's policies. Communicate before the deadline whenever possible.

Course Schedule

Readings marked Required are expected before class. Recommended readings deepen or extend the weekly topic. Minor adjustments may be made in response to access, emerging guidance, or class learning needs; changes will preserve course outcomes and be announced in advance.

Week 1 - September 10, 2026

Topic: Welcome and Introduction to the Course

Focus: Introductions; course overview; expectations, assignments, and weekly sequence; learning agreement; presentation groups and topics; introduction to supervision, leadership, and organizational practice as connected areas.

Required readings:

- Vito, R., & Schmidt Hanbidge, A. (2021). Teaching social work leadership and supervision: Lessons learned from on-campus and online formats. *Journal of Social Work Education*, 57, 149-161.

Recommended readings/resources:

- Weekes, A. P., & Harvey, D. (2025). Leadership, management, and supervision in social work teams: Challenges of role conflation. *British Journal of Social Work*, 55(8), 4132-4148.

Week 2 - September 17, 2026

Topic: Supervision Overview and Guidelines

Focus: Purposes, administrative/educational/supportive functions, types and approaches, supervisory relationship, performance evaluation, transition to supervision, ethics, and professional regulation. Reflection on prior supervision experiences.

Required readings:

- Davys, A., & Beddoe, L. (2021). Approaches to supervision. In *Best practice in professional supervision* (2nd ed., pp. 25-56). Jessica Kingsley Publishers.
- Davys, A., & Beddoe, L. (2021). The supervision relationship. In *Best practice in professional supervision* (2nd ed., pp. 57-80). Jessica Kingsley Publishers.

Recommended readings/resources:

- Ontario College of Social Workers and Social Service Workers. Practice notes: The many sides to supervision. Selected current sections.
- Hair, H. J. (2013). The purpose and duration of supervision, and the training and discipline of supervisors. *British Journal of Social Work*, 43, 1562-1588.

Week 3 - September 24, 2026

Topic: Supervision Models, Dynamics, and Reflective Skills

Focus: Reflective, cultural, developmental, and decolonizing approaches; supervisory dynamics; critical reflexivity; questioning, thinking aloud, and feedback. Practice through paired supervision exercises and a case example.

Required readings:

- Davys, A., & Beddoe, L. (2021). A reflective learning model for supervision. In *Best practice in professional supervision* (2nd ed., pp. 101-122). Jessica Kingsley Publishers.

- Rankine, M. (2017). Making the connections: A practice model for reflective supervision. *Aotearoa New Zealand Social Work*, 29(3), 66-78.
- Currie, N. L. (Ed.). (2026). Decolonized clinical supervision and leadership: A social work perspective. Selected foundational chapter posted in OWL.
- Rankine, M., & Thompson, A. P. (2023). "If we weren't reflecting, we would be like robots": The case for thinking aloud in social work supervision. *Qualitative Social Work*, 22(5), 899-917.

Week 4 - October 1, 2026

Topic: Systemic Stresses, Trauma-Responsive Supervision, and Supports

Focus: Organizational context, workload and systemic pressure, psychological safety, vicarious trauma, moral distress, burnout, practitioner well-being, resilience, and organizational responsibility. Distinguish trauma-responsive supervision from therapy.

Required readings:

- Davys, A., & Beddoe, L. (2021). The organizational context of supervision. In *Best practice in professional supervision* (2nd ed., pp. 81-100). Jessica Kingsley Publishers.
- Davys, A., & Beddoe, L. (2021). Promoting practitioner wellbeing. In *Best practice in professional supervision* (2nd ed., pp. 193-212). Jessica Kingsley Publishers.

Recommended readings/resources:

- Vito, R. (2015). Leadership support of supervision in social work practice: Challenges and enablers to achieving success. *Canadian Social Work Review*, 32(2), 151-165.
- Rankine, M. (2025). Supervisors as the beacons of hope in the "new normal." *The Clinical Supervisor*.

Week 5 - October 8, 2026

Topic: Leadership in Social Work: Definitions, Models, and Indigenous Perspectives

Focus: History, debates, definitions, models, participatory and directive leadership, power and authority, and Indigenous/decolonizing perspectives. Leadership case discussion and selected audiovisual learning.

Required readings:

- Peters, S. C. (2018). Defining social work leadership: A theoretical and conceptual review and analysis. *Journal of Social Work Practice*, 32(1), 31-44.
- Vito, R. (2018). Social work leadership revisited: Participatory versus directive approaches during service system transformation. *Journal of Social Work Practice*, 34(1), 7-21.
- Currie, N. L. (Ed.). (2026). Decolonized clinical supervision and leadership: A social work perspective. Selected chapter on decolonizing leadership posted in OWL.

Recommended readings/resources:

- Brunette-Debassige, C. (2023). Indigenous refusals in educational leadership practices in Canadian universities. *AlterNative*, 19(2), 377-386.
- Vito, R. (2019). How do social work leaders understand and ideally practice leadership? *Journal of Social Work Practice*, 34(3), 263-279.

Assessment: Reflective Supervision Paper due October 9.

Fall Reading Week - October 10-18, 2026

Topic: No Class on October 15

Focus: No new required reading. Rest, integration, and assignment planning.

Week 6 - October 22, 2026

Topic: Leadership Styles, Skills, and the Transition to Leadership

Focus: Leadership practices, emotional intelligence, transition from practitioner to manager, competencies, vision, values, relational authority, and the risks of rescue, avoidance, over-control, and over-functioning.

Required readings:

- Austin, M. J., Regan, K., Gothard, S., & Carnochan, S. (2013). Becoming a manager in nonprofit human service organizations: Making the transition from specialist to generalist. *Administration in Social Work*, 37, 372-385.
- Kouzes, J. M., & Posner, B. Z. (2023). When leaders are at their best: The five practices of exemplary leadership. Selected chapter from *The leadership challenge* (7th ed.). Wiley.

Recommended readings/resources:

- Morrison, T. (2007). Emotional intelligence, emotion and social work. *British Journal of Social Work*, 37, 245-263.
- Vito, R. (2019). How do social work leaders understand and ideally practice leadership? A synthesis of core leadership practices. *Journal of Social Work Practice*, 34(3), 263-279.
- Brown, B. (Host). (2021, April 5). Brené on armoured versus daring Leadership, Part 1 of 2 [Audio podcast episode]. In *Dare to Lead with Brené Brown*. Parcast. <https://brenebrown.com/podcast/brene-on-armored-versus-daring-leadership-part-1-of-2/>
- Brown, B. (Host). (2021, April 12). Brené on armoured versus daring leadership, Part 2 of 2 [Audio podcast episode]. In *Dare to Lead with Brené Brown*. Parcast. <https://brenebrown.com/podcast/brene-on-armored-versus-daring-leadership-part-2-of-2/>
- Germak, A.J. (2015). *Essential business skills for social work managers*. Routledge.
- Hassan, A., & Wimpfheimer, S. (2015). *Human service management competencies*. Retrieved from the Network for Social Work Management website: <https://socialworkmanager.org/competencies/>

Week 7 - October 29, 2026

Topic: Leadership Diversity, Positionality, and Development

Focus: Leadership challenges involving race, culture, gender, language, disability, coloniality, intersectionality, and organizational inequity; social location and embodied use of self; leadership development; feedback, rupture, and repair.

Required readings:

- Chow, J. C., & Austin, M. J. (2008). The culturally responsive social service agency. *Administration in Social Work*, 32(4), 39-64.
- Currie, N. L. (Ed.). (2026). Decolonized clinical supervision and leadership: A social work perspective. Selected chapter on positionality, power, or culturally responsive supervision posted in OWL.
- Brunette-Debassige, C. (2023). Indigenous refusals in educational leadership practices in Canadian universities. *AlterNative*, 19(2), 377-386.
- Watkins, C. E., Jr., Hook, J. N., Ramaeker, J., & Ramos, M. J. (2016). Repairing the ruptured supervisory alliance: Humility as a foundational virtue. *The Clinical Supervisor*, 35(1), 22-41.
- Alimo-Metcalfe, B. (2010). An investigation of female and male constructs of leadership and empowerment. *Gender in Management*, 25(8), 640-648.
- Further equity materials to be uploaded to OWL Brightspace

Assessment: Supervisory Roots and Positionality Map due October 30

Week 8 - November 5, 2026

Topic: Organizational Culture Framework

Focus: Competing values and other organizational culture lenses; critical self-awareness within diverse organizations; leadership influence; trauma-informed and trauma-reducing organizational practice; preparation for group cases.

Required readings:

- O'Connor, M. K., & Netting, F. E. (2009). Human service practice in a diverse organizational landscape. In *Organization practice* (2nd ed., pp. 29-38). Wiley.
- O'Connor, M. K., & Netting, F. E. (2009). Frameworks for the organization practitioner. In *Organization practice* (2nd ed., pp. 57-68, 78-83). Wiley.
- Vito, R. (2020). Key variations in organizational culture and leadership influence. *Children and Youth Services Review*, 108, 1-8.

Recommended readings/resources:

- Sethi, B., Vito, R., & Ongbanouekeni, V. (2021). Organizational culture, diversity, and employees' health in social/human services: A systematic review. *International Health Trends and Perspectives*, 1(1), 74-95.
- Brown, B. (Host). (2022, March 7). How toxic workplace cultures are driving the great resignation [Audio podcast episode]. In *Dare to Lead with Brené Brown*. Parcast.
- https://brenebrown.com/podcast/how-toxic-work-cultures-are-driving-the-great-resignation/?fbclid=IwAR0Lzu6VszMePzNRG3yFX_wRiCspK8C7tJKGFSOD8FWEG6RRDT7rhhRU2IE
- Brown, B. (Host). (2022, March 7). Why every leader needs to worry about toxic culture [Audio podcast episode]. In *Dare to Lead with Brené Brown*. Parcast. https://brenebrown.com/podcast/why-every-leader-needs-to-worry-about-toxic-culture/?fbclid=IwAR1yAvTenAZmzvMpr6obTKLNJsUK5ifAQUjFys0D1SOmi6_gccAvPRYPDQ

Assessment: Group presentation planning and instructor consultation.

Week 9 - November 12, 2026

Topic: Organizational Change Models and Processes

Focus: Organizational readiness; change models; stakeholder analysis; power, voice, resistance as information, communication, pacing, implementation, repair, and unintended effects. Group work on organizational cases.

Required readings:

- Lewis, J. A., Packard, T. R., & Lewis, M. D. (2012). Leading and changing human service organizations. In *Management of human service programs* (5th ed., pp. 247-260). Brooks/Cole.
- Vito, R., & Sethi, B. (2020). Managing change: Role of leadership and diversity management. *Journal of Organizational Change Management*, 33(7), 1471-1483.

Recommended readings/resources:

- Packard, T. (2021). Organizational change for the human services. Selected chapter. Oxford University Press.
- Vito, R. (2019). Self-directed teams as an organizational change strategy to empower staff. *Human Service Organizations: Management, Leadership & Governance*, 43(2), 146-151.

Week 10 - November 19, 2026

Topic: External Challenges, Innovation, and Sustainable Leadership

Focus: External pressures facing human service organizations; funding and policy constraints; service transformation; innovation, social entrepreneurship, advocacy, resistance, resource stewardship, and sustainable responses.

Required readings:

- Hopkins, K., Meyer, M., Shera, W., & Peters, S. C. (2014). Leadership challenges facing nonprofit human service organizations in a post-recession era. *Human Service Organizations: Management, Leadership & Governance*, 38, 419-422.
- Vito, R. (2017). The impact of service system transformation on human service agencies. *Human Service Organizations: Management, Leadership & Governance*, 41(5), 477-491.

Recommended readings/resources:

- Packard, T. (2021). *Organizational change for the human services*. Oxford University Press.
- Germak, A. J., & Singh, K. K. (2010). Social entrepreneurship: Changing the way social workers do business. *Administration in Social Work*, 34, 79-95.

Week 11 - November 26, 2026

Topic: Group Case Presentations I

Focus: Groups present organizational dilemmas, culture analyses, and change strategies through role-play and facilitated discussion.

Assessment: Group presentations; slides due November 25.

Week 12 - December 3, 2026

Topic: Group Case Presentations II and Course Integration

Focus: Remaining group presentations; integration of supervision, leadership, organizational culture, and change; reflection on authority, voice, accountability, growth, and repair.

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

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.

9. Policy on Attendance

Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course, will be reported to the Dean of the Faculty offering the course, after due warning has been

given. On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course.