



**Social Work 9807 (570 and 571)
Critical Reflection and Appraisal of Social Work Practice
Fall/Winter 2026-27**

Instructors: Dr. Stephanie Baird, Associate Professor (section 570)
Office Hours: Tuesdays, 11:30 am to 12:30 pm or by appointment

Dr. Ruth Wilson, Assistant Professor (section 571)
Office Hours: Tuesdays, 5:30 to 6:30 pm or by appointment

Course and Faculty Contact:

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

Course Description:

Given the wide and varied uses of the terms 'critical reflection' and 'reflective practice' this course will provide students with the opportunity to develop in depth skills in one particular model: Critical Reflection on Practice. This model is described by its originator as both a theory and a practice, so this course will involve students actively participating in small groups as we work through the stages of the Critical Reflection on Practice process. This will involve taking the time initially to develop the type of learning environment which ensures safety for asking one another questions about our practice in non-judgmental manners and being willing to 'unpack' our responses to incidents in practice and learning.

As we work through the stages of the Critical Reflection on Practice process we will also explore the traditions and underlying theories that have contributed to its development. Critical social theory is one of the underlying theories to this process which assists with uncovering hegemonic influences and moves this form of reflection on practice beyond mere problem solving towards an anti-oppressive form of social work inquiry (or research on direct practice) that develops new practice and theory.

As your professors in this course, we will be attempting to model a critically reflective stance in our own practice of teaching and learning with students. We will share some of our own critical reflections on practice and will be open to reflecting on the process we are engaged in together.

Course outlines are required to be completed and posted prior to the beginning of classes thereby unfortunately limiting student input into the process, but we are interested in finding ways to adjust the process of the course as we proceed if this is beneficial.

Statement of Commitment from Facilitators of this Course

At King's University College, we learn and work on land that is part of the Dish with One Spoon Treaty from the original inhabitants of this land, the Anishinaabeg, Haudenosaunee, Lenapeewak, and Attawandaron peoples; all of whom have longstanding relationships to the land of Southwestern Ontario and the City of London. As uninvited guests, we are both 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. We are also committed to the spirit of collaborative and dialogical work as we work together to prepare course material and consider ways to Indigenize our teaching practices.

As a mixed-race Filipina, mother, settler, social worker and academic, I (Ruth) am aware of and committed to addressing the historical and continuing harm caused by my community and my profession against Indigenous people. I am striving to do better both professionally and personally, and to finding ways to put into action the Truth and Reconciliation Commission of Canada (2015) recommendations. In my teaching, I strive to listen intently, to learn, and to take action towards decolonizing and Indigenizing research and practice; this includes identifying and challenging the specific ways that colonization continues to create harmful practices and policies within social work. I am hopeful that our collaborative learning experience in this course will be a small but important part of the ongoing and larger conversation around how our work - as social workers, educators, learners – can lead us to our mutual liberation.

As a social worker, I (Stephanie) am aware of and committed to addressing the historical and continuing atrocities caused by my profession against Indigenous peoples. As a white settler and a mother, I am aware of the ways that my family has been complicit in and continues to benefit from colonization. I am committed to listening intently, learning, and doing better. I am committed to learning and taking action professionally and personally, and to finding ways to put the recommendations of the Truth and Reconciliation Commission of Canada (2015) into action. In this course, as we learn together and critically reflect together, I aim to listen with humility. I aim to create a collaborative space where we can together identify the ongoing harms caused by colonization, while taking action towards decolonization.

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 Objectives:

Upon successful completion of this course students will be able to:

1. Identify and describe what is meant by critical reflection on practice, as opposed to critical thinking or reflective practice.
2. Describe and discuss the difference between stage one and two of the process of critical reflection on practice.
3. Describe what might sustain practices of critical reflection as a form of mindfulness and how it can contribute to self-care.
4. Demonstrate the capacity to use critical reflection on practice as a form of inquiry and appraisal in direct social work practice in the field.
5. Describe beginning plans on how to integrate critical reflection in a more informal and sustainable manner in ongoing practice.
6. Demonstrate a familiarity with recent academic writing in the area of critical reflection on practice and have the beginning skills necessary to write for publication in reflective practice journals.

Class-specific policy on AI (e.g. Chat GPT)

King's is committed to fostering a culture of professionalism, honesty, and academic integrity, and all members of our community—faculty, staff, and students—have a role to play in promoting an ethical learning environment. Furthermore, through the work they submit for academic evaluation, students develop important habits of critical thinking, independent inquiry, and creativity. AI tools in this course are permitted exclusively for: information-gathering and preliminary research purposes. You should never include in your assignment anything that was not written or generated directly by you without proper citation. If you are unsure of AI use in this class, please do not hesitate to ask your instructor for clarification.

All students in this course are required to include an AI disclosure statement on the title page of their assignments. If you did not engage with AI tools to create your assignment, your statement will indicate that the assignment was generated entirely by human intelligence. If AI tools are used, you must acknowledge this use and state how the tool was used.

Please be advised that generative AI tools are trained on vast, opaque datasets that reflect dominant narratives, including those shaped by colonial, Eurocentric, and racist worldviews. As a result, these tools can reproduce and reinforce harmful stereotypes, erase Indigenous and racialized ways of knowing, and privilege Euro-Western epistemologies. Further, while AI can support some aspects of research, extensive and habitual engagements with AI can impede your critical thinking and hinder your capacity to ethically assess information and ideas. Use these tools with caution and critically evaluate their assistance and influence over your work.

Evaluation:

1. **Land Acknowledgement & Reflection:** As social workers, we are increasingly called upon to offer land acknowledgements in community meetings, classrooms, conferences, and organizational settings. While land acknowledgements have become common professional practice, Indigenous scholars and activists remind us that they risk becoming routine or performative when they are disconnected from critical reflection, ethical relationships, and meaningful action. Imagine that you have been invited to open a professional gathering in your role as a social worker. Develop a 2-page (double-spaced, 12-point font) land acknowledgement that reflects

your own critically informed understanding of your relationship to the land, Indigenous peoples, and your professional responsibilities.

Due: September 22, 2026, by 11:55 pm on our course OWL site.

Mark: 15%

- 2. Ungraded assignment: Written description of a Critical Incident:** Within 1000 words, describe the context of your critical incident, provide a detailed description of the incident, and conclude with a short statement as to why the incident was critical for you. (What constitutes a critical incident for the critical reflection on practice process will be discussed fully in the readings and in class lectures and discussions.)

Due: October 6, 2026 by 11:55 p.m. on our course OWL site.

Mark: No grade – this is for feedback purposes since this written description will form the basis of ongoing work within the course.

- 3. Opening reflection or mindfulness practice:** Throughout the semester, students will work in groups of four to facilitate an opening practice for students (15-20 minutes) at the beginning of one class. The purpose of these practices is to help create a learning environment grounded in presence, relationality, and collective well-being while preparing the class to engage thoughtfully with the week's topic.

Each group is encouraged to design an opening activity that is appropriate to the week's course content and helps participants become more present, reflective, and connected to themselves, one another, and the themes we will be exploring that day. Activities might include (but are not limited to):

- a guided mindfulness or breathing exercise
- a grounding or body awareness practice
- reflective journaling
- a short Storywork or reflective reading (used respectfully and appropriately)
- a gratitude or intention-setting exercise
- an arts-based or creative reflection
- a brief walking or movement meditation
- a land-based observation (when appropriate)
- a values clarification exercise
- a paired reflective dialogue
- a short period of silence or contemplative practice

Groups are encouraged to think creatively while ensuring that activities are inclusive, trauma-informed, and respectful of the diverse spiritual, cultural, and lived experiences represented within our classroom community. After the activity, students will submit a 2-page write-up of the practice that will include the following: description of the activity, goals/objectives of the activity (why this activity?), potential benefits, any ways it may link to critical reflection, and a summary of your group's debrief on how it went (to what

extent did you achieve your goals?, what worked well?, what would you do differently?). You will include citations/references to support your understanding of the goals and potential benefits of this practice. **This is due on the Friday after your presentation.**

Due: Weeks 6, 7, 8, 10, 11, 12

Mark: 15%

4. Assignment: In class written test (description of stage one)

Due: November 10, 2026

Mark: 20%

- 5. Participation:** This course requires a great deal of participation in our class discussions and engagement with the critical reflection process in small groups. Therefore, a participation grade will be provided based upon your involvement in both large and small group discussions when we meet in person, and your overall engagement with the course material. At the end of the course, you will be invited to fill out a brief survey on your participation for the instructor's consideration.

Due: Ongoing

Mark: 20%

6. Assignment: Final project/paper:

There are two format options from which you can choose for your final assignment.

The first option:

This assignment is an extension of your midterm. You are invited to submit an 8-10 page paper (12 point font, double-spaced) to further unpack your critical reflection experience and learnings by presenting your process of uncovering the underlying assumptions in your incident, the changes or recommitments to certain thoughts that came about through the process of completing Stages 1 and 2, and how these insights will be taken into practice in the future. Your new learning needs to be linked to academic and practice literature. (This would be similar in structure to the Helen Hickson article which is an assigned reading for November 17th). A rubric will be provided. APA 7th edition format is required along with an appropriate use of academic references.

The second option (if you choose this option, please speak with your instructor by November 24th, 2026 to discuss and have your topic and plans approved):

This second option provides flexibility for a range of creative formats, in which you can incorporate photovoice, the creation of a blog, the development of a portfolio, or the completion of a paper for preparation for submission for publication. This second option would probably focus on presenting a theme of interest, new practice ideas or implications for theory development after completing Stage 2 of the critical reflection on practice process, or related to a topic within the assigned readings, but does not need to focus specifically on the process of CRoP.

These above options will be discussed further in class and during office hours as requested. These above options will be discussed further in class and during office hours as requested.

APA 7th edition format is required along with an appropriate **use of academic references.**

Due: December 8, 2026, by 11:55 p.m. on our course OWL site.

Mark: 30%

Required Books are available online (free of charge) through the King's Library:

Béres, L., & Fook, J. (Eds). (2020). *Learning critical reflection: Experiences of the transformative learning process*. Routledge.

Fook, J., Collington, V., Ross, F., Ruch, G., & West, L. (Eds). (2016). *Researching critical reflection: Multidisciplinary perspectives*. Routledge.

Fook, J., & Gardner, F. (2007). *Practising critical reflection: A resource handbook*. Open University Press.

Other required readings:

Other readings are identified in the week-by-week outline. Electronic versions of these readings are available (free of charge) through the library's course reserve program, King's Library database, or on OWL Brightspace.

Helpful:

Journal available online through King's Library: *Reflective Practice: International and Multidisciplinary Persepctive*

Course Schedule:

Week 1 - September 15:

Topic: **Our starting point - Foundations in and seeking guidance from Indigenous reflexive and relational practices**

Required readings:

Taiwo, A. (2021). Social workers' use of critical reflection. *Journal of Social Work*, 22(2), 384-401. <https://doi.org/10.1177/14680173211010239>

Brunette-Debassige, C. (2022). Orientation to Indigenous Knowledge (Digital curriculum module). In *Maatookiying gaa-miinigoowiziying (Sharing our gifts)*. Western University.

Donald, D. (2021). We Need a New Story: Walking and the wâhkôhtowin Imagination. *Journal of the Canadian Association for Curriculum Studies*, 18(2), 53–63. <https://doi.org/10.25071/1916-4467.40492>

Week 2 - September 22:

Topic: **Grounding reflection in interconnectivity - teachings by the medicine wheel**

Required readings:

Bell, N. (2014). Teaching by the medicine wheel: An Anishinaabe framework for Indigenous education. <https://www.edcan.ca/articles/teaching-by-the-medicine-wheel/>

Stewart-Ambo, T., & Yang, K. W. (2021). Beyond Land Acknowledgment in Settler Institutions. *Social Text*, 39(1), 21–46. <https://doi.org/10.1215/01642472-8750076>

Land Acknowledgement & Reflection due by 11:55 pm

Week 3 - September 29:

Topic: **Social Work Praxis - Why critical reflection:**

Required readings:

Gockel, A., & Deng, X. (2016). Mindfulness training as a social work pedagogy: Exploring benefits, challenges, and issues for consideration in integrating mindfulness into social work education. *Journal of Religion & Spirituality in Social Work*, 35(3), 222-244. <http://dx.doi.org/10.1080/15426432.2016.1187106>

Fook, J., & Askeland, G. A. (2007). Challenges of critical reflection: 'nothing ventured, nothing gained'. *Social Work Education*, 26(5), 520-533. <https://doi.org/10.1080/02615470601118662>

Salomons, T. (2020). Critical acceptance: A pathway to critical reflection on practice. In L. Béres & J. Fook (Eds.), *Learning critical reflection: Experiences of the transformative learning process* (Ch. 2). Routledge.

Week 4 – October 6:

Topic: **Integrating post-modern and critical theories into reflective practice (Clarifying our approach in this class)**

Required readings:

Béres, L., & Fook, J. (2020). Learning critical reflection. In L. Béres & J. Fook (Eds.), *Learning critical reflection: Experiences of the transformative learning process* (Ch. 1). Routledge.

Brookfield, S. (2016). So what exactly is critical about critical reflection? In J. Fook, V. Collington, F. Ross, G. Ruch, & L. West (Eds.), *Researching critical reflection: Multidisciplinary perspectives* (Ch. 2). Routledge.

Ruch, G. (2016). Relational practices in critical reflection: The role of communication and containment. In J. Fook, V. Collington, F. Ross, G. Ruch, L. West (Eds.), *Researching critical reflection: Multidisciplinary perspectives* (Ch. 3). Routledge

Critical Incident Assignment due by 11:55 pm

Optional:

Mueller, V., & Morley, C. (2020). Blaming individuals for burnout: Developing critical practice responses to workplace stress. *Social Alternatives*, 39(3), 20–28.

Week 5 – October 13 – READING WEEK

Week 6 – October 20

Topic: **The process: Getting started on Stage 1**

Required readings:

Fook, J., & Gardner, F. (2007). The second session (stage 1). *Practising critical reflection: A resource handbook* (Ch. 6). Open University Press.

Fook, J. (2017). Finding fundamental meaning through critical reflection. In L. Béres (Ed.), *Practising spirituality: Reflections on meaning-making in personal and professional contexts* (Ch 2). Palgrave Macmillan.

Meidinger, N. (2020). Finding exception: Application of narrative practice in professional critical reflection on practice. In L. Béres & J. Fook (Eds.), *Learning critical reflection: Experiences of the transformative learning process* (Ch. 4). Routledge.

Optional:

Béres, L., & Fook, J. (Eds.). (2020). Resources for learning and teaching critical reflection. In L. Béres & J. Fook (Eds.), *Learning critical reflection: Experiences of the transformative learning process* (Ch. 14, pp. 169-170). Routledge. (Offering examples of questions to ask)

Dylan, A., & Coates, J. (2012). The spirituality of justice: Bringing together the eco and the social: Spirituality and social justice. *Journal of Religion & Spirituality in Social Work*, 31(1-2), 128–149.

Week 7 - October 27:

Topic: **Continuing Stage 1**

Required readings:

Ferguson, H. (2003). Outline of a critical best perspective on social work and social care. *British Journal of Social Work*, 33(8), 1005-1024. <https://doi.org/10.1093/bjsw/33.8.1005>

Webster-Wright, A. (2013). The eye of the storm: A mindful inquiry into reflective practices in higher education. *Reflective Practice*, 14(4), 556-567. <http://dx.doi.org/10.1080/14623943.2013.810618>

Lawley, S. (2020). The energizing experience of being nonjudgmental in the critical reflection process. In L. Béres & J. Fook (Eds.), *Learning critical reflection: Experiences of the transformative learning process* (Ch. 3). Routledge.

Optional:

Béres, L. (2017). Maintaining the ability to be unsettled and learn afresh: What philosophy contributes to our understanding of 'reflection' and 'experience'. *Reflective Practice*, 18(2), 280–290. <https://doi.org/10.1080/14623943.2016.1269003>

Week 8 – November 3:

Topic: Critical reflection in AOP/Equity work & continuing stage 1

Required readings:

Badwall, H. (2016). Critical reflexivity and moral regulation. *Journal of Progressive Human Services*, 27(1), 1-20.

Taiwo, A. (2021). Poetic reflection on the crisis of representation in social work research. *Journal of Health and Science Education*, 5(3), 1-4.

Vinsky, J., & Prevatt-Hyles, D. (2022). Anti-black racism education in human service organizations: The liberation practice international (LPI) critical reflective practice model – “the LPI model”. In J. Fook (Ed.), *Practicing critical reflection in social care organisations* (Ch. 4). Routledge. <https://doi.org/10.4324/9780429351501>

Optional:

Malhotra, J. (2025). The power of the pause: Preparing students for critical reflection. In C. Tosone, K. “Jae” James, & L. Lausell Bryant (Eds.), *Reframing Social Work with an Anti-Oppressive Lens* (pp. 41–58). Springer Nature Switzerland. https://doi.org/10.1007/978-3-031-91391-4_4

Mattsson, T. (2014). Intersectionality as a useful tool: Anti-oppressive social work and critical reflection. *Affilia*, 29(1), 8-17.

Week 9 – November 10

In-class written test (description & reflection of stage one)

Week 10 – November 17

Topic: **The in-between, an interval – moving into the ‘ma’ (a Japanese word/concept)**

Required readings:

El-Lahib, Y., Wehbi, S., Zakharova, G., Perreault-Laird, J., & Khan, M. (2022). Tearing down the “box”: students’ perspectives on activating arts-informed methods in social work classrooms. *Social Work Education*, 41(4), 485–496.
<https://doi.org/10.1080/02615479.2020.1851360>

Le Pértel, N., Fisher, J., & van Dam, N. (2020). Neuroscience of embodied reflection: Somatic/mindbody/contemplative practices, health, and transformative learning. *Reflective Practice*, 21(6), 803-818. <https://doi.org/10.1080/14623943.2020.1827492>

The following reading provides one format you may wish to follow for your final paper:

Hickson, H. (2011). Critical reflection: Reflecting on learning to be reflective. *Reflective Practice*, 12(6), 829–839.

Optional:

Botelho, N. F. (2021). Reflection in motion: An embodied approach to reflection in practice. *Reflective Practice*, 22(2), 147-158.
<https://doi.org/10.1080/14623943.2020.1860926>

River, D. H. M., Thakoordin, J. M., & Billing, L. (2017). Creativity in social work education and practice: reflections on a Survivor Arts Project. *Social Work Education*, 36(7), 758–774. <https://doi.org/10.1080/02615479.2016.1266320>

Week 11 – November 24:

Topic: **Moving to stage 2**

Required reading:

Fook, J., & Gardner, F. (2007). The third session (stage 2) and Critical reflection and direct practice. *Practising critical reflection: A resource handbook* (Ch 7 & Ch 11). Open University Press.

Ghaye, T. (2010). In what ways can reflective practices enhance human flourishing? *Reflective Practice*, 11(1), 1-7. <https://doi.org/10.1080/14623940903525132>

Cornejo, F. (2020). Social worker well-being and critical reflective practice. In L. Béres & J. Fook (Eds.), *Learning critical reflection: Experiences of the transformative learning process* (Ch. 10). Routledge.

Week 12 – December 1:

Topic: **Continuing stage 2 and perfectionism**

Required readings:

Donati, R. (2020). From 'imperfect perfectionism' to 'compassionate conscientiousness'. In L. Béres & J. Fook (Eds.), *Learning critical reflection: Experiences of the transformative learning process* (Ch 6). Routledge.

West, L. (2016). Critical reflection? Auto/biographical narrative enquiry and illuminating professional struggles in distressed communities. In J. Fook, V. Collington, F. Ross, G. Ruch, & L. West (Eds.), *Researching critical reflection: Multidisciplinary perspectives* (Ch 10). Routledge.

Marshall, J. (2016). First-person action research and critical reflection. In J. Fook, V. Collington, F. Ross, G. Ruch, & L. West (Eds.), *Researching critical reflection: Multidisciplinary perspectives* (Ch 11). Routledge.

Week 13 – December 8:

Topic: Word Café Activity- Making critical reflection an ongoing professional and/or spiritual practice, and extending our connections

Required readings:

Gardner, F. (2014). Practicing critical reflection. In F. Gardner (Ed.), *Being critically reflective: Engaging in holistic practice*. (Ch. 3). Palgrave Macmillan.

Hunt, C. (2016). Spiritual creatures? Exploring an interface between critical reflective practice and spirituality. In J. Fook, V. Collington, F. Ross, G. Ruch, & L. West (Eds.), *Researching critical reflection: Multidisciplinary perspectives* (Ch 4). Routledge.

Mayor, C., & Pollack, S. (2022). Creative writing and decolonizing intersectional feminist critical reflexivity: Challenging neoliberal, gendered, white, colonial practice norms in the COVID-19 pandemic. *Affilia*, 37(3), 382–395.
<https://doi.org/10.1177/08861099211066338>

Final Project/Paper due by 11:55 pm

Optional:

Nash, S. (2011). Regenerative practice. *Reflective Practice*, 12(3), 427–438.
<https://doi.org/10.1080/14623943.2011.571872>

School of Social Work Policies 2026 - 2027

Attendance For Professional Years

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

Attendance Expectations

1. Regular attendance is expected in all BSW and MSW professional Social Work courses. Each class provides essential learning experiences that cannot always be replicated outside the classroom. Engaging fully in coursework supports both individual learning and the integrity of the social work profession.
2. No more than two absences for any reason per class, per semester (approximately 20% of any one class). If a student misses three or more classes or 25% of any one class for any reason, they will be referred for support to the Coordinator of Academics and Development.
3. If a student is facing barriers to attendance, we encourage early communication with instructors and the School of Social Work support staff to explore potential solutions.
4. If a student is experiencing ongoing difficulties attending class, they will be required to meet with the Coordinator of Academics and Development to discuss available supports and strategies (Please see Student in Difficulty Policy).
5. Instructors require regular attendance as part of course participation. When a student has missed a class, they may be asked to demonstrate that they have caught up on the missed content or engage in additional learning activities to ensure they meet course requirements. Instructors have the discretion to determine if and how alternative learning activities may substitute for missed coursework.
6. Absenteeism (more than two absences) may result in Academic Probation and/or failure of the course and provides grounds for requiring a social work student to withdraw from

the program. Please note: regularly arriving late and/or leaving early will be considered absenteeism, unless an accommodation is in place.

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

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

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

Student Responsibilities:

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

Instructor Responsibilities:

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

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

Absences for Religious Observance

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

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

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

Unapproved Absences

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

Process for Unapproved Absences

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

Make-Up Work

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

Supporting Student Success

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

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

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

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

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

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

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

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

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

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

Policy Advisory Committee February 2025
School Council March 2025

Incompletes and Special Exams

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

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

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

Missed Tests or Examinations

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

Students who do not attend a test or examination for non-medical or non-emergency reasons will not be permitted to take a makeup test or examination, nor will the term mark be re-weighted

in any fashion in order to accommodate missed examinations. However, students who have a legitimate emergency, medical or otherwise, and who miss a test or examination worth 10% or more of the term grade will be asked to alert their Instructor that they will be seeking accommodation and make an appointment to meet with an Academic Counselor. The dedicated Counsellor within the School of Social Work is Tosha Densky, Coordinator Academics and Development. Alternatively, an undergraduate student could choose to meet with an Academic Counsellor from the Academic Dean's office. The choice is up to the student.

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

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

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

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

Policy Advisory Committee February 2025
School Council March 2025

Policy on Grade Adjustment for Late Assignments

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

submitted past the negotiated due date (for which the Student has not negotiated a new due date based on extenuating circumstances).

School Council 04/18

Professional Code of Conduct

Preamble:

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

1. Purpose

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

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

1.2 This policy outlines:

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

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

2. Scope and Authority

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

2.2 This policy applies to student conduct in:

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

2.3 This policy operates in conjunction with:

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

3. Professional Standards and Expectations

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

3.2 These standards include:

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

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

- The Code of Ethics of the Canadian Association of Social Workers
- Relevant School, College, University, and practicum policies (e.g. Professional Practicum Education Guidelines and Policies Manual)

4. Confidentiality and Information Sharing

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

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

- Supporting student success
- Assessing risk
- Upholding professional standards

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

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

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

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

5. *Behaviour That May Result in a Review*

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

5.2 Examples include, but are not limited to:

a) Professional and Ethical Concerns

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

b) Learning Environment Concerns

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

c) Legal or Policy Violations

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

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

6. Three Stages of Review:

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

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

6.2 Stage One: Informal Resolution

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

6.2.2 The instructor or relevant party will:

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

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

6.3 Stage Two: Structured Support and Planning

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

6.3.2 A meeting will include:

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

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

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

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

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

6.3.4 Outcomes will include:

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

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

6.4 Stage Three: Formal Review

6.4.1 A Stage Three review may occur when:

- similar or new concerns arise;

- Concerns are serious in nature; or
- Previous stages have not resolved the issue

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

6.4.3 The student will:

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

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

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

6.4.6 The Committee will:

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

6.4.7 Decisions will be made by majority vote.

6.4.8 Outcomes may include:

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

the recommendation. Any readmission will be subject to the regulations pertaining to “unsatisfactory performance” outlined by the Western Academic Calendar.

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

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

7. Retention and Disposition of Documentation

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

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

8. Access to Documentation

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

- The review process
- Program administration and oversight

9. Appeals

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

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

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

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

School of Social Work Course Policy

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

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

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

King's University College General Course Policies 2026-27

1. Academic Accommodations, Consideration for Absences

ACADEMIC ACCOMMODATION

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

ACADEMIC CONSIDERATION FOR STUDENT ABSENCE

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate), they should follow the procedures below.

In some cases, where instructors have built flexibility into their assessments, this flexibility will already address consideration needs.

Requests for academic consideration should be directed to the Academic Advising Office of your faculty/college of registration. Requests must be made as soon as possible and no later than 48 hours after the missed assessment.

As a rule, documentation is required for academic consideration. For academic consideration requests on medical grounds, the Student Medical Certificate is available at https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses_enrollment/exams_and_tests/SMC-Feb-2025.pdf.

Students are permitted one academic consideration request without supporting documentation per term per course.

Instructors may designate one assessment per half-course weight as requiring formal supporting documentation. Please refer to the course outline for each course.

For further information, please see:

https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf

ABSENCES FROM FINAL EXAMINATIONS

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

You may also be eligible to write the Special Exam if you are in a “Multiple Exam Situation” (e.g., more than 2 exams in 23-hour period, or more than 3 exams in a 47-hour period).

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

RELIGIOUS ACCOMMODATION

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

2. Support Services

Accessibility, Counselling and Student Development at King's University College:
<https://kings.uwo.ca/campus-life/student-supports/>

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

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

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

Academic Support Services at King's University College:
<https://kings.uwo.ca/academics/academic-supports/>

3. Statement on Gender-Based Sexual Violence

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

[Mental Health and Wellness at King's - King's University College](#)

You can reach supports at Kings by emailing Care@kings.uwo.ca or calling 519-930-4640 to

reach a Social Worker who can offer help.

You can reach someone supports at Kings by emailing Care@kings.uwo.ca or calling 519-930-4640 to reach a Case Manager/Social Worker who can offer help.

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

4. Statement on Use of Electronic Devices

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

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

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

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

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

5. Statement on Academic Offences

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

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

It is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor. Check with your instructor on what tools, including generative AI (ChatGPT, translation tools, grammar-

checking tools) are permitted in the course. Because a tool is permitted in one course, that does not mean it is permitted in other courses.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system; see [https://elearningtoolkit.uwo.ca/tools/Originality Reports - TurnItIn.html](https://elearningtoolkit.uwo.ca/tools/Originality%20Reports%20-%20TurnItIn.html).

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

6. Copyright of Course Material

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

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

7. Use of Recordings

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

8. Policy on Attendance

Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course, will be reported to the Dean of the Faculty offering the course, after due warning has been given. On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course.

