



SOCWORK 2216B (670)
INTRODUCTION TO GENERALIST SOCIAL WORK PRACTICE AND THEORIES
Winter 2026

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Office Hours:

Thursday from 12-1pm via zoom – by appointment. Alternative times can be arranged.

Course Information:

For course information (day, time, location), please see Brightspace.

Technology and Space Requirements: this course requires the following:

- Stable high speed internet connection
- Webcam
- Microphone
- A quiet space to take part in synchronous learning (all labs, some lectures, interview assignment)
- Printer/Scanner access is recommended

Calendar Description:

This course provides a conceptual, theoretical and applied examination of the generalist model of social work practice informed by ethics and framed within an anti-oppressive context. Students are introduced to a number of contemporary theories that underlie the practice of social work. Required for admission to the Social Work program. Antirequisite: [Social Work 2214A/B](#) and [Social Work 2215A/B](#).

Pre or Corequisites

Prerequisite(s): [Social Work 1025A/B](#) and [Social Work 1026A/B](#); or Social Work 1021A/B and Social Work 1022A/B; or the former Social Work 1020.

Course Weight: 0.50

Breadth: CATEGORY A

Subject Code: SOCWORK

Notice: Unless you have either the requisites for this course, or special permission from your Dean to enrol 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

Delivery Format: Asynchronous

This is a fully online course that will use King's/Western's learning platform, OWL Brightspace, and other educational resources based on the needs of the course. Class "lectures" are fully asynchronous, meaning we will not have a regular, mandatory time when the entire class will be online. The exceptions to this are the synchronous activities that are required for this course are which are the midterm exam February 6, 2026 @ 6pm and the final exam which will occur during the April final exam period. An exact date and time will be determined by the Office of the Registrar.

The video tape assignment due March 20, 2026, by 11:59pm requires group partners to plan and schedule their own practice times together. It is the expectation that no less than 120 mins will be devoted to synchronous practice with your assigned partner in preparation of recording your video submission.

This course begins January 5, 2026, and continues until April 9, 2026, honoring all important dates derived from University approved guidelines and academic policies (<https://www.kings.uwo.ca/current-students/academic-resources/academic-dates-and-events/>). While asynchronous, I will post all weekly content by Monday morning for that week.

Throughout the course you are expected to interact regularly with your assigned group partner, and with me, as your instructor, presenting yourself should you require assistance. The course is structured with weekly content which may also be completed self-paced, adhering to all fixed dates (examinations and assignments).

Interactive opportunities for peer learning will occur in the assigned small groups practicing for the video assignment. Each student brings their own knowledge, experience, and interests to our learning community; we will build on that using the course material and small group practice sessions.

We will each be responsible for our own learning progress and also for contributing to the growth of our learning community through our participation in all assessments. We will be ready to engage and connect meaningfully. We will be present, professional, respectful and ready to contribute in our small groups.

Your UWO email address is the only email address to send and receive course related emails. While you may choose to have your UWO email on "mail forward", please be sure that when you email me, you are using your official UWO email address. Emails are responded to within 48 business hours, Monday to Friday, 8:30am – 4:30pm. Please plan accordingly, especially if close to a due date.

Notification on Remote Proctoring: ProctorTrack

Tests and examinations in this course will be conducted using ProctorTrack remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide personal information (including some biometric data) and the session will be recorded. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service.

More information about this remote proctoring service, including technical requirements, is available on Western's Remote Proctoring website at: <https://remoteproctoring.uwo.ca>

Statement of Commitment

At King's University College, we learn and work on land that is part of the Dish with One Spoon Treaty from the original inhabitants of this land, the Anishinaabeg, Haudenosaunee, Lenapeewak, and Attawandaron peoples; all of whom have longstanding relationships to the land of Southwestern Ontario and the City of London. As an 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 harm caused by my profession against Indigenous people. I am committed to learning ways to professionally and personally put the Truth and Reconciliation Commission of Canada (2015) recommendations into action. This is incorporated into my work through a commitment to lifelong learning and listening. It is important that Indigenous people are supported within their own communities, families, and/or Indigenous-led organizations wherever possible. I value the uniqueness of every individual I work with and honour the importance of culture, cultural practices and taking a stance of cultural humility in my work. In my teaching, I strive to challenge colonial practices and incorporate anti-oppressive and anti-racist literature and learning approaches. Further, it is important to critique my own personal biases and the ways in which I have personally benefited from colonization and colonial practices/policies.

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.

Learning Outcomes:

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

- Demonstrate an understanding of the purpose and objectives of social work practice.
- Appreciate the ideological basis of the profession through studying and applying its knowledge base and values.
- Articulate the principles and values of anti-oppressive social work practice.
- Achieve a solid understanding of the Generalist Intervention Model and its application to social work practice.
- Demonstrate an understanding of selected foundation theories/models that influence the practice of social work such as psychosocial, problem-solving, crisis-intervention, solution-focused, systems-ecological, cognitive-behavioural and feminist theories.

Essential Components: Policy

Based on learning outcomes, the course components **essential** to pass this course are:

- Video Tape Assignment: students must complete the video tape with a passing grade to pass this course
- Final Exam: students must complete the final exam with a passing grade to pass this course

Class Policies:

- All students are expected to engage in a professional and respectful manner. This includes all interactions with peers, as well as communication with your Professor and Lab Instructor. Failure to do so will result in academic discipline.
- Recording of lectures or labs without the explicit consent of the Professor or Lab Instructor is grounds for academic discipline.
- Course content created by a faculty member is considered the faculty member's intellectual property; it should not be distributed, shared in any public domain, or gifted or sold by a student or other third party without prior written consent of the faculty member.
- All assessments and examinations are expected to be done by the student registered in this course, following the instructions outlined by the Assignment.
- Within this course, use of generative artificial intelligence (AI) tools (such as ChatGPT, translation tools, and grammar-checking tools) are not permitted for written work submitted for

Course Website – OWL Brightspace

This is an asynchronous course, with course content accessed via the OWL Brightspace course website. The course website (<https://western.brightspace.com>) is accessible to all students registered in this course. It contains the course outline, announcements, PowerPoint lecture slides, video links, assignment submission information, and assignment guidelines. You can also access your assignment results on this website. It will be used extensively throughout the course.

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

King's is committed to fostering a culture of professionalism, honesty, and academic integrity, and all members of our community—faculty, staff, and students—have a role to play in promoting an ethical learning environment. Furthermore, through the work they submit for academic evaluation, students develop important habits of critical thinking, independent inquiry, and creativity. Thus, it is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor. Within this course AI tools [such as Chat GPT] are not permitted.

Evaluation:

1. **Case Study:** Written responses to provided case study.

Date: The deadline for this assessment is **January 30, 2026**, before 11:59pm. No late penalty will be imposed for the first 72 hours after the deadline, in case of extenuating circumstances. **Students should plan to submit by the deadline.** Because the submission deadline for this assessment already includes flexibility, the instructor reserves the right to deny academic consideration for assignments submitted past the 72-hour window. Submitted via OWL Brightspace.

Value: 10%

2. **Mid-Term Exam:** Online synchronous using **ProctorTrack**

Date: February 6, 2026, at 6pm using Proctor Track. Regular exam length is 2 hours, and you should expect to use all 2 hours. If you have a formal accommodation, your exam length will be adjusted accordingly. Should this change your start time to earlier than 6pm, you will see that on your accommodation portal.

Value: 25%

For students receiving academic considerations related to being unable to write this mid-term on the original date, a makeup date will be provided. Please note that the makeup mid-term may not be in the same format. Academic consideration for the midterm exam requires submission of formal supporting documentation.

3. **Video Tape:** In assigned groups, students will practice their communication skills and the first step, Engagement, in the Generalist Intervention Model to produce an 8–10-minute video recording demonstrating aspects of the Engagement phase in the GIM.

Date: The deadline for this assessment is **Mar 20, 2026**, before 11:59pm. No late penalty will be imposed for the first 72 hours after the deadline, in case of extenuating circumstances. **Students should plan to submit by the deadline.** Because the submission deadline for this assessment already includes flexibility, the instructor reserves the right to deny academic consideration for assignments submitted past the 72-hour window. Submitted via OWL Brightspace.

Value: 25%

4. **Final Exam:**

Date: TBD (will occur during the April final exam period) using **ProctorTrack**

Value: 40%

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

Books and Readings:

Required Text

Kirst-Ashman, K.K. & Hull, G.H. (2018). *Understanding Generalist Practice* (8th ed.). Boston, MA: Cengage Learning. **The 8th edition is required. An e-book version is available for \$77.95 + tax through Cengage Learning.**

Supplementary reading material will also be assigned and will be posted on OWL Brightspace and/or available through library course readings. No cost for these.

No attempt will be made to cover all of the assigned readings during class time. **Students are responsible for reading and understanding the assigned portions of the textbook and supplementary reading list, even if this material is not covered in the class lectures.**

Course Format

Course content will be presented through weekly in-person lectures. Content may include power points, case examples, and videos. Students will be expected to actively participate in this course through exercises, readings, and participating in practicing of the GIM model.

The course will be structured as follows:

- Weeks 1 – 8 Introduction and the Generalist Intervention Model
- Weeks 9 – 12 Foundation Social Work Theories

Course Schedule:

Section I: INTRODUCTION AND THE GENERALIST INTERVENTION MODEL

Week 1 – Week of Jan 5

- Topic: **Unit 1 - GENERALIST SOCIAL WORK: VALUES, ETHICS, AND OTHER DIMENSIONS**
- Readings: Kirst-Ashman, K. K., & Hull, G. H. (2018). Introducing Generalist Practice: The Generalist Intervention Model in *Understanding Generalist Practice* (8th ed.) (**Chapter 1, pp. 1-40**). Boston, MA: Cengage Learning.
- Kirst-Ashman, K. K., & Hull, G. H. (2018). CASW Core Values and Resolution of Ethical Dilemmas in *Understanding Generalist Practice* (8th ed.) (**Chapter 11, pp. 437-443**). Boston, MA: Cengage Learning.

Week 2 – Week of Jan 12

- Topic: **Unit 2 - THE GENERALIST INTERVENTION MODEL (Within a micro, mezzo, or macro context)**
- Reading: Kirst-Ashman, K. K., & Hull, G. H. (2018). Introducing Generalist Practice: The Generalist Intervention Model in *Understanding Generalist*

Practice (8th ed.) (**Chapter 1, pp.38-52**). Boston, MA: Cengage Learning.

Week 3 – Week of Jan 19

Topic: **Unit 3 - ENGAGEMENT AND ASSESSMENT IN GENERALIST PRACTICE**

Reading: Kirst-Ashman, K. K., & Hull, G. H. (2018). Engagement and Assessment in Generalist Practice in *Understanding Generalist Practice* (8th ed.) (**Chapter 5, pp.175-223**). Boston, MA: Cengage Learning.

Week 4 – Week of Jan 26

Topic: **Unit 4 - PLANNING IN GENERALIST PRACTICE**

Reading: Kirst-Ashman, K. K., & Hull, G. H. (2018). Planning in Generalist Practice in *Understanding Generalist Practice* (8th ed.) (**Chapter 6, pp.224-254**). Boston, MA: Cengage Learning.

*****Case Study due by January 30th at 11:59pm*****

Week 5– Feb 2

Topic: **Mid-Term Exam – online synchronous at 6pm**

Details: online synchronous using **ProctorTrack; Monday February 2, 2026 @ 6pm**; regular exam length is 2 hours. If you have formal accommodations, your end time will be adjusted accordingly. Should your start time be required to be earlier than 6pm due to your accommodations, you will locate that information through your accommodation portal.

Week 6 – Week of Feb 9

Topic: **Unit 5 - EVALUATION, TERMINATION, AND FOLLOW-UP IN GENERALIST PRACTICE**

Reading: Kirst-Ashman, K. K., & Hull, G. H. (2018). Evaluation, Termination, and Follow-Up in Generalist Practice in *Understanding Generalist Practice* (8th ed.) (**Chapter 8, pp. 307-348**). Boston, MA: Cengage Learning.

Section II: FOUNDATION SOCIAL WORK THEORIES

Week 7 – Reading week – no classes this week

Week 8 – Week of Feb 23

Topic: **Unit 1 - INTRODUCTION TO SOCIAL WORK THEORY AND PSYCHOSOCIAL THEORY**

Readings: Maclean, S., Harrison, R., Perillo, C.D., & Martinez-Cedeno, P., (2012). **Chapter 1:** "An Introduction to Social Work Theory" in *Theory and Practice: A Straightforward Guide for Social Work Students*, (First Canadian Edition). Whitby, Ontario; deSitter Publications. **(Available through library course readings)**

Robinson, H., & Kaplan, C. (2011). **Chapter 26:** Psychosocial Theory and Social Work Treatment in F. J. Turner (Ed.), *Social Work Treatment: Interlocking Theoretical Approaches* (5th ed., pp. 387-400). New York: Oxford University Press. **(Available through library course readings)**

Week 9 – Week of Mar 2

Topic: **Unit 2 - SYSTEMS/ECOLOGY THEORY**

Reading: Kirst-Ashman, K. K., & Hull, G. H. (2018). Systems Theory in *Understanding Generalist Practice* (8th ed.) (**Chapter 1**, pp.13-18). Boston, MA: Cengage Learning.

Kirst-Ashman, K. K., & Hull, G. H. (2018). Crisis Intervention in *Understanding Generalist Practice* (8th ed.) (**Chapter 7**, pp. 270-281). Boston, MA: Cengage Learning

Week 10 – Week of Mar 9

Topic: **Unit 3 - PROBLEM-SOLVING THEORY, BRIEF SOLUTION FOCUSED THEORY, AND CRISIS INTERVENTION THEORY**

Readings: Maclean, S., Harrison, R., Perillo, C.D., & Martinez-Cedeno, P., (2012). **Chapter 33:** "Brief Solution Focused Therapy" in *Theory and Practice: A Straightforward Guide for Social Work Students*, (First Canadian Edition). Whitby, Ontario; deSitter Publications.

Week 11 – Week of Mar 16

Topic: **Unit 3 – CRISIS INTERVENTION THEORY**

Reading: Maclean, S., Harrison, R., Perillo, C.D., & Martinez-Cedeno, P., (2012). Chapter 42: "Crisis Intervention" in *Theory and Practice: A Straightforward Guide for Social Work Students*, (First Canadian Edition). Whitby, Ontario; deSitter Publications.

*****Video Assignment due by March 20th at 11:59pm*****

Week 12 – Week of Mar 23

Topic: **Unit 4 – COGNITIVE-BEHAVIOURAL THEORY**

Reading: Maclean, S., Harrison, R., Perillo, C.D., & Martinez-Cedeno, P., (2012). **Chapter 32:** “Rational Emotive Behaviour Therapy (REBT) and Cognitive Behavioural Therapy” in *Theory and Practice: A Straightforward Guide for Social Work Students*, (First Canadian Edition). Whitby, Ontario; deSitter Publications

Week 13 – Week of Mar 30

Topic: **Unit 5 – FEMINIST THEORY/CRITICAL THEORY**

Reading: Kirst-Ashman, K. K., & Hull, G. H. (2018). Gender-Sensitive Social Work Practice in *Understanding Generalist Practice* (8th ed.) (**Chapter 13**, pp.499-543). Boston, MA: Cengage Learning.

SCHOOL OF SOCIAL WORK POLICIES – BSW Program 2025-2026

School of Social Work Attendance Policy – Pre-Program Courses

In accordance with Western University policies

https://www.westerncalendar.uwo.ca/PolicyPages.cfm?PolicyCategoryID=5&Command=showCategory&Keywords=attendance&SubHeadingID=68&SelectedCalendar=Live&ArchiveID=#SubHeading_68, attendance is expected in Social Work courses: “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. The Dean of the Faculty offering the course will communicate that decision to the Dean of the Faculty of Registration.

The School of Social Work considers “too many classes” to be three classes. You may receive written warning from your instructor after your second missed class advising you that after a third missed class they may request that you be barred from writing the final exam.

School of Social Work Policy on Grade Adjustment for Late Assignments

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.

General Course Policies 2025 - 2026

1. Academic Accommodations, Consideration for Absences

Academic Accommodation (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 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/S_MC-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://www.kings.uwo.ca/current-students/student-services/>

Students experiencing emotional or mental health distress can access services at King's University

College: <http://www.kings.uwo.ca/current-students/campus-services/student-support-services/personal-counselling/>

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_wellbeing/

Academic Support Services at King's University College:

<https://www.kings.uwo.ca/current-students/academic-resources/>

GBSV Support:

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

<https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

You can reach someone 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 also reach Western's Gender-Based Violence & Survivor Support Case Manager by [email](#) or by calling 519-661-3568.

Further supports can be found on this website: <https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

See also https://www.uwo.ca/health/student_support/survivor_support/get-help.html

University Students' Council offers many valuable support services for students, including the health insurance plan: <http://westernusc.ca/services/>

3. 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://www.kings.uwo.ca/current-students/student-affairs/code-of-student-conduct1/>

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.

4. 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 http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.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 on what tools, including generative AI (ChatGPT, translation tools, grammar-checking tools) are permitted in the course. Because a tool is permitted in one course, that does not mean it is permitted in other courses.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database

for the purpose of detecting plagiarism of papers subsequently submitted to the system; see <https://elearningtoolkit.uwo.ca/tools/Originality Reports - TurnItIn.html>.

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

5. 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.

6. 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.

7. 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.