



SOCWORK 1026B (270)
INTRODUCTION TO SOCIAL WORK PRACTICE AND COMMUNICATION SKILLS
Winter 2026

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Office Hours:

Mondays 5:30pm – 6:30pm, appointment via Zoom

Course Information:

Class Times: Class time and location posted on OWL Brightspace course site.

Technology and Space Requirements:

This course will require the following:

- Stable high speed internet connection
- Webcam
- Microphone
- A quiet space record interview assignment
- Printer/Scanner access is recommended

Calendar Description:

Students are introduced to a number of contemporary theories that underlie the practice of social work. A communications laboratory offers a small group experiential means of learning foundational communication and interviewing skills. Required for admission to the Social Work program.

Antirequisites: [Social Work 2214A/B](#) and [Social Work 2215A/B](#).

Extra Information: This course is open to all students, but is required for admission to the professional Bachelor of Social Work (Honours) program.

Course Weight: 0.50

Breadth: CATEGORY A

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: blended (each class is synchronous time, blended is in-person or online)

The video interview assignment is due March 30, by 11:59pm and requires group partners to plan and schedule their own practice times together. This is outside of class time and in addition to the communication labs that occur during class times. It is the expectation **that no less than 120 minutes** will be devoted to synchronous practice, outside of the communication labs, with your assigned partner(s) in preparation of recording your video submission.

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.

Interactive opportunities for peer learning will occur in the communication labs. Each student brings their own knowledge, experience, and interests to our learning community. We will be ready to engage and connect meaningfully. We will be present, professional, respectful and ready to contribute in all aspects of the course.

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 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.

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.

Learning Outcomes:

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

- Identify the attributes required to be effective in pursuing a social work career, along with the importance of self-awareness and self-care;
- Demonstrate an appreciation of the importance of communication in interpersonal helping and social interaction;
- Demonstrate the ability to exhibit attending behaviour and active listening skills, using appropriate body language while observing responses;
- Demonstrate basic competency in asking open and closed questions in order to explore the situation;
- Demonstrate the ability to paraphrase and summarize statements appropriately;
- Recognize and respond to the expression of emotion;
- Demonstrate beginning skills in summarizing communication sequences and segments of an interview;
- Demonstrate basic competency in the use of various forms of communication to aid in the provision of social work service delivery;
- Understand the basic principles of interpersonal helping as they are embodied in beginning communication and relationship building skills;

- Demonstrate understanding of interviewing persons with differing identities and backgrounds;
- Describe approaches and methods used in various helping systems such as individuals, families, groups and communities.

Essential Components: Course Specific Policy

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

- Video Recorded Interview Assignment: students must complete the video tape with a passing grade to pass this course overall and,
- Full attendance (arrive on time and not leaving early) with active participation in a minimum of 5 of the 6 communication labs held on Jan 26, Feb 9, Feb 23, Mar 2, Mar 9, Mar 16. A missed communication lab or less than full attendance at a communication lab could be accommodated by submitting supporting documentation 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 of a non-designated assessment. Final exams are not supported under the one academic consideration request without supporting documentation per term per course.

- Final Exam: students must complete the final exam with a passing grade to pass this course

Class Policies:

- When communicating online (email, zoom practice for assignment completion) all students are expected to engage in a professional and respectful manner. This includes interactions with classmates, Professor and Lab Instructor(s). Failure to do so may 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 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.
- Anticipated amount of time needed each week:
 - 3-4 hours viewing posted lecture content and attending class lectures

- 1-3 hours completing assigned weekly readings
- 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 evaluation. Unauthorized use of AI will be subject to academic discipline.
- To support the observational, listening, and speaking objectives of the communication laboratories, the use of electronic devices—including laptops, tablets, and cellular phones—is prohibited during the practice components of the labs. Communication practice laboratories are ungraded and do not require the submission of any materials.
- 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 Website – OWL Brightspace

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, 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 **all** AI tools [such as Chat GPT, Perplexity AI, Grammarly] are **not** permitted.

Evaluation:

1. Written Reflection :– Instructions posted to OWL Brightspace

Due: The deadline for **part 1** of this assignment is **Jan 12, 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. Assignment is to be uploaded to course site via OWL Brightspace.

Due: The deadline for **part 2** of this assignment is **March 30, 2026**, before 11:59pm. Part 2 of the assignment will only be accepted for grading if Part 1 was accepted

for grading, meeting all deadlines listed for part 1. If deadline for part 1 was unmet, than an approved academic consideration was received. For Part 2, 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. Assignment is to be uploaded to course site via OWL Brightspace. Since this assignment includes both a pre-reflection (Part 1) and a post-reflection (Part 2); both parts will be marked simultaneously after Part 2 is submitted.

Value: 10%

2. Midterm Exam:

When: February 2, 2026 at 11:30am in class, in person

Should one be unable to write the midterm exam as scheduled, Academic consideration for a re-write date will require formal supporting documentation as this is a designated assignment. Supporting documentation is submitted to the Academic Dean's office.

Value: 20%

3. Video Recorded Interview: Completed via Zoom with detailed instructions posted to OWL Brightspace

Due: March 23, 2026

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. Assignment is to be uploaded to course site via OWL Brightspace.

Value: 35%

4. Final Exam:

Date: Will be scheduled by Registrar office. Actual date and time will be posted to OWL course site once known.

Value: 35%

Books and Readings:

Required Text:

Ivey, A.E., Ivey, M.B., & Zalaquett, C.P. (2023). *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (10th ed.). Belmont, CA: Brooks/Cole Cengage Learning. Textbook cost is approximately \$77.00 for E-book 365-

day rental. Approximate hardcover book cost \$180.50 via Western Bookstore
270: https://bookstore.uwo.ca/textbook-search?campus=KC&term=W2025B&courses%5B0%5D=270_KC/SWK1026B

Students **MUST** purchase the 10th edition, older editions are insufficient.

Additional reading material assigned will be posted on OWL or available through library course readings at no cost.

Course Format:

The course will be structured as follows:

- Weeks 1, 2 Introduction, Personal and Professional Readiness, and Self-care
- Weeks 3, 4, 5, 6, 8, 10, 11: Communication Skills and Laboratory
- Weeks 12, 13: Applying Social Work Skills to Practice

Weekly Course Schedule:

Section I: INTRODUCTION, PERSONAL AND PROFESSIONAL READINESS

Week 1 – January 5 – This class is in-person

Topic: **INTRODUCTION: course: evaluations, class format, expectations
PERSONAL AND PROFESSIONAL READINESS:**
Emotional, intellectual, and personal characteristics for a career in social work; understanding ones own family of origin

Reading: Humphrey, C. (2011). **Chapter 2:** Students' Journeys. Becoming a Social Worker: A guide for students (pp. 19-34). London: Sage. **(Available through library course readings)**

Week 2 – January 12 – This class is synchronously online using zoom

Topic: **SOCIAL WORK VALUES, ETHICS AND SELF-AWARENESS**
Emotional, intellectual, and personal characteristics for a career in social work; understanding ones own family of origin

Reading: Shebib, B. (2017). **Chapter 1.** Choices: Interviewing and Counselling Skills for Canadians (7th ed., pp. 1-32). Toronto: Prentice Hall. (Available through library course readings)

Sussman, T., Bailey, S., Richardson, K. B., & Granner, F. (2014). How field instructors judge BSW student readiness for entry-level practice. Journal of Social Work Education, 50(1), 84-100. **(Available through library course readings)**

Canadian Association of Social Workers Code of Ethics PDF (2024)

Essential Requirements for B.S.W. program pdf posted on OWL Brightspace

Section II: COMMUNICATIONS LABORATORY

A small group format will be used for the Communications Lab portion of the course, which will take place in-person during regularly scheduled course time. The process of learning each of the communication skills will follow these four steps:

- 1) Conceptual Understanding — 2) Observation — 3) Application —
- 4) Reflection

Role playing and feedback will be used extensively in the application and reflection stages. The team approach will ensure maximum participation and interaction among the students.

Personal feedback is an integral part of the lab. The guidelines here will emphasize supportive and constructive critiques that will allow students to build on their strengths as communicators. Each student is required to conduct an interview. Professors and Lab Instructors will evaluate the interviews according to the criteria outlined in the Ivey text. The recording of the video submission will take place via the Zoom platform.

Week 3 – January 19 - This class is synchronously online using zoom

Topic: **Intentional Interviewing, Counseling, and Psychotherapy**

Reading: Ivey, A. E., Ivey, M.B., & Zalaquett, C.P. (2023). **Chapter 1:** Toward intentional interviewing, counseling, and psychotherapy. *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (10th ed., pp. 3-28). Belmont, CA: Brooks/Cole Cengage Learning.

Week 4 – January 26 – Communication Lab – This class is in-person

Topic: **LISTENING, ATTENDING, AND EMPATHY**

Reading: Ivey, A.E., Ivey, M.B., & Zalaquett, C.P. (2018). **Chapter 3:** Attending and empathy skills. *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (10th ed., pp. 64-95). Belmont, CA: Brooks/Cole Cengage Learning.

Week 5 – February 2 ** Midterm Examination ** This class is in-person

Week 6 - February 9 – Communication Lab – This class is in-person

Topic: **OBSERVATION SKILLS**

Reading: Ivey, A.E., Ivey, M.B., & Zalaquett, C.P. (2018). **Chapter 4:** Observation skills. *Intentional interviewing and counseling: Facilitating client development*

in a multicultural society (10th ed., pp. 96-124). Belmont, CA: Brooks/Cole Cengage Learning

Week 7 – February 16 * Reading week, no classes this week ****

Week 8 – February 23 – Communication Lab – This class is in-person

Topic: **QUESTIONS**

Reading: Ivey, A.E., Ivey, M.B., & Zalaquett, C.P. (2018). **Chapter 5:** Questions. *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (10th ed., pp. 125-150). Belmont, CA: Brooks/Cole Cengage Learning

Week 9 – March 2 – Communication Lab – This class is in-person

Topic: **ENCOURAGING, PARAPHRASING, AND SUMMARIZING:**

Reading: Ivey, A.E., Ivey, M.B., & Zalaquett, C.P. (2018). **Chapter 6:** Encouraging, paraphrasing and summarizing: Active listening and cognition. *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (10th ed., pp. 151-173). Belmont, CA: Brooks/Cole Cengage Learning

Week 10 – March 9 – Communication Lab – This class is in-person

Topic: **Observing and Reflecting Feelings**

Reading: Ivey, A.E., Ivey, M.B., & Zalaquett, C.P. (2018). **Chapter 7:** Reflection of feelings: The heart of empathic understanding. *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (10th ed., pp. 174-201). Belmont, CA: Brooks/Cole Cengage Learning.

Week 11 – March 16 – Communication Lab – This class is in-person

Topic: **THE FIVE-STAGE INTERVIEW SKILLS**

Reading: Ivey, A.E., Ivey, M.B., & Zalaquett, C.P. (2010). **Chapter 8:** How to conduct a five-stage counselling session using only listening skills. *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (10th ed., pp. 201-223). Belmont, CA: Brooks/Cole Cengage Learning.

SECTION III: APPLYING INTERVIEW SKILLS TO SOCIAL WORK PRACTICE CONTEXTS:

Week 12 – March 23 – This class is in-person

Topic: **Reflection of Meaning and Bringing together all Basic Listening Skills together**

Reading: Ivey, A.E., Ivey, M.B., & Zalaquett, C.P. (2010). **Chapter 11:** Reflection of Meaning and Interpretation/Reframing. *Intentional interviewing and counseling: Facilitating client development in a multicultural society* (10th ed., pp. 287-314). Belmont, CA: Brooks/Cole Cengage Learning.

Week 13 – March 30 – This class is synchronously online using zoom

Topic: **FORMS OF COMMUNICATION IN SOCIAL WORK PRACTICE**

Reading: Byrne, J., & Kirwan, G. (2019). Relationship-based social work and electronic communication technologies: anticipation, adaptation and achievement. *Journal of Social Work Practice*, 33(2), 217-232. (Available through library course readings)

Toseland, R.W., & Rivas, R.F. (2017). **Chapter 1:** Introduction. An introduction to group work practice (8th ed., 1-42). Boston, MA: Pearson. (Available through library course readings)

Week 14 – April 6 – This class is synchronously online using zoom

Topic: Review, Catch-Up As Needed



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](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.