



**SOCWORK 4484B (570)**  
**SOCIAL WORK PRACTICE AND MENTAL HEALTH**  
**Fall/Winter 2025-2026**

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**Instructor:** Dr. Rosemary Vito

**Email:** [rvito4@uwo.ca](mailto:rvito4@uwo.ca)

**Office Hours:** Thursdays, 11:30 am–12:30 pm  
or by appointment

**Course Information and Faculty Contact:**

For Classroom Location, please go to [student.uwo.ca](http://student.uwo.ca), login, select Academics then Winter 2026. For Office Location, please see the Class OWL Brightspace.

**Calendar Description:**

Mental illness is prevalent in many fields of professional practice. For example, mental health centers, hospitals, child welfare agencies, correctional facilities, the education system, concurrent programs, geriatrics, developmental disabilities. This course provides students with an understanding of the basic concepts of mental illness to assist in assessment and treatment planning.

Pre or Corequisites

**Prerequisite(s):** Registration in the professional BSW (Honours) program, or permission of the School.

Extra Information

**Extra Information:** 3 lecture hours.

**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.*

**Statement of Commitment**

As a social work professional with a mostly privileged positionality, I respectfully acknowledge that we live and work on the traditional territories of the Anishinaabek, Haudenosaunee, and Lunaapeewak peoples, all of whom have longstanding relationships to the land of Southwestern Ontario and the City of London. I am aware of the need to work collaboratively with the original inhabitants to protect it. I am also aware of the transgressions that my professional community has historically made against Indigenous people. I strive to include Indigenous knowledge and ways of being in my teaching and learning where possible.

### **Course Description:**

This course provides students with foundational knowledge on the historical, political, societal, legal/ethical, and current understanding of major mental illnesses, including assessment and treatment approaches. There are four major course sections: (1) historical/ideological perspectives, Indigenous/Francophone issues, stigma/social exclusion, policy/legal/ethical issues; (2) the impact of childhood issues, trauma/abuse, and self-harm/suicidal behaviours; (3) signs/symptoms of major psychiatric disorders and contributing factors, biopsychosocial cultural spiritual assessment/formulation, evidence-informed, resiliency/recovery-oriented, and practice based treatment approaches; and (4) social worker's role/scope of practice in improving quality of life/functioning for psychiatric service users/families, and strengthening their resilience and self-care practices to reduce compassion fatigue and burnout. After this course, students are expected learn both foundational knowledge and practice skills in mental health assessment and treatment interventions, to become effective, compassionate, and person-centered social workers in mental health practice settings.

### **Learning Outcomes – Specific:**

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

- Understand the varying historical and ideological perspectives on how psychiatric illness is constructed and politicized by various stakeholders, including Indigenous and Francophone issues, and be able to critique these practices and classification systems.
- Become aware of stigma and social exclusion of people labelled as mentally ill and the complexities of policy and legal/ethical issues, including patient rights legislation, consent/capacity, involuntary admission, substitute decision-making, and duty to warn.
- Learn about the progression of mental health issues, including underlying childhood development, trauma/abuse experiences, and self-harm/suicidal risk behaviour, and various interventions (play therapy, trauma-informed, crisis intervention).
- Demonstrate a working knowledge of the signs and symptoms of six major psychiatric disorders from a bio-medical and psycho-social perspective as described in DSMV, and understand the range of historical, social, familial, and cultural contributing factors involved in the development of severe and persistent mental illness.
- Learn the fundamentals of biopsychosocial cultural spiritual assessment and formulation, evidence-informed, resiliency/recovery-oriented, and practice based treatment approaches and be able to apply this knowledge to complex mental health cases.
- Learn about the social worker's role/scope of practice in improving the quality of life and psychosocial functioning for psychiatric service users and their families using a recovery approach, including assisted living, supportive work, and community support networks.
- Strengthen their understanding of compassion fatigue/burnout, resilience/self-care, and how to embed personal wellness into their future social work practice.

**Mode of Instruction:**

This is an in-person course conducted on-campus.

**Course Materials and Use:**

All course materials will be posted on the OWL Brightspace website <https://westernu.brightspace.com/d2l/login> which is accessible to all students registered in this course. This includes the course syllabus, link to required readings (placed on reserve at the library), weekly lectures, pre-recorded guest speakers, assignment descriptions and marking rubrics (under the Assignments tab). The OWL will also be used for weekly updates in the form of Announcements. Please note that these course materials have been developed by me and are my intellectual property. They are intended for your use only as students in this course and they are not to be shared with anyone else without my prior written consent. The lectures and pre-recorded guest speakers are available if you miss an in-person class or want to review content. They are intended for your use only as students in this course and they are not to be shared with anyone else. Recording of lectures or presentations without my explicit consent is grounds for academic discipline.

**Required Textbook and Readings:**

Regehr, C. & Glancy, G. (2022). *Mental health social work practice in Canada* (3<sup>rd</sup> ed.). Oxford University Press.

Available to order through UWO bookstore, cost \$96.90:

[SWK 4484 Custom Link](#)

You can also purchase a 6-month digital (etext version), cost \$43.99:

<https://www.vitalsource.com/en-ca/products/mental-health-social-work-practice-in-canada-cheryl-regehr-graham-glancy-v9780199037063?term=9780199037063>

Students need to purchase the 2022 (3rd) edition (second hand is fine). Older editions will not be sufficient as they are more than ten years old. A copy of the textbook has also been placed on course reserve at the library.

All required journal articles have been placed on course reserve at the library; they can be accessed online through OWL.

Supplementary articles for Presentations will be posted on OWL site for SW4484B.

**Course Expectations**

This course begins on Thursday January 8 and continues until Thursday April 9, 2026 honouring all important dates derived from University approved guidelines and academic policies (<https://www.kings.uwo.ca/current-students/academic-resources/academic-dates-and-events/>). Throughout the course you are expected to be present and to interact regularly with other students, and with me, as your instructor. This work will happen in small groups and opportunities to meet as a class. Each student brings their own knowledge, experience, and

interests to our learning community, which we will build on with course materials. You are each responsible for your own learning progress and for contributing to our learning community through participation in all course activities and assessments.

### **Academic Integrity; Class-specific policy on AI (e.g. Chat GPT)**

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

Within this course, use of generative artificial intelligence (AI) tools (such as Chat GPT, translation tools, and grammar-checking tools), is not permitted for written individual papers and verbal group presentations/PDF slides submitted for evaluation. Unauthorized use of AI will be subject to academic discipline.

### **Learning Culture**

We will collaboratively create a learning culture where everyone is heard and respected. To facilitate this, during the first class we will develop a mutual learning contract to follow during the course. We will discuss class expectations to facilitate a respectful culture, such as listening to one another's opinions, appreciating differences, maintaining an open and non-judgmental attitude, engaging in constructive dialogue and feedback, asking clarifying questions to develop understanding, and maintaining confidentiality of personal and case information. We will strive to recognize and support all equity-denied groups and value differing identities and intersectionality. All students are expected to engage in a professional and respectful manner during interactions with peers and communication with the instructor. Failure to do so will result in academic discipline.

### **Methods of Instruction**

I will teach this course from an adult education experiential learning approach (Kolb, 1984), using a variety of instructional methods to meet your different learning needs. Methods will include interactive lectures, small and large group discussions, case examples, videotapes, individual readings and reflection, videotaped guest speakers and student presentations. Each week there are at least two well chosen readings to highlight the topic for discussion. You are expected to read and reflect on all required readings and to actively participate in group discussions each week.

I welcome your ongoing feedback during the course; please feel free to ask questions and let me know if there are ways that I can make this course more responsive to your learning needs. I am available for consultation by email at any time, during office hours or by appointment, to discuss course materials, assignments or other questions that may arise.

### **Evaluation:**

- 1. Reflection Paper:** You will write a brief reflection paper based upon our videotaped guest speaker with lived experience. The content will reflect experiential learning following the ERGA cycle:

*Experience* – what did you hear, observe, feel? What stood out for you? Pull out salient points from the guest speaker. Approx. 1 page

*Reflection* –What do you think about what you experienced? How did you respond to this information? Why do you think you responded that way? Approx. 1 page

*Generalization*-What new learning have you gained? Are there shifts in your thinking? How does this relate to your previous knowledge about mental health? Approx. 1 page

*Application*- how will you apply this new learning to your social work practice going forward? Approx. 1 page

Proper writing form-length 4 pages max, written from first person, proper APA format. Writing quality- brief introduction and conclusion, paper flows well, no writing errors. References not necessary. Submit in WORD format.

**Due:** Friday, February 13, 2026 (submit online before midnight on OWL Brightspace under Assignments)

**Mark:** 20%

2. **Group Presentations:** In groups of 4 you will create a detailed and diverse case description (1 page, single spaced) on a mental health issue that aligns with the weekly lecture topic. Prepare the case one week in advance of your presentation and email it to the instructor for review and feedback. You will also locate an article written on a key issue in your case. Submit the article to the instructor one week in advance of your presentation, so that it can be circulated to the class. It is the responsibility of each class member to have read the article and be prepared to ask meaningful questions and to engage in discussion. Submit your PPT slides the day before your presentation on OWL Brightspace.

You will have 50 minutes for this activity. During that time you will: introduce yourselves and the topic; share the case with the class (handout no longer than 1 page); relate the article to the case/topic; have the class work on the issue presented (in small groups) using the questions below; and then facilitate discussion among the groups for about 15 minutes. A schedule is provided for you to help you in managing the time for this assignment:

1. Introduce yourselves, provide overview of topic, relate article to case – 5 minutes.
2. Presentation of the case to the class – 5 minutes.  
The case can be presented verbally or provided on a handout. The presentation should engage the class. All the group members are expected to participate in the case development and presentation.
3. A question for each group in the class – 10 minutes  
Your case should contain enough information to reflect the following questions. You will divide the class into 5 different groups, and assign one question to each group to discuss for 10 minutes:
  - a. What is the presenting issue – are there other issues that are not as obvious? Why?
  - b) What is your assessment of the situation? What themes does your assessment draw on?
  - c) What are the social determinants that impact this case and complicate the

presenting issue? How might you address these?

- d) What does your intervention plan look like? Who would it involve and why?
- e) Are there ethical issues involved in this case – what are they and how would you address?
- f) What are 2-3 teaching points (take home points) from the discussion?

4. Facilitation of the discussion - 25 minutes

The group members are expected to facilitate the discussion of each question, relating it to the article and relevant course readings, and encouraging further discussion between the different groups. The result should be a rich and meaningful case discussion.

5. Learning points – 5 minutes

What are 2-3 learning points from this case and from the class discussion?  
Synthesize and present to the class.

\*The instructor reserves the right to alter the mark of any student who is not actively contributing to the group process/presentation and audience attention/participation.

**Due:** Thursday, February 26, March 5, 12, 19, 26 (before midnight, submit PPT slides online on OWL Brightspace under Assignments)

**Mark:** 30%

3. **Contributions to Learning:** meaningful attention and participation in class lectures and discussions. Drawing on required readings, application, and case examples.

**Due:** Ongoing

**Mark:** 10%

4. **Final Paper:** Choose a specific mental health issue that you are interested in. Your paper will consist of the following:

1. Introduction to the presenting issue (define term(s), include DSM 5 or other criteria), provide context (social determinants of health, prevalence, beliefs), approx. 1 page.
2. Why this issue is of interest to you – your standpoint (personal/family history, work experience, social location, other), approx. 1/2 page.
3. Identify the paradigm you are situating the issue in and why (i.e., medical model, social constructionist, strength-based/recovery). Define characteristics of paradigm, how issue viewed from this perspective, approx. 1 page.
4. Detail the legislative pieces or ethical issues to the issue you have chosen (e.g., mental health policy or laws, consent and capacity, privacy, college regulations, SW ethics and values, social worker role, safety and risk factors), approx. 1 page.
5. Describe the social implications of this issue (impact on personal health and well-being, family, relationships, employment, broader societal context, etc.), approx. 1 page.
6. Provide an overview of the historical management of the issue (past beliefs, practices, assessment and interventions, link to sociocultural context), approx. 1/2 page.
7. Detail the current management of the issue informed by research evidence (may include bio-psychosocial-cultural assessment, best practice treatment approaches, screening tools, risk management, social work response), approx. 2.5 pages.
8. Comment on how this issue would be interpreted within a multicultural context (i.e., issues of diversity and marginalization, impact of culture, DSM 5), approx. 1/2 page.

9. Provide critical reflection (your thoughts on this issue and conclusion), approx. 1 page.

Writing: length is 10-11 pages max. The paper should flow well from one topic to next (use headings), paragraphs should be concise, with correct grammar, spelling, punctuation. Proper APA format (double spaced, correct title page, page numbers). Submit in WORD format. You should demonstrate critical reflection and analysis of information, not just reporting of issue; integrate reference information into the text of your paper to support your argument.

References: You should have 10-12 well chosen, current (within the last 10 years) references related to your issue (at least half outside of class readings). You should incorporate relevant class readings and lectures as evidence of completion. All citations in text and references are to be listed using APA 7th edition format.

**Due:** Friday, March 27, 2026 (before midnight, submit online on OWL Brightspace under Assignments)

**Mark:** 40%

### **Course Schedule:**

Week 1 – January 8

**Topic: Overview of course syllabus/expectations, history/context of mental health practice, Francophone & Indigenous issues**

Readings:

Regehr, C., & Glancy, G. (2022). The context of mental health social work practice in Canada. *Mental health social work practice in Canada* (pp. 1-22). Oxford University Press.

Chartier et al. (2014). Are there mental health differences between Francophone non-Francophone in Manitoba? *The Canadian Journal of Psychiatry*, 59 (7), 366-375.

Videos: history of mental asylums, moral treatment; stigma

Week 2 – January 15

**Topic: Policy framework and legislation for mental health practice in Canada, French language health services, Indigenous mental health**

Readings:

Regehr, C., & Glancy, G. (2022). A policy framework for mental health practice in Canada. *Mental health social work practice in Canada* (pp. 23-42). Oxford University Press.

Regehr, C. & Glancy, G. (2021). Mental health law in Canada. *Mental health social work practice in Canada* (pp. 43-74). Oxford University Press.

Videos-not criminally responsible (NCR); case examples (consent/capacity)

## Week 3 – January 22

Topic: **Social work assessment/formulation in mental health, cultural humility**

Readings:

Regehr, C., & Glancy, G. (2022). Social work assessment in mental health. *Mental health social work practice in Canada* (pp. 77-100). Oxford University Press.

Mosher, D.K., Hook, J.N., Captari, L.E., Davis, D.E., DeBleare, C., Owen, J. (2017). Cultural humility: A therapeutic framework for engaging diverse clients. *Practice Innovations*, 2(4), 221-233.

Video-cultural humility, mental status; case study & formulation guide

## Week 4 – January 29

Topic: **Children's assessment and treatment interventions, youth homelessness**

Readings:

Goldner, E.M., Jenkins, E., Palma, J., & Bilsker, D. (2016). Mental health and illness among children and youth. *A concise introduction to mental health in Canada* (2<sup>nd</sup> ed., pp. 143-168). Toronto, ON: Canadian Scholar's Press.

Simic, M., Stewart, C. S., Konstantellou, A., Hodsoll, J., Eisler, I., & Baudinet, J. (2022). From efficacy to effectiveness: Child and adolescent eating disorder treatments in the real world (part 1)—treatment course and outcomes, *Journal of Eating Disorders*, 10(27).

Videotaped guest speaker-play therapy

## Week 5 – February 5

Topic: **Trauma and abuse overview, assessment and treatment, case examples**

Readings:

Regehr, C., & Glancy, G. (2022). Trauma and traumatic grief. *Mental health social work practice in Canada* (pp. 127-152). Oxford University Press.

Patel, A.R., & Hall., B.J. (2021). Beyond the DSM-5 Diagnoses: A cross-cultural approach to assessing trauma reactions. *Focus*, 19(2), 197-203.

<https://doi.org/10.1176%2Fappi.focus.20200049>

Livingston, N.A, Berke, D., Scholl, J, Ruben, M., & Shipherd, J.C. (2020). Addressing diversity in PTSD treatment: Clinical considerations and guidance for the treatment of PTSD in LGBTQ Populations. *Current Treatment Options in Psychiatry*, 7, 53-69. <https://doi.org/10.1007/s40501-020-00204-0>

Handout-guidelines-trauma history

Videotaped guest speaker-eating disorders

## Week 6 - February 12

Topic: **Suicide and self-harm, crisis intervention, Indigenous issues**

Readings:

Regehr, C., & Glancy, G. (2022). Suicide and self-harm. *Mental health social work practice in Canada* (pp. 101-126). Oxford University Press.

Kral, M.J., (2016). Suicide and suicide prevention among Inuit in Canada. *The Canadian Journal of Psychiatry*, 6(11), 688-695.

Final Report of the Expert Panel on MAiD and Mental Illness. Retrieved from:

<https://www.canada.ca/content/dam/hc-sc/documents/corporate/about-health-canada/public-engagement/external-advisory-bodies/expert-panel-maid-mental-illness/final-report-expert-panel-maid-mental-illness/final-report-expert-panel-maid-mental-illness.pdf> (pp. 9-17)

Videos- Pikangikum Suicides; Carved from the Heart

Handouts- Columbia-Suicide Severity Rating Scales

Guest speaker on CMHATV Crisis Services

**\*Reflection Paper due Feb. 13 before midnight on OWL Brightspace under Assignments**

Week 7 – February 19 - **Reading Week –No Class**

Week 8 – February 26

**Topic: Depression and bipolar disorder, diagnosis and treatment interventions, case examples  
Presentation – Group 1**

Readings:

Regehr, C., & Glancy, G. (2022). Mood Disturbance: Depression and Mania. *Mental health social work practice in Canada* (pp. 181-209). Oxford University Press.

Group 1 article (TBD)

Week 9 – March 5

**Topic: Anxiety disorders, diagnosis and treatment interventions, case examples  
Presentation – Group 2**

Readings:

Regehr, C., & Glancy, G. (2022). Anxiety. *Mental health social work practice in Canada* (pp. 210-229). Oxford University Press.

Group 2 article (TBD)

Week 10 – March 12

**Topic: Psychotic disorders, diagnosis and treatment interventions, case examples  
Presentation – Group 3**

Readings:

Regehr, C., & Glancy, G. (2022). Schizophrenia and related psychotic illnesses. *Mental health social work practice in Canada* (pp. 153-180). Oxford University Press.

Guest speaker on 1<sup>st</sup> Episode Psychosis

Group 3 article (TBD)

Week 11 – March 19

**Topic: Neurocognitive disorders, diagnosis and treatment interventions, case examples  
Presentation – Group 4**

Readings:

Regehr, C., & Glancy, G. (2022). Neurocognitive disorders. *Mental health social work practice in Canada* (pp. 230-254). Oxford University Press.

Group 4 article (TBD)

Week 12 – March 26

**Topic: Personality Disorders, diagnosis and treatment interventions, case examples  
Presentation – Group 5**

Readings:

Regehr, C., & Glancy, G. (2022). Personality disturbance. *Mental health social work practice in Canada* (pp. 280-300). Oxford University Press.

Group 5 article (TBD)

**\*Final paper due March 27 before midnight on OWL Brightspace under Assignments**

Week 13 – April 2

**Topic: Compassion Fatigue, Burnout, Resilience, Self-care  
Course Wrap-up**

Readings:

Gentry, J.E.. & Baranowsky, A.B. (2013). Compassion fatigue resiliency: A new attitude. <https://psychink.com/blog/2019/06/25/compassion-fatigue-resiliency-a-new-attitude/>

Yang, Y., & Hayes, J.A. (2020). Causes and consequences of burnout among mental health professionals: A practice-oriented review of recent empirical literature. *Psychotherapy*, 57(3), 426-436.

Week 13 – April 9

Topic: Wrap-up class



## **School of Social Work Policies 2025 - 2026**

### **School of Social Work Attendance Policy**

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 unapproved absences per class, per semester (approximately 20% of any one class)
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. In cases where attendance is inconsistent, students may be asked to 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 unapproved absences) may result in 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.

#### **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 are going to miss an assignment deadline, test, or exam,** 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.
- 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 unapproved absences:** 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.

If you are unsure whether an absence qualifies as approved or unapproved, we encourage you to reach out to your instructors or the Coordinator of Academics and Development for clarification.

## 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.

*School Council 03/25*

## Grade Adjustment for Late Assignments

Students should negotiate any extension requests (whether an accommodation is applicable or not) in writing with the Instructor prior to the assigned due date.

Failure to meet deadlines without prior permission of the Instructor will result in a reduction of marks. **Marks for papers/assignments received after the due date will be reduced by 2% per day** (including weekends) to a maximum of 5 days, after which time the assignment will not be accepted. Should the Student be granted an extension (based on a negotiated accommodation or extension request), they are expected to submit their paper/assignment by the negotiated due date, and are not subject to the provisions outlined in the Grade Adjustment

for Late Assignments policy. The Instructor has the authority to refuse to grade a paper/assignment submitted past the negotiated due date (for which the Student has not negotiated a new due date based on extenuating circumstances).

School Council 04/18

## **CODES OF CONDUCT**

MSW students are expected to comply with the Code of Ethics set out by the Canadian Association of Social Workers (CASW) and the Ontario College of Social Workers and Social Service Workers (OCSWSSW) both in the academic environment and practicum settings. Students must also adhere to the university codes of conduct:

[Code of Ethics of the Canadian Association of Social Workers](#)

[OCSWSSW Code of Ethics](#)

[Western Code of Student Conduct](#)

[King's Code of Student Conduct](#)

[King's Harassment and Discrimination Policy](#)

## **Review for Professional Conduct in the School of Social Work**

*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. General standards of student conduct are defined by the King's University College Code of Student Conduct. The following policy pertains to professional conduct and applies to any social work course or related learning environment including Practicum. It is an attempt to balance the commitment of the School of Social Work to support and assist students in becoming professional social workers, with the need to protect the safety and well-being of all students, staff, professional officers, and faculty as well as vulnerable individuals, families, groups and communities. Thus, the School of Social Work holds an expectation that its students will adhere to recognized ethical obligations and professional standards such as the Social Work Code of Ethics and Standards of Practice adopted by the Ontario College of Social Workers and Social Service Workers, and that the School has an obligation to take action when a student acts in an unethical or unprofessional manner. The purpose of this policy is to provide examples of conduct that may require a review and to provide guidelines for a process of review. The School

of Social Work will undertake to resolve any concerns in a fair, timely, reasonable and effective manner.

2. The major values and principles as included in the Social Work Code of Ethics that guide professional social work practice are:

- Empathy and concern for clients
- Respect for individual worth and dignity
- Human capacity for growth and change
- Self-determination
- Honesty and integrity
- Confidentiality
- Social and individual responsibility
- Social justice, human rights and equality

3. It is important that students review and become familiar with the Canadian Association of Social Workers' Code of Ethics and Guidelines for Ethical Practice; the Ontario College of Social Workers and Social Service Workers' Code of Ethics and Standards of Practice; and relevant School, College, University and in the case of Practicum, agency policies, regulations and procedures, including:

- King's University College Code of Student Conduct
- King's University College Harassment and Discrimination Policy
- The School of Social Work Field Education Policies and Guidelines Manual
- The School of Social Work Policy on Extension of Placement
- Western University Academic Policies/Regulations
- Western University Senate Policy on Off-Campus Placements
- Western University Guide for Students in Professional Program Placements, Clinics, Practica

4. *Limits of Confidentiality:*

The School of Social Work recognizes that the safety and confidentiality of students, clients, or others who have been subject to unprofessional conduct under this Policy must be an important priority. The School of Social Work must balance the need for confidentiality against its duty to protect present and future students or persons who might otherwise be placed in jeopardy by a student who is acting in an unprofessional or unethical manner under this Policy. Information disclosed during meetings with instructors, program coordinators, the Field Education Team, or the Director will not be kept confidential if the information raises concerns about the student's capability of assuming the professional responsibilities of social work practice. Instructors and/or program coordinators and/or the Director will share pertinent information with each other in a respectful and professional manner, for the purpose of identifying student issues and enhancing problem solving about the concerns. The School of Social Work reserves the right to share information with the University or third parties as required by law and University regulations.

5. *Behaviour That May Result in a Review*

Student reviews can occur under any of the following circumstances:

5.1 Serious or persistent behaviour that would constitute a breach of the professional codes of ethical conduct and standards of practice mentioned above, were the student a practicing social worker.

5.2 Behaviour that causes individuals in the School of Social Work to have a serious or persistent concern about the harmful effect of the student's behaviour on the learning environment that would constitute a breach of the Harassment and Discrimination Policy and the Code of Student Conduct at King's University College. Reasons for the serious or persistent concern may include but are not limited to the following: speech or behaviour that contravenes the Ontario Human Rights Code (e.g. discrimination or harassment because of race, creed, ancestry, place of origin, colour, ethnic origin, citizenship, sex, sexual orientation, age, record of offences, marital status, same sex partnership status, family status or disability); sexual harassment, including unwelcome conduct or gestures; any threat or attempt to physically harm another person; and intimidation or threats to harm another person in non-physical ways.

5.3 Behaviour that results in offenses involving property, including misappropriation, damage, unauthorized possession, defacement and/or destruction of premises or property of the College or the property of others.

5.4 Behaviour that results in illegal use, possession, or distribution of a controlled or restricted substance, or possession, use, or storing of dangerous objects (including unlicensed firearms).

In situations where the jurisdiction is unclear, the Dean of Students and/or the Vice-Principal and Academic Dean may be involved.

## *6. Three Stages of Review:*

Three stages of review can occur in the School of Social Work regarding behaviour that is not consistent with the recognized ethics and standards of the profession of the social work. The stage of review is dependent upon 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 professional conduct of a student, at Stage One or Stage Two through a mediation approach with the student.

### *6.1 Stage One:*

6.1.1 A Stage One review involves a classroom instructor and a student. When a classroom instructor has concerns about a student's behaviour as it relates to professional conduct, the instructor will:

- Discuss the concerns directly with the student and seek to work with the student to resolve the concern within a defined time frame;
- Document dates and contents of meetings with the student.

6.1.2 If the problem arises in the practicum, the Field Instructor will discuss the concerns directly with the student and Faculty Consultant, and follow the procedure outlined in the School's Field Education Policies and Guidelines Manual.

If the concerns are not resolved at Stage One, the individuals involved will proceed to Stage Two.

### 6.2 Stage Two:

6.2.1 If the concern is expressed by a classroom instructor and cannot be resolved at Stage One, a Stage Two review involves the instructor, the student and the Social Work Programs Liaison. Students may elect to have someone accompany them to the meeting, but must inform the instructor and Programs Liaison of the identity of the individual accompanying the student in advance of the meeting. If students elect to have someone accompany them, that individual should be referred to the Western University Office of the Ombudsperson document "[Support Person: Students Helping Students](#)".

#### 6.2.3 Stage Two Review will include:

- Determination of the nature and specifics of the concern
- Development of a written plan (including time lines and specific actions) to address the concern. A copy of the written plan will be signed by and provided to all parties personally or by registered mail within ten (10) business days.
- A follow up meeting with all parties to determine if the concern has been resolved. If it is determined that further intervention is required a Stage Three Review will be conducted.

### 6.3 Stage Three:

6.3.1 Generally a Stage Three review is conducted when issues are considered by the School of Social Work to be of such a serious nature that formal intervention is required. A Stage Three review is most often conducted when concerns have not been resolved in Stages One and Two. A Stage Three review always occurs when a student is being considered for withdrawal or discontinuance in the program or if a recommendation for suspension or expulsion from the University is being considered. Any decision is based on a simple majority vote of the Review Committee at Stage Three.

6.3.2 The Review Committee is comprised of the Director (chair), the Graduate Program Coordinator, and Coordinator of Field Education, or designate.

6.3.3 When a Stage Three review is called for and the Director determines that there are sufficient grounds to continue, he/she may temporarily withdraw the student from courses, as warranted. Within two weeks of being advised, the Director will convene an in-camera meeting of a review committee. The student has the right to express to the Director any perceived conflict of interest with any member of the review committee. Any individual who has participated in the Stage One and Two reviews will not be a voting member of the Stage Three review committee. The student (and an accompanying person if the student wishes) will be

invited to attend the review committee meeting. The following individuals may also be invited to attend the meeting: the Social Work Programs Liaison, and any other persons deemed appropriate by the Director to gather further information, determine the nature of the problem and identify alternatives for resolution. Members of the review committee will be informed ahead of time of the identity of a person accompanying the student.

6.3.4 The student will be notified in writing of the specific concerns and meeting date with sufficient time to prepare for and attend the meeting. Should the student choose not to attend the review, the Committee will determine a decision in the student's absence.

6.3.5 The review committee will review any available information (facts) related to the concern(s), review any actions taken to date, hear the student's position related to the concern(s), permit the student to ask questions, and seek clarifications. Hearsay evidence (information) is to be avoided if at all possible. The review committee will control information flow and limit questions to issues of relevance. At the conclusion of the meeting, the review committee will determine a decision based on all information gathered. The Director of the School of Social Work will inform the student of the decision in writing within ten (10) days of the review committee's decision.

6.3.6 When the concern does not arise in the practicum, any faculty member of the School, or the Programs Liaison may advise the Director in writing of an alleged incident or series of incidents. Any incident related to a course or instructional activity will be reported to the Vice Principal and Academic Dean. Any incident that comes under the jurisdiction of the Code of Student Conduct will be reported to the Dean of Students immediately.

6.4 The review committee's decision may include one or more of the following:

6.4.1 *Continue student in the program with no conditions;*

6.4.2 *Establish formal conditions for student's continuance in the program – (e.g., setting goals, actions, timelines, monitoring, mentoring and support, placing the student on probation for a period of time and monitoring the student during the probationary period, referring the student to counselling, requiring the student to temporarily withdraw from the program);*

6.4.3 *Consult with and/or refer to the King's University College Harassment Advisor (if a referral is made, the student must be notified).*

6.4.4 *Recommend withdrawal of student from the program and/or University*

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 Vice Principal and 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.

6.5 In any Stage Three review, there must be clear, concise documentation of concerns as well as verification that these concerns have been discussed 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

Any documentation pertaining to any of the Stages of Review will be kept in the student's academic file, which is located in a locked cabinet in the office of the Social Work Programs Liaison. 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.

## 8. Access to Student File

Only those parties who are involved in the review process, the current Director of the School of Social Work, the Coordinator of Field Education and the Programs Liaison shall have access to the files.

## 9. Appeals

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

*Practicum Committee 10/06  
Faculty Committee 10/06  
School Council 10/06  
Revised School Council 10/19*

## **School of Social Work Course Policy**

Students are expected to complete all required evaluation components, by the dates indicated in the course syllabus, successfully pass this 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 you receive a failing mark on your individual work and a passing grade on the group presentation/report, you 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 Social Work Programs Liaison and/or the student's Accessibility Counselor. Students who have any problems that may hinder their academic performance are encouraged to discuss these issues with their professor and/or the Social Work Programs Liaison before the assignments are due.

*School Council January 2024*



## **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/SMC-Feb-2025.pdf](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](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/](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](mailto: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](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](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 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>.

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.