LAND ACKNOWLEDGEMENT

Our students, faculty and staff are located across Indigenous lands. In Alberta, we are on the traditional territories of the peoples of 45 First Nations in five treaty areas: 4, 6, 7, 8 and 10. We also acknowledge the Metis Nation of Alberta Districts.

On our Calgary campus, we acknowledge and pay tribute to the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani and the Kainai First Nations), the Tsuut'ina First Nation and the Stoney Nakoda (including Chiniki, Bearspaw and Goodstoney First Nations). The city of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6). Our Calgary campus is situated on land northwest of where the Bow River meets the Elbow River, a site traditionally known as Moh'kins'tsis to the Blackfoot, Wîchîspa Oyade to the Îyâxe Nakoda (Stoney Nakoda), Siksikaitsitapi to the Blackfoot Confederacy and Guts'ists'i to the Tsuut'ina.

At our Edmonton campus, we acknowledge the Treaty 6 region, the traditional homelands of Cree, Blackfoot, Nakota Sioux, Iroquois, Dene, Ojibway/ Saulteaux/ Anishinaabe, Inuit and Métis people (Districts 9 and 10). We recognize the rich cultural history of the place, now called the City of Edmonton, which has, for centuries, been a traditional gathering place of Indigenous peoples from across Alberta, BC, and Saskatchewan.

At our Lethbridge campus, we acknowledge the traditional territories of the Blackfoot peoples of the Treaty 7 and 4 regions and the home of the Métis Nation of Alberta (District 1).

OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that equity does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

Please refer to our full statement of our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization, our Statement on Anti-Black Racism and the work of the faculty's Anti-Black Racism Task Force, our Statement on Anti-Asian Racism, and the university's Indigenous Strategy.

Course & Session Number	SOWK 743 S01	Classroom	As indicated in D2L
Course Name	Values, Ethics, and Professional Beliefs		
Dates and Time	Start of Classes: January 13, 2025 End of Classes: April 11, 2025 Dates and Time: Fridays 9:00 – 11:50MT Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your [Student Centre](#)[1].		
Instructor	Jessica Shaw, PhD, RSW	Office Hours	As Requested
UCalgary E-mail	jessica.shaw@ucalgary.ca	UCalgary Phone	403-220-7361

SYLLABUS STATEMENT

An exploration of the philosophical and ideological issues that have been historically important to the profession with respect to its conception of ethics, mandates, and practices. The relevance of this exploration to the student's area of interest is emphasized.

COURSE DESCRIPTION

In this course, we will examine the philosophical, epistemological, theoretical, and ethical foundations of the social work knowledge base, especially as it relates to research engagement and professional practice. We will attempt to decenter dominant knowledge and practice modalities, interrogate power structures and dynamics, and work towards creating and sustaining an ethical space where relational accountability is nourished and sustained. We will explore values, ethics, and beliefs as well as professional development opportunities related to your developing identity as an advanced research practitioner and potential academic.

You are encouraged to be an independent learner, and to bring forward your own understandings and analyses of the readings, case studies, and perspectives expressed in class. You are encouraged to creatively and actively contribute to our shared learning environment, where knowledge mobilization activities can take shape in different formats, and where each person is able to authentically engage in an intellectually stimulating community of practice.

COURSE LEARNING OUTCOMES

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[1] In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

Upon completion of this course, you will be able to:

1. Engage with a critical examination of your own knowledge base as you further develop an understanding of your research area through a lens of institutional, professional, and relational ethics.
2. Describe awareness of and engagement with resistance perspectives that are central to social work's commitment to social change and transformation.
3. Develop knowledge and skills to interrogate oppressive power dynamics and systems that facilitate oppression and
4. Acquire knowledge and skills to actively resist and dismantle them.
5. Progress toward constructing a mindful and values-based professional identity.

LEARNING RESOURCES

REQUIRED TEXTBOOKS

Clark, A., & Sousa, B. (2018). *How to be a happy academic.* Sage.

Plaut, S., Bilotta, N., Gauvin, L. R., Clark-Kazak, C., & Felices-Luna, M. (Eds.). (2023). *Messy ethics in human rights work.* UBCPress.

REQUIRED READINGS

Alberta College of Social Workers. (2019a). Honouring sacred relationships: Wise practices in Indigenous social work.

Alberta College of Social Workers. (2019b). Standards of practice.

Andreotta, A. J. (2021). The hard problem of AI rights. *AI & Society, 36*, 19-32. https://doi.org/10.1007/s00146-020-00997-x

Canadian Association of Social Workers. (2005a). Code of ethics.

Canadian Association of Social Workers. (2005b). Guidelines for ethical practice (a companion document to the Code of Ethics).

Canadian Association of Social Workers. (2020). Social work scope of practice.

Canadian Association of Social Workers. (2024). Code of ethics, values, and guiding principles. https://www.casw-acts.ca/en/casw-code-ethics-2024

Clark, A. M., & Sousa, B. J. (2020), A manifesto for better research failure. *International Journal of Qualitative Methods, 19*(3). https://doi.org/10.1177/1609406920973858

Ellis, C. (2007). Telling secrets, revealing lives: Relational ethics in research with intimate others. *Qualitative Inquiry*, *13*(1), 3-29. https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/1077800406294947

Ermine, W. (2007). The ethical space of engagement. *Indigenous Law Journal, 6*(1), 193-203.

Forenza, B., & Eckert, C. (2017). Social worker identity: A profession in practice. *Social Work, 63*(1), pp. 17-26. 10.1093/sw/swx052

Gibson, M. F., Diaz, M., & Karandikar, S. (2024). What are we ever here for? AI, feminism, and social work scholarship. *Affilia: Feminist Inquiry in Social Work.* Advance online publication. https://doi.org/10.1177/08861099241295959

Ide, Y., & Beddoe, L. (2024). Challenging perspectives: Reflexivity as a critical approach to qualitative social work research.

Lee, J., & Miller, S. (2013). A self-care framework for social workers: Building a strong foundation for practice. *Families in Society: The Journal of Contemporary Social Services, 94*(2), 96-103. https://doi.org/10.1606/1044-3894.4289

Lewis, J. E., Whaanga, H., & Yolgörmez, C. (2024). Abundant intelligences: Placing AI within Indigenous knowledge frameworks. *AI & Society.* Advance online publication.10.1007/s00146-024-02099-4

Lotty, M. (2021). Reflections on navigating the PhD journey as a social work practitioner. *Qualitative Social Work, 20*(3), 851-865. https://doi.org/10.1177/147332502092192

National Dialogues and Action for Inclusive Higher Education and Communities. (2020). 2020 report anti-Black racism and Black inclusion.

Wiles, F. (2013). "Not easily put into a box": Constructing professional identity. *Social Work Education, 32*(7), pp. 854-856. https://doi.org/10.1080/02615479.2012.705273

Zyphur, M. J., & Pierides, D. C. (2020). Statistics and probability have always been value-laden: An historical ontology of quantitative research methods. *Journal of Business Ethics, 167*, pp. 11-18. https://doi.org/10.1007/s10551-0190-04187-8

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

RELATIONSHIP TO OTHER COURSES

Values, ethics, and professional beliefs affect every area of social work practice, including research. This course is directly related to all other doctoral courses, and to the development of an ethical social work dissertation.

CLASS SCHEDULE

Date	Topic	Readings (ME = Messy Ethics text; HA = Happy Academic text)

JAN 17	Welcome and Course Overview / Failure, Self, and Collective Care	ME: Introduction (pp. 3 – 20) HA: (pp. 1 – 24 & 139 – 144) Clark, A. M., & Sousa, B. J. (2020). Lee, J., & Miller, S. (2013).
JAN 24	Personal, Institutional, and Relational Ethics / Peer Review	CASW. (2005a). CASW. (2005b). CASW. (2020). CASW. (2024). Ellis, C. (2007).
JAN 31	Theoretical and Practical Approaches to Power I	ME: The ethical quagmire of carceral tours for prison education programs (pp. 23 – 42). ME: Fascist Logic (pp. 43 – 56). ME: The politics of representation and allyship in human rights policy work (pp. 57 – 73). HA: (pp. 25 – 64).
FEB 7	Ethical Dilemmas When Following the Rules	*Assignment 1 Due* ME: Navigating the ethical challenges of work with detained migrants and asylum seekers in Greece (pp. 74 – 92). ME: Are "ethically appropriate" responses the same for all of us? A social work practitioner/researcher's dilemma (pp. 93 – 110). ME: Unequal pay for equal work: Ethical reflections on exploitation as a funding requirement. (pp. 111 – 125). HA: (pp. 65 – 114).
FEB 14	Artificial Intelligence and Research Ethics / IRISS Demo	ME: Interlude: Back at you, Joseph Conrad (pp. 127 – 129) Andreotta, A., J. (2020). Gibson, M. F., Diaz, M., & Karandikar, S. (2024). Lewis, J. E., Whaanga, H., & Yolgörmez, C. (2024).
FEB 21	Reading Week	NO CLASS
FEB 28	Theoretical and Practical Approaches to Power II	ME: "I want my name": Autonomy, protection, and attribution in research interviews with "vulnerable" populations (pp. 132 – 149). ME: Your mandates aren't ours (pp. 150 – 164). ME: When life isn't a moment: Participatory photography, photojournalism, and documentary photography (pp. 165 – 181). HA: (pp. 115-153).
MAR 7	Ethical Dilemmas When Challenging the Rules	ME: "But don't believe me, believe sex workers": Amplifying voices, speaking out of turn, and knowing your place (pp. 182 – 202). ME: Breaching my contract to uphold my responsibility (pp. 203 – 218) ME: The oral defence: Speaking back to the community (pp. 219 – 236). HA: (pp. 154-203).
MAR 14	Parallel Pathways, and Ethical Space	ACSW. (2019a). Ermine, W. (2007).
MAR 21	Research Beginnings / Quantitative Research Ethics / Independent Scholarship	Ide, Y., & Beddoe, L. (2024). Zyphur, M., & Pierides, D. (2020). Additional readings to be determined collectively.

MAR 28	Developing a Professional Identity / Consultations	ACSW. (2019b). Forenza, B., & Eckert, C. (2017). Lotty, M. (2021). National Dialogues and Action for Inclusive Higher Education and Communities. (2020). Wiles, F. (2013).
APR 4	Professional Development	NO CLASS - *Assignment 3 Due April 7* Independent PD related to personal area of research. Suggested activities and resources will be discussed in class on
APR 11	Student Presentations Course Wrap-up	*Assignment 4: Part I due in class; Part II due April 14, 11:59MT*

Important Dates for Winter 2025
- Start of Term: Monday, January 6, 2025
- First Day of Class: Monday, January 13, 2025
- End of Term: Wednesday, April 30, 2025
- Last Day of Class: Friday, April 11, 2025
- Fee Deadline: Friday, January 30, 2025
- Alberta Family Day, no classes: Monday, February 17, 2025
- Good Friday, no classes: Friday, April 18, 2025
- Easter Monday, no classes: Monday, April 21, 2025
- Term Break, no classes: Sunday-Saturday, February 16-22, 2025

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

INSTRUCTOR EMAIL POLICY

All course communication must occur through your @ucalgary.ca email. I will endeavor to respond to emails sent via your @ucalgary.ca emails within 48 hours, excluding weekends, statutory holidays, and reading week.

RECORDINGS OF CLASSES

Recording of lectures is generally not permitted. You must seek authorization from your instructor to record any lecture. Any student with a disability who is registered with Student Accessibility Services (SAS), and who requires an accommodation to make audio recordings of course material shall be provided with such an accommodation if determined necessary by an Access Advisor in SAS. Please refer to the Recording of Lectures Policy and Student Non-Academic Misconduct Policy for the additional information.

ASSESSMENT COMPONENTS

All assignments that require submission are to be emailed to the instructor by the due date, with a descriptive subject line in the following format: SOWK 743 – Assignment # – Winter 2025

Assignment 1 Narrative Beginnings (10%) – Due February 7, 11:59MT

Associated learning outcomes: 1, 5

Suggested reading from Messy Ethics: "But where is the violence? Reflections on honouring relationships and troubling academia (pp. 237 – 250).

Suggested readings from the University of Calgary Library: search "narrative inquiry" with the "dissertations" selected as the item type. Read the narrative beginnings of a few theses/dissertations to see how differently they can be composed.

In this assignment, you will compose an account of who you are in relation to your research topic. You will offer personal, social, and practical/professional justifications for your research, and will explain why you are uniquely positioned to conduct your research in an ethical and impactful way.

Assignment 2 Theory Lead (25%) – Individual due date to be determined on the first day of class

Associated learning outcomes: 2, 3, 4

You will lead a 75-minute discussion on the assigned "Messy Ethics in Human Rights Work" readings of the week. You should come prepared with a brief (3-4 minutes) summary of the key concepts and points for each chapter, along with several prompting questions to encourage a lively discussion. All students are expected to have read all assigned readings for the week. Your peers and instructor will individually and anonymously assess you based on your facilitation skills and mastery of the topics covered. The mean score will be assigned to you, and feedback will be made available.

Assignment 3 Workshop Lead (25%) – Individual due date to be determined on the first day of class

Associated learning outcomes: 2, 3, 4

You will lead a 60-minute discussion on the assigned "Happy Academic" readings of the week. You should come prepared to offer a thorough overview of the key concepts and points for each chapter, along with either a guided activity (you may draw from those included in the text, or come up with your own), and/or prompting questions to facilitate a lively discussion. All students are expected to have read all assigned readings for the week. Your peers and instructor will individually and anonymously assess you based on your facilitation skills and mastery of the topics covered. The mean score will be assigned to you, and feedback will be made available.

Assignment 4 Professional Development (5%) – Due April 7, 11:59MT

Associated learning outcomes: 1, 5

Based on what you have learned in the course so far, you will create a SMART (specific, measurable, achievable, relevant, and time-bound) professional development plan related to further refining your values, ethics, and professional beliefs as they relate to your research topic. You will use class time to work towards achieving your plan, and will submit an overview of your plan and accompanying activities to the course instructor by 11:59MT that day.

Assignment 5 Ethical Dilemmas and Responses (35%) – Part I due in class; Part II due April 14, 11:59MT

Associated learning outcomes: 1, 2, 3, 4, 5

> **Part I Presentation and Class Discussion (25%):** You will offer a 15-minute presentation followed by a 20-minute discussion period, where you present an ethical dilemma that you anticipate you may have to navigate through your doctoral research. You will offer a brief overview of your research (what, how, and with who, or with what type of data if not researching with humans), and locate it within the sociopolitical context in which it will be conducted. You will introduce your ethical dilemma, explain why you think it may be an issue and how/when it may arise, and your initial thoughts on how you will address it. You will conclude your presentation with 1-2 questions to your peers, and the facilitate a discussion period where you invite and listen to their feedback.

> **Part II Written Submission (10%):** At the end of class, you will submit any presentation files that you used (a formal presentation is not required, but is encouraged), along with a write-up of all the components listed as required in Part I. You will also offer a brief reflection on the class discussion period for your topic, and offer if/how the discussion has changed your understanding and approach to the ethical dilemma.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

As a demonstration of professional practice, students are expected to be fully present and engaged in each class's activities and discussions. Required readings are expected to be read prior to class, and each student is expected to come to class prepared to engage in meaningful dialogue. These requirements are necessary and will be graded as outlined in the assessment components section above.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

All assignments that require submission are to be emailed to the instructor by the due date, with a descriptive subject line in the following format: SOWK 743 – Assignment # – Winter 2025

MISSED OR LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. A request for an extension should be sent to the instructor at least 24 hours prior to the assignment due date. Assignments that are submitted after the deadline, without prior arrangements with the instructor, may be penalized with a grade reduction of 5% per day- including weekends and holidays.

EXPECTATIONS FOR WRITING

As students pursuing an advanced research degree, all your assignments are expected to meet the highest level of academic writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research

papers must be properly documented and referenced in APA 7ᵗʰ edition format. If you need writing support, please connect with the Student Success Centre, at: https://www.ucalgary.ca/student-services/student-success/writing-support

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar:
https://calendar.ucalgary.ca/pages/eb50d7931bba4da5942de21f51d1f514

USE OF ARTIFICIAL INTELLIGENCE TOOLS

Some Use Permitted
Students may use generative AI tools in this course in accordance with the instructions and guidelines outlined for each course assignment or assessment. The use of generative AI tools must be referenced and cited following citation instructions outlined by the course instructor. Use of generative AI outside assessment or assignment guidelines or without citation will constitute academic misconduct. It is the student's responsibility to be clear on the limitations on the use of generative AI tools for each assessment or assessment, on the expectations for citation and referencing, and on fact checking statements created by generative AI tools. If you are in doubt as to the use of generative AI tools in this course, please discuss your situation with the course instructor.

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately to pass the course. The University of Calgary Graduate Grading System and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	95-100
A-	3.7	Very good performance	90-94
B+	3.3	Good performance	85-89
B	3.0	Satisfactory performance. **Note**: The grade point value (3.0) associated with this grade is the minimum acceptable **average** that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84

B-	2.7	Minimum pass. **Note**: Students who accumulate two grades of **"B-"** or lower can be required by the faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50
CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as "Not Included in GPA" where applicable.	

COURSE EVALUATION

At the close of each term, students can provide feedback on their academic learning experience in their courses, including their instructors, through university-wide online surveys. Student feedback contributes to ensuring academic excellence in the university's curriculum by bringing direct feedback to instructors.

Students will receive an email from **UCalgary Course Experience Surveys** with direct links to their current course surveys, or they can access within the D2L course shell. For more information, visit: https://www.ucalgary.ca/provost/teaching-learning/student-surveys

Students are welcome and encouraged to discuss the process and content of the course at any time with the instructor.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

Professional Conduct

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary's Code of Conduct.

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow

community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2024) and the Alberta College of Social Work Standards of Practice (2023).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. Please refer to the full policy on Student Accommodations.

Research Ethics

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website before beginning the assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the Integrity and Conduct section in the University of Calgary Calendar.

Instructor Intellectual Property

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students who use materials protected by copyright are expected to comply with the University of Calgary policy on Acceptable Use of Material Protected by Copyright and requirements of the Copyright Act to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

Sexual and Gender-Based Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's Sexual and Gender-based Violence Policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances.

Other Important Information

Please visit the Registrar's website for additional important information on the following:
- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/ Assembly Points
- Safewalk