UNIVERSITY OF CALGARY
FACULTY OF SOCIAL WORK

Winter 2026

LAND ACKNOWLEDGEMENT

Our students, faculty and staff are located across Indigenous lands. On our Calgary campus, we acknowledge and pay tribute to the traditional territories of the peoples who made 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 known as Moh'kins'tsis to the Blackfoot, Wîchîspa Oyade to the Îyâxe Nakoda (Stoney Nakoda), and Guts'ists'i to the Tsuut'ina and Otos-kwunee to the Metis.

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 people of the Canadian Plains and pay respect to the Blackfoot people past, present and future while recognizing and respecting their cultural heritage, beliefs and relationship to the land. We offer respect to the Metis and all who have lived on this land and made Lethbridge their home.

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**	Please see D2L for classroom information
Course Name	Values, Ethics & Professional Practice		
Dates and Time	Start of Classes: Monday January 5th, 2026 End of Classes: April 14, 2026 Dates and Time: 1-3:45 (a break included) Fridays starting Jan 16-April 10, 2026 Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	Dr. Heather M Boynton, PhD, RSW	**Office Hours**	As requested via email
UCalgary E-mail	hmboynto@ucalgary.ca	**UCalgary Phone**	Email preferred

SYLLABUS STATEMENT

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

COURSE DESCRIPTION

This course follows a seminar process, in which each student will be responsible for leading discussion related to preselected readings. Leading the discussion includes summarizing and highlighting salient points, making connections to the learning outcomes, relating content to your learning and interests, introducing questions for further discussion and debate. This course will require you to examine historical frameworks and critique the evolution of the social work profession with particular attention to its value base. At the same time, independent learning and individualized learning goals are required in order to develop depth and breadth in an area of social work particular to your research interest. The seminar also requires full participation of each student as we engage in critical thinking and dialogue about each other's work. Class discussion will assist with clarification and sharpening of your research focus. Classes will vary in structure to include discussion of assigned readings, presentations given by the instructors, student led presentations, and possible guest lecturers. Each class will have suggested readings, but it is expected that you will read beyond the suggested readings, regularly.

COURSE LEARNING OUTCOMES

The objectives for this course are for students to:

1. Examine the value base of the profession *with specific reference to each student's individual area of interest,*
2. Advance understanding of how the profession's social mandate, assumptions, and approach to knowledge building have evolved historically,
3. Examine current debates and critiques related to social work, particularly with respect to their own area of research focus,
4. Develop skills for the leadership of small group discussion and facilitation,
5. Develop a philosophical foundation for each students' future dissertation.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Abbott, P., Wallace, C. (1998). Health visiting, social work, nursing and midwifery: A history. In P. Abbott, & L. Meerabeau (Eds.) *The Sociology of the Caring Professions* (2nd Edition) (pp. 20-53). Routledge.

Barter, K. (2012) Competency-based standards and regulating social work practice: Liabilities to Professional sustainability. *Canadian Social Work Review, 29*(2), pp. 229-245.

Bisman, C. (2004). Social Work values: The moral core of the profession. British Journal of Social Work, 34, 109-128.doi 10.1093/bjsw/bch008

Boynton, H.M., & Margolin, I. (2025). Becoming a spiritual influencer through the heart and soul of field practice. In J. Drolet, & G. Charles (Eds.) *Student handbook on field education*. Chapter 11, pp. 211-240. University of Calgary Press. https://ucp.manifoldapp.org/read/f1d61403-bdc3-4962-83fb-8174daced8f7/section/fba20669-0384-46ed-b006-394281b3d93b#_idParaDest-12

Coates, J., Gray, M Hetherington, T (2006). An 'ecospiritual' perspective: Finally, a place for Indigenous approaches *British Journal of Social Work*, 36, 381-399

Elkassem, S. Murray-Lichtman, A. (2022). Mapping an integrative critical race and anti-colonial theoretical framework in social work practice. *Advances in Practice* 22 (2) 628-646, DOI: 10.18060/24952

Graham, J., Coholic, D., & Coates, J. (2006). Spirituality as a guiding construct in the development of Canadian social work: Past and present considerations. *Critical Social Work, 7,* 1-17. DOI: 10.22329/csw.v7i1.5774

Gray, M. (2010). Moral sources and emergent ethical theories in social work. *British Journal of Social*

Johnstone, M. & Lee, E. (2019). Shaping Canadian citizens: A historical study of Canadian multiculturalism and social work during the period from 1900 to 1999. International Journal of Social Welfare 71-82. https://doi.org/10.1111/ijsw.12379

Maxwell, E (2016) Perspectives: Professional regulation: public protection or professional burden? *Journal of Research in Nursing 21*(8) 651-655. https://doi.org/10.1177/1744987116678961

McGrath Morris, P. (2008). Reinterpreting Abraham Flexner's speech, "Is social work a profession?: Its meaning and influence on the field's early professional development. *Social Service Review, 82*(1), 29-60.
McLaughlin, A. M. (2002). Social work's legacy: Irreconcilable differences? *Clinical Social Work Journal, 30*(2), 187-198.
Rawls, J. (1971). Justice as fairness, Ch. 1. *A theory of justice,* (pp.3-30, 47-59, 73-86). Oxford University Press.
Reamer, F. (2022). Chapter 1. *The philosophical foundations of social work* (1-45). Columbia University Press.
Reamer, F. (2022). Chapter 2. *The moral foundations of social work* (46-). Columbia University Press.
Urek, M. (2005). Making a case in social work: The construction of an unsuitable mother. *Qualitative Social Work, 4*(4), 451-467. https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/1473325005058646
Weinberg, M. (2018). The politics of ethics in human services: Dueling discourses. *Ethics & Behavior, 28*(6), 497-509.
Wright, A. L., Gabel,C., Ballantyne,M. Jack, S.M., & Wahoush, O (2019). Using two-eyed seeing in research with Indigenous people: An integrative review. *International Journal of Qualitative Methods, 18*(1) DOI: 10.1177/1609406919869695

NOTE: Students will also choose selected readings for the class based on their topic of interest.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course, which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

RELATIONSHIP TO OTHER COURSES

This is a core course in the PhD curriculum.

CLASS SCHEDULE

Important Dates for Winter 2026

- Start of Term: Monday, January 5
- First Day of Class: Monday, January 5
- Last Day of Class: Friday, January 9
- End of Term: Thursday, April 30

Date	Topic	Preparation
Jan 16th	Introduction and course overview Examination of the profession/ Is social work a profession?	Abbott & Wallace; Bisman; McGrath Morris; readings
January 23rd	Values and ethics and spirituality	Boynton & Margolin; Coates et al.; Graham et al. readings
January 30th	Social Justice Foundations Student topic introduction and discussion	Rawls; Young readings
Feb 6th	Values and ethical foundations Student topic introduction and discussion	Reamer Ch1 & 2
Feb 13th	Values and ethical foundations cont'd Student topic introduction and discussion	Weinberg (2016; 2018); Urek readings
Feb 20th	TERM BREAK	
Feb 27th	Multiculturalism and Critical Theory Student topic introduction and discussion	Elkassem et al., Johnston et al., Wright et al. readings
March 6th	Guest speaker TBD Social work values and professional context Student topic introduction and discussion	Barter; MacLaughlin; Maxwell readings
March 13th	Student led Hot Topics Seminar leader-topic identification	Readings TBD by student leader
March 20th	Student led Hot Topics Seminar leader-topic identification	Readings TBD by student leader
March 27th	Student led Hot Topics Seminar leader-topic identification	Readings TBD by student leader
April 3rd	Student led Hot Topics Seminar leader-topic identification	Readings TBD by student leader
April 10th	Student led Hot Topics Seminar leader-topic identification Finalizing Papers Discussion Wrap up	Readings TBD by student leader

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

INSTRUCTOR EMAIL POLICY

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

GUIDELINES FOR PROFESSIONAL COMMUNICATION

You are expected to practice professional communication in all interactions with the instructor and your peers. Please use your UCalgary email for all school-related communications. Your email should start with a proper greeting (e.g. Dear/ Good Day), address the instructor by name, and include a sign-off (e.g. Sincerely/ Best regards) and your name.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING (By Instructor)

The instructor may use Zoom media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose. Students will be advised before the instructor initiates a recording of a Zoom session

RECORDINGS OF ONLINE CLASSES (By Students)

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

Assignment 1: Student Led Facilitation of Discussion and Hot Topics (30%). Due date TBD.

Aligned Course Learning Outcomes: 2,3,4

Assignment Description:

Part One: Assigned Topic (facilitation 10 %):
During the first class each student will select a week (Jan 23, 30, Feb 6, 13 or 27th) where they will lead the class in seminar to discuss the topic for that week based on the assigned readings. As the facilitator you will pose several critical questions to the group. You will highlight key points. You can also research the topic further and include emerging information based on the topic to present to the class. The discussion will last approximately 1 hour. You will reflect on what went well, and areas of development.

Part Two: Student Chosen Topic (15%) (facilitation 15% and reflection paper 5%):
During the first class each student will select a week that they will lead the class in seminar. You will choose the topic you wish to lead by the second class. The topic must relate to the moral, philosophical or value base of the profession and the seminar should bring a critical lens to the discussion. You should identify 2 articles that all members of the class will read and be prepared to discuss. The title of the articles chosen for discussion must be posted the Monday prior to your designated seminar. The student led seminar will last approximately 1 ½ - 2 hours. This session is meant to build on learning from your first session. You will reflect on what went well and areas of development. You will submit a 1-2 page reflection on your experience, your growth, and future development plan within one week after your presentation.

Assessment Criteria:
You will be assessed on your ability to facilitate the discussion, pose critical questions, engage the group in critical reflexivity, analysis, and thinking.

Assignment 2: Building your paper (40%)

Aligned Course Learning Outcomes: 1,2,3,5

Assignment Description:

You will uncover and evaluate scholarly articles that relate to the historical, philosophical, moral or ethical issues relevant to your field of study/research interests. You will write a critical annotation (a paragraph or two) for each article, develop an outline, offer and receive feedback, and work towards a manuscript for publication on the historical, philosophical, ethical or value base related to your substantive area of interest, or a regular academic paper. Designated class time will be used to narrow the topic area through sharing of ideas and progress with class members. The final classes will be presentations of your final draft of your paper with key highlights or findings.

Part A) 5% Due Date: January 23 11:59pm
You will choose two articles by January 23rd and create an annotation for these. During classes 3 or 4 (list of presenters TBD in first class). You will introduce the articles you chose and their relationship to your stated area of interest and why this is important to social work. You will provide a critique of them and lead the class in a discussion to help flush out (delineate) your area of interest. You will upload your annotation paper to the associated Dropbox. Note: Please include in your evaluation of the material the usefulness and quality in relation to your own work. Please use APA 7th edition formatting.

Assessment Criteria: Assessment will be related to the annotation only.

Part B) 10% Paper Outline Due Date: February 6th 11:59pm
You will create a 2–5-page outline of your paper (in point form or narrative). This should include a critical synopsis of your plan for your paper, and may include historic or background information, a thesis statement, key concepts, issues/tensions to be explored, potential key literature and or key authors. You might include a mind map or concept map with an addendum of key references. You should explore ways to handle your growing literature and be prepared to share your strategies with the class. You will post your outline paper in D2L in the designated Dropbox.

Assessment Criteria: Assessment will be related to your outline only.

Part C) 5% Peer Feedback. Due date March 6th 11:59pm

You will review one of your peer's outlines and provide written feedback. The instructor will randomly assign the peer you will provide feedback for. Feedback will include strengths of paper outline and arguments, critical analysis of content, organization, reflections on historical and background information and the thesis statement as well as the concepts and issues/tensions to be explored. Students might suggest authors or research not considered.

Assessment Criteria: You will be assessed on your ability to provide critical constructive feedback.

Part D) 20% Paper presentation. Due Date: March 13th

Each student will submit an annotated bibliography reflecting the historical, philosophical and or ethical issues related to their research topic. Students should include not fewer than 20 articles in the annotation. Students will share the key findings/highlights from their literature review with the class

Assignment 3: Final paper 30%. Due: April 10th, (11:59pm)

You will write a final paper that provides the historical, ethical and philosophical foundations of their topic. There should be sufficient depth and breadth in the paper, and it may constitute a section of the literature review of your research proposal. The paper should be between 15-20 pages, using APA 7 formatting. Title page and reference list are not included in the page numbers. Topics may be considered in consultation with the instructor.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND COURSE ENGAGEMENT EXPECTATIONS

Students are expected to be fully present and engaged in each class activities and discussions. These are part of the course engagement grade, as outlined in the assessment components section above. Please refer to the Ucalgary calendar for more information on attendance.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments should be submitted in Word. Assignments should have a file name as follows: "**Last name first name and assignment number (e.g., Smith_Jane_Assignment 2).** Assignments are due by the time indicated in the assignment description. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted. Videos can be uploaded or via a link to a shared drive.

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). There is a 7-day maximum limit by which students who have not requested for an extension can submit their assignments. No assignments will be accepted after the 7-day limit.

If you must miss a class for unforeseen circumstances, ensure that you email the instructor and propose a make up assignment.

EXPECTATIONS FOR WRITING

All paper assignments will be assessed on 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.

ACADEMIC MISCONDUCT

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

USE OF ARTIFICIAL INTELLIGENCE TOOLS

Restricted use
In this course, you are expected to complete and draw upon the required readings, learning activities and additional research to complete the assignments. You may use artificial intelligence tools as learning aids or to help with creating outlines for paper assignments, however you are ultimately accountable for the work you submit. Your use of AI tools must be documented in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used, how the results from the AI were incorporated into the submitted work, what you did to verify the AI generated results, what you did to extend your work beyond the AI generated contents and your critical reflection on ethical use of AI tools. Failure to cite the use of AI generated content in an assignment will be considered a breach of academic integrity and subject to Academic Misconduct procedures. https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Academic-Misconduct-Policy.pdf

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	80-84

		as computed at the end of each year of their program.	
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 EXPERIENCE FEEDBACK

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. They 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. Students are welcome to discuss the process and content of the course at any time with the instructor. They are expected to provide comments that are consistent with the University of Calgary Code of Conduct, the Alberta College of Social Work Standards of Practice (2023) and the Canadian Association of Social Workers Code of Ethics (2024).

ADDITIONAL SUGGESTED READINGS

Additional suggested readings and resources are (and will be) listed in D2L.

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. They 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 behaviours in class, including evaluations of teaching and learning, that are 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

Students are advised that any research with human participants – _including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – _must have the approval of the Conjoint Faculties Research Ethics Board or the Conjoint Health Research Ethics Board.
In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course 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