Course Description
This mini course will explore contemporary issues in spirituality and social work focused on what it means to competently integrate spirituality into one’s social work practice. In adopting a holistic perspective to guide practice, spirituality will be viewed as a dimension in the bio-psycho-social assessment and treatment planning process. This course will explore the rationale and need to integrate assessment and interventions related to spirituality in social work in a manner that supports culturally competent practice. It will examine how spirituality is rooted in the history of social work practice as well as exploring how to best define, integrate, and use spiritual assessment and interventions in addressing presenting client issues in clinical setting today. The relationship between spirituality and issues of race, gender and social class as well as spirituality across the life cycle will be addressed. Spiritual assessment related to specialized areas such as trauma, addiction/recovery and chronic illness will be described. Specific methods and interventions will be highlighted and applied to practice. Relevant readings, discussion, case presentations, and experiential exercises will be used to deepen one’s competence and comfort level with spirituality in social work practice.

Course Objectives
Upon completion of the course, students will be able to:
1. Articulate the diverse and multi-faceted dimension of spirituality as a dimension in the bio-psycho-social assessment and treatment planning process.
2. Identify and describe responses and reactions of the various caregivers (including social workers) to various spiritual beliefs and expressions and the impact of these reactions on client systems.
3. Understand the variety of expression of spirituality with and without relationship to religion.
4. Demonstrate increased awareness of spirituality and its impact on client coping with suffering, loss, injustice and attempts to heal, endure and reach one’s goals.
5. Formulate qualities of spiritually sensitive helping relationships.
7. Identify various spiritually sensitive interventions and apply them to social work practice.
8. Examine personal self-assessment and reflection on one’s own spirituality and its impact on social work practice.
**Relationship of the Course to Social Work Ethics and Values**
Social work ethics and values will be addressed in this course exploring the relevance of integration of spiritual assessments and interventions in social work practice based on values articulated in the NASW Code of Ethics. In addition, ethical issues involved in working with clients with varying spiritual beliefs and practices will be examined as well as the impact of the social worker’s values and reactions in relationship to these issues.

**Intensive Focus on Privilege, Oppression, Diversity and Social Justice (PODS)**
This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that embrace and support, rather than marginalize, judge or ignore, strength based spiritual beliefs and practices of clients.

**Accommodations for Students with Disabilities**
Students needing accommodation for a disability should notify the instructors on the first day of class to ensure needs are met in a timely way. Resources are available (i.e. adaptive technology computing site, Services for Students with Disabilities, etc). Students with disabilities may contact Services for Students with Disabilities at 734-763-3000 or in Room G664 Haven Hall to coordinate reasonable accommodations. To the extent permitted by law, information will be treated as private and confidential.

**Religious Observations**
Students who have conflicts with class attendance due to religious observances should contact the instructors on the first day of to make appropriate arrangements to obtain class materials and to coordinate make-up class activities and assignments.

**Ethics and Plagiarism**
Social work students are held to the highest standards of academic and professional conduct. The Code of Academic and Professional Conduct applies to all students enrolled in the School of Social Work. Plagiarism will result in a failing grade for the relevant assignment and is grounds for expulsion. You are responsible for understanding the meaning for plagiarism and can refer to the Student Guide to the Master’s in Social Work Degree Program for further information.

**Distribution of Papers to Students**
The federal informational privacy act prohibits anyone other than the student access to that student’s papers. This means that papers cannot be left where anyone can have open access. Papers should be returned by the instructor directly to or mailed to the student. During the semester, papers will be returned directly to students. Papers submitted at the end of the term may be returned by mail to the student, if the student supplies a self-addressed, self-stamped envelope to the instructor no later than the last day of class for return by U.S. Mail.

**Application of NASW Code of Ethics**
The NASW Code of Ethics outlines a set of core values that form the basis of the Social Work profession’s purpose and perspective. These core values are: service, social justice, dignity and worth of the person, importance of human relationships, integrity and competence. These values will be applied to classroom interactions and comportment. As emerging professionals, social work students are expected to maintain confidentiality and respect differences. Students are also expected to take personal responsibility for timely attendance and consistent commitment to their own learning experience by being active and responsible members of each class session. For
further elaboration of the values and ethical standards inherent in social work, students are encouraged to access the Code of Ethics at: http://www.socialworkers.org/pubs/code/code.asp
For further discussion of class participation and use of self expectations, please see separate document on this topic.

**Application of NASW Code of Ethics and Professional Use of Self**
The NASW Code of Ethics outlines a set of core values that form the basis of the Social Work profession’s purpose and perspective. The Code encourages behaviors which promote professionalism and respect for clients, colleagues and employers. It is expected that all students conduct themselves in a manner consistent with the Code of Ethics and demonstrate professional use-of-self behaviors in class including respect, courtesy and active listening with fellow students, the instructor and guest presenters. As emerging professionals, social work students are expected to maintain confidentiality and respect differences. Students are encouraged to demonstrate openness to ideas and perspectives different from one’s own interests, views, belief and preferences. Students are also expected to take personal responsibility and be committed to their own learning experience by being active and responsible members of each class session. For further elaboration of the values and ethical standards inherent in social work, students are encouraged to access the Code of Ethics at: http://www.socialworkers.org/pubs/code/code.asp and the Student Guide (Chapter 13).

**Computer, Cell Phone and Other Electronic Devices**
The focus of class time is understanding and discussion of the content presented, asking questions, sharing integrative ideas, giving examples, writing notes, practicing active listening, or otherwise deepening your knowledge of the material in some way. Checking email, texting, searching the net, etc. are not acceptable in class as these behaviors equate to talking/interrupting while someone else is talking and to not consciously being present and active in class. Students who engage in non-class related computer/phone/electronic device usage will be considered as absent from class with attendance and class participation grades impacted.

**Attendance and Promptness**
Attendance and participation are vital to the learning experience, in particular in a compact mini course. Class attendance and participation is highly valued as it contributes to the quality of learning for both the individual and the class as a whole. Classroom interactions cannot be replicated nor their benefit received exclusively from reading class materials. Therefore, attendance is an expectation and requirement. In order to receive full credit for attendance, you must arrive on time and stay until the end of the class. We will begin class promptly and resume class promptly after designated breaks, based on mutually agreed upon times.

- Your grade will be negatively impacted if you miss class. Each absence of an entire class will result in a **five point deduction** per missed class. Absences will require additional assignment completion to ensure mastery of class content missed.
- 2 or more absences for any reason will result in non-credit for the class.
- Promptness in attendance is also valued as it conveys professionalism, respect and courtesy and creates a safe environment for class discussion. A partial absence is defined as any one of the following: (1) late arrival after class start time, (2) late return from break after class has resumed or (3) early departure before class ends. Partial absence will result in class participation point deduction.
Class Participation
Beyond physical presence through attendance, class participation is vital to the learning experience of this course and focuses on being emotionally and intellectually present and engaged in class each week. Active engagement and sharing of your diverse ideas, perspectives and experiences are highly valued and expected.

Students should be prepared each week to both be called on and to initiate knowledgeable sharing of their understanding, ideas, reactions and applications from readings in weekly class discussions and integration across progressive weeks. The quality and preparedness of responses illustrating completion of the readings will be used as a part of the assignment of grading for class participation and will differentiate grades of exceptional mastery (A) from grades of mastery (B).

Approximately one-half to two-thirds of the class will be didactic presentation by the instructor. The remainder will consist of discussion and experiential activities in which academically sound participation is encouraged and expected. You are responsible for reading the syllabus and assignment instruction. Class information is also posted on C-Tools.

Required Readings:
Readings are considered a foundation of the course and you will be expected to know the content of the readings and to incorporate this knowledge into your assignments. It is expected that all assigned readings will be completed prior to each class (including the readings listed for each date) to enhance discussion and interaction.

Recommended Reading:

Bibliography and Reference Resources:
Spiritual Diversity, Health, and Well-Being Bibliography and Resource List
http://www.socwel.ku.edu/candagrant/Bib/BibliographyGrant.htm#Assessment

National Center for Cultural Competency: Georgetown University
http://www11.georgetown.edu/research/gucchd/nccc/body_mind_spirit/resources.html#general_references

Search Institute selected reading list on spirituality and social work practice with adolescents and families.
http://www.search-institute.org/csd/reading-lists/social-work

Society for Spirituality and Social Work
http://societyforspiritualityandsocialwork.com

Additional Readings:
The amount of required reading has been designed to provide you with a basic foundation while giving you freedom to individualize supplemental readings. YOU ARE EXPECTED AND ENCOURAGED TO DO LITERATURE SEARCHES AND ADDITIONAL READING IN AREAS OF PERSONAL INTEREST AND TO COMPLETE RELEVANT ASSIGNMENTS.
Completing Assignments
Assignments are designed to use a variety of evaluation methods including assigned readings, written papers, classroom discussions, in class activities to promote opportunities to address strengths of diverse individual students.

Hard copies of written assignments are to be submitted at the beginning of the class on the date due. If you are unable to submit written assignments, please make other arrangements to get a hard copy of your paper to class. Late completion and submission of assignments will result in grading deductions.

Written assignment descriptions and grading rubrics have been provided to clearly explain assignment expectations and point values. Please review these prior to completing your assignments.

Writing Skills
Written skills are essential to effective social work practice and as professionals we will be continually assessed and judged on our ability to express ideas clearly and professionally on behalf of our clients, our organizations, our profession and ourselves. Graduate level writing skills will be expected in this course including appropriate grammar, in-text citations, references, organization of thought, clarity of expression and creativity in your writing. Writing labs are available through the Sweetland Writing Clinic in Angel Hall (http://www.lsa.umich.edu/sweetland/). The SSW Career Center offers writing assistance services for MSW students including proofreading, spelling edits and addressing basic argument flow issues. To make an appointment, contact ssw-cso@umich.edu. APA format is the definitive source for standardized writing in the behavioral and social sciences and is required with assignments requiring referencing. Deductions will be made for failure to follow this format. Please refer to the APA Style manual in various UM libraries or the following sites:

http://guides.lib.umich.edu/content.php?pid=39340
http://apastyle.apa.org/manual/
http://owl.english.purdue.edu/owl/resource/560/01/

Grading
While this course has been designed to provide information and learning experiences for you, what you ultimately gain will largely depend on your use of self, your engagement in the class and your commitment to take responsibility for your individual learning. Graduate school standards anticipate that for every hour spent in the classroom, graduate students will spend 2-3 hours outside of the class room to complete reading and assignments at a level of mastery.

Grades are the outcome of student efforts and demonstration of competency. While this course has been designed to provide information and learning experiences, what you ultimately gain will largely depend on your use of self, your engagement in the class and your commitment to take responsibility for your individual learning.

Academic standards matter to our clients and the responsibilities with which we are entrusted in our work with and on behalf of them. Graduate school standards anticipate that for every hour spent in the classroom, students will need to spend 2-3 hours outside of the class room to complete reading and assignments at a level of mastery.
**Final Grades** will be based on individual personal effort and performance. The **total accumulation** of points earned reflect competencies demonstrated in the context of normal life challenges regarding time, obligations, multiple demands and the choices each student makes.

Final letter grades are defined by the School of Social Work as follows:

**A grades**
Given for **exceptional individual performance** and **superior mastery** of the material. The use of A+ (100), A (95-99), and A-(90-94) should distinguish the degree of superiority.

**B grades**
Given to students who demonstrate **mastery** of the material. B+ (87-89) indicates performance just above the mastery level but not in an exceptional manner. B (84-86) indicates mastery and B- (80-83) indicate just below the mastery level.

**C grades**
Mastery of the material is **limited**.

**D grades**
Indicate **deficiency** and carry no credit. (below 70)

**E grades**
Indicate failure and carry no credit.

**I grades**
Incomplete grades can be given in rare situations in which significant unforeseen, extraordinary and compelling reasons prevent completion of work **AND** there is a **definite plan** and **date** for completion pre-approved by the instructor. If more than one-third of the required course work is incomplete, an incomplete grade will not be given and credit for the course is not possible. In fairness to all students, incomplete grades will not be given based on requests for time extensions to complete assignments without a compelling reason and sufficient justification provided beyond common life experiences of having limited time or multiple class deadlines. Students are responsible for initiating advanced contact with the instructor to request an incomplete grade and to establish a plan for completion. If no contact has been initiated by the student with the instructor regarding incomplete work and/or no plan has been established to complete work by the last day of class, a grade will be given based on the completed work submitted thus far. This may potentially result in a grade which carries no credit.

**COURSE ASSIGNMENTS AND GRADING**

1. **Professional Use of Self (10 points)**, **Reading Completion (10 points)**, **Class Participation (10 points)**  
   **Total of 30 points**

Class attendance, participation and professional use of self, completion of required readings and active engagement and class participation are core behaviors that are highly valued in this class and are a part of the learning experience which have relevant application to future professional practice. As social workers and other helping professionals, it is important to be able to speak out to advocate for clients and to address issues. A silent or non-engaged social worker cannot be effective in helping clients. Completing assigned readings and class participation involves sharing and discussing class concepts and their application to our work. Participation is not simply talking and sharing your opinions. It is about engagement. The quality of participation is important and effectively comes from reading the assigned texts, analyzing theories and concepts and then noticing how to apply them to working with clients and organizations. Grades
of A will require completion of all assigned readings. **SCANNING** the readings does not meet the definition of completing the readings. Participation levels are detailed below and a grading rubric is provided in a separate handout.

**Guidelines for Evaluating Class Participation**

**Outstanding Contributor (10):** Contributions in class reflect exceptional preparation. Ideas offered are always substantive and provide thoughtful insights which significantly contribute to new ideas for class discussion. Integrative ideas and questions are well substantiated, persuasively presented with excellent comportment and respect for others. If this person were not a member of the class, the quality of discussion would be diminished markedly. Exemplary behavior in experiential exercises demonstrating on target behavior in role plays, small group discussions, and other activities.

**Good Contributor (9):** Contributions in class reflect thorough preparation. Ideas offered are usually substantive and provide good insights which contribute new ideas for class discussion topics. Integrative ideas and questions are well substantiated, often persuasive, and presented with excellent comportment and respect for others. If this person were not a member of the class, the quality of discussion would be diminished. Good activity in experiential exercises demonstrating behavior that is usually on target in role plays, small group discussions, and other activities.

**Adequate Contributor (8):** Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive and provide generally useful insights that occasionally contribute new ideas for class discussion. Ideas and questions are sometimes presented, fairly well substantiated, and are sometimes persuasive with good comportment and respect for others. If this person were not a member of the class, the quality of discussion would be diminished somewhat. Adequate behavior in experiential exercises demonstrating adequate engagement in role plays, small group discussions, and other activities.

**Infrequent Contributor (7):** Contributions in class reflect partial preparation. Integrative ideas offered are infrequently substantive and infrequently provide insights for discussion. Ideas and questions are sometimes presented, and are sometimes persuasive with adequate comportment and respect for others. If this person were not a member of the class, the quality of discussion would be diminished slightly. Behavior in experiential exercises is occasionally sporadically on target demonstrating inconsistent engagement in role plays, small group discussions, and other activities.

**Non-Active Participant (6):** This person says little or nothing in class but appears to be listening and observing. Preparation for class is unknown due to lack of active participation. If this person were not a member of the class, the quality of discussion would not be changed. Listens attentively, but is silent and does not actively participate in exercises, small group discussions, and other class activities.

**Unsatisfactory Contributor (5 or less):** Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive; provide few if any insights and never a constructive direction for class discussion. Integrative ideas and questions are absent. If this person were not a member of the class, the quality of the class discussion would not be changed. Does not engage in exercises and which detracts from the experience of others.
2. Spiritual Self-Assessment 30 points (5 points late deduction)
This assignment objectives are to:
• Demonstrate awareness of the spiritual dimensions of oneself
• Demonstrate the ability to analyze, compare/contrast, and integrate reading assignments into this assessment
• Address assigned questions integrating your own thoughts, feelings, reactions and insights
• Please refer to separate assignment handout for further assignment details.

3. Final Integration Paper 40 points (8 points late deduction)
This assignment gives you the opportunity to clinically integrate and apply your understanding of course concepts along with your personal insights and awareness to a clinical case example. Write a 5-7 page paper with appropriate literature review and referencing. Specifics of this assignment are detailed in a separate document.

Course Outline and Assigned Readings

Jan. 11 What is Spirituality?
#1 Why Should Social Workers Care About Spirituality?
Historical Background, Rationale and Relevance to Social Work
Ethical Principles for Social Work Practice
Our Fears and Concerns
View of Clients
Differentiating Spirituality from Religion
Spirituality and Health

Required Readings:
http://web.ebscohost.com.proxy.lib.umich.edu/ehost/pdfviewer/pdfviewer?vid=3&hid=19&s id=c4ac862c-b3d6-4541-aa9e-a3a418d4a0e3%40sessionmgr4


Jan. 18 SPIRITUALITY SELF-ASSESSMENT DUE
#2 How Do We Do Spiritual Assessments?
Approaches, Tools, Techniques
Common Client Spiritual Issues
Life Cycle and Diversity Issues

(continued on next page)
**Required Readings:**


**Optional Additional Readings:**


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**Jan. 25**
**What are Spiritual Sensitive Interventions?**

#3 Various Interventions and Techniques
Finding Meaning
Diversity Issues
Spirituality over the Long Haul

**Required Readings:**


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**Feb. 1**
**INTEGRATION PAPER DUE**
### TURN IN COMPLETED SELF-RATING OF CLASS PARTICIPATION

**How Do We See and Address Spirituality in Our Clients?**
**What about Our Spirits?**
Class Members Case Example Discussion: Putting it All Together
Strategies for Nurturing Our Spirit

**Required Reading:**