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 believes and practices will be examined as well as the impact of the social worker’s values and reactions in relationship to these issues.

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.

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
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 and 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. Your grade will be negatively impacted if you miss class as you will be unable to complete in-class required activities. 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. 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.

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).

This mini course will have in-class application activities that require attendance and active participation in which academically sound participation is expected. You are responsible for reading the syllabus and assignment instruction.

**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 for the week will be completed prior to each class and are clearly indicated as Pre-Work assignments on the syllabus.

**Additional Reading Resources:**
The amount of required reading has been designed to provide you with a basic foundation. Other suggested readings are provided in the syllabus as a resource for you for further exploration of spirituality in social work practice.

**Other 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

**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. Late completion and submission of assignments will result in grading deductions.

**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, APA referencing, 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.

**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. Grades are the outcome of student efforts and demonstration of competency.

**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. 90-100
- **B grades** Given to students who demonstrate **mastery** of the material. 80-89
- **C grades** Mastery of the material is **limited**. 70-79
  
  C- is the lowest grade which carries credit.
- **D grades** Indicate **deficiency** and carry no credit.
- **E grades** Indicate failure and carry no credit.
- **I grades** Incomplete grades are not an option for this mini course.

**COURSE ASSIGNMENTS AND GRADING**

1. **Professional Use of Self, Demonstrated Completion of Assigned Readings and Class Participation**

   **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 will be used by the instructor to assign use of self and participation points.
Guidelines for Evaluating Class Participation

**Outstanding Contributor:** 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:** 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:** 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:** 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:** 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 discussion and other class activities.

**Unsatisfactory Contributor:** 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**  
20 points  
This assignment objectives are to:  
- Demonstrate awareness of the spiritual dimensions of oneself  
- Demonstrate the ability to 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. **Clinical Case Example**  
20 points  
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. Specifics of this assignment are detailed in syllabus below.

4. **In-Class Activities**  
30 points  
Various in-class activities for which attendance and participation are mandatory to receive credit.

**Course Outline and Assigned Readings**

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<thead>
<tr>
<th>Feb. 7</th>
<th>PRE-WORK REQUIRED PRIOR TO FIRST CLASS</th>
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<tr>
<td>I.</td>
<td>Read the syllabus prior to the first day of class</td>
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| 2.     | **Required Readings:** Read these 2 articles and be prepared to discuss  
[http://web.ebscohost.com.proxy.lib.umich.edu/ehost/pdfviewer/pdfviewer?vid=3&hid=19&s id=c4ac862c-b3d6-4541-aa9e-a3a418d4a0e3%40sessionmgr4](http://web.ebscohost.com.proxy.lib.umich.edu/ehost/pdfviewer/pdfviewer?vid=3&hid=19&sid=c4ac862c-b3d6-4541-aa9e-a3a418d4a0e3%40sessionmgr4)  
| 3. Pre-work Written Assignment | Complete Personal Spiritual Assessment (refer to separate document) |

**Morning:**  
**What is Spirituality?**  
**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

**Afternoon:**  
**Spiritual Assessments**  
Self-Assessment  
Approaches, Tools, Techniques  
Common Client Spiritual Issues  
Life Cycle and Diversity Issue
Additional optional reading resources for your further exploration as desired:


http://sw.oxfordjournals.org.proxy.lib.umich.edu/content/58/3/223.full


Feb. 14 PRE-WORK Required prior to second class

1. **Two Required Readings:** Please read prior to class and be prepared to discuss
http://sw.oxfordjournals.org.proxy.lib.umich.edu/content/50/1/77.full.pdf+html


2. **Written Pre-Work: Case Study**
Please provide a double-spaced, typed 2-3 page summary regarding a clinical case example (it may be a client, a character from a book, movie, TV show, etc.). Describe what you see as relevant spiritual issues for this person based on class discussions and readings. Integrate relevant assessment principles discussed in week 1. Consider a spiritually sensitive assessment intervention you see as being relevant for the client. Be prepared to present and discuss this example in class.

Morning: What are Spiritual Sensitive Interventions?
Spiritual Narratives

Various Interventions and Techniques
Diversity and Application
Afternoon:  Spiritual Life Maps  
Case Study Examples  
Seeing and Addressing Spirituality in Our Clients  
Intervention Application  

What about Our Spirits?  
Strategies for Nurturing Our Spirit  

Companioning Our Clients  
Alan Wolfelt Tenets  

Take-Aways and Wrap Up  

Additional optional reading resources for your further exploration as desired:  

http://sw.oxfordjournals.org.proxy.lib.umich.edu/content/56/2/149.full.pdf+html  

http://sw.oxfordjournals.org.proxy.lib.umich.edu/content/58/4/321.full  

Chapter 7.  

Wolfelt, Alan.  Companioning vs. Treating:  Beyond the medical model of bereavement caregiving.  


