WELCOME and THANK YOU FOR BEING IN THIS CLASS
Thank you for choosing to invest your valuable time in developing competencies and skills to competently explore integration of spirituality in social work practice. Spirituality in social work practice has evolved to the current standard of biopsychosocial-spiritual assessment for clients, though often there has been limited specialized instruction in this area. I come to this course believing that it will be very meaningful in helping you further develop practice skills for more holistic assessment and intervention with clients. I look forward to our time and learning together.

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 vital and essential 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 cultural humility and competent practice. It will examine spirituality as 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 professional service providers (including social workers) to various spiritual beliefs and expressions and the impact of these reactions on client systems.
3. Differentiate concepts of spirituality and religion and articulate awareness of 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 with attention to diversity awareness.
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.
9. Articulate relevant ethical principles relevant to spiritual assessments and interventions.
10. Examine evidence based literature regarding impact of spirituality on health.

CSWE Course Competencies (EPAS 2015)
This course will address and support competency development in the following CSWE identified core competency areas:

Competency 2: Engage Diversity and Difference in Practice
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Competency 4: Engage In Practice-informed Research and Research-informed Practice
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.
**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 with particular attention to Ethical Standard 1.05 regarding cultural competence and social diversity. 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.

**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. Students are invited, encouraged and expected to actively contribute from their experiences, field placement practice and knowledge of readings, etc. to help support and develop a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning in the context of integration of spirituality assessment and intervention in social work practice.

**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.

**Academic Conduct, Honesty, 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. Students 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 this course, 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. Research regarding portable technology (laptop computers, phones, PDAs, etc.) confirms that these devices can be a supportive classroom tool when used with a clear goal (i.e. note taking, interactive exercises) while also having negative consequences such as time spent on non-course tasks (i.e. emails, texting) and disruption to others (CRLT Occasional Papers, No. 30 Use of Laptops in the Classroom: Research and Best Practices). Therefore, the following guidelines will guide us toward meeting our goals for the course:

- Using electronic devices to assist in note taking and specifically directed class activities is encouraged for those who find this beneficial.
- Checking email, texting, searching the net for non-class related activities, reading non-class materials, etc. equate to talking/interrupting while someone else is talking and are not acceptable during class.
- Students who feel they must monitor email and texts are asked to do so during breaks and/or to leave the room to do so.
• Use of non-class related computer/phone/electronic devices/reading materials will be considered as the equivalent of being absent from class and will result in deductions in class participation grades.

**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 will be unable to complete in-class required activities.** Promptness in attendance is also valued as it conveys professionalism, respect and courtesy and creates a safe environment for class discussion. 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. 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.

**Engagement and Class Participation**
As a graduate student, class attendance, completion of assigned readings for each class, participation and engagement are highly valued as these behaviors contribute to the quality of learning for the individual and the class as a whole and contribute to our ultimate goal of service to our clients. Predictability, reliability and consistency (“being there”) are core to any strong relationship as well as being incredibly important to our clients and our employers. Thus, “being here” is an important competency for this class.

> Being present is more than just “showing up.” It involves presence. Presence is perhaps one of the most important interventions we offer to our clients and thus we will practice the art of presence in this class.

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.

**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 will be provided as a resource for you for further exploration of spirituality in social work practice.

**SELECTED RELEVANT JOURNALS**
Journal for the Scientific Study of Religion
Journal for the Study of Spirituality
Journal of Psychology and Theology
Journal of Religion & Spirituality in Social Work
Journal of Spirituality in Mental Health
Mental Health, Religion and Culture
Review of Religious Research

**SELECTED RELEVANT WEBSITES**
Society for Spirituality and Social Work
http://societyforspiritualityandsocialwork.com

National Center for Cultural Competency: Georgetown University
http://nccc.georgetown.edu/body_mind_spirit/definitions_spirituality_religion.html

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

http://www.spiritualityandhealth.duke.edu
http://spiritualdiversity.ku.edu/resources
https://www.templeton.org/signature-programs/big-questions-essay-series
http://interfaithcenter.org/social-work-resources
http://learningtoforgive.com

**Completing Assignments**
Assignments are designed to use a variety of evaluation methods including assigned readings, written papers, classroom discussions and 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 due date. Late completion and submission of assignments will result in grade deductions. You are responsible for reading the syllabus and assignment instruction.

**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. Please refer to the APA Style manual in various UM libraries or the following sites:

- https://sites.google.com/a/umich.edu/ssw-writing-help/apa-style
- http://guides.lib.umich.edu/content.php?pid=39340
- 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. *Grades are the outcome of student efforts and demonstration of competency. They are “earned” not “given.”*

**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. Self-determination to make individual choices in one’s own unique circumstances about one’s use of time and resources as well as assessment of possible outcomes is viewed as a valuable part of professional learning.

The total accumulation of points earned reflect competencies demonstrated. When considering an individual assignment grade, i.e. 9 out of 10 points earned, think of the score as **points earned** rather than a percentage. For example, a 9 out of 10 is NOT a 90% overall course grade. It is 9 out of 10 points earned by demonstrating course competencies and one point unearned out of the total 100 points possible.
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 to determine use-of-self and participation points. Participation levels are detailed below and a professional use-of-self guide and a grading rubric are provided in a separate Canvas documents.

   **In-Class Activities:** There will be various in-class activities for which attendance and participation are mandatory to receive credit.

**Guidelines for Evaluating Class Participation and Engagement**

**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 provides 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. **In-Class Activity: Spiritual Self-Assessment**  
   **June 2**  
   **20 points**

   This in-class activity’s objectives are to:
   - Demonstrate awareness of the spiritual dimensions of oneself
   - Demonstrate the ability to course concepts into this assessment
   - Address assigned questions integrating your own thoughts, feelings, reactions and insights
3. Spirituality Diversity Article of Choice Due: June 9 20 points
The assignment encourages you to self-select an article from a peer-reviewed journal addressing spirituality and a specific diverse client population. Please attach a copy of your chosen article to your written 2-3 page paper. Specifics of this assignment are detailed in a separate Canvas document.

4. Post Class Application Assignment: Clinical Case Example Due: June 16 30 points
This 5 page 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 a separate Canvas document.

Course Outline and Assigned Readings

June 2 PRE-WORK REQUIRED PRIOR TO FIRST CLASS
1. Read the syllabus prior to the first day of class
2. Required Readings: Read these 2 articles prior to first class and be prepared to discuss (approximately 11 pages total)
   Article links are below. PDF files also available in Canvas.


   http://sw.oxfordjournals.org.proxy.lib.umich.edu/content/58/3/223.full
Today’s Class Topics:

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

Spiritual Assessments
Spirituality Self-Assessment
Approaches, Tools, Techniques
Common Client Spiritual Issues
Life Cycle and Diversity Issues

Additional optional selected reading resources for your further exploration as desired:


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


PRE-WORK required prior to second class

1. **Required Reading:** Please read prior to class and be prepared to discuss


2. **Written Pre-Work:** Selected Spirituality and Diversity Article Paper and Class Discussion

**Today’s Class Topics:**

**What are Spiritual Sensitive Interventions?**
Spiritual Narratives

**Various Interventions and Techniques**
Diversity Considerations and Various Client Population Application
Forgiveness

**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 selected reading resources for your further exploration as desired:*

http://sw.oxfordjournals.org.proxy.lib.umich.edu/content/50/1/77.full.pdf+html
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


doi:10.4081/hpr.2013.1448


**June 16**

**Post-Class Assignment: Clinical Case Integration Paper Due**
See separate Canvas handout for specific instructions. Please submit by email no later than 5:00 p.m.