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Office Hours: I am available in the classroom prior to and after class to discuss questions and concerns. I welcome meeting with you and am available to make individual appointments as needed.

Email: Please allow 24 hours for email response Monday-Friday. Email is not monitored on weekends. Please put SW723 in the subject line.

WELCOME TO THIS CLASS
Given the pervasiveness of religion and spirituality throughout people’s lives and cultures, social workers need to understand religion and spirituality to develop a holistic view of the person in environment and to support the professional mission of promoting satisfaction of basic needs, well-being, and justice for all individuals and communities around the world.”
(http://www.cswe.org/CentersInitiatives/CurriculumResources/50777.aspx)

It is an exciting to be a part of this 3 credit hour course on Spirituality in Social Work at UM SSW. May this class take us forward in developing the knowledge, skills and competencies to demonstrate our readiness and responsiveness to meet the spiritual needs of clients. I look forward to what we will experience and learn together as we engage our mind, body and spirit in this meaningful topic!

Students are responsible for reading the syllabus which serves as our guiding contract agreement for the term no later than the second week of class and for also reading class information and assignment instructions posted on Canvas and tracking due dates on an ongoing basis.

Please initiate asking questions early in the term to ensure you understand the plan for the course including assignments and due dates. Changes may be made in the syllabus as appropriate at any time at the instructor's discretion. Course assignments, class powerpoints and other relevant documents can be found on Canvas under Files Tab.
### Assignment Schedule

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Point Value</th>
<th>Page Length</th>
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</thead>
<tbody>
<tr>
<td>Spiritual Self-Assessment</td>
<td>Jan. 30</td>
<td>20</td>
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<tr>
<td>Integration Article of Choice #1</td>
<td>Feb. 13</td>
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<td>4</td>
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<tr>
<td>Interview and Reflection</td>
<td>Feb. 27</td>
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<td>Application Article of Choice #2</td>
<td>March 19</td>
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<td>Final Reflection Paper</td>
<td>April 16</td>
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<tr>
<td>Use of Self Rating Form</td>
<td>April 16</td>
<td>15</td>
<td>NA</td>
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Please read detailed assignment information and grading rubrics in syllabus and in Canvas.

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**Learning is in service to our clients.**

**We each take responsibility to talk WITH each other rather than ABOUT each other.**
1. ABOUT THE COURSE

1.1 Course Description
This course provides a framework of knowledge, values, skills and experiences to promote culturally competent, ethical, spiritually-sensitive Social Work practice which takes into account diverse expressions of spirituality. In adopting a holistic perspective to guide practice, spirituality will be viewed as a vital and essential dimension of the biopsychosocial spiritual 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, social justice 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. The relationship between spirituality and considerations related to gender, ethnicity, culture, race, sexual orientation, ability, social economic status and age, as well as spirituality across the life span will be explored. Spiritual assessment and intervention related to specialized areas such as trauma, addiction/recovery and mental health will be addressed including research on the links between religious/spiritual beliefs and practices and physical, mental and behavioral health. 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 in integrating spirituality into practice. Students will be asked to explore their own spirituality as it relates to professional identity and Social Work practice effectiveness. Ultimately, we seek to develop effective assessment and intervention skills by which spiritual strengths and resources can be tapped to better assist clients.

This course is not designed to be a review of specific religious belief systems. For those desiring more information about specific religions, the following link may be helpful to you as well as additional resources provided in course handouts. http://pluralism.org/religions/

This class affirms that spirituality and faith traditions are experienced in very diverse ways. Thus, honoring differences and practicing sensitivity to different expressions and experiences of spirituality and religious practice form the bedrock of our learning in service to our clients and our goal of effectively addressing their spiritual and religious concerns.

1.2 Course Objectives
Upon successful completion of the course, students will be able to:

1. Recognize the inclusion of the spiritual dimension of the biopsychosocial spiritual perspective as essential in holistically understanding individuals in the assessment and treatment planning and intervention process.

2. Demonstrate awareness of spirituality in the content of person-environment and culture and its impact on client coping with suffering, loss, injustice and attempts to heal, endure and reach one’s goals.

3. Understand and respect a variety of expressions of spirituality with and without relationship to religion.
4. Identify and critically reflect on diverse spiritual/religious perspectives and their implications for Social Work practice
5. Formulate qualities of a spiritually sensitive helping relationship and be able to apply a framework of spiritually in Social Work practice that is inclusive and respectful of diversity.
6. Develop skills necessary to assess the roles of spirituality and of religious practices in the lives of social work clients and to evaluate the potential place of spirituality in the helping process.
7. Identify and utilize different assessment models and tools for assessing clients’ spirituality.
8. Identify and demonstrate various spiritually sensitive interventions and apply them to social work practice.
9. Articulate both the supportive and the oppressive role spiritual/religious perspectives have played concerning issues of human diversity and marginalizing and exclusion based on gender, race and ethnicity, gender identity, sexual orientation, health and mental health and social and economic class.
10. Examine and reflect on one’s own spirituality and the impact on the development of professional identity and one’s Social Work practice.
11. Establish familiarity with social research related to the application of spiritual practices in relationship to physical, mental and spiritual health and well-being.

CSWE COURSE COMPETENCIES
Educational Policy and Accreditation Standards (EPAS) 2015
This course will address and support competency development in the following CSWE identified core competency areas:
Competency 1: Demonstrate Ethical and Professional Behavior
Competency 2: Engage Diversity and Difference in Practice
Competency 4: Engage In Research-informed Practice
Competency 6: Engage with Individuals, Families, Groups, Organizations & Communities
Competency 7: Assess Individuals, Families, Groups, Organizations & Communities

1.3 Course Design
This course uses a relationship-based engaged approach to learning in which we learn from and with each other. A variety of collaborative learning methods will be used to promote skill development including interactive lectures with active student participation, readings, in-class application exercises, role plays, practice clinical scenarios, videos and written assignments. Understanding core class concepts and the ability to apply these concepts will be emphasized.

1.4 Relationship to Four Curricular Themes
Multiculturalism and Diversity will be addressed throughout this course and will be highlighted in the content of commonalities and differences in spiritual and religious traditions, beliefs, expression.
Social Justice and Social Change will be addressed by examining the potential impact of spirituality/religious beliefs and practices on social justice both in the United States and globally. Key spiritual diversity dimensions will be examined as both a source of support as well as potential marginalization, exclusion and oppression for disenfranchised populations.
This course promotes the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge.

**Promotion, Prevention, Treatment, and Rehabilitation** will be addressed through review of the literature regarding connections between health (physical, mental, behavioral) and spiritual beliefs, behaviors and affiliations and the role of spirituality as a potential protective factor and social support in health status. Implications for practice, policy and research are also addressed.

**Behavioral and Social Science Research** will be presented throughout the course and will include findings from sociology, psychology, medical anthropology, social work, public health, medicine, nursing, and health services research related to spirituality and health.

1.5 **Focus on Privilege, Oppression, Diversity and Social Justice (PODS)**

This course integrates PODS content and skills with an emphasis on the identification of theories, practice and/or policies related to spiritual and/or religious beliefs and practices that have both promoted or impeded well-being and social justice.

Students are invited and expected to be partners in actively contribute from their experiences, field placement practice and knowledge of readings, etc. in service to our goal to continually develop a vision of social justice. We strive to learn together 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 spirituality in social work practice.

1.6 **Relationship to Social Work Ethics And Values**

Social work ethics and values will be addressed in the context of the NASW Code of Ethics. This course will increase awareness and will evaluate ethical issues involved in integration of spirituality into social work practice. We will also discuss the need for personal reflection, awareness and the impact of the social worker’s values and reactions to these issues.

1.7 **Application of Nasw Code of Ethics and Professional Use of Self**

The social work program is one of professional preparation. In addition to acquiring theoretical knowledge, students are expected to acquire professional values, to integrate knowledge from a range of courses, to develop professional skills and valued congruent with the profession.

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.

"Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues. Social workers should
avoid unwarranted negative criticism of colleagues in verbal, written, and electronic communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability. Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients. “

NASW Code of Ethics (2017): Standard 2.02-2.03

- As professionals, you are expected to maintain confidentiality and respect differences
- You are expected to take personal responsibility and be committed to your own learning experience by being an active and responsible and response-able member of each class.

For further elaboration of the values and ethical standards inherent in social work, students are encouraged to access the Code of Ethics at https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English and the Student Guide.

2. ABOUT MY TEACHING PHILOSOPHY

2.1 Relationship Focused Partnership: Mutual Learning Commitment
My commitment is to provide organized, meaningful course material and opportunities for learning in a respectful, safe and encouraging learning environment. Many times we approach learning experiences with expectations of what we will get from them. This model focuses on the professor giving information and the student getting information. Relationship-based learning focuses on “giving, getting and growing” together as we learn about, from and with each other. Students are invited and expected to be active and engaged partners in the learning process by coming to every class prepared, ready, willing and able to contribute to meaningful discussion and learning. Please feel free to contact and meet with me early and throughout the semester as needed with questions, concerns and suggestions. I look forward to what we will experience and learn together.

2.2 Intentionality
Intentional learning is not passive, but rather is focused on actively pursuing your own individual learning goals. You are encouraged to be intentional about: what you want to achieve in this class, why these goals are important to you and how you choose to engage and invest to reach these goals.

I invite you to come to this class with the intention that you are going to fully engage and connect with the experience.

2.3 Guiding Principles and Commitments for Learning
1. Our commitment to learning is in service to our clients.
2. We commit to maintaining a confidential space for open discussion and keep what is shared in class by a specific individual confidential and do not repeat classroom remarks that link a person with his/her/their identity.
3. We seek to replace assumptions with curious questions and invitations to share and listen.
4. We seek to diminish fear, shame and blame that immobilizes the learning process.
5. We find ways to be curious and humane in our interactions.
6. We expect to make mistakes and will honor this as a valuable part of the learning process.
7. We view the challenges of not yet “knowing” as a part of life-long learning and as preferable to stagnation and ignorance.
8. We validate that there is a difference between being uncomfortable and being unsafe.
9. We seek mutual growth, learning and benefit from sharing with each other.
10. We respect even when we disagree or have conflict. Disagreeing, not disconnecting.
11. We recognize and honor that each person is at a different point in their life learning and experience.
12. We will not assume or pre-judge the intent or motivation of others.
13. We will explore multiple perspectives on a topic, trying to understand and practice empathy, and respect that others may have a different lens than our own. We also understand that different perspectives may be attached to different positions of power.
14. We acknowledge that sexism, classism, racism, heterosexism, and other forms of discrimination (religion, age, ability, language, education, size, geographic location etc.) exist and may surface from time to time.
15. We recognize the differences between intent and impact and acknowledge the implications of both.
16. We acknowledge and take appropriate responsibility for the impact of our behaviors and actions.
17. We will practice forgiveness as we are learning and growing. However, we acknowledge are not entitled to someone’s forgiveness and it should not be presumed.
18. We will be aware of what we carry into the classroom space with us-- our mood, energy, experiences, beliefs, values…and what we carry out.
19. We will notice our preferences and resistances.
20. We will commit to moving outside our comfort zones to our learning edges. We may experience conflict, feel annoyed, anxious, angry, confused or defensive or some other feeling that may be uncomfortable. We will use these as a part of the learning experience to expand our knowledge and understanding.
21. Others you would like to add…..

*Sources: CRLT; Forward Space Guidelines by Zaharaa Hadi and Aubree Sepler, UM Program on Intergroup Relations

Diversity, Equity and Inclusion

“The University of Michigan cannot be excellent without being diverse in the broadest sense of that word. We also must ensure that our community allows all individuals an equal opportunity to thrive.” --Mark Schlissel, President

At the University of Michigan, our dedication to academic excellence for the public good is inseparable from our commitment to diversity, equity and inclusion. It is central to our mission as an educational institution to ensure that each member of our community has
full opportunity to thrive in our environment, for we believe that diversity is key to individual flourishing, educational excellence and the advancement of knowledge.

**Diversity:** We commit to increasing diversity, which is expressed in myriad forms, including but not limited to race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, language, culture, national origin, religious commitments, age, (dis)ability status and political perspective.

**Equity:** We commit to working actively to challenge and respond to bias, harassment, and discrimination. We are committed to a policy of equal opportunity for all persons and do not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status.

**Inclusion:** We commit to pursuing deliberate efforts to ensure that our campus is a place where differences are welcomed, different perspectives are respectfully heard and where every individual feels a sense of belonging and inclusion. We know that by building a critical mass of diverse groups on campus and creating a vibrant climate of inclusiveness, we can more effectively leverage the resources of diversity to advance our collective capabilities.

Learn more about SSW DEI and how to get involved
[https://ssw.umich.edu/about/diversity-equity-inclusion/toolkit](https://ssw.umich.edu/about/diversity-equity-inclusion/toolkit)
[https://diversity.umich.edu/about/defining-dei/](https://diversity.umich.edu/about/defining-dei/)

2.4 Providing Feedback
Please provide feedback on your learning needs, how the class is going for you and suggestions on what we can do together to improve throughout the course. We will do a mid-term and final evaluation, however the opportunity to respond to feedback is much more beneficial for the both professors and class members if it is ongoing and not just provided at the end of the term. You are encouraged to proactively address any concerns or needs with your class colleagues and myself as they arise.

2.5 How We Communicate with Each Other
It often can be easier to talk about people rather than talking with them. Talking with people often requires taking the risk to be honest, courageous and humble. Providing feedback is a core competency all social workers need and we will use this class to further develop this skill.

We take responsibility to talk WITH each other rather than ABOUT each other.

2.5 Incremental Skill Building and Learning
Assignments are designed to be incremental in nature to encourage progressive integration of concepts and skills rather than a more limited number of larger assignments. Incremental learning can be helpful in skill building and addressing our cumulative learning objectives.
2.6 Assignment Philosophy and Goals
Assignments are designed to use a variety of evaluation methods including written papers, class room discussions and in-class activities to allow opportunities to address strengths and preferences of diverse individual students. The goal of the course assignments is to promote integration and meaning of the material and competency in services provided to clients. You are empowered to self-direct your learning and assignments with some opportunities to choose areas of interest in some assignments.

3. EXPECTATIONS OF STUDENTS

3.1 Personal Accountability In Learning

Personal accountability shifts the focus from being solely on what one is taught, to self-determination and what one consciously chooses to learn.

Your learning is not just about academic learning but also involves learning and improving life skills and professional use-of-self. Students are expected to take personal responsibility and be committed to their own learning experience by being active and response-able members of each class session.

Students are invited and expected to be active and engaged partners in the learning process by coming to class prepared, ready, willing and able to contribute to meaningful discussion and learning.

An optimal individual learning experience is one that is active, self-directed and requires engagement.

3.2 Professional Use of Self

Respect for Others
- Students are encouraged and expected to demonstrate openness to ideas and perspectives different from one’s own interests, views, belief and preferences.
- Listening and learning require a safe place and we commit to provide this safe space in this class.
- Sharing differing ways of thinking and how one sees the world is not always focused on changing others’ minds, but about cultivating a way of being with others that fosters curiosity and a desire to see and hear another’s point of view.
- We will be mindful that in our desire to advocate for our own beliefs and values, that we do not commit the very acts of aggression, devaluation, marginalization, disenfranchisement and dismissal of others we are trying to prevent and advocate not happen to others or ourselves.
3.3 Application of NASW Code of Ethics and Professional Use of Self in the Classroom

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 not only for clients, but for colleagues and employers as well.

- “Social workers should treat colleagues with respect…” “Social workers should avoid unwarranted negative criticism of colleagues in verbal, written and electronic communications with clients or with other professionals.” Unwarranted negative criticism may include demeaning comments that refer to colleagues’ level of competence or to individuals’ attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical disability.” (NASW Code of Ethics, 2.01a and b)

- 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. See Use-of-Self documents on Canvas.

- As professionals, you are expected to maintain confidentiality and respect differences. You are asked to honor confidentiality of the information shared by professor, colleagues and guest speakers in order to support a safe atmosphere for sharing and learning.

For further elaboration of the values and ethical standards inherent in social work, students are encouraged to access the Code of Ethics in the UM SSW Student Guide or https://www.socialworkers.org/LinkClick.aspx?fileticket=ms_ArtLqzeI%3D&portalid=0

3.4 Class Presence

Showing up for class is not enough. Presence is about how you show up, who you demonstrate you are in the class and what attitude and intention you bring.

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

Presence is crucial 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” with predictability, reliability and consistency is an important core competency for this class. Our colleagues and guest speakers who share their thoughts, feelings, and experiences with us have a right to anticipate and receive our presence and demonstration of professional use-of-self.

As a graduate student, class presence, attendance, completion of assigned readings for each class, participation and engagement are highly valued as these behaviors contribute to the quality of learning for both oneself and the class as a whole.
3.5 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 are expected to verbally contribute in class** and should be prepared each week to initiate and to be invited to contribute knowledgeable sharing of their understanding, ideas, reactions and applications from readings and integration across progressive weeks of class.

**Participation is not simply about frequency, but also about the level and quality of preparedness** and thoughtful and integrative analysis and application of concepts. Some may feel uncomfortable speaking in class. **In service to our clients, we must learn to use our voices on their behalf.** Class participation provides the opportunity to develop speaking, advocacy and discussion/facilitation/persuasion skills, as well as the ability to listen effectively. Thus, verbal participation will be an opportunity to practice and develop skills even when it can be sometimes challenging and/or uncomfortable.

**Ways to contribute** to our class learning include your valuable suggestions, appropriate amplifications, alternative interpretations and perspectives, constructive criticism and relevant observations. **Students are expected actively and meaningfully participate in pair/share and small group activities seriously as each student’s learning is dependent upon each other’s engagement.**

In addition to responding to questions and discussions in class, there are a number of ways to **prepare** to speak in class:
- Prepare a response to share in weekly check-ins
- Preparing a comment about the assigned readings
- Bring an example, experience, observation of how course material applies to real life situations
- Prepare and raise a question you have been pondering to the whole class
- Prepare a response to share in weekly check-out

We will utilize a variety of strategies to encourage safe spaces, engagement and mutual accountability for all voices to be heard in this class.

3.6 Digital Citizenship: Use of Phones, Computers and Electronic Devices
The concept of “digital citizenship” is a **complex topic** that has become increasing important and will continue to evolve as we explore the impact of technology on individuals and communities. In this class, **we will be intentional about digital etiquette and respectful and ethical use of electronic devices for professional use.** Research regarding portable technology (laptop computers, phones, 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**).
To foster an environment of safety, openness and presence, the focus of class time will center on understanding and discussion of the content presented, asking questions, sharing integrative ideas, giving examples, taking notes, practicing active listening and presence, or otherwise deepening yours and other’s knowledge of the material in some way.

- Using electronic devices to assist in note taking and specifically directed class activities is encouraged for those who find this beneficial.
- **If you feel you must monitor email and text messages, you are respectfully asked to do so during breaks and/or to leave the classroom to do so.**
- Audio and/or video recording in class of lecture and/or class discussion is prohibited without written permission of professor and students.

*Presence is a professional use-of-self skill.* Therefore, use of non-class related computer/phone/electronic devices/reading materials will be considered as the equivalent of being absent from class and will impact attendance and class participation grades with automatic associated deductions.

### 3.7 Class Attendance and Absence Policy

#### You and Your Learning are Important to the Class

A significant part of learning in this course is interactive and experiential with discussion, in-class activities and guest speakers which cannot be fully replicated or replaced by make-up work. Therefore, both your learning and the learning of your colleagues are benefitted by your attendance. The School of Social Work Class Attendance Policy states: “It is expected that students attend classes and instructors are encouraged to monitor attendance.” Attendance, participation and engagement are expectations and requirements (See Student Guide). Class grades include evaluation of attendance, participation and engagement. This class focuses on learning and demonstrating competencies in service to our clients. Therefore, grades are based on points earned through demonstration of competency and class participation.

Students have requested that their educational experience provide preparation for professional practice environments. Thus, our attendance policy seeks to prepare one for practice by addressing impact and professional behavior when absent. Life happens and each individual may have absences from personal choices made regarding prioritization of competing demands, as well those due to uncontrollable events and circumstances. Professional behavior in academic and professional practice environments involves taking initiative and responsibility for what is missed when absent in service to our clients.

In this class, absences ARE NOT determined as “excused” or “unexcused” but rather as a reality that may occur. Students are asked to demonstrate professional behavior by providing the instructor with advanced notification for known planned absences and notification when reasonably able after an unanticipated absence.

As relevant preparation for professional practice, students are responsible for class readings, assignments and in-class competence learning that occurred in their absence. Therefore, an opportunity is given for students to take initiative for class content.
missed when absent for any reason by completing a competency make-up assignment.

3.7.1 Competency Demonstration Make-Up Assignments
Completion of Competency Make-Up Assignments is a choice students have after any absence. It is up to the student to initiate Competency Make-Up Assignments.

Standard Competency Make-Up Assignment instructions for all absences are provided in Canvas Folder and must be completed by the second class following the absence by submitting a completed hard copy of the assignment. Make-up assignments will be graded as Pass-Fail.

Competency Deduction for Absences without Student Initiated Make-Up
NOT submitting Competency Make-up Assignments for any absence within the required make-up timeframe will result in a 2 point competency deduction per each class missed.

3.7.2 Partial Absences
Promptness in attendance is also valued as it conveys professionalism, respect and courtesy and creates a safe environment for sharing among one another and our guest speakers. We will begin and resume class promptly after designated break(s).

Partial absences also negatively impact learning and will result in class participation deduction. A partial absence include any of the following: Lack of engaged presence due to use of electronic devices for non-class related activities during class, late arrival after class start time, late return from break after class has resumed and/or early departure before class ends.

3.7.3 More Than 3 Absences for Any Reason
More than three absences represent a significant percentage of the course which cannot be sufficiently addressed with established competency make-up assignments. This level of absence will require further discussion with the instructor to explore options for demonstration of course learning knowledge and objectives. Students are responsible for initiating discussion to address absences. If no plan has been agreed upon by the end of the term, grades will be given based on current completed work and absentee policy. This process may result in an incomplete grade, a course grade deduction and/or non-passing grade for the course.

3.8 Academic Conduct and Honesty
UM Students are held to the highest standards of academic and professional conduct. Cheating is the act of obtaining or attempting to obtain credit for academic work through use of any dishonest, deceptive or fraudulent means. Any form of cheating is unacceptable and inconsistent with the NASW Code of Ethics and the Code of Academic and Professional Conduct which applies to all students enrolled in the School of Social Work and will result in a failing grade for the relevant assignment and is grounds for expulsion.

Examples of cheating include: copying/use of someone else’s work, obtaining or sharing tests from previous semesters, re-use of assignments from other classes, plagiarism (verbatim copy of another’s material and not acknowledging the direct quotation or unacceptable paraphrasing which does not use one’s own words and
structure, and failure to acknowledge that the content is not original) and/or aiding and abetting academic dishonesty. You are responsible for understanding the meaning of academic integrity and plagiarism. Please refer to the Student Guide to the Master’s in Social Work Degree Program or see http://www.lib.umich.edu/academic-integrity/resources-students and https://guides.lib.umich.edu/swintegrity for further information.

4. Additional Policies, Information and Resources

Additional School and University policies, information and resources are available here: https://ssw.umich.edu/standard-policies-information-resources. They include:

- Safety and Emergency Preparedness
- Mental Health and Well-being
- Teaching Evaluations
- Proper Use of Names and Pronouns
- Accommodations for Students with Disabilities
- Religious/Spiritual Observances
- Military Deployment
- Writing Skills and Expectations
- Academic Integrity and Plagiarism

Additional Resource Websites:

- DACA Students or Students without Undocumented Status https://undocumented.umich.edu
- Dependent Care Resources (http://www.studentswithchildren.umich.edu) and
- UM Child Care gateway https://hr.umich.edu/benefits-wellness/family/childrens-centers
- Work/Life Resource Center site: http://hr.umich.edu/worklife/

5. COURSE READINGS & ASSIGNMENT CRITERIA

5.1 COURSE READINGS

Required readings have been designed to provide you with a basic foundation while giving you some freedom to individualize supplemental readings. The amount of assigned reading will varying from week to week, but overall, are consistent with graduate level workload expectations.

Readings serve as the foundation for class discussions, activities and assignments. To fully engage in the course and become a more competent and skilled practitioner, it is expected that students will complete all weekly required readings prior to each class session. The quality and preparedness of responses illustrating completion of the readings will be used as a part earned grades for class participation and will differentiate grades of exceptional mastery (A) from grades of mastery (B). Superior ratings in Professional Use-of-Self will require completion of all assigned readings.

**Grades of A will require completion of all assigned readings.**

**REQUIRED READINGS**

There is no required textbook for this course. Readings will be from a wide range of articles posted in Canvas. The amount of required reading has been designed to provide you with a basic foundation while giving you freedom to individualize supplemental readings.
Self-Selected Readings
You will self-select diverse peer-reviewed articles in your areas of interest and incorporate evidence-based research and practice into class discussion and assignments.

Additional relevant handouts may be in Canvas and/or distributed in class for reading. Additional reference materials specific to class topics will be discussed throughout the term.

You are expected and encouraged to do literature searches and additional reading to meet some assignments and to pursue areas of interest.

SOME RELEVANT SPIRITUALITY FOCUSED JOURNALS
International Journal of Children’s Spirituality
International Journal for the Psychology of Religion
International Social Work
Jewish Social Work Forum
Journal for Buddhism and Psychology
Journal of Ethnic and Cultural Diversity in Social Work
Journal of Family Psychotherapy
Journal of Jewish Communal Service
Journal of Marital and Family Therapy
Journal of Muslim Mental Health
The Journal of Pastoral Care
Journal of Psychology and Christianity
Journal of Psychology and Judaism
Journal of Psychology and Theology
Journal of Psychotherapy Integration
Journal of Religion and Spirituality
Journal of Religion, Spirituality and Aging
Journal of Religion and Spirituality in Social Work: Social Thought
Journal of Religious Gerontology
Journal of Transpersonal Psychology
Marriage and Family: A Christian Journal
Muslim World Affairs
Social Work and Christianity
Spirituality and Health
Transcultural Psychiatry
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

5.2 Course Assignment Descriptions and Rubrics
Assignments are designed to use a variety of evaluation methods including written papers, classroom activities and discussions and in-class quizzes to allow opportunities
to address strengths and preferences of diverse individual students. The goal of the course assignments is to promote integration and meaning of the material and competency in services provided to clients. You are empowered to self-direct your learning and assignments with some opportunities to choose areas of interest.

Written assignment descriptions and grading rubrics have been provided to clearly explain assignment expectations and point values. Please review these prior to completing and submitting your assignments to help you meet assignment criteria. You are encouraged to initiate asking questions regarding assignments and grading well in advance of due date.

5.3 Assignment Writing Skills Expectations
Written work should incorporate critical thinking, analysis and graduate level writing. Strong writing and communication skills are essential to effective professional practice. 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. Please use and synthesize scholarly literature to support your presentation of material. Do not heavily rely on direct quotations from your sources; instead summarize them in your own words.

The Writing Coordinator for the School of Social Work is open to meeting with students during any phase of the writing process. The Writing Coordinator’s office is housed within the Career Services Office. The Career Services Office also offers workshops, resources and individual assistance to help improve skills and confidence in written communication. For more information or to schedule an appointment, contact: SSW Writing AssistanceCareer Services (Room 1696; (734) 763-6259; ssw-cso@umich.edu).

Writing labs are also available through the Sweetland Writing Clinic in Angel Hall: http://www.lsa.umich.edu/sweetland/; English Language Institute http://www.lsa.umich.edu/eli

APA format is the definitive source for standardized writing in the behavioral and social sciences and is required for assignments requiring referencing. Please refer to the MLibrary APA Citation Guide as needed. The Purdue Owl website is another helpful resource for assistance with APA formatting.

Key components of APA format to be used in written papers include:
Title page with running head
Double spaced 12 font with 1 inch margins
Number pages except for title page in upper right corner
Indent 5 spaces for first line of every paragraph
Sources must be cited in the paper text (i.e. DeSpelder & Strickland (2015) state…)
Reference page with all sources at the conclusion of the paper
All direct quotes must be referenced with source and page number
Referencing internet sources: http://www.apastyle.org/elecref.html
5.4 Submission of Written Assignments

Students are responsible for reading the assignment instructions/grading rubrics and self-monitoring due dates.

All assignments will be graded with these criteria:

- Address specific assignment criteria defined in instructions and rubric
- Professional and academically sound writing skills (clarity of thought, organization and flow, APA referencing as appropriate)
- Ability to think critically and integrate concepts/content across the term
- Demonstrate professional use-of-self and social work values and ethics (PODS, strengths-based perspective)
- Integration and demonstration of completion and understanding assigned readings and additional literature when appropriate
- On time completion by assigned due date

Due to vision accommodation needs of the instructor, in addition to submission on Canvas, a paper copy of written assignments are to be submitted at the beginning of the class on the due date with all pages stapled together including relevant additional materials as assigned. If you are unable to submit written assignments in class, please make other arrangements to get a paper copy of your assignment to class or to my office by the assignment due date and time.

5.5 Late Completion of Assignments

Meeting deadlines, planning ahead and timeliness in completing tasks are all important parts of our professional lives. Fairness goals guide consistent application of expectations for all students. Therefore, late assignments will not be accepted without deduction unless the circumstances are both rare and compelling. Commonly occurring life experiences (i.e. multiple demands/busy schedule, traveling, computer problems) are NOT considered grounds for exceptions for late assignments without deductions. Late deductions will be one point for the first day past the due date and one point for each day thereafter.

6. GRADING

Grades are the outcome of student efforts and demonstration of competency. They are “earned” not “given.” 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.

All assignments will be graded with these criteria:

- Address specific assignment criteria defined in instructions and rubric

Academic standards matter to our clients and the responsibilities with which we are entrusted in our work with and on behalf of them.
• **Professional and academically sound writing skills** (clarity of thought, organization and flow, APA referencing as appropriate)
• Ability to **think critically and integrate concepts/content across the term**
• Demonstrate **professional use-of-self and social work values** and ethics (PODS, strengths-based perspective)
• **Integration and demonstration of completion and understanding assigned readings** and additional literature when appropriate
• **On time completion** by assigned due date

I provide written feedback and often pose questions and comments to encourage reflection, different perspectives, etc. Please let me know if you have questions and reactions to my comments and wish to discuss them. I am always happy to meet with you.

Graduate school standards anticipate that **for every credit hour spent in the classroom, students will spend 1-2 hours outside of the classroom** to complete readings and assignments at a level of mastery. Time constraints are validated as a part of life. We acknowledge that **while every assignment may not be completed at the exceptional mastery level of an A grade** depending on one’s individual situation, goals and/or choices, meaningful learning can still occur.

<table>
<thead>
<tr>
<th>Final Grades will be based on individual demonstration of course competencies and expectations including the quality of the work, demonstration of reading and ability to apply concepts and professional use-of-self and class participation as defined in course documents using a 100 point system.</th>
</tr>
</thead>
</table>

The **total accumulation of points earned** reflect competencies demonstrated in the context of one’s normal life challenges regarding time, obligations, multiple demands and choices each individual makes. 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 on an individual assignment is not a 90% overall course grade but a loss of one available point out of 100 points.

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

<table>
<thead>
<tr>
<th>A grades</th>
<th>A+ (100), A (95-99), and A- (90-94)</th>
<th><strong>Exceptional, superior mastery</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>B grades</td>
<td>B+ (87-89), B (84-86), B- (80-83)</td>
<td><strong>Adequate mastery</strong></td>
</tr>
<tr>
<td>C grades</td>
<td>C+ (77-79), C (74-76) and C- (70-73).</td>
<td><strong>Limited mastery</strong></td>
</tr>
<tr>
<td>D grades</td>
<td>Below 70  Carries no credit</td>
<td><strong>Deficient mastery</strong></td>
</tr>
<tr>
<td>E grades</td>
<td>No credit</td>
<td></td>
</tr>
</tbody>
</table>
6.1 Grades of Incomplete
Incomplete grades may 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 by the last scheduled day of the course. 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 well before the last day of class with the instructor to request an incomplete grade and to establish a specific plan for completion. If no contact has been initiated by the student with the instructor regarding incomplete work and/or no specific 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 and in accordance with attendance policy. This may potentially result in a grade which carries no credit.

If more than one-third of required course assignments are incomplete and/or more than 3 classes are missed, an incomplete grade may be considered in rare situations, but is not guaranteed.

6.2 Additional Competency Credit and Revisions
I am also open to discussing the possible option of accepting a revision of a regular written assignment that was turned in on time by original due date when a student initiates this request and provides sufficient rationale for request.

The MSW Student Guide policies on Grades in Academic Courses and in Field Instruction as well as Student Grievance procedures and the policy for grading in special circumstances provide further details on grading policies. Here are also some resources regarding testing and grading from CRLT.

6.3 Distribution of Papers to Students
The federal informational privacy act prohibits anyone other than the student access to that student’s papers. 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. Uncollected papers will be destroyed at the end of the semester/grading period through confidential methods provided by the SSW.

7. WRITTEN ASSIGNMENT SCHEDULE AND OVERVIEW
Spiritual competence can be defined as an active, ongoing process characterized by three interrelated dimensions (Hodge, 2006):

- Developing awareness of your own value-informed, spiritual worldview and its associated assumptions, limitations, and biases.
- Developing empathic understanding of clients’ spiritual worldview that is devoid of negative judgment.
Increasing ability to design and implement intervention strategies that are appropriate, relevant, and sensitive to the client’s spiritual worldview.

Our assignments are intentionally designed to support these spiritual competencies.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Point Value</th>
<th>Page Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spiritual Self-Assessment</td>
<td>Jan. 30</td>
<td>20</td>
<td>NA</td>
</tr>
<tr>
<td>Relevance Article of Choice #1</td>
<td>Feb. 13</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>Spirituality Interview and Assessment Experience</td>
<td>Feb. 27</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>Intervention Article of Choice #2</td>
<td>March 19</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Final Reflection Paper</td>
<td>April 16</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>Class Participation and Use of Self Rating Form</td>
<td>April 16</td>
<td>15</td>
<td>NA</td>
</tr>
</tbody>
</table>

Students are responsible for reading the assignment instructions/grading rubrics and self-monitoring due dates.

See next page for Course Weekly Schedule
Changes may be made in the syllabus as appropriate at any time at the instructor’s discretion.

**Required Readings**

**Assignments Due**

**Course Schedule, Learning Opportunities**

**Jan. 9**

**#1**

Overview of Course

Introduction to Spirituality and Social Work

Why Should Social Workers Care About Spirituality?

Historical Background, Rationale & Relevance to Social Work

Our Fears and Concerns; View of Clients

**Required Reading**


**Optional Reading**


**Jan. 16**

**#2**

Journey from Mainstream to Fringe to Mainstream

Historical Background, Rationale & Relevance to Social Work

DEI and Ethical Principles for Social Work Practice

**What is Spirituality?**

Definitions and Differentiating Spirituality from Religion
Required Readings: Articles will be assigned to small groups


Optional Readings


**Jan. 23**  
**Spiritual Assessment**  
**Types of Assessments and Tools**

**Required Reading**

On-line Reading  
[http://www.gwumc.edu/gwish/ficacourse/out/main.html](http://www.gwumc.edu/gwish/ficacourse/out/main.html)

Go to this website.

1. Begin with listening to 4 practitioners talking about the value of asking about spirituality by providing their own case examples.

2. **Click on the Begin Course TAB**

3. Listen to all Tabs:  
   - **Introduction TAB.** Please read this series of slides which discusses what spirituality is, the value of taking a spiritual history and then introduces the FICA Spiritual Assessment tool.
   - **Spiritual History Video:** Please watch the video which demonstrates the use of the FICA assessment tool.
   - **Spiritual History Scenarios:** Provides 3 clinical scenarios
   - **Overcoming Barriers:** Discusses common concerns and fears.

Come prepared to class to share your insights, questions, thoughts about this training information

**Optional Reading**

DOI: 10.1080/00981389.2013.834033


**Jan. 30**

**#4**

**SPIRITUAL SELF-ASSESSMENT DUE**

**Spiritual Assessments (Continued)**

**Assessment Tools and Application**

**Required Reading**


**Optional Reading**


Spirituality and Health: Part 1

**Required Reading**


**Optional Reading**


Feb. 13 #6 **ARTICLE OF CHOICE #1 PAPER DUE**

**Relevance of Social Work to Diverse Populations**

**Spirituality and Health: Part 2**

**Required Reading**

Article of Choice: See Canvas for Instructions

**Optional Reading**


Required Reading

This book chapter is provided on line at: http://lib.myilibrary.com.proxy.lib.umich.edu/Open.aspx?id=265754

Optional Reading


Dalby, P. (2006). Is there a process of spiritual change or development associated with aging? A critical review of research. Aging & Mental Health, 10 (1), 4-12.


SPIRITUAL INTERVIEW AND REFLECTION PAPER DUE

Spiritual Identity: Dealing with Differences

Namaste Theory

Required Reading: Articles will be assigned to small groups


Optional Reading


**Mar. 5**  
**SPRING BREAK: NO CLASS**

**Mar. 12**  
**Spiritual Interventions**  
**#9**  
**CBT Spiritually Modified Therapy**

**Required Reading**  


**Optional Reading**  


**March 19**

**Spirituality Interventions: Part 2**

**Intervention Article of Choice: See Canvas for Details**

**Narrative Therapy and Spirituality**

**Mar. 26**

**Spiritual Crises and Struggles**

**#11**

Crisis of Beliefs and Meaning Making
Destructive/Toxic Practices

**Required Reading**


**Optional Reading**


Forgiveness

Required Reading: Groups will be assigned


Optional Reading


April 9

**Compassion**

**For Others and for Self**

**Required Reading**


**Optional Reading**


April 16

**Final Reflection Paper Due**

**Professional Use of Self Rubric Due**

**Integrative Practices: Rituals, Gratitude, Mindfulness**

**Transformative Practices and Meaning Making**

Nurturing the Spirit

Looking Back-Looking Ahead

Closing Ritual

**Required Readings**


**Optional Readings**


Gray, B. (2014). The use of rituals, primarily related to grief, in a hospital setting: How are they helpful and how can they be most effective? *Critical Horizons, 2*(2), 165-177.


THANK YOU FOR YOUR PRESENCE IN THIS CLASS AND A MEANINGFUL SEMESTER.