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<thead>
<tr>
<th><strong>Course title:</strong></th>
<th>Spirituality Assessment and Intervention in Social Work</th>
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<tbody>
<tr>
<td><strong>Course#/term:</strong></td>
<td>SW702 Spring/Summer 2021</td>
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<tr>
<td><strong>Time/place:</strong></td>
<td>Thursdays 9 a.m. to 5:00 p.m.  May 20 and May 27</td>
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<tr>
<td><strong>Credit hours:</strong></td>
<td>1</td>
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<tr>
<td><strong>Instructor:</strong></td>
<td>Debra Mattison</td>
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<td><strong>Pronouns:</strong></td>
<td>She, her, hers</td>
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<tr>
<td><strong>Contact info:</strong></td>
<td>Email: <a href="mailto:debmatt@umich.edu">debmatt@umich.edu</a>  Phone: 734-763-1624</td>
</tr>
</tbody>
</table>

You may expect a response within 48 hours Monday-Friday. **Please put SW702 in the subject line.**

| **Office hours:** | I welcome communicating and connecting with each of you throughout the semester. I am happy to make individual scheduled phone/zoom appointments to ensure that you have access to talk with me to discuss any class interests, feedback, questions or concerns. |

“**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.”**


**WELCOME to our class!** This course affirms our core foundational bio-psychosocial spiritual framework with a focus on the oft-neglected second “S” in BPSS assessments—spirituality. Social workers need to be prepared to competently explore and respond to client’s spirituality as a part of their human experience. Canda (2010) affirms this so well stating: “**We also know that many of the people we serve draw upon spirituality, by whatever names they call it, to help them thrive, to succeed at challenges, and to infuse the resources and relationships we assist them with to have meaning beyond mere survival. We all have many different ways of understanding and drawing on spirituality. And in social work practice, all these ways come together, knowingly or unknowingly.**”

Spiritual diversity in social work practice (p. 3)

I invite you to come to this course intending it will be meaningful for you in a variety of contexts, both professionally and personally. Together, we will strive to create a class community that provides space that is both a **safe space** to be open and vulnerable, to feel included and to “not know”…. as well as a **forward space** that anticipates self-
exploration, stretching and perhaps discomfort. We will encourage and commit to personal growth and learning, while assuming the best in one another. I look forward to what we will experience and learn together as we engage our mind, body and spirit in this meaningful topic.

This syllabus serves as our guiding contact for the term. You are responsible for reading it no later than the second week of class to ensure you understand the plan for our time together. I welcome and encourage your questions and feedback.

**Student Cameras**
Students are invited and expected to turn and leave their cameras on. Having cameras on is a way to increase engagement and can help faculty assess student understanding. For students worried about showing personal environments, we suggest enabling a virtual background options. Please speak with me individually if you have circumstances which may interfere with you meeting this expectation. Study areas may be available within the SSWB for students in the area to participate in online courses if they lack stable or reliable internet access.

**Zoom login**
Please be sure that you sign-in to your licensed UM Zoom Account with your UM credentials rather than simply accessing Zoom via other methods. This will decrease problems with login to class Zoom meetings.

Watch this video for details. [https://www.youtube.com/watch?v=rziSpZNnhfl](https://www.youtube.com/watch?v=rziSpZNnhfl)
If you had a free Zoom account prior to coming to UM, you will need to be sure you use your UM licensed account for class related thing. You can merge your Zoom accounts through this link: [https://documentation.its.umich.edu/zoom-account-switch](https://documentation.its.umich.edu/zoom-account-switch)

Also please regularly update your Zoom account to ensure access to new features that may be used in class.

This course will also have a password for safety and this is noted in the Zoom invitation. Please note passwords have to be typed EXACTLY as written including any capitalization. A common error is having a space before or after the password which makes it invalid.

**IT Assistance**
Please keep contact available for easy access should you have any difficulties with log in or other IT needs. [https://its.umich.edu/help](https://its.umich.edu/help)
1. **Course Statement**

   **a. 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. We 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. Opportunities to explore spiritual assessment and intervention related to specialized areas such as trauma, addiction/recovery and mental health will be provided. 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 also 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 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 to our goal of effectively addressing their spirituality concerns.

   **b. Course objectives and competencies**
   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. EPAS 2, 4
2. Demonstrate awareness of spirituality in the content of person-in-environment and culture and its impact on client coping with suffering, loss, injustice and attempts to heal, endure and reach one’s goals. EPAS 2, 3, 4
3. Acknowledge and respect a variety of expressions of spirituality with and without relationship to religion. EPAS 2, 4
4. Identify and critically reflect on diverse spiritual/religious perspectives and their implications for Social Work practice EPAS 2, 3, 4, 6
5. Formulate qualities of a spiritually sensitive helping relationship and be able to identify a framework of spiritually in Social Work practice that is inclusive and respectful of diversity. EPAS 2, 4, 6
6. Develop foundational 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. EPAS 2, 4, 6, 7
7. Identify and utilize different assessment models and tools for assessing clients’ spirituality. EPAS 2, 4, 6, 7
8. Identify various spiritually sensitive interventions and apply them to social work practice. EPAS 2, 4, 6, 8
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 class. EPAS 2, 4, 6
10. Examine and reflect on one’s own spirituality and the impact on the development of professional identity and one’s Social Work practice. EPAS 2, 3, 4, 6, 9
11. Identify social work literature related to the application of spiritual practices in relationship to physical, mental and spiritual health and well-being. EPAS 4

c. Course design

This course will meet online with synchronous lecture, class discussions and learning activities for the assigned course period.

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.

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/
d. Privilege, oppression, diversity and social justice (PODS)

Key spiritual diversity dimensions are acknowledged as both a source of support as well as potential marginalization, exclusion and oppression for disenfranchised populations.

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.

e. Relationship to social work ethics and values

Integration of spirituality into social work practice will be explored in the context of Social work ethics and values. We will also discuss the need for personal reflection, awareness and the impact of the social worker’s values and reactions to these issues.


2. My Teaching Philosophy

2.1 Learning is in service to our clients.

2.2 Relationship focused partnership

You are invited to enter into a mutual learning commitment as active partners. Many times learning experiences can be approached from expectations of what one will get from them. This approach focuses on the professor giving information and the student getting information. Relationship-based learning focuses instead on mutually “giving, getting and growing together” as we learn with and from each other. This will be the intentional learning philosophy used as the foundation for this course.

2.3 Intentionality

Intentional learning is not passive, but rather is focused on actively pursuing your learning goals. It involves intentionally choosing: what you want to achieve in this class,
why these goals are important to you and how you engage and invest to reach these goals.

2.4 Incremental skill building and learning
The course assignments are designed to build and demonstrating core competencies through a variety of both in class and out of class SMALLER assignments rather than focusing only on a few larger assignments. My commitment is to provide organized, meaningful course material and intentionally designed opportunities for learning.

2.5 How we communicate with each other
It can often be easier to talk about people 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. Please provide feedback on your learning needs, how the class is going for you and suggestions for improvement. The opportunity to respond to feedback is much more beneficial for both professors and class members if it is given in a timely way. You are encouraged to proactively address any concerns or needs with your class colleagues and myself as they arise.

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

Guiding Principles and Commitments for Learning are provided in a Canvas document. These principles illuminate our commitments to each other in this class and you are responsible for reading and demonstrating these behaviors in this class.

3. EXPECTATIONS OF STUDENTS

3.1 Demonstrate School of Social Work Technical Standards
These technical standards acknowledge that given the ethical responsibilities of professional social work practice to promote and protect the well-being of the clients and communities we serve, that the following abilities and attributes are essential for the profession and apply in the classroom, field placements, our school, university and community. I encourage you to review these areas which provide expectations regarding communication, intellectual and cognitive skills and emotional and behavioral readiness for the SSW in general as well as this course.

3.2 Personal accountability in learning

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

Students are invited to be active and engaged partners in the learning process by coming to class prepared, engaged, willing and able to contribute to meaningful
discussion and learning. Your learning is not just about academic learning but also involves learning and improving life skills and professional use-of-self. Students are invited to take personal responsibility and be committed to their own learning experience by being active and response-able members of each class session.

3.3 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 forward space we commit to provide 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.

3.4 In-class 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. 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, deep listening with fellow students and the instructor. 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.

3.5 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, having others to your assignments and/or aiding and abetting academic dishonesty. Plagiarism is a form of cheating (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) 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.

3.6 Attendance and presence

a. 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 course.

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 who share their thoughts, feelings, and experiences with us can expect to receive our presence and demonstration of professional use-of-self.

b. 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
learning 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 must monitor email and text messages, you are respectfully asked to do so whenever possible during breaks.

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 individually demonstrated levels of attendance and class participation.

c. 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 invited.

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, and /persuasion skills, as well as the ability to listen effectively. Thus, verbal participation in class is an opportunity to practice and develop skills even when it can be sometimes challenging and/or uncomfortable.

Participation is not simply about frequency, but also about the level and quality of preparedness and thoughtful and integrative analysis and application of concepts. Students are expected to 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. Some may feel uncomfortable speaking in class.

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 to have read assigned readings in order to actively participate in pair/share and small group activities/breakout rooms with preparation and intention 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 check-ins and check-outs
• Prepare a comment about the assigned readings
• Bring an example, experience, observation of how course material applies to real life situations
• Prepare and raise a course question you have been pondering to the whole class

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

d. Attendance and absence policy
A significant part of learning in this course is interactive and experiential with discussion, in-class activities 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 demonstrated levels 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 professional behavior and impact 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 to communicate with the instructor regarding absences and to initiate taking responsibility for what is missed when absent in service to our clients.

e. Absences
This one credit course has only 16 hours of scheduled in-class time, thus any absence can have an impact. For example, a 4 hours absence would be 25% of the course. In this class, absences ARE NOT designated 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 when possible, and notification when reasonably able to do so 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. 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 for a limited number of hours absent. Remember, learning competencies is ultimately in service to the client, not to the class.
f. Competency demonstration make-up assignments for all absences
Completion of Competency Make-Up Assignments is a choice students have after any absence for any reason up to a total of 4 hours of absence. It is up to the student to initiate Competency Make-Up Assignments with the instructor. Make-up assignments will be graded as Pass-Fail.

Competency Deduction for Absences without Student Initiated Make-Up
NOT initiation and submitting Competency Make-up Assignments for any absence by June 3 will result in a 1 point competency deduction for absence up to the first hour and a 2 point deduction for every additional missed hour of class.

*Please note that established regular course assignments are due as scheduled even if absent.*

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

Partial absences can negatively impact learning and can impact demonstration of class engagement and participation. **A partial absence may 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.

h. More than 4 hours of absence
More than 4 hours of absence in this course represent a significant percentage (>25%) 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-related knowledge and objectives. It is the student’s responsibility for initiating discussion to address absences. If no communication and plan has been agreed upon by the last day of class, grades will be given based on current completed work and our absentee policy. **This level of absence may result in an incomplete grade, a course grade deduction and/or non-passing grade.**

4.READINGS AND CLASS MATERIALS

4.1 Course readings
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 be asked to completed assigned readings prior to each class session. **Grades of A will require completion of all assigned readings.** 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.

Required readings
There is no required textbook for this course. Required readings will be posted in Canvas and additional diverse articles have been provided to you to support your individualized supplemental reading in areas of interest.

Useful spirituality-focused journals and websites are listed in Canvas Modules. Additional reference materials specific to class topics will be discussed throughout the term and relevant handouts will be provided each class session in Canvas for reading.

Self-selected readings
One assignments will provide opportunities for you to self-select diverse peer-reviewed articles in your areas of interest and incorporate evidence-informed research and practice into class discussion and assignments.

5.0 ASSIGNMENT DESCRIPTIONS AND RUBRICS

Students are responsible for reading the assignment instructions and grading rubrics and to self-monitor due dates. You are encouraged to timely initiate asking questions regarding assignments and grading to assist your completion and submission.

Assignments are designed to use a variety of evaluation methods including written papers, classroom activities and discussions to allow opportunities to address strengths and learning 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.

5.1 Assignment expectations

Writing and communication skills are essential to effective professional practice. As professionals, we will be continually assessed and have outcomes impacted by our ability to express ideas clearly and professionally on behalf of our clients, our organizations, our profession and ourselves.

5.2 Submission of written assignments

Assignment descriptions and grading rubrics have been provided to clearly explain assignment expectations and point values. Please review these prior to completing and submitting assignments to help you meet assignment criteria.

All assignments are to be typed and submitted via Canvas by 11:59 p.m. on the night before our scheduled class.
Please note that WORD documents are preferred and that Canvas does not interface well with .pages files.

5.3 Late completion of assignments

Meeting deadlines, planning ahead and timeliness in completing tasks are all important in demonstrating competencies and preparing for professional practice. All assignments should be submitted by the designated due date. Assignments submitted late will result in a deduction of 10% of their total point value per day late.

6. GRADING

Academic standards matter to our clients and the responsibilities with which we are entrusted in our work with and on behalf of them.

Grades are the outcome of student efforts and demonstration of competency. They are “earned” based on demonstration of competencies rather than “given” or based on effort alone. 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.

Graduate school standards anticipate that for every credit hour spent in the classroom, students will spend additional time 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 not every assignment may be completed at the exceptional mastery level of an A grade, that meaningful learning can still occur.

I will provide 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.

All assignments will be graded with these criteria:

- Address specific assignment criteria defined in instructions and grading rubric
- Professional and academically sound writing skills (clarity of thought, organization and flow, APA referencing when appropriate)
- Ability to think critically and integrate concepts/content across the term
- Demonstrate professional use-of-self and social work values and ethics (e.g. 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/time
**Final Grades** will be based on individual demonstration of course competencies including the quality of the work, demonstration of completion of assigned readings, ability to apply concepts, professional use-of-self and class participation as defined in course documents using a **100 point system**.

The **total accumulation of points earned** reflect competencies demonstrated. When considering an **individual assignment grade** (i.e. 8 out of 10 points earned), think of the score as competency points demonstrated rather than an overall course percentage. For example, an 8 out of 10 on an individual assignment is **not** an 80% **overall course grade** but a loss of 2% of the available 100 points earned.

**Final letter grades are defined as follows:**

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<tr>
<th>Grade</th>
<th>Description</th>
<th>Notes</th>
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<tr>
<td>A</td>
<td>A (95-100), and A- (90-94)</td>
<td>Exceptional, superior mastery</td>
</tr>
<tr>
<td>B</td>
<td>B+ (87-89), B (84-86), B- (80-83)</td>
<td>Adequate mastery</td>
</tr>
<tr>
<td>C</td>
<td>C+ (77-79), C (74-76) and C- (70-73).</td>
<td>Limited mastery</td>
</tr>
<tr>
<td>D</td>
<td>Below 70 Carries no credit</td>
<td>Deficient mastery</td>
</tr>
<tr>
<td>E</td>
<td>No credit</td>
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6.1 **Grades of incomplete**

Incomplete grades can be given in **rare situations** in which significant unforeseen, extraordinary and compelling reasons prevent completion of work. **Incomplete grades are not intended for time extensions to complete assignments based solely on common life experiences such as having multiple class deadlines.**

**Students are responsible for initiating advanced contact before the last day of class with the instructor to request consideration of an incomplete grade and to establish a specific plan for completion.** If more than one-third of required course assignments are incomplete and/or a student has more than 4 hours of absence (full or partial combined), an incomplete grade may be considered in unusual situations, but is **not** guaranteed.

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. This may potentially result in a grade which carries no credit.
The MSW Student Guide provides 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.

6.3 Assignment Overview and Schedule
Class assignments are intentionally designed to be incremental, building and demonstrating core competencies over time with a variety of smaller assignments, often experiential and application focused rather than large written assignments. Please read assignment descriptions at the beginning of the semester so you are clear them and have ample time ask questions and discuss any concerns.

Assignments total 100 points: Further assignment descriptions and grading rubrics are articulated in Canvas Assignment documents.

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<tr>
<th>Assignment Description</th>
<th>Due Date</th>
<th>Points</th>
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<tbody>
<tr>
<td>In-Class Participation/Use of Self</td>
<td>Ongoing</td>
<td>20</td>
</tr>
<tr>
<td>Spiritual Self- Assessment</td>
<td>Completed In-Class May 20</td>
<td>25</td>
</tr>
<tr>
<td>Day 1 Reflection and Application Summary</td>
<td>Completed In-Class May 20</td>
<td>10</td>
</tr>
<tr>
<td>Day 2 Reflection and Application Summary</td>
<td>Completed In-Class May 27</td>
<td>10</td>
</tr>
<tr>
<td>Spirituality Diversity Article of Choice Presentation</td>
<td>May 26 11:59 p.m.</td>
<td>25</td>
</tr>
<tr>
<td>Post-Class Final integration Reflection</td>
<td>June 3 5:00 p.m.</td>
<td>15</td>
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*Expectations are defined in a separate Canvas Professional Use of-Self folder with Use of Self grading rubric. Please read these at the beginning of the semester so you are clear about what is expected and how you are being evaluated for Professional Use-of-Self.

7.0 CLASS RECORDING and DISTRIBUTION of COURSE MATERIALS

7.1 Audio and video recording
Audio and video recordings of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course
management website. On days when classes are recorded, students will be notified a
recording is occurring. Class recordings and course materials may not be reproduced,
sold, published or distributed to others, in whole or in part, without the written consent of
the instructor. Watching recorded classes is a part of absence make-up and does not
equate with synchronous attendance and class participation and engagement.

7.2 Class PowerPoints
Class PowerPoints may not be shared with others, reproduced, sold, published or
distributed to others, in whole or in part, without written consent of the instructor.

8.0 ADDITIONAL POLICIES, INFORMATION AND RESOURCES

Accommodations for students with disabilities:
If you are in need of any accommodations, please let me know at your earliest
convenience. Any information you provide is private and confidential and will be treated
as such. Additional information about accommodations for students with disabilities, as
well as a list of appropriate accommodation forms, is available here. For more
information, contact: Services for Students with Disabilities
Phone: (734) 763-3000; Email: ssdoffice@umich.edu

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

Weekly Class Schedule on next page
Changes may be made in the syllabus as appropriate at any time at the instructor’s discretion to support class learning goals and objectives.

**Course Schedule, Learning Opportunities**

<table>
<thead>
<tr>
<th>Required Readings</th>
<th>Assignments Due</th>
</tr>
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</table>

**May 20**  
**Morning**  

#1 Overview of Course  
What is Spirituality?  
Definitions and Differentiating Spirituality from Religion  
Why Should Social Workers Care About Spirituality?  
Historical Background, Rationale & Relevance to Social Work  
Our Fears and Concerns; View of Clients  
DEI and Ethical Principles for Social Work Practice

**Required Reading**

**Optional Reading**


**Afternoon Topics**

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

**Reading Resources**


**May 27**

**#2 Assignment Due: 3 x 5 Spirituality Diversity Article of Choice Presentation**

**Required Reading**


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

Your self-selected Spirituality Diversity article

**Morning Topics**

What are Spiritual Sensitive Interventions?
Spiritual Narratives
Various Interventions and Techniques
Diversity Considerations and Various Client Population Application
Negative expression of spirituality
Spiritual Life Maps
Seeing and Addressing Spirituality in Our Clients
Intervention Application

**Afternoon Topics**

What about Our Spirits?
Strategies for Nurturing Our Spirit
Gratitude, Compassion, Loving Kindness Meditation

Companioning Our Clients

**Take-Aways and Wrap Up**

Next Page
June 3

Post-Class Final Reflection Assignment  Due 5:00 p.m.
Use of Self and Class Participation Form Due  5:00 p.m.
See separate Canvas handout for specific instructions.

THANK YOU FOR YOUR PRESENCE IN THIS CLASS.