Welcome to our class! This course affirms our core foundational bio-psycho-social 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 & Furman (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 for each student to feel they belong, are included and are accountable for their own learning. Our goal will be to provide both a safe space to be open and vulnerable, and that it is OK to “not know” and make mistakes, 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 and discovering 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 the first week of class to ensure you understand the plan for our time together. I welcome and encourage your questions and feedback.
COVID-19
For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures put in place for our protection. Applicable public health safety guidelines may evolve over the semester and up-to-date information may be found at https://ssw.umich.edu/about/covid-19

The health of each individual is connected to the health of others. We are all in this together. We commit to caring for one another and for the members of the communities in which we live, work, and learn. We are all invited to actively demonstrate a compassionate spirit by intentionally and consistently following health guidelines and requirements.

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including properly wearing a face covering in class and compliance with the University COVID-19 Vaccination Policy. U-M will implement additional health and safety measures for the 2022 winter term following recommendations from the Campus Health Response Committee. The additional winter term health and safety measures are: COVID-19 boosters shot will be required for all Ann Arbor faculty, staff and students and Michigan Medicine under the U-M vaccination policy by Feb. 4 or as soon as you are eligible thereafter.

Other applicable and additional safety measures may be described in the Campus Maize & Blueprint. Your ability to participate in this course may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the Office for Institutional Equity and those seeking an exemption related to the vaccination requirement should submit an exemption request through WolverineAccess. You are encouraged to review the Statement of Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

Health-Related Class Absences
Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities and to complete competency make-up assignments. Please notify me by email about any absence as soon as practical, so that we can make accommodations and assist you with make-up assignments. Please note that documentation (a doctor’s note) for medical excuses is not required.

“Show up. Be Seen. Answer the Call.” - Brené Brown
“I have decided to stick with love. Hate is too great a burden to bear.” - Martin Luther King, Jr.
SYLLABUS TABLE OF CONTENTS
My syllabus is indeed long, but please don’t let that scare you. I am committed to your learning in service of clients, and in providing detailed information to help your succeed in reaching your learning goals and beyond. I also value providing many invitations for learning in these pages. I have provided many diverse literature references related to spirituality in social work practice (which makes the syllabus long), as many students are not aware of this literature and I want to encourage your exploration of it.

My syllabus is intentional and I hope it will be a helpful resource for you to guide you through our time together.

Table of Contents
Welcome and Overview Page 1-3
About the Course Page 3-6
My Teaching Philosophy Page 6-7
Student Expectations Page 7-13
Readings, Assignments, Grading Page 13-19
Weekly Course Schedule Page 20-34

Learning is in service to our clients.

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

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 bio psychosocial spiritual assessment and the treatment and 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 diversity such as gender, ethnicity, culture, race, sexual orientation, ability, social economic status, identity, age, etc. 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 class affirms that spirituality is 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. Apply 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-in-environment and culture and its impact on client coping with suffering, loss, injustice and attempts to heal, endure and reach one’s goals.
3. Articulate and respect a variety of expressions of spirituality with and without relationship to religion.
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

C. Course design
This course will meet in person with synchronous (in real time) lecture, class discussions and learning activities for the assigned 3 hour class 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 focused on spirituality and is NOT designed to be a review of specific religions. 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)
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. 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.

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. Sources of guiding ethical and value-based principles include the National Association of Social Workers (NASW) Code of Ethics [https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English](https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English), the National Association of Black Social Workers(NABSW) Code of Ethics [https://www.nabsw.org/page/CodeofEthics](https://www.nabsw.org/page/CodeofEthics) and the International Federation of Social Workers(IFSW) Global Social Workers Statement of Ethical Principles [https://www.ifsw.org/global-social-work-statement-of-ethical-principles/](https://www.ifsw.org/global-social-work-statement-of-ethical-principles/).

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 be INCREMENTAL, building and demonstrating core competencies over time with a variety of 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 directly 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 throughout the class. We will do a mid-term and final evaluations, however the opportunity to respond to feedback is much more beneficial for 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.

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 course.

3. EXPECTATIONS OF STUDENTS

3.1 Demonstrate School of Social Work Technical Standards
Please review these technical standards which all students sign upon entry into this program. They acknowledge the ethical responsibilities of professional social work practice regarding communication, intellectual and cognitive skills, and emotional and behavioral readiness. These standards seek to promote and protect the well-being of the clients and communities we serve, by describing abilities and attributes that are essential for the profession and apply in the classroom, field placements, our school, university and community.

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, 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.
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](http://www.lib.umich.edu/academic-integrity/resources-students) and [https://guides.lib.umich.edu/swintegrity](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 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 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 and social work involves being able to speak in front of large and small numbers of people in service to our clients. Thus, we will honor the discomfort while also working through it to prepare to serve clients.

**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 small group activities/breakout groups 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 weekly 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
- 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.

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

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 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 absences. Remember, learning competencies is ultimately in service to the client.

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. 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 and must be completed no later than the second class following the absence (unless pre-negotiated for a different date with the instructor) by submitting via Canvas to Competency Make-up Assignment area. 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 within the required make-up timeframe will result in a 2-point competency deduction per each class missed.

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 3 absences
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 the student to initiate 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 complete all weekly required 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. Readings will be from a wide range of articles posted in Canvas and have been designed to provide you with a basic foundation while giving you freedom to individualize supplemental readings. The amount of assigned reading will varying from week to week, but overall, is consistent with graduate level workload expectations.

You are expected and encouraged to do literature searches and additional reading to meet some assignments and to pursue 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 in in-class sessions and in Canvas for reading.

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

4.2 Application of Required Readings
As you are completing the required readings, actively consider the following questions:

- How would you summarize or paraphrase the reading(s)?
- What are the author(s) main themes and take-away points of this reading?
- What did you learn from the reading(s): new concepts, theories, perspectives, terminology?
- What reflections and/or questions do you have about the readings?
• How does this reading relate to other information about the topic; other course concepts we have discussed in previous sessions? To PODS? A global perspective?
• How might the information you take from this article apply to your Social Work practice?

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 in 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.

Graduate level writing and communication skills are encouraged in this course including grammar, in-text citations, references, organization of thought, clarity of expression and creativity in your writing. 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 (734) 763-6259; ssw-cso@umich.edu).

Writing labs are also available through the Sweetland Writing Clinic: https://lsa.umich.edu/sweetland/graduates/writing-workshop.html and the English Language Institute Graduate Writing Clinic https://lsa.umich.edu/eli/language-clinics/graduate-writing-clinic-for-international-students.html

APA format is a 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

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. Therefore, late assignments will be accepted with deduction after the due date/time. Late deductions will be one point each day/partial day after the due date/time.

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

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, but for specific unforeseen circumstances that may arise.

**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 3 total absences (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.

6.2 Assignment revisions for additional competency credit

I am open to discussing the option of accepting a revision of a completed assignment that was submitted on time by the original due date when a student initiates this request to redo the paper to better demonstrate their learning and learning goals.

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 a few large written assignments. So, please consider not simply the number of assignments in perceiving workload, but also the total deliverables. Please read assignment descriptions at the beginning of the semester so you are clear them and have ample time to ask questions and discuss any concerns.

Assignments total 100 points: See Canvas Assignments for details

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Syllabus &amp; guiding principles</td>
<td>Jan. 6</td>
<td>Completed/Not Completed</td>
</tr>
<tr>
<td>Class Intentions and Goals</td>
<td>Jan. 6</td>
<td>Completed/Not Completed</td>
</tr>
<tr>
<td>Online FICA Assessment Module</td>
<td>Jan. 20</td>
<td>15 points</td>
</tr>
<tr>
<td>Spirituality Self Assessment</td>
<td>Jan. 27</td>
<td>15 points</td>
</tr>
<tr>
<td>Discussion Board Post</td>
<td>Jan. 27</td>
<td>Completed/Not Completed</td>
</tr>
<tr>
<td></td>
<td>Jan. 30</td>
<td></td>
</tr>
<tr>
<td>Spiritual Life Map</td>
<td>Feb. 6</td>
<td>10 points</td>
</tr>
<tr>
<td></td>
<td>Jan. 30</td>
<td></td>
</tr>
<tr>
<td>Article of Choice #1 (Relevance)</td>
<td>Feb. 10</td>
<td>10 points</td>
</tr>
<tr>
<td>Article of Choice #2 (Intervention)</td>
<td>Feb. 24</td>
<td>15 points</td>
</tr>
<tr>
<td>Spiritual Interview</td>
<td>March 24</td>
<td>15 points</td>
</tr>
<tr>
<td>Final Reflection</td>
<td>April 14</td>
<td>10 points</td>
</tr>
<tr>
<td>*Participation/Use of Self Form</td>
<td>April 14</td>
<td>10 points</td>
</tr>
</tbody>
</table>

*11:59 p.m. night before relevant in-class meeting.
*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, reproduced, sold, published or distributed to others, in whole or in part, in any format, 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 to ensure timely provision of the accommodations needed. 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>
</thead>
</table>

**Jan. 6**

**Overview of Course**

**#1 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**


**Jan. 28**

**Journey from Mainstream to Fringe to Mainstream**

**#2**

- 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 Reading: For everyone**


**Required Reading: RAINBOW COLOR GROUP JIGSAW**


Jan. 20
**FICA Spiritual Assessment Online Module Due**

#3
Assessment Part 1: Types of Assessments and Tools

**Required Readings:**


Optional Reading

Jan. 27
**SPIRITUAL SELF-ASSESSMENT DUE**

#4
Spiritual Assessments (Continued)
Assessment Tools and Application

**Required Reading**


Feb. 3
**Spiritual Life Map (Reading due; Reflection due Feb. 6)**

#5
Spirituality Development over the Life Span
Fowler’s Stages

**Required Reading**

And **ONE** or the following readings on older adults or children:


Feb. 10 ARTICLE OF CHOICE #1 Relevance to Diverse Populations and DISCUSSION DUE

#6 Spirituality and Diverse Populations
Namaste Theory

**Required Reading:**

ARTICLE OF CHOICE focused on the relevance of spirituality for a particular population of your choice. An extensive diverse list of articles is provided in CANVAS for your perusal to get you thinking, but you are encourage you to search the literature and choose any article you want to explore. Please look for articles focused on relevance of spirituality rather than intervention-focused articles which will be the focus of a future week.

Feb. 17 Spiritual Interventions: Part 1

#7 CBT Spiritually Modified Therapy

**Required Reading:**


Feb. 24 Intervention Article of Choice #2 and Presentation

#8 Spirituality Interventions: Part 2
Narrative Therapy and Spirituality

Options to get you thinking about your Article of Choice focused on spiritual-informed interventions are provided in a Canvas list. You are encouraged to do your own literature search as well.
March 3        SPRING BREAK

Mar. 10        Spiritual Crises and Psychosis
#9            Crisis of Beliefs and Meaning Making

Required Reading: Jigsaw Groups


March 17        Dealing with Differences
#10            Destructive, Harmful Practices

Required Readings


March 24        Spiritual Interview Due
#11            Compassion and Kindness for Self and Others

Required Reading: Assigned Groups


WATCH: HUMAN KIND (See Canvas)

March 31        Forgiveness
Required Reading: READ REQUIRED PLUE ONE:

AND

Assigned Color Group Articles


April 7
Gratitude and Joy
#13
Integrative Practices: Rituals, Mindfulness

Required Reading/WATCH


WATCH: Want to be happy? Be grateful | David Steindl-Rast
https://www.youtube.com/watch?v=UtBsl3j0YRQ

April 14
Pictorial Reflection Assignment Due
#14
Professional Use of Self Rubric Due
Hope
Transformative Practices and Meaning Making
Nurturing the Spirit
Required Readings: Jigsaw Groups
