WELCOME to our class! This course affirms the Social Work profession’s foundational bio-psychosocial spiritual framework with a focus on the oft-neglected second “S” in BPSS assessments—spirituality. To holistically serve clients, social workers need to be trained and prepared to competently explore and respond to client’s spirituality as a part of their human experience. Canda & Furman (2020) affirm 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 that it will be meaningful for you in a variety of contexts, both professionally and personally. Together, we 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, in which it is OK to “not know” and to 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 seeking to assume and discover 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 prior to the start of the course to ensure you understand the plan for our time together and can ask questions regarding any questions you may have we begin. I welcome and encourage your questions and feedback.

**Time Expectations:** It is important to note that while summer classes and in particular one credit courses can feel more “compressed” or “different” in a nebulous way because it is Summer and this is “only a one hour course”, there is nothing “less than” in content or learning competencies. Summer courses, as in all semesters, are preparing you to serve clients. In compliance with federal expectations of the U. S. Department of education, the SSW utilizes a ratio of one hour of classroom instruction to two hours of expected out-of-classroom activity. Thus a 1 credit class is equal to approximately 45 hours over the semester. While assignments and readings may vary from week to week, this translates 3 hours in class and roughly an average of 6 hours out of class per week for each of our 5 weeks together.

You can expect to receive content, learning and competency skills as well as to complete assignments, class attendance and engagement equivalent to one-credit courses in any term. It is important to prepare mentally, emotionally and physically for this reality. So we can mutually enter this space with a mindset ready to best use the time, schedule and opportunities we have.

**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 explore the rationale and need to integrate spirituality in Social Work assessment and interventions in a manner that supports cultural humility, social justice and competent practice. In adopting a holistic perspective to guide practice, spirituality will be viewed as a vital and essential dimension of the bio psychosocial spiritual (BPSS) assessment and intervention process. We will examine spirituality rooted in the history of Social Work practice as well as current literature exploring diverse ways to define, integrate, and use spiritual assessment and interventions in addressing presenting client needs and goals. The course promotes culturally-aware ethical, spiritually-sensitive Social Work practice which takes into account and honors diverse expressions of spirituality.

      Opportunities to explore the relationship between spirituality and considerations related to gender, ethnicity, culture, race, sexual orientation, ability, social economic status, age and other identities as well as spirituality across the life span and in specialized areas such as trauma, addiction/recovery and mental health will be
Examples of 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 learn foundational knowledge to support effective assessment and intervention skills by which spiritual strengths and resources can be tapped to better serve 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-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 in person with synchronous (in person, real time) lecture, class discussions and learning activities for the designated 3 hour class period for 5 sessions.

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 contribution, readings, in-class application exercises, role plays, 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 focus on various religions and will not focus on a review of comparison 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 source of 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.nabsw.org/page/CodeofEthics
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 with mindfulness that different student prefer different types of assignment and demonstration of competency opportunities. Thus will we use a variety of assignment modalities.

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. 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 course.

You are encouraged to proactively address any concerns or needs with your class colleagues and myself as they arise rather than holding on to them and letting them detract from your experience of the course.
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 UM 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 these 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 practice, engagement and communication skills—in short, your professional use-of-self. Students are invited to take personal responsibility for 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 and we commit to provide this safe space in our 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 beyond simply sharing our perspective.

- We will be mindful that in our desire to advocate for our own beliefs and values, we do not commit the very acts of aggression, devaluation, marginalization, disenfranchisement and dismissal of others who hold different views from us, that we seek to prevent with our advocacy.
3.4 In-class application of NASW Code of Ethics
The NASW Code of Ethics outlines 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 also 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 do 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 is essential and valued.

Physically 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. Being present is more than just “showing up.” It involves attention and intention.

**Presence is a professional skill and is crucial to our ultimate goal of service to our clients.** Thus, we will practice the art of presence throughout this course. Predictability, reliability and consistency (“being there”) are core to any strong relationship, as well as being incredibly important to our clients and our employers. Our class 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 increasingly 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 when used for non-course tasks during class time (i.e. emails, texting, reading) and can be disruption to others (CRLT Occasional Papers, No. 30 Use of Laptops in the Classroom: Research and Best Practices).

**Closed Screen Classroom:** To foster an environment of safety, openness and presence, the focus of class time will center on **paying more attention to each other in class rather than to individual screens.** We seek to 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 your and other’s knowledge of the material in some way. We seek to minimize distractions that impact diverse learners with diverse sensory needs. Please be mindful that you are a part of creating a learning environment that supports all learners with diverse needs to the best of our ability.

Using electronic devices to assist in note taking and in 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 during breaks as not to distract others’ learning or to step out of class to do so as circumstances demand.

As presence is a professional use-of-self skill, use of non-class related computer/phone/electronic devices/reading materials will be considered as the equivalent of being absent from class during their non-class related use and will impact individually demonstrated levels of attendance and class participation.
c. Participation
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 and facilitation skills. While observing and being attentive listeners are valued, listening is not sufficient in develop engagement and participation skills that will directly impact social work practice and service to clients.

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

All are invited to use this safe space as an opportunity to practice and develop verbal skills needed to serve clients, even when it can be sometimes challenging and/or uncomfortable. Active engagement and sharing of your diverse ideas, perspectives and experiences are highly valued, invited and expected in both full class discussion and breakout room discussions.

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. Participation is not simply about frequency, but also about the level and quality of preparedness and thoughtful, integrative analysis and application of course concepts.

**Taking notes** is encouraged as an evidence-informed practice that assists with learning and retention of information and can help you prepare for class discussion and to integrated required course concepts into assignments.

**Some ways to contribute**
Students are expected to have read assigned readings in order to actively participate in class discussions, pair/share and small group activities with preparation and intention as each student’s learning is dependent upon each other’s preparation and sharing.

In addition to responding to questions and discussions in class, there are a number of ways to prepare to speak in class that may also assist with working through potential discomfort in speaking in the 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 from your field, news, life experiences, etc.
- Prepare and raise a course-related 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

Both your learning and the learning of your colleagues are benefitted by your attendance. This class focuses on learning and demonstrating competencies in service to our clients. Therefore, grades are based on points earned through demonstration of learning objectives, competencies and class participation. 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.

Preparation for Social Work Practice

Students have requested that their educational experience provide preparation for professional practice environments. Thus, our attendance policy seeks to prepare students to be practice-ready by practicing professional behavior when absent.

Life happens and each individual may have absence from personal choices made regarding prioritization of competing demands, as well as those due to uncontrollable events and circumstances. In service to our clients, we will model professional behavior in our class that mirrors professional practice environments. Thus, in class as in professional practice, notification of any absence, and student-initiated follow-up to promote learning and competency of missed content are professional expectations described further below.

e. Absences

This one credit course has only 15 hours of scheduled of in-class time, thus any absence is significant in its impact. To support individual self-determination and self-responsibility in this class, absences are not determined as “excused” or “unexcused” by the instructor. They are acknowledged as a reality that may occur for a variety of reasons as described above.

As relevant preparation for professional practice, students are responsible for class readings, assignments and in-class competence learning that occurred in their absence. Remember, learning competencies is ultimately in service to the client. Students are asked to demonstrate practice-ready professional behavior regarding absences including:

- Providing the instructor with advanced notification as early as possible for known planned absences, and notification of an unanticipated absence when reasonably able to do so.
- Initiating action for one’s responsibility for content, activities, announcements, make-up competency demonstration, etc. missed when absent as one would do be expected to do in the workplace and with clients.
- An opportunity is given to students to choose to complete a competency make-up assignment for one absence (See Canvas for competency make-up details). It is up to the student to initiate Competency Make-Up Assignments and complete it no later than the following class after the absence. Make-up assignments will be graded as Pass-Fail. An absence without initiation and Canvas submission of
a competency make-up assignments will result in a 3 point competency demonstration deduction.

f. The impact of more than 1 class absence in a 1 credit course
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.

Thus, more than one absence out of our 5 sessions represent a significant percentage (i.e. 2 absences would be 40% of the course) will require meeting with the instructor to discuss potential options to meet course learning objectives. It is the student’s responsibility for initiating this discussion. If no communication and/or plan has been agreed upon by the last day of class, grades will be given based on current completed work and our absentee policy. The level of absence may result in, a course grade deduction and/or a non-credit grade.

g. Partial absences
Promptness in attendance is valued as contributes to an engaged, safe environment for sharing among one another as well as practice in professional promptness that honors the expectations and needs of clients, employers and co-workers. We will begin class and resume class promptly after designated break(s).

Partial absences can negatively impact both your class colleagues learning as well as your demonstration of class engagement and contribution. A partial absence may include any of the following: Lack of engaged presence (e.g. 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.

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 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. Required readings have been designed to provide you with a basic foundation while giving you freedom to individualize
supplemental readings. The amount of assigned reading will vary from week to week, but overall, are consistent with graduate level workload expectations. Required readings are posted in Canvas and additional diverse articles have been provided to you to support your individualized supplemental reading in areas of interest.

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
Some assignment(s) 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.

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 initiate asking questions regarding assignments and grading in advance 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 for diverse strengths and learning preferences of individual students. The goal of 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 purpose, 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 unless otherwise noted. Please note that WORD documents are preferred as Canvas does not interface well with .pages files.

5.3 Late completion of assignments
Meeting deadlines, planning ahead, managing multiple tasks, and timeliness in completing tasks are all important in demonstration of SSW Technical Standards (Students must have the ability to observe deadlines...”) and preparation for practice and employment readiness. Thus, on time completion is a competency criteria of every assignment. Late assignments result in a competency demonstration deduction (10% point deduction for each day/partial day after the due date/time).

5.4 Extension of due date
Students may occasionally experience extraordinary and compelling reasons which impact on time completion of an assignment they have been actively working on that are beyond common life experiences of being busy and having multiple deadlines. Extensions due to these unusual circumstances may be requested prior to the assignment due date (at least 24 hours when reasonably possible) and will be considered on a case-by-case basis. Extensions are generally used for short extensions of time (i.e. 1–2 days). Timely communication with the instructor is key in evaluating extension requests.

Requests for an extensions must be accompanied by submission of the work done thus far on the assignment and a specific plan and date for completion. Please be prepared to meet these criteria when requesting an extension.
Extension requests on or after the due date are not congruent with practice-ready preparation and generally will not be considered.

6. Grading
Meeting competencies and 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 your individual learning.

All assignments will be graded using these criteria:

- Address specific assignment criteria defined in assignment 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 course
• Demonstrate professional use-of-self and social work values and ethics as appropriate (e.g. PODS, strengths-based perspective)
• Integration and demonstration of completion and understanding of required readings and additional literature when appropriate
• On time completion by assigned due date/time

Feedback:
I seek to provide meaningful feedback to deepen your consideration and application on concepts. I often pose questions and comments to encourage reflection, different perspectives, etc. and an invitation to think further about a topic. 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.

6.1 Assignment revisions for additional competency credit
Your response to assignment feedback and learning is encouraged throughout the semester. I am open to discussing the option of accepting a revision of a completed assignment that was submitted by the original due date when a student initiates this request to redo the paper to better demonstrate their learning and learning goals.

Time spent on coursework
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 various levels of mastery. In compliance with federal requirements of The United States Department of Education, the School of Social Work utilizes a 1:2 ratio: for each hour in classroom instruction (3 hours for SW702), approximately two hours of out-of-class activity are anticipated (6 hours). While time needed to complete required readings and assignments may vary from week to week and student to student, with some weeks requiring less time and other requiring more time, using this general formula can be helpful in your planning.

Time constraints are validated as a part of life, and thus it is acknowledged that all assignments may not be completed at a level of demonstration of outstanding mastery level of an A grade and that meaningful learning can still occur.

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 reflects 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 by the SSW as follows:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<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>
<td></td>
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</tbody>
</table>

6.2 Grades of incomplete
Grades of incomplete 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 one absence (full or partial combined), an incomplete grade may be considered in unusual situations, but is not guaranteed.

**Incomplete Assignments at end of term**
If no contact has been initiated by the student with the instructor regarding incomplete work and/or no mutually-agreed upon specific plan has been established to complete the work by the last day of class, grades will be based on the competencies demonstrated in completed assignments submitted thus far. This may potentially result in a grade deduction and/or 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. Please read assignment descriptions at the beginning of the course so you are clear about them and have ample time to ask questions and discuss any concerns.
Assignments total 100 points: Further assignment descriptions and grading rubrics are articulated in Canvas Assignment documents. Please note that established regular course assignments are due for submission as scheduled even if absent.

<table>
<thead>
<tr>
<th>Course assignments, due dates and competency points*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 Reflection and application summary</td>
</tr>
<tr>
<td>Completed In-Class</td>
</tr>
<tr>
<td>June 22</td>
</tr>
<tr>
<td>10 points</td>
</tr>
<tr>
<td>Spiritual self-assessment</td>
</tr>
<tr>
<td>June 28</td>
</tr>
<tr>
<td>11:59 p.m.</td>
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<tr>
<td>25 points</td>
</tr>
<tr>
<td>Week 2 Reflection and application summary</td>
</tr>
<tr>
<td>June 29</td>
</tr>
<tr>
<td>Completed in Class</td>
</tr>
<tr>
<td>10 points</td>
</tr>
<tr>
<td>Week 3 Reflection and application summary</td>
</tr>
<tr>
<td>Completed In-Class</td>
</tr>
<tr>
<td>July 6</td>
</tr>
<tr>
<td>10 points</td>
</tr>
<tr>
<td>Week 4 Spirituality diversity article of choice presentation</td>
</tr>
<tr>
<td>July 12</td>
</tr>
<tr>
<td>11:59 p.m.</td>
</tr>
<tr>
<td>25 points</td>
</tr>
<tr>
<td>One week after Week 5: Post-class final integration reflection and Participation and use of self form</td>
</tr>
<tr>
<td>July 27</td>
</tr>
<tr>
<td>5:00 p.m.</td>
</tr>
<tr>
<td>10 points</td>
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<tr>
<td>10 points</td>
</tr>
</tbody>
</table>

*Expectations for each assignment 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 course so you are clear about what is expected and how your competency demonstration is evaluated.

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, used in other presentations, 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

8.1 Accommodations for students with disabilities

All students are invited and encouraged to discuss their individual learning needs with me so we can seek to remove any barriers possible and maximize access to learning.

**Accommodations for students with disabilities:**
The University promotes efforts to provide equal access and a culture of inclusion through provision of reasonable accommodations without changing the essential elements of coursework or academic requirements. If you have an SSD accommodation letter, please meet with me privately during office hours or at a time of your convenience as early in the semester as possible to allow adequate time to discuss and make arrangements to implement accommodations to best assist you. Any information you provide is private and confidential and will be treated as such.

If you anticipate or experience academic barriers that may be due to disability, including but not limited to chronic medical conditions, learning needs, mental health, vision and hearing barriers, etc., and have not yet contacted the Services for Students with Disabilities, they can be reached at: **Phone:** (734) 763-3000; **Email:** ssdoffice@umich.edu

8.2 Additional School and University policies, information and resources are available here: [https://ssw.umich.edu/standard-policies-information-resources](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>
<tbody>
<tr>
<td><strong>June 22 #1</strong></td>
<td></td>
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<tr>
<td>Overview of course</td>
<td></td>
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<tr>
<td>What is spirituality? Differentiating spirituality from religion</td>
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<tr>
<td>Why should social workers care about spirituality?</td>
<td></td>
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<tr>
<td>Our fears and concerns</td>
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<tr>
<td>DEI and ethical principles for social work practice</td>
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</tr>
</tbody>
</table>

**Required Reading**


2. One article (your choice!) from the list below that looks interesting to you (you will need to locate the article on UM Mirlyn [https://search.lib.umich.edu/articles](https://search.lib.umich.edu/articles) or Google scholar, etc.)


Optional Resources (not for use for the required reading options)


United Nations Universal Human Rights
[http://www.ohchr.org/EN/ProfessionalInterest/Pages/UniversalHumanRightsInstruments.aspx](http://www.ohchr.org/EN/ProfessionalInterest/Pages/UniversalHumanRightsInstruments.aspx)

June 29

#2

**Spiritual self-assessment due**
Spirituality Assessment
Client’s perspective of spiritual assessment
Assessment approaches, tools, techniques
Common client spiritual issues

**Required Readings: 2 readings**

Additional optional reading resources


July 6
#3
Life Cycle and Diversity Issues
What are spiritual sensitive interventions?
Spiritual narratives
Interventions and techniques
Spiritual life maps

Required Reading: 2 articles: One required and one of your choice


2. Your choice of either of the following 2 readings on older adults or children:


Optional Readings:


July 13

**4 x 6 Spirituality diversity article of choice presentation due**

Application of spirituality in practice: Diversity considerations and various client population application

Destructive, harmful practices

Required Readings: Articles are assigned by color group

Assigned color groups (see Canvas)

**Assigned color Groups (see Canvas)**

**Optional Reading**


**July 20**
What about our spirits? Strategies for nurturing our spirits
Gratitude and Companioning Clients

**WATCH: Required Video (See Canvas file)**


**July 27**
Post-class final reflection assignment due 5:00 p.m.
Post-class final reflection assignment due 5:00 p.m.

**Post-Class**
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.