

**SOCIAL WORK 8816
Spirituality and Social Work Practice
(3 Credit Hours)**

SYLLABUS

1.0 Course Description

1.1 Catalog Description

Social work literature defines spirituality as the human striving for a sense of meaning, purpose, values, and fulfillment. Spirituality is expressed through diverse forms throughout a client's lifespan; it is central to clients' understanding of suffering and their attempts to resolve it. This course examines major issues pertaining to spiritually-sensitive social work practice with clients of diverse religious and non-religious (i.e., outside sectarian institutional contexts) perspectives.

1.2 Prerequisites of the course: Admission to the MSW program

1.3 Overview of content and purpose of the course:

Social work literature defines spirituality as the human striving for a sense of meaning, purpose, values, and fulfillment. Spirituality is expressed through diverse forms throughout a client's lifespan; it is central to clients' understanding of suffering and their attempts to resolve it. This course examines major issues pertaining to spiritually-sensitive social work practice with clients of diverse religious and non-religious (i.e., outside sectarian institutional contexts) perspectives.

1.4 For whom the course is intended: This course is a social work elective for students in the MSW program and undergraduate social work majors who are in their senior year.

1.5 Unusual circumstances of the course: This course is an elective available to undergraduate and graduate students.

2.0 Course Justification Information

2.1 Anticipated audience/demand: This course is an elective for upper division undergraduate and graduate social work students.

2.2 Indicate how often this course will be offered and the anticipated enrollment: The course is offered on a rotating basis and enrollment is predicted to be 20-25 students.

2.3 If it is a significant change to an existing course, please explain why it is needed: The course syllabus includes an updated bibliography and links social work program objectives to course objectives and assignments.

3.0 Course Objective Information

3.1 List of performance objectives stated in learning outcomes:

This course meets the following MSW Program Objectives:

MSW Program Objective #1: To apply critical thinking skills within the historical and contemporary contexts of professional social work practice.

MSW Program Objective #2: Apply and analyze social work values, ethical principles and legal mandates in professional social work practice.

MSW Program Objective #3: Demonstrate cultural competency in professional social work

practice.

MSW Program Objective #4: Identify, serve, and advocate for vulnerable client systems and populations at risk.

MSW Program Objective #5: Work effectively in multidisciplinary teams and settings.

human

MSW Program Objective #6: Apply bio-psycho-social-spiritual-cultural factors to assess behavior in the social and environmental context.

MSW Program Objective #7: Identify and use formal diagnostic classification systems.

MSW Program Objective #8: Identify, select and apply empirically supported methods for clinical and integrated social work practice.

MSW Program Objective #9: Identify and conduct multidimensional assessments with client systems.

professional

MSW Program Objective #10: Communicate effectively in oral and written forms in

social work practice.

MSW Program Objective #11: Use effective supervisory, consultative and administrative skills in professional social work practice.

MSW Program Objective #12: Function effectively within agency and community structures to deliver professional social work services.

MSW Program Objective #13: Apply research methods to evaluate the effectiveness of interventions, services, policies and programs.

MSW Program Objective #14: Develop, implement, and analyze policies, practices, and administrative structures that promote socially just institutions and communities.

By the end of this course students will be able to:

Course Objectives	MSW Program Objectives	Assignments
Identify and critically reflect on the implications of spiritual diversity for social work practice.	#1	Journal, creative assignment, literature assignment, class participation
Describe the history of relationships between religion and social work.	#1	Journal, creative assignment, literature assignment, class participation
Identify qualities of a spiritually-sensitive helping relationship and evaluate themselves accordingly.	#3, 11	Journal, creative assignment, literature assignment, class participation
Define criteria for spiritually-sensitive assessment of human development and well-being.	#6	Journal, creative assignment, literature assignment, class participation
Identify strategies for effective cooperation with religious support systems of clients.	#8, 12	Journal, creative assignment, literature assignment, class participation
Compare indications and contra-indications for spiritual or religiously-derived practice techniques.	#8	Journal, creative assignment, literature assignment, class participation
Apply spiritually-sensitive practice techniques in a manner consistent with professional ethics and client self-determination.	#2	Journal, creative assignment, literature assignment, class participation
Discuss the role of spirituality in their work as social work practitioners	#11, 12	Journal, creative assignment, literature assignment, class participation

4.0 Content and Organization Information

4.1 List of topics to be covered in chronological sequence:

4.1.1 Social Work and Religion

- A. Role of social work in a secular society.
- B. Religion in American society
- C. Values and ideologies in social work practice.
- D. Social work and religious organizations.
- E. Historical roots of social work profession

4.1.2 Practice Issues

- A. Stages of spiritual development across the lifespan
- B. Spiritually sensitive practice techniques
- C. Use of spiritually or religiously derived interventions and alterative methods of healing

4.1.3 Role of spirituality in contemporary social work practice

- A. Honoring of diversity
- B. Impact on organizations and work groups
- C. Impact on individual practitioner

5.0 Teaching Methodology Information

5.1 Methods to be used:

- A. Class discussion
- B. Participatory class exercises
- C. Lecture
- D. Guest speakers
- E. Film and/or videotape presentations

5.2 Student role in the course: Students will be expected to attend class, read assignments, complete requirements, share their views on the subject in class discussions, and participate in class exercises. Students will be expected to bring a journal to class; students should dress in comfortable clothes to allow movement.

5.3 Contact hours: Three contact hours per week for the 15 weeks of the course.

6.0 Evaluation Information

6.1 Types of student projects that will be the basis for evaluating student performance:

All students will journal on assigned readings and class experiences.

All students will complete a creative assignment to be pre-approved by the instructor.

Graduate students will complete a literature review assignment.

This course will rely heavily on experiential learning. Regular class attendance is required. Unexcused absences will negatively impact the "class participation" portion of the final grade.

6.2 Basis for determining the final grade:

Assignment	Undergraduate	Graduate
Journal	50%	40%

Creative Assignment	30%	25%
Class participation	20%	20%
Literature assignment	----	15%
TOTAL	100%	100%

6.3 Grading Type

A+.....	98% or Above
A	90% to 97.9%
B+.....	88% to 89.9%
B	80% to 87.9%
C+.....	78% to 79.9%
C	70% to 77.9%
D	60% to 69.9%
F	59% & Below

7.0 Resource Materials

7.1 Required texts

Canda, E. & Furman, L. D. (1999). Spiritual diversity in social work practice: the heart of helping. New York: The Free Press.

Fox, M. (2000). One river, many wells. New York: Tarcher/Penguin.

7.2 Other suggested reading material

Arrien, A. (1993). The Four-fold way: walking the paths of the warrior, teacher, healer, and visionary. San Francisco: Harper.

7.3 Current bibliography and other sources:

Adler, Margot (1986). Drawing down the moon. Boston, MA: Beacon Press.

Adrienne, Carol (1998). The purpose of your life. New York: Eagle Brook.

Anderson, Sherry Ruth and Hopkins, Patricia (1991). The feminine face of god. New York: Bantam Books.

Benson, Herbert (1996). Timeless healing. New York: Fireside***

Borysenko, Joan (1988). Minding the body, mending the mind. New York: Bantam Books.

Borysenko, Joan (1994). Pocketful of miracles. New York: Warner Books.

Brennan, Barbara Ann (1993). Light emerging. New York, Bantam Books.

Bullis, R.K. (1996). Spirituality in social work practice. Bristol, PA: Taylor & Francis.

Cameron, Julia (1992). The artist's way: a spiritual path to higher creativity. New York: G.P. Putnum & Sons. ***

- Choquette, Sonia (1997). Your heart's desire. New York: Random House.
- Clinbell, Howard (1995). Counseling for spiritually empowered wholeness. Binghamton, NY: Haworth Pastoral Press.
- Dossey, Larry (1993). Healing words. San Francisco, CA: Harper.
- Eisler, Riane (1988). The chalice & the blade. San Francisco, CA: Harper & Row.
- Fowler, James W. (1981). Stages of faith: the psychology of human development and the quest for meaning. New York: Harper & Row.
- Fox, Matthew (1991). Creation spirituality: Liberating gifts for the peoples of the earth. New York: HarperCollins.***
- Fox, Matthew (1994). The reinvention of work: a new vision of livelihood for our time. New York: Harper Collins.***
- Gadon, Elinor W. (1989) The once and future goddess: a sweeping visual chronicle of the sacred female and her reemergence in the cultural mythology of our time. New York: HarperCollins***
- Gawain, Shakti (1978). Creative visualization. San Rafael, CA: New World Library.
- Gaynor, M. L. (1999). The healing power of sound: Recovery from life-threatening illness using sound, voice, and music. Boston, MA: Shambala.
- Gerber, Richard (1986). Vibrational medicine. Sante Fe, NM: Bear & Company Publishing.
- Hahn, Thich Nhat (1992). Touching peace. Berkeley, CA: Parallax Press.
- Halifax, Joan (1993). The fruitful darkness: reconnecting with the body of the earth. New York: Harper Collins.
- Harris, Maria (1989). Dance of the Spirit: the seven steps of women's spirituality. New York: Bantam Books.
- Hay, Louise L. (1984). You can heal your life. Carson, CA: Hay House.
- Hendricks, Kathlyn & Hendricks, Gay (1997). The conscious heart. New York: Bantam Books.
- Hillman, James (1996). The soul's code. New York: Random House.
- Ingerman, Sandra (1993). Welcome home: Following your soul's journey home. San Francisco, CA: Harper.
- Kidd, Sue Monk (1996). The Dance of the dissident daughter. San Francisco: Harper.
- McNiff, S. (1992). Art as medicine: Creating a therapy of the imagination. Boston, MA: Shambala
- Mitchell, Stephen (Ed.) (1991). The enlightened mind. New York: Harper Perennial.

- Moore, Thomas (1994). Soul Mates. New York: Harper Collins.
- Mullett, G. M. (1979). Spider Woman Stories. The University of Arizona Press.
- Myss, Caroline (1996). Anatomy of the Spirit. New York: Three Rivers Press.
- Noble, Vicki (Ed.) (1993). Uncoiling the snake: ancient patterns in contemporary women's lives.
New York: Harper Collins.
- Northrup, Christiane (1994). Women's bodies, women's wisdom. New York: Bantam Books.
- Ochshorn, Judith & Cole, Ellen (Eds.) (1995). Women's spirituality, women's lives. New York:
Haworth Press.
- Potter, Richard (2004). Authentic spirituality: the direct path to consciousness. Lewellyn
Publications.***
- Richardson, J. L. (2000). In wisdom's path: discovering the sacred in every season. Cleveland,
OH: Pilgrim Press.
- Rinpoche, Sogyal (1994). The Tibetan book of living and dying. San Francisco, CA: Harper
- Roberts, Elizabeth & Amidon, Elias (1991). Earth prayers. San Francisco, CA: Harper Collins.
- Ruether, Rosemary Radford (1983). Sexism and god-talk. Boston, MA: Beacon Press.
- Starhawk (1989). The spiral dance. San Francisco, CA: Harper & Row.
- Stein, Diane (1995). Essential Reiki: A complete guide to an ancient healing art. Freedom, CA:
Crossing Press.
- Stein, Diane (1993). The women's book of healing. St. Paul, MN: Llewlynn Publications.
- Tart, Charles T. (Ed.) (1992). Transpersonal psychologies. New York: Harper Collins.
- Vanzant, Iyanla (1998). In the meantime. New York: Fireside.
- Williamson, Marianne (1993). A return to love. New York: Harper Collins Publishers.***
- Wall, Steve (1993). Wisdom's Daughters: Conversations with women elders of
Native America. New York, NY: Harper.

8.0 Other Information

8.1 Plagiarism

The Executive Body of the School of Social Work has passed a policy alerting students to and emphasizing the importance of the issue of plagiarism. The UNO policy on plagiarism is as follows:

“The prevention of plagiarism and the imposition of sanctions upon those who resort to plagiarism is

necessary in any university that espouses the ideals embodied in the concept of academic freedom. Plagiarism is the appropriation of the work (be it ideas or words) of another without crediting the source. Such a practice is particularly reprehensible in a community dedicated to the pursuit and advancement of knowledge.”

The UNO policy on Academic Integrity reads as follows:

“The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found guilty of academic dishonesty shall be subject to both academic and disciplinary sanctions.”

Academic dishonesty definitions, procedures and sanctions are available on the current University of Nebraska at Omaha web-site.

8.2 Procedure Regarding Student Grades/Papers

The Family Educational Rights and Privacy Act (FERPA-1974) requires that student grades not be published in a personally identifiable fashion. Therefore, unless prior arrangements have been made with the instructor, students must provide a self-addressed adequately stamped envelope for papers, projects or exams that were not returned to them in class. Any remaining papers, projects, or exams will be kept by the instructor for 3 months after the semester ends, at which time they will be shredded.

8.3 Statement regarding Students with Disabilities

Accommodations are provided for students with certified disabilities. For more information, contact Services for Services with Disabilities, EAB 117 or 554.2872, TTY 554.3799.

8.4 Additional Assistance

Students who have concerns about their competence in writing papers or who have extreme anxiety in taking tests or giving class presentations should address these concerns by seeking professional counseling through the University Division of Counseling Services.