UNO GRACE ABBOTT SCHOOL OF SOCIAL WORK

SOWK 4810/8816 SPIRITUALITY AND SOCIAL WORK PRACTICE
(3 credit hours)

SYLLABUS

1.0 Course description

1.1 Catalog description information: 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:
Undergraduate: SOWK 3320 prior to or concurrent.
Graduate: SOWK 8130 prior to or concurrent, or BSW degree.

1.3 Overview of content and purpose of the course: The purpose of this course is to develop a spiritually-sensitive approach to social work practice. The course explores the varieties of spiritual experience to enhance professional identity, cultural competency and practice effectiveness with human diversity and vulnerable populations.

1.4 Unusual circumstances of the course: This course is offered as SOWK 4810 for undergraduate students. This course is offered is SOWK 8816 for graduate students.

2.0 Course justification information

2.1 Anticipated audience/demand: This course is an elective for BSSW students and an elective for MSW students.

2.2 Indicate how often this course will be offered and the anticipated enrollment:
The course is offered on a rotating basis.
Undergraduate: Enrollment is anticipated to be 20 students.
Graduate: Enrollment is anticipated to be 5 students.

2.3 If it is a significant change to an existing course, please explain why it is needed:
The course objectives have been revised to meet accreditation standards. Course objectives and assignments are now linked with CSWE EPAS competencies and practice behaviors. The bibliography has also been updated.
3.0 Course objective information

3.1 List of performance objectives stated in learning outcomes in a student’s perspective:

By the end of this course, students will be able to:
1. Identify and critically reflect on the implications of spiritual diversity for social work practice.
2. Describe the history of relationships between religion and social work.
3. Identify qualities of a spiritually-sensitive helping relationship and apply to oneself as a practitioner.
4. Define criteria for spiritually-sensitive assessment of human development and well-being across the lifespan.
5. Identify strategies for effective cooperation with religious support systems of clients across the lifespan.
6. Compare indications and contra-indications for spiritual or religiously derived practice techniques.
7. Graduate students will apply spiritually-sensitive practice techniques in a manner consistent with professional ethics and client self-determination.

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>EPAS Competencies</th>
<th>Generalist Practice Behaviors</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify and critically reflect on the implications of spiritual diversity for social work practice.</td>
<td><strong>Comp #3</strong> Apply critical thinking to inform and communicate professional judgments.</td>
<td>Gen 3.1 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</td>
<td>Journal, creative assignment, literature assignment, class participation</td>
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<tr>
<td></td>
<td><strong>Comp #4</strong> Engage diversity and difference in practice.</td>
<td>Gen 4.3 Recognize and communicate their understanding of the importance of difference in shaping life experiences.</td>
<td></td>
</tr>
<tr>
<td>2. Describe the history of relationships between religion and social work.</td>
<td><strong>Comp #7</strong> Apply knowledge of human behavior and the social environment.</td>
<td>Gen 7.2 Critique and apply knowledge to understand person and environment.</td>
<td>Journal, creative assignment, literature assignment, class participation</td>
</tr>
<tr>
<td>3. Identify qualities of a spiritually-sensitive helping relationship and apply to oneself as a practitioner.</td>
<td><strong>Comp #4</strong> Engage diversity and difference in practice.</td>
<td>Gen 4.2 Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. Gen 4.3 Recognize and communicate their understanding of the importance of difference in shaping life experiences. Gen 4.4 View themselves as learners and engage those with whom they work as informants.</td>
<td>Journal, creative assignment, literature assignment, class participation</td>
</tr>
<tr>
<td>4. Define criteria for spiritually-sensitive</td>
<td><strong>Comp #4</strong> Engage diversity</td>
<td>Gen 4.3 Recognize and communicate their understanding of the</td>
<td>Journal, creative assignment,</td>
</tr>
<tr>
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<td>EPAS Competencies</td>
<td>Generalist Practice Behaviors</td>
<td>Assignments</td>
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<td>assessment of human development and well-being.</td>
<td>and difference in practice.</td>
<td>importance of difference in shaping life experiences. Gen 4.4 View themselves as learners and engage those with whom they work as informants.</td>
<td>literature assignment, class participation</td>
</tr>
<tr>
<td><strong>Comp #10</strong> Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</td>
<td>ASSESSMENT Gen 10.4 Collect, organize, and interpret client data. Gen 10.5 Assess client strengths and limitations.</td>
<td></td>
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<tr>
<td>5. Identify strategies for effective cooperation with religious support systems of clients across the lifespan.</td>
<td><strong>Comp #10</strong> Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</td>
<td><strong>ENGAGEMENT</strong> Gen 10.3 Develop a mutually agreed-on focus of work and desired outcomes.</td>
<td>Journal, creative assignment, literature assignment, class participation</td>
</tr>
<tr>
<td><strong>Comp #3</strong> Apply critical thinking to inform and communicate professional judgments.</td>
<td>Gen 3.1 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</td>
<td></td>
<td>Journal, creative assignment, literature assignment, class participation</td>
</tr>
<tr>
<td>6. Compare indications and contra-indications for spiritual or religiously-derived practice techniques.</td>
<td><strong>Comp #2</strong> Apply social work ethical principles to guide professional practice.</td>
<td>Gen 2.1 Recognize and manage personal values in a way that allows professional values to guide practice. Gen 2.2 Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles. Gen 2.4 Apply strategies of ethical reasoning to arrive at principled decisions.</td>
<td>Journal, creative assignment, literature assignment, class participation</td>
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<tr>
<td>7. Graduate students will apply spiritually-sensitive practice techniques in a manner consistent with professional ethics and client self-determination.</td>
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</tbody>
</table>

### 4.0 Content and organization information

#### 4.1 List the major topics central to this course:

- Social Work and Religion
  - Role of social work in a secular society
• Religion in American society
• Values and ideologies in social work practice
• Social work and religious organizations.
• Historical roots of social work profession

Practice Issues
• Stages of spiritual development across the lifespan
• Spiritually sensitive practice techniques
• Use of spiritually or religiously derived interventions and alternative methods of healing

Role of spirituality in contemporary social work practice
• Honoring of diversity
• Impact on organizations and work groups
• Impact on individual practitioner

Typical schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introductions</td>
<td>Bullis: CH 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>History overview</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Religion and spirituality: Is there a difference?</td>
<td>Bullis: CH 2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Religion and spirituality</td>
<td>Bullis: CH 3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Spirituality and social work practice</td>
<td>Bullis: CH 4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Spirituality and clinical social work practice</td>
<td>Bullis: CH 5</td>
<td></td>
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<tr>
<td>6</td>
<td>Spirituality and public policy</td>
<td>Bullis: CH 6</td>
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<tr>
<td>7</td>
<td>Cross-cultural spiritual social work practice</td>
<td>Bullis: CH 7</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Ethics, mysticism, and cults</td>
<td>Bullis: CH 8</td>
<td>Autobiography due</td>
</tr>
<tr>
<td>9</td>
<td>Cross-cultural spiritual social work practice</td>
<td>Bullis: CH 9</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>No class (Spring Break)</td>
<td>Bullis: CH 10</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Cross-cultural spiritual social work practice</td>
<td>Bullis: CH 11</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Science as spiritual symbolism</td>
<td>Bullis: CH 12</td>
<td>Paper due</td>
</tr>
<tr>
<td>13</td>
<td>Presentations</td>
<td>Bullis: CH 13</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Presentations</td>
<td>Bullis: CH 14</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Literature review</td>
<td>Bullis: CH 15</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Final exam</td>
<td>Bullis: CH 16</td>
<td></td>
</tr>
</tbody>
</table>

5.0 Teaching methodology information

5.1 Methods: Class discussion, participatory class exercises and/or field trip studies, lecture, guest speakers, other resources such as film and/or videotape presentations.

5.2 Student role: 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.

6.0 Evaluation information

6.1 Describe the typical types of student projects that will be the basis for evaluating student performance:
Undergraduate:
- Journal on assigned readings and class experiences.
- Creative assignment to be pre-approved by the instructor.
- 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.

Graduate:
- Journal on assigned readings and class experiences.
- Creative assignment to be pre-approved by the instructor.
- 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 Describe the typical basis for determining the final grade (e.g. weighting of various student projects):

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Undergraduate</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Creative Assignment</td>
<td>50</td>
<td>35</td>
</tr>
<tr>
<td>Class participation</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Literature assignment</td>
<td>----</td>
<td>15</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100 points</td>
<td>100 points</td>
</tr>
</tbody>
</table>

6.3 Grading type:

- A+ = 98% or above
- A = 94 to 97.9%
- A- = 91 to 93.9%
- B+ = 88 to 90.9%
- B = 84 to 87.9%
- B- = 81 to 83.9%
- C+ = 78 to 80.9%
- C = 74 to 77.9%
- C- = 71 to 73.9%
- D+ = 68 to 70.9%
- D = 64 to 67.9%
- D- = 61 to 63.9%
- F = 60.9% and below

7.0 Resource material information

7.1 Required texts and other materials:

7.2 Other student suggested reading material
7.3 **Current bibliography and other sources:**


**Classic resources**


8.0 **Other information**

8.1 **Accommodations statement**
Reasonable accommodations are provided for students who are registered with UNO Disability Services and make their requests sufficiently in advance. For more information, contact UNO Disability Services (EAB 117, Phone: 554-2872, TTY: 554-3799) or go to the website: [www.unomaha.edu/disability](http://www.unomaha.edu/disability)

8.2 **Plagiarism/academic integrity**
In this course, you will submit written work in which you make use of information and ideas found in print or online sources. Whenever you use material from another writer, it is important that you quote or paraphrase appropriately and cite the source. Never let it appear that ideas and information gleaned from other sources are your own.

The UNO Academic Integrity policy defines plagiarism as “presenting the work of another as one’s own (i.e., without proper acknowledgment of the source) and submitting . . . academic work in whole or in part as one’s own when such work has been prepared by another person or copied from another person.”
Failure to cite sources appropriately is plagiarism, a serious academic offense. Plagiarized work will not be accepted. Consequences for plagiarism are up to the discretion of the instructor; they may range, for example, from rewriting all or part of a paper to a grade of F for the course. Students who plagiarize more than once are subject to disciplinary action, which may include expulsion from the university.

UNO Faculty Senate, March, 2010

Additional note on plagiarism/academic integrity from the UNO School of Social Work:

The School of Social Work views plagiarism as a very serious offense. The NASW Code of Ethics includes a high value on integrity and the importance of behaving in a trustworthy manner (see NASW Code of Ethics, www.socialworkers.org/pubs/code/default.asp, 4.04 and 4.08). In addition, the Publication Manual of the APA (2010) states, “Researchers do not claim the words and ideas of another as their own; they give credit where credit is due. Quotation marks should be used to indicate the exact words of another. Each time you paraphrase another author, you need to credit the source in the text” (p. 15).

The School of Social Work will hold a Level 2 or 3 Student Review for any student who is alleged to have plagiarized or cheated in any of their academic courses.

8.3 Procedures regarding student grades/papers

The Family Educational Rights and Privacy Act (FERPA) of 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.

8.4 Resources for students:

- UNO Counseling Center, http://counseling.unomaha.edu
- UNO Speech Center, http://www.unomaha.edu/speechcenter
- UNO Writing Center, www.unomaha.edu/writingcenter
- Online Writing Lab (OWL) at Purdue, http://owl.english.purdue.edu/owl

3-12-2012