



Spring 2021

Course & Session Number	SOWK 557.19 S07	Classroom	Online
Course Name	Spirituality and Social Work		
Day(s) & Time	Synchronous Sessions: Mondays and Wednesdays 9am-12pm May 5, 10, 12, 17, 19, 26		
Instructor	Dr. Heather M Boynton		
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SYLLABUS STATEMENT

This course will introduce students to theoretical perspectives of spirituality and spiritual development across the lifespan and their importance for social work. Students will begin to explore aspects of an ethical spiritually sensitive practice approach. Differing spiritual worldviews will be discussed in relation to developing skills and attitudes for spiritual humility in practice. Students will gain skills in conducting biopsychosocial spiritual assessments and explore ways in which spirituality can be included in interventions. Students will develop an understanding of the role of spiritual and existential issues in areas such as trauma, grief, illness, healing, resilience and overall health and wellbeing.

COURSE DESCRIPTION

This course will introduce students to the spiritual dimension of being human, and spiritual development across the lifespan and its importance in social work practice. The focus will be on acquiring foundational knowledge and skills and building on existing knowledge and experience for developing a spiritually sensitive social work framework for practice. The historical roots of social work that are grounded in spiritual aspects will be considered, and current perspectives and models for assessment and treatment will be examined and practiced. Research on social work perspectives and spirituality in practice will be analyzed.

Students will examine and analyze their own spiritual worldview and stage of spiritual development through reflective questioning exercises. Students will participate in collaborative small and large group discussions regarding aspects of spirituality related to personal and professional identity. Students will apply theory to practice through engaging in individual and group experiential learning activities exploring spiritual content, assessment techniques, ethical issues, and case examples and practice situations. The application of spirituality at the micro, mezzo and macro levels of practice will be discussed. Themes relating to practice where spirituality is highly relevant include anti-oppressive practice and diversity, oppression and social justice, professional identity and self-care, theoretically informed evidence-based practice, facilitating and advocating for change, articulating a professional model of practice, and ethical issues and challenges.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. Examine and articulate one's own spiritual worldview, spiritual development, and how this may be a source of strength and self-care within one's practice, or how it may pose potential challenges, potential biases, or transference and countertransference issues in working with clients and communities
2. Appraise the history of spirituality in social work and current professional standards of practice, accreditation standards, and ethics pertaining to spirituality
3. Differentiate, contextualize, and conceptualize the various aspects and definitions of religion and spirituality
4. Acquire knowledge and acquire skills for identifying spiritual strengths, protective factors, supports, resources, struggles, and challenges for clients
5. Develop an awareness and understanding of the spiritual dimension of being human, and the process of spiritual development across the lifespan as critical for social work practice
6. Formulate an ethical and spiritually sensitive approach for practice, including assessment, treatment and interventions, research, and evaluation
7. Examine the diversity of faith traditions, religious and spiritual beliefs and perspectives, practices, activities, rituals etc., and the environmental, social, familial, and cultural influences on spirituality in order to effectively support clients, families, and communities

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Dudley. J.R. (2016). *Spirituality matters in social work: Connecting spirituality, religion, and practice*. Routledge.

Other required readings posted in D2L

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

RELATIONSHIP TO OTHER COURSES

This SOWK 557.19 course relates to all other BSW courses as the emphasis is on the spiritual dimension of practice within a biopsychosocialspiritual approach to social work. The application of a spiritually sensitive approach within an anti-oppressive and social justice lens integrates knowledge and theory to ethical and evidence-based practice that highlights the spiritual component within a holistic framework.

CLASS SCHEDULE

Zoom classes will occur on Mondays and Wednesdays from 9am-11:50pm beginning on Wednesday May 5th, 2021 to Wednesday May 26th, 2021.

Date(s)	Format	Topic
May 5th (9am to 11:50 am with a break included) Module 1- May 5-9	Synchronous zoom session	Course opening Introductions History of spirituality and social work, conceptualizing and examining spirituality, religion, spiritual development, spiritual worldview Potential guest speakers
May 10 (9:00 am to 11:50 am with a break included) Module 2 May 10-11	Synchronous zoom session	Understanding spirituality for clients, the diversity of religious and spiritual beliefs, practices, rituals etc. Spirituality and health and wellbeing, and trauma, grief and loss, posttraumatic growth and spirituality Potential guest speakers
May 12 (9:00am to 11:50 am with a break included) Module 3 May 12-16	Synchronous zoom session	Spiritually sensitive practice Assessment of spiritual strengths, resources, supports, activities, practices, challenges, and struggles. Employing spiritual assessment models (FICA, FACT, HOPE, SPIRIT, CSI-MEMO) Potential guest speakers
May 17th (9:00am to 11:50 am with a break included) Module 4: May 17-18	Synchronous zoom session	Spirituality and interventions with children, adolescents, adults, and families. Mindfulness, yoga, group work Potential guest speakers
May 19th (9:00am to 11:50 am with a break included) Module 5: May 19-23	Synchronous zoom session	Ethics and research for spirituality and social work Potential guest speakers
May 26 th (9:00am to 11:50 am with a break included) (no class May 24 due to holiday) Module 6 May 24-26	Synchronous zoom session	Evaluation and tools for your journey Potential guest speakers

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

EQUITY, DIVERSITY AND INCLUSION

The Faculty of Social Work acknowledges the inequities experienced by racialized people, Indigenous people, and other marginalized populations. We aim to foster an environment that recognizes and celebrates diverse perspectives. Therefore, we are committed to eradicating all forms of injustices based on race, gender, ethnicity, sexual orientation, age, socio-economic status, religion, and disability.

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., alternative videos, podcasts, readings, review of zoom recording if available). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

ZOOM RECORDINGS OF ONLINE CLASSES

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

A rubric for papers and the presentation will be posted in D2L

Assignment 1: Spiritual Self-Assessment 25% (6-8 pgs) Due May 14th, 2021

Spiritual and religious values, beliefs, experiences, and views shape the context of social work practice both personally and professionally. In this assignment you will engage in self reflection and consider your own spirituality and the values and beliefs that have contributed to your spiritual worldview. You will use one of the tools outlined in the Hodge papers (in D2L) on spiritual assessment and the reflection questions (in D2L) for this self assessment. You will discuss the experiences, elements and influences that play a role in the creation of your spirituality and worldview and how you define your spiritual/religious self. You will self reflect, then analyze and write about the ways in which your spirituality your spiritual worldview have developed and evolved, been influenced, and are relevant in your professional social work role. You will then discuss how engaging in this process affected your sense of self in relation to your professional identity formation. You will discuss how issues of countertransference and any areas that could potentially create ruptures in the therapeutic relationship and how you might mitigate and/or address these in practice.

Aligned course learning objectives: 1, 2, 3, 5, 6, 7

Assignment 2: Interview Assessment 20% Due May 19th, 2021 (4-5 pgs)

In this interview assignment you will interview and conduct a spiritual history/assessment of another person. You will obtain verbal consent from a classmate, peer, family member, colleague to interview

them and use any de-identified information for the purpose of this assignment only. You will use one of the tools learned in class (i.e.. FICA, HOPE, SPIRIT models) for your interview. You will ask about the individual's spirituality, spiritual strengths, any spiritual struggles or challenges, and how they may like for you to incorporate that into your work (fictionally). You will then write a paper on the process and your experience, what you felt you did well, what challenged you or things you struggled with, further insights. Finally, you will create a plan with goals and strategies to further your learning and development in this area for your social work practice.

Aligned course learning objectives: 3, 4, 5, 6, 7

Assignment 3: Module discussion posts and activities 30% - Due at the end of each module

Small groups have been set up for the course to work together during the 6 modules of the course. This is intended to simulate collaborative and experiential work that often occurs within a face to face classroom. Discussions pertaining to the readings and course materials will occur. This will replicate study or seminar groups to offer an opportunity for sharing of individual perspectives and to learn with and from one another. They are also intended to foster collaborative and authentic learning through experiential learning activities and discussions. Instructions and questions provided by the instructor will describe the resources to review in D2L and activities that students are to complete. Students will be required to participate in activities such as answering questions, engaging in debates, conducting web and literature searches to compile information and/or creating resources, exploring diversity in religious and spiritual perspectives and faith traditions etc. students will be expected to participate in each of the 6 modules.

Aligned course learning objectives: 1, 2, 3, 4, 5, 6, 7

Assignment 4: Topic of Interest Abstract, and 10-15 min Presentation 25% - Due May 25th, 2021 (can be done individually or in your small group)

Students will decide upon a topic of interest related to spirituality and social work and submit their proposed topic to the instructor for approval. Students will develop a 250-word abstract that describes their presentation (to simulate as if they were submitting to a conference). The presentation can be done as a recording of a zoom presentation or conversation, a voice over PowerPoint, a digital story approach, Prezi etc. The presentation should present an overview of the topic and involve critical analysis of the topic. Research and/or pertinent literature regarding the topic will be included and inform the presentation demonstrating a link of theory to practice. The presentation will convey key aspects of the topic in relation to a spiritually sensitive approach to social work and implications for practice. The presentation should include a title page with presenter names, an agenda of the presentation, an introduction to the topic, core aspects, implications for practice, and a conclusion, references should also be included in APA format. Presentations are to be posted in the main classroom for everyone to review, as well as submitted through Dropbox in D2L for marking.

Aligned course learning objectives: 2, 3, 4, 5, 6, 7

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to participate in each asynchronous module small group discussion and attend all synchronous Zoom sessions and complete all assignments by the due dates. Students need to inform the instructor of any exceptional or unforeseen circumstances creating absences such as illness.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Important Note: All assignments are to be submitted through the D2L drop box, and labelled as Last name, First Name, Name of Assignment. All papers are to be in Times New Roman 12pt Font and in Word (for marking). Assignments are due by 11:59pm on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in papers and the presentation must be properly documented and referenced in APA 7th edition format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

The University of Calgary **Undergraduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89

B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

COURSE EVALUATION

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor. The instructor may also ask for formative feedback during the course.

ADDITIONAL SUGGESTED READINGS

Recommended texts:

Bein, A. (2008). *The Zen of Helping: Spiritual principles for mindful and open-hearted practice*. John Wiley & Sons.

Canda, E. R., Furman, L. D., Canda, H. (2020). *Spiritual diversity in social work practice: The heart of helping* (3rd ed). Oxford University Press.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar

<http://www.ucalgary.ca/pubs/calendar/current/k.html>

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at:

<https://acsw.ab.ca/site/practice-resources?nav=sidebar>

ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available <https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf>

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is

prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

SEXUAL VIOLENCE POLICY

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Sexual-Violence-Policy.pdf>

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- **Wellness and Mental Health Resources**
- **Student Success**
- **Student Ombuds Office**
- **Student Union (SU) Information**
- **Graduate Students' Association (GSA) Information**