



Course & Session Number	SOWK 557.19 S01	Classroom	Online
Course Name	Spirituality and Social Work		
Dates and Time	Start of Classes: May 2, 2022 End of Classes: June 16, 2022 Dates and Time: Zoom Sessions on May 6, 13, 20, 27, and June 3 and 10 from 9 to 12 p.m. Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Dr. Heather M Boynton, PhD, RSW	Office Hours	As requested via email
UCalgary E-mail	hboynto@ucalgary.ca	UCalgary Phone	

OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that [equity](#) does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

¹ In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

Please refer to our full statement of [Our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), [Statements on Anti-Black and Anti-Asian Racism](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous Strategy](#).

SYLLABUS STATEMENT

Examines social work practice in specific contexts.

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 of anti-oppressive practice, and experiences, 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. Students will examine differing faiths, religions and spirituality and develop skills for spiritual humility. They 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. Research on social work perspectives and spirituality in practice will be discussed and analyzed.

Students will examine and critically analyze their own spiritual worldview and stage of spiritual development through reflective questioning exercises. Therefore, students should be prepared to engage in inner processes and critical reflection. Students will participate in collaborative small and large group discussions and experiential activities online and in zoom sessions 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. Aspects of trauma, grief and loss, and the role of spirituality in posttraumatic growth will be highlighted. Students will consider critical topics related to spirituality for presentations.

This course will take place **online** via Desire2Learn (D2L) and 18 hours (6 3hr-sessions) of Zoom instruction. To best succeed in the course, students are expected to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion). 21 hours of asynchronous instruction will include review of discussion board posts, additional resources, videos, current events, and media.

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, and
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 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

Important Dates for Spring 2022

- Start of Term: Monday, May 2, 2022
- End of Term: Friday, June 24, 2022
- Fee deadline: Wednesday, May 11, 2022
- Victoria Day, no classes: Monday, May 23, 2022

Class Schedule

Module 1- May 2-8 Instructions on D2L	Synchronous zoom session May 6th (9am to 11:50 am with a break included)	Course opening Introductions History of spirituality and social work, conceptualizing and examining spirituality, religion, spiritual development, spiritual worldview
Module 2 May 9-13 Instructions on D2L	Synchronous zoom session May 13 (9:00 am to 11:50 am with a break included)	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 speaker
Module 3 May 14-20	Synchronous zoom session May 20 (9:00am to 11:50 am with a break included)	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 speaker
Module 4: May 21-27 Assignment 1 Due May 27	Synchronous zoom session May 27th (9:00am to 11:50 am with a break included)	Spirituality and interventions with children, adolescents, adults, and families. Mindfulness, yoga, group work Potential guest speaker
Module 5: May 28-June 3 Assignment 2 Due June 3	Synchronous zoom session June 3rd (9:00am to 11:50 am with a break included)	Ethics and research for spirituality and social work Potential guest speaker
Module 6 June 4-10	Synchronous zoom session June 10 th (9:00am to 11:50 am with a break included)	Evaluation and tools for your journey

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

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., to review a recorded session) for your best learning experiences. 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. Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during class and students are expected to manage their microphones as required. All students are expected to behave in a professional manner during all Zoom sessions.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use Zoom 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 without consent.

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 presentations will be posted in D2L

Assignment 1: Topic of Interest Mini Presentation (30%): Due May 27th, 2021 (can be done individually or with members of your assigned small group). Presentations should not be longer than 10 minutes.

Students will decide upon a topic of interest related to spirituality and social work and submit their proposed topic to the instructor for approval. The presentation can be done orally through a Zoom recording, or voice over PowerPoint, or Prezi recording. The presentation should introduce the topic, highlight key aspects, discuss any research and/or pertinent literature and involve critical analysis, and discuss linkages of theory to practice as well as implications for social work practice. References should be included in APA format (can be handed in as a Word document). Presentations are to be posted in the presentation discussion area for everyone to review, as well as submitted through Dropbox in D2L for marking (1 person identified to submit if done in a group).

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

Assignment 2: Spiritual Self-Assessment, Reflection, and the Development of Spiritually-Sensitive Practice Digital Story (40%): Due June 3rd, 2022

The purpose of this assignment is to create a digital story that highlights your learning in this course through self-assessment, assignments, activities, and critical reflection in developing a spiritually sensitive approach to practice. Spiritual and religious values, beliefs, experiences, and views shape the context of social work practice both personally and professionally. Therefore, 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 are to use one of the tools outlined in the Hodge papers (in D2L) on spiritual assessment and the reflection questions (in D2L) for the self assessment. You will consider 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, analyze, and present about the ways in which your spirituality and your spiritual worldview have developed and evolved, been influenced, and are relevant in your professional social work role. You will consider how engaging in this process has affected your sense of self in relation to professional identity formation and in developing a spiritually sensitive practice approach. You will analyze 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.

The first steps are to develop an outline for a digital story and to determine a creative format for the digital story. Building upon the outline, develop a digital story that includes images, photos, drawings, symbols, spoken words and/or music to present your key learning and growth in the course. Digital stories should demonstrate artistic creativity, evidence of critical thinking, deep reflection, and a storytelling process. The digital story will highlight your key learning throughout this course and how it will inform and translate in your future practice and professional identity. The digital story should be approximately 5-8 minutes in length. A variety of formats may be used (Zoom recording, PowerPoint, iMovie, Podcast, digital narrative, etc.). Students will have the opportunity to share their digital story with their peers. More details about this assignment, expectations and grading criteria will be discussed in class.

Aligned course learning objectives: 1, 2, 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, and study or seminar groups. This will offer an opportunity for sharing of individual perspectives and to learn with and from one another. The discussions 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 a debate, 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.

In one of the modules, you will be asked to conduct a mock/role play interview where 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 be asked to post about this process and your experience, what you felt you did well, what challenged you or things you struggled with, and further insights. You will articulate a professional development plan based on this exercise.

Aligned course learning objectives: 1, 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. This grading system overrides the grading system in D2L. All grades will be totalled at the end of term and rounded up or down as per rounding conventions to determine the final percentage grade for the course. Students must achieve the lower threshold of the percentage range indicated in the University of Calgary Grading System (see below) to achieve the corresponding letter grade for the course.

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's [Code of Conduct](#).

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).

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. 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. Please refer to the full policy on [Student Accommodations](#).

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](#) before beginning the assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the [Integrity and Conduct](#) section in the University of Calgary Calendar.

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 who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the [Copyright Act](#) 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 and Gender-Based 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 and Gender-based 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.

Other Important Information

Please visit the [Registrar's website](#) 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