



Course & Session Number	SOWK 557.19 S01	Classroom	Online
Course Name	Spirituality and Social Work		
Dates and Time	Start of Classes: May 3, 2023 End of Classes: May 24, 2023 Dates and Time: Zoom Sessions Tuesdays and Thursdays 1:00pm-4:00pm 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
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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.

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

SYLLABUS STATEMENT

Examines social work practice in specific contexts.

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

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. Students will engage in experiential learning 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, models for assessment, and integration of spirituality into treatment will be examined. Students will explore differing faiths, religions and spirituality and develop skills for spiritual attunement and humility. They will gain skills in conducting spiritual assessments and explore ways in which spirituality can be intentionally and appropriately 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. The history and research on social work perspectives and spirituality in practice will be critiqued and appraised.

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 deep critical reflection. Students will examine Black, Indigenous and major world religions, spiritualities, faiths, and traditions. Students will participate in collaborative small and large group discussions and engage in 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, case examples and practice scenarios. The application of spirituality in practice at various levels 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 resilience and 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 on May 4, 9, 11, 16, 18, and 23rd, 2023 and each will be recorded. 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). There will be 21 hours of asynchronous instruction which 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, level of 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 articulate the definitions of religion and spirituality and their associated concepts,

4. Acquire knowledge and skills for identifying spiritual strengths, protective factors, supports, resources, struggles, and spiritual struggles, distress and challenges for individuals, families, and communities,
5. Develop an awareness and understanding of the spiritual dimension of being human, and the process of spiritual development and spiritual intelligence across the lifespan as critical for social work practice,
6. Formulate an ethical and spiritually sensitive attitude and approach for practice, including assessment, treatment and interventions, research, and evaluation, and determine one's own practice identity in relation to the spiritual dimension,
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:

Boynton, H.M. & Vis, J. (2011). Meaning making, spirituality and creative expressive therapies: Pathways to processing grief with children. *Counselling and Spirituality*, 30(2), 137-159.

Boynton, H.M., & Margolin, I. (2023). Becoming a spiritual influencer through the heart and soul of field practice [manuscript submitted for publication]. In J. Drolet, & G. Charles (Eds.) *Student handbook on field education*. Chapter 13. University of Calgary Press.

Hodge, D.R. (2013). Implicit spiritual assessment: An alternative approach for assessing client spirituality. *Social Work*, 58(3), 223-230.

Larocca-Pitts, M. (2015). Four FACTs spiritual assessment tool. *Journal of Health Care Chaplaincy* 21, 51–59. <https://doi.org/10.1080/08854726.2015.1015303>

Vis, J., & Boynton, H. M. (2008). Spirituality and transcendent meaning making: Possibilities for enhancing posttraumatic growth. *Journal of Religion and Spirituality in Social Work: Social Thought*, 27(1-2), 69-86.

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 for all levels of social work. The application of a spiritually sensitive approach within an anti-oppressive and social justice lens integrates knowledge, theory, ethics, and evidence-based practice that highlights the spiritual component within a holistic practice framework responsive to and respectful of diversity.

CLASS SCHEDULE

Important Dates for Spring 2023

- Start of Term: Monday, May 1, 2023
- End of Term: Monday, June 23, 2023
- Fee Deadline: Friday, May 12, 2023
- Victoria Day, no classes: Monday, May 22, 2023

Class Schedule

This course will take place asynchronously **online** via Desire2Learn (D2L) and on synchronously on Zoom. 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. There will be 18 hours (6 3hr-sessions) of Zoom instruction on Tuesday and Thursday afternoons from 1-4pm. 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, recorded lectures, additional resources, videos, current events, and media.

Module 1- May 1-6

Instructions on D2L

Readings:

Chapters 1, 2, 3

Synchronous zoom session

May 4th (1pm-4pm 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 7-10

Instructions on D2L

Readings:

Chapters 4, 5

Vis & Boynton (2008)

Transcendent Meaning Making

Synchronous zoom session

May 9 (1pm-4pm with a break included)

Understanding spirituality for individuals and families.

Examining the diversity of religious and spiritual beliefs, practices, rituals etc. Students will explore the various Indigenous, Black, and World religions, faiths, traditions, and spiritualities.

Spirituality, health and wellbeing, trauma, grief and loss, and posttraumatic growth will be examined.

Assignment 1 Due May 10

Module 3: 11-13

Instructions on D2L

Readings:

See: Charts on page 156 and 161

Synchronous zoom session

May 11th (1pm- 4pm with a break included)

Potential guest speaker

Spiritually sensitive practice
Assessment of spiritual strengths, resources, supports, activities, practices, challenges, and struggles. Employing

Chapter 8
Hodge (2013) Implicit Spiritual
Assessment
Larocca Pitts (2015) 4 FACT's

spiritual assessment models
(FICA, FACT, HOPE, SPIRIT, CSI-
MEMO)

Module 4: May 14-17

Readings:
Boynton & Vis (2011) Meaning
making, spirituality and creative
expressive therapies
Chapters 9 and 10
Chapter 11 279-277

Synchronous zoom session
May 16th (1pm- 4pm with a
break included)

Spirituality and interventions
with children, adolescents,
adults, and families.
Mindfulness, yoga, group work

Module 5: May 18-21

Readings:
Chapter 6 pp 123-127, 133-140,
142, 146-152
Chapter 12

Synchronous zoom session
May 18th (1pm- 4pm with a
break included)

Ethics and research for
spirituality and social work
Potential guest speaker

Assignment 2 Due

Module 6: May 22-24

Boynton & Margolin (2023).
Becoming a spiritual influencer

Chapter 13

Assignment 3 Due May 24

Synchronous zoom session
May 23rd (1pm- 4pm 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.

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

Rubrics for papers and presentations will be posted in D2L.

Assignment 1: Spiritual Self-Assessment and Reflection Paper (25%): Due May 10

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

The purpose of this assignment is to understand your own spirituality, spiritual development, and spiritual worldview and its influence on your practice identity and developing a spiritually sensitive practice approach. Spiritual and religious values, beliefs, experiences, and views shape the context of social work practice both personally and professionally. You will conduct a self-assessment and engage in critical reflection on how your own spiritual worldview, practices, values, beliefs, rituals, activities, and relationships have developed and evolved over your lifespan and what experiences or elements have influenced your current spirituality. You are to use some of the tools in the readings on spiritual

assessments and the reflection questions (in D2L) for the self-assessment. You will analyze and discuss how your spirituality might be 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 consider how 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 your paper. Building upon the outline, develop a storyline with evidence of critical thinking, deep reflection, and a coherent process. The assignment will highlight your key learnings and how these will inform and translate in your future practice and professional identity. The paper should be approximately 10 pages (not including the title page and references) and APA format should be used. Save your paper as **LAST NAME, FIRST NAME, ASSIGNMENT 1** (this greatly assists with the marking process) and submit to drop box.

Assignment 2: Topic of Interest Group Presentation (25%): Due May 18th, 2023. Presentations should be 10 minutes in length.

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

In their randomly assigned small groups, students will decide upon a topic of interest related to spirituality and social work and submit their proposed topic to the instructor for approval by May 12th. The presentation can be done orally through a Zoom recording, or voice over PowerPoint, or Prezi recording or other creative presentation modes. 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 (at end of presentation or can be handed in as a Word document). Presentations are to be posted in the presentation discussion area for everyone to review by May 18th, as well as submitted through Dropbox in D2L for marking (1 person in the group should be identified to submit).

Assignment 3: Module discussion posts, activities, and description of learning (50%): Posts and group tasks due at the end of each module (30%). Final reflection assignment (20%) due May 24th.

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

Students will be randomly placed in small groups 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.

Each student will submit a reflection on their learning in the course in the form of a digital story, podcast, or voice over PowerPoint. The reflection of learning should be 10-15 minutes. It should include key learning, aha moments, learning from peers, course materials or other resources encountered during the course studies. You will articulate a self-care and professional development plan as part of this exercise.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in each class and participate in activities and discussions. Students are expected to fully participate in online group discussions and inform their group if they are going to be absent or away on certain days. They will ensure their work is complete by timelines agreed upon in the group.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments are to be submitted as outlined in the assignment description. Assignments should have a file name as follows: LAST NAME, FIRST NAME, ASSIGNMENT NUMBER". 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

Discussion posts can be written informally, although direct quotes should be cited using APA 7. References can be included for pertinent outside of course material sources. 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 individual and group assignments submitted to dropbox in D2L 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.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95 - 100
A	4.0	Excellent performance	95 – 100
A-	3.7	Approaching excellent performance	90 – 94
B+	3.3	Exceeding good performance	85 – 89
B	3.0	Good performance	80 – 84
B-	2.7	Approaching good performance	75 – 79
C+	2.3	Exceeding satisfactory performance	70 – 74
C	2.0	Satisfactory performance	65 – 69
C-	1.7	Approaching satisfactory performance	60 – 64
D+	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject	55 – 59
D	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject	50 – 54
F	0.0	Failure. Did not meet course requirements	Below 50
CG		Credit Granted	
CR		Completed Requirements	

COURSE EVALUATION

Student feedback will be informally sought during the course, and formally 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.

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
- Emergency Evacuation/ Assembly Points
- Safewalk