

**Lewis Clark State College
Social Work Program
SW392/Psych392: Spirituality in Human Services**

Course: SW/Psych 392
Semester: Fall 2009
Schedule: Monday & Wednesdays
Walters.Heath.SW392.Fall09

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Social Work Program Mission Statement

The mission of the social work program at Lewis-Clark State College is to prepare students for entry-level generalist practice. We are committed to preparation of professional social workers that possess the knowledge, skills, and values to address the needs and potential of individuals, families, groups, communities, and organizations. Drawing on an ecological, strengths based perspective; the program prepares students for the pursuit of a more just, humane society. Graduates are prepared for practice with all populations particularly the oppressed, and at-risk members of society.

Through courses, internships, and student activities the program aims to foster in its students a celebration of differences among people, and a belief that respecting these differences enriches the quality of life for all. Graduates will practice from a set of ethical principles inherent in the social work profession, including recognition that professional development is a life-long learning process.

COURSE DESCRIPTION

This is an elective credit offered to students in the social work and psychology programs for the purpose of understanding the role of spirituality and religion within the context of human service's commitment to the person in the environment perspective and individual diversity.

INTRODUCTION AND OVERVIEW

Religion and spirituality have a profound influence on the lives of clients seen by social work practitioners, as well as on social workers themselves. This course considers the role of religion and spirituality in the socialization process of the professional and the client. It examines religious values, ethics, principles, and philosophies as influences on personal and professional interactions.

Research indicates that a majority of individuals attracted to social work as a profession have religiously influenced family of origins or spiritual/religious values, which can unconsciously and adversely affect the social worker client relationship. Through heightened awareness of the social worker's own spiritual values and the spiritual values of diverse religious perspectives an empathetic alliance between the social worker and client can be formed creating an effective helping relationship and process within the context of service delivery and respect for spiritual diversity.

Course Disclaimer:

“The subjects of spirituality and religion can be very controversial. We all have beliefs, values, and traditions we hold dear. As we get to know each other, we will discover some common ground as well as areas of difference and disagreement. In this course, we need to create a climate in which each person's spiritual commitments are honored. Therefore, I am asking that all of us make an explicit agreement to relate in a manner that encourages open dialogue and mutual learning. This means we demonstrate appreciation for religious and spiritual diversity among us. On occasions, when we may disagree, we need to agree to disagree, while still respecting others. In this course we will not engage in proselytization. We may challenge each other to pursue new understandings of truth, but we may not coerce or denigrate each other on the basis of our own version of truth” (Canda & Furman, 1999, Page 190).

In addition although we meet in small groups for the purpose of exploring our own spirituality and gaining a better understanding of the spirituality of others, this class is not meant to be a support group, self-help class, or a substitute for therapy. The object of the course assignments is awareness of personal values and beliefs, which effect professional and ethical conduct. If any content or process contained in this class raises personal issues which might be of concern to yourself, please do not hesitate to contact the instructor or your advisor; either can help you with referrals for local and regional therapist who might help you in clarifying goals, issues, and concerns.

COURSE OBJECTIVES

Upon completion of the course, students will have:

1. Acquired the ability to recognize and appreciate the diversity and values of religious beliefs held by social work professionals and how these beliefs enhance and inhibit professional practice.
2. Acquired the ability to recognize and acknowledge the diversity of values and religious beliefs held by social work clients and how these values and beliefs enhance or inhibit social functioning.
3. Recognize agreement and/or conflict between values and religious beliefs held by social workers and the dominant values of the social work profession.
4. Develop an appreciation for the role of spirituality and religion in different ethnicities.
5. Examine personal and social work ethics
6. Explore issues and values of personal growth in context of the individual student's spirituality.

TEXTS AND REQUIRED READING

REQUIRED:

- Hook, M.V., Hugen, B., & Aguilar M. (2001). *Spirituality with Religious Traditions in Social Work Practice*. Pacific Grove, CA: Brooks/Cole.
- American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, D.C.: Author.

CLASS ASSIGNMENTS AND GRADING PROCEDURES

Details about class assignments can be found on page 12 of this syllabus.

<i>Assignments</i>	<i>Course Objectives</i>	<i>Points Available</i>	<i>Due Date</i>
Small Groups	1, 2, 3, 4, 5, 6	50	Weekly As Assigned
Journals	1, 2, 3, 4, 5, 6	50	December 02, 2009
Spiritual Journey Presentations	1, 3, 5, 6	100	December 07 & 09, 2009
Final Exam	1, 2, 3, 4, 5, 6	100	December 14-18 (TBA)

Grading Scale

Grades	Percentage Required
A	95-100
A-	90-94
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D	60-69
F	59 and below

CLASSROOM & WRITTEN WORK POLICIES:

A. TEACHING METHODS & CLASSROOM CLIMATE

There will be times during this course when societal "isms" or prejudicial attitudes and discriminatory practices are examined. Because of our commitment to social and economic justice, we are open to hearing all views and all perspectives will be carefully examined. Students are expected to be respectful of the opinions of others while at the same time striving to attain the ideals of social justice.

Students in a professional program should conduct themselves as professionals in relation to the class session and assignments. It is not acceptable to be late for classes except in unusual circumstances. Frequent lateness or other unprofessional class conduct is likely to result in a lowered grade. Students are also evaluated on their personal and professional behavior or conduct in this class as described in the BSW Handbook. Please refer to the Handbook for further clarification.

B. DISABILITY AND CLASSROOM ACCOMODATION:

The Americans with Disabilities Act of 1990 requires that the university make reasonable accommodation to persons with disabilities as defined in the act. Students with a disability seeking an academic accommodation must contact the Office of Disability Services at (208) 792-2211. The Disability Services Coordinator will inform faculty of specific classroom and course accommodations consistent with ADA guidelines. No accommodations can be made retroactively or without written notification from the Office of Disability.

C. SHARED CLIENT AND AGENCY INFORMATION:

In the classroom, students and professors will occasionally discuss clients and agencies. In these discussions, it is expected that information about clients and agencies should be disguised or eliminated if clients could be identified and that this information is to be held in confidence within the bounds of the Code of Ethics. You must disguise the identity of clients in written assignments including changing the name of the client.

D. DEADLINES FOR CLASSROOM ASSIGNMENTS:

1. Assignments must be submitted to the instructor during class sessions unless otherwise arranged.
 2. Tests and assignments are due on the dates listed on the syllabus or as scheduled by the instructor of this course. **Late papers and tests will not be accepted.** On the rare occasion of a medical, personal, or family emergency, the student may write a letter of explanation requesting permission to hand in a late paper. Discretion of late paper acceptance is entirely up to the instructor. Grade will automatically be reduced by 10% per day. **This means your grade will drop from an “A” to a “B” the first day and a “B” to a “C” the second day.**
 3. In the event a quiz or test is missed, to make up the work, the student must contact the instructor and request permission to make up the work assigned by the instructor. Makeup work is due within 7 days of the test, or the student will receive a failing grade for the test. **A student may not miss the final exam, as there will be no make up work.**
 4. Only work submitted before the close of the last scheduled class session of the course will be accepted for inclusion in the grade for that semester.
- ** Note: Extra-Credit: This credit, if earned, will only count towards your final grade if **all assignments have been completed and turned in on time and a satisfactory class attendance record has been maintained.**

E. PROFESSIONAL WRITING STANDARDS

All printed work submitted to this professor should be prepared at a college standard of professional editing in accordance with the Publication Manual of the American Psychological Association (5th Ed.). Therefore, allow sufficient preparation time for proofreading and correction of typos, misspellings, and grammatical errors. **Papers not in APA format will be returned to the student for correction and will be considered “Late Papers”**

The reason for this expectation is that professionals are often judged based upon the quality of their written work. Carelessness in spelling and editing suggests that there will also be mistakes in the substance of the work. Therefore, written work, which has misspellings and other editing problems, will be graded down on this basis alone.

F. ATTENDANCE POLICY

Students are expected to attend all scheduled classes. Those students unable to attend are responsible for all work and class material. Missing fifteen percent (15%) or more of the scheduled class sessions is considered excessive absences, and will result in the reduction of your final grade by 1 (one) letter grade. In this course you are allowed to miss 4.5 class sessions. Students may not utilize the 4.5 absences to miss their group presentations or the final exam. Students not in their seat when attendance is taken are considered absent.

G. FINAL EXAM

There is a comprehensive final exam in this course that will cover your readings from *Spirituality within Religious Traditions in Social Work Practice*. The final exam will be an application-based exam in which the student demonstrates mastery of the *skills, values, and knowledge* reviewed in this course. There will be 50 questions on the final exam reflecting true/false and multiple-choice questions. **The final exam is closed book.**

H. LATE PAPERS

All assignments are due during the class session indicated on the syllabus or as arranged by the instructor. Assignments turned in late without prior permission from the instructor will be graded down (See class assignments and grading policy). **No assignments will be accepted and graded after the last class session of the term.**

I. CELL PHONE/TEXT MESSAGING POLICY

Just as you would not answer your cell phone or type a text messaging in the middle of a job interview or other professional meeting, this class is considered a professional meeting and therefore usage of cell phones or text messaging is not an acceptable behavior in the classroom.

- **All cell phones should be in the off position or silenced upon the start of class.**
- **Any appearance of usage of text messaging or cell phone during an examination will result in immediate failure of that examination or test, as it will be considered a prohibited outside resource.**

**** The instructor reserves the right to waive one or more of the policies listed above in rare, but special circumstances.**

Weekly Outline: (Students are responsible for any changes discussed during class, and yes there will likely be changes) ☺

Week 1 August 24 & 26, 2009 (Course Objectives 1, 2, 3, 4, 6)

Topics:

Defining Spirituality & Religion

Value Clarity

Respecting Spiritual Diversity

Being Reflective

Supporting Strengths and Empowerment

A Holistic Perspective

Narratives and Meta-Narratives in social work & spiritual diversity

Readings:

Chapter 1: Spirituality & Religion in Social Work Practice a Conceptual Model

Activities:

Journal 1: Defining Spirituality & Religion

Week 2: August 31 & September 02, 2009 (Course Objectives 1, 2, 3,5, 6)

Topics:

Social Work as a Nonsectarian Community

Core Values of Social Work regarding Spirituality

Social Work as a Spiritual Vocation

Framework of values for an ethical, spiritually sensitive social work practice

Readings:

Chapter 2: Lakota-Native People's Spirituality

Activities:

Journal 2: Human Services as a Spiritual Vocation

Week 3 September 07 & September 09, 2009 (Course Objectives: 1, 2, 3, 4, 5, 6)
Note: No Class on September 07 due to Labor Day.

Topics:

Operationally defining Spirituality/ Religion
Theological, Philosophical, Psychological, Anthropological, & Sociological Perspectives of Spirituality and Religion.
Holistic Model of Spirituality
Debates Regarding the Study and Spirituality in Social Work

Readings:

Chapter 3: Hinduism

Activities:

Journal 3: Spiritual Development: Then & Now
Journal 4: Sharing Faith in Human Services Practice

Week 4 September 14 & 16, 2009 (Course Objectives 1, 2, 3, 4, 5, 6)

Topics:

Spiritual Diversity in the United State History
Ethnic Diversity and Spirituality
Women's Issues and Spirituality
Gay, Lesbian, and Transgender Issues and Spirituality

Readings:

Chapter 4: Buddhism

Activity: Video: Trembling Before G-d

Activity 2: Journal 5: Spiritual Faith & Gay and Lesbian Persons

Week 5: September 21 & 23, 2009 (Course Objectives: 1, 2, 3, 4, 5, 6)

Topics:

Judaism & Christianity and Implications to Social Work Practice

Readings:

Chapter 5: Confucianism

Activity: Religions of the World: Judaism Video

Week 6: September 28 & 30, 2009 (Course Objectives: 1, 2, 3, 4, 5, 6)

Topics:

Islam and Implications to Social Work Practice

Readings:

Chapter 6: Judaism

Activity: Religions of the World: Islam Video

Week 7: October 5 & 8, 2009 (Course Objectives: 1, 2, 3, 4, 5, 6)

Topics:

Hinduism and Implication to Social Work Practice

Readings:

Chapter 7: Catholicism

Activity: Religions of the World: Hinduism

Week 8: October 12 & 14, 2009 (Course Objectives: 1, 2, 3, 4, 5, 6)

Topics:

Confucianism and Implications to Social Work Practice

Existentialism and Implications to Social Work Practice

Transpersonal Theory and Implications to Social Work Practice

Readings:

Chapter 8: Islam

Activities: Religions of the World: Confucianism

Week 9: October 19 & 21, 2009 (Course Objectives: 1, 2, 3, 4, 5, 6)

Topics:

Make up Week... we've covered a lot of ground and will need it to catch up

Readings:

Chapter 9: Protestantism

Activities:

Journal 6: Personal Response to one of the world religions.

Week 10: October 26 & 28, 2009

No Class, Instructor Presenting at NACSW Conference

Readings:

Chapter 10: Baptists

Week 11 November 2 & 4, 2009 (Course Objectives: 1, 2, 3, 4, 5, 6)

Topics:

*Approaches to creating a Spiritually Sensitive Social Work Practice
A Holistic Approach to the Person in the Environment Perspective
Spiritually Sensitive Social Service Administration Strategies*

Readings:

Chapter 11: The African American Baptist Tradition

Week 12: November 9 & 11, 2009 (Course Objectives: 1, 2, 3, 4, 5, 6)

Topics:

*Assessing Spiritual Development
Environmental Influences on Healthy Spirituality
Psychospiritual stressors & Spiritual Ego Strengths
Maslow Hierarchal Needs & Spirituality
Transpersonal Experiences in Spiritual Development*

Readings:

Chapter 12: Seventh-day Adventist

Week 13: November 16 & 18, 2009 (Course Objectives: 1, 2, 3, 4, 5, 6)

Topics:

*Lifespan and Spiritual Development: Erikson, Fowler, and Wilber
Psychospiritual Assessment over the Life Span
Distinguishing Psychospiritual Crisis from Mental Disorders
Assessment of Transpersonal Experiences*

Readings:

Chapter 13: Mormonism

Activities: Journal Response to Meditation Activity

November 21-25, 2009: Have a Safe and Happy Fall Break.

Week 14: November 30 & December 2, 2009 (Course Objectives: 1, 2, 3, 4, 5, 6)

Topics:

*Steps to Spiritual Diversity in Human Service Organizations
Spiritually Oriented Practice Skills/Interventions within Micro and Mezzo &
Macro Systems*

Readings:

*Chapter 14: Health, Religion, & Spirituality
Journals Due*

Week 15: December 7 & 9 (Course Objectives: 1, 2, 3, 4, 5, 6)

Spiritual Journey Due Presentation Fair

A-M on the 7th

N-Z on the 9th

Final Exam December 14-18th, please check the final exam schedule.

Course Requirement:(All Papers must be written in APA Style unless otherwise directed)

- 1. Journaling:** Students will be assigned a topic during the second session of class each week to write about in their journal. Students should utilize small groups for self-reflection and then will attend write regarding of personal insight regarding personal values and beliefs, direct practice issues, and ethical concerns gained during class discussions and readings. Specific questions to be addressed in your journal will be outlined weekly during lecture. Journals are worth 50 points for the semester.
- 2. Small Groups:** Students will be expected to **actively** participate in small groups during the second session of class each week. The instructor will assign topics and students will discuss reflections of these assignments in small groups. **The purpose of small groups is to explore your own spirituality and gain a greater understanding of the spirituality of others...this is not a therapy group.** Students are encouraged **only to share within the limits of their personal comfort and boundaries. As this is a classroom exercise, confidentiality is not promised or guaranteed.** Small groups are worth 50 points for the semester.
- 3. Spiritual Journey Poster & Fair:** Students will complete a spiritual life map on themselves in the format outlined in class by the instructor. Students will utilize this exercise to gain a greater understanding of their spiritual values and beliefs and the family of origin, cultural, and societal sources that these beliefs were formed within. A portion of the assessment will allow students to discuss how their spiritual beliefs and values could positively and negatively impact working with clients on the micro, mezzo, and macro systemic levels of practice. **Caution: Once again students are encouraged to only share within the limits of their personal comfort and boundaries.** The Spiritual Journey Poster and Fair are worth 100 points for the semester.

4. Final Exam:

There is a comprehensive final exam in this course that will cover your readings from Spirituality within Religious Traditions in Social Work Practice. The final exam will be an application-based exam in which the student demonstrates mastery of the skills, values, and knowledge reviewed in this course. There will be 50 questions on the final exam reflecting true/false and multiple-choice questions. **The final exam is closed book.** The final exam is worth 100 points for the semester.