Course Description: This course is designed to provide the social work practitioner with a background in spirituality as it relates to community based social work practice. The course will include a presentation of faith development theory, study of spirituality in various settings and the development of strategies for use in practice that will heighten sensitivity of practitioners to the spiritual dimension of life.

Course Learning Objectives: By the end of the term the students should be able to:
1. Operationally define spirituality as it relates to community based social work practice.
2. Articulate their own spirituality and give examples of how it impacts their perspective on life.
3. Identify spiritual issues as part of a strengths inventory that can be a focus of intervention.
4. Describe at least five separate spiritualities.
5. Demonstrate skills in assessment of clients from the strengths perspective.
6. Demonstrate an ability to reframe client’s existential material in a manner that can be worked with in treatment.
7. Articulate the difference between religion and spirituality.
8. Define the boundary between psychopathology and mystical experience.
9. Describe and address cultural/anthropological experiences that are of a spiritual nature.
10. Develop and apply a rites of passage framework to an intervention strategy.
11. Recommend various forms of healing (i.e., indigenous healers, faith healing, and spontaneous remission) to practice.
12. Develop rituals to celebrate key transitional life passages.
13. Demonstrate skills in the use of directed imagery for use in intervention.
14. Discuss community-based social work practice as it relates to a search for meaning.
15. Describe and apply ethical decision making to examples of differences in spirituality between client and worker and client-worker-agency dynamics.

Teaching Methodology: The course will include a number of teaching methods with sensitivity to the variant learning styles of participants in the course. The course will use lecture, small group simulations and discussions, music, videos, rituals, art expressions, guest speakers, journal writing, imagery exercises, and large group simulation.

Evaluation of Learning: Achievement of learning objectives will be measured as follows:

Student Assignments:
1. Paper (8 – 20 pages). Student will describe their spiritual journey from birth to the present time. They will note periods of key insights and encounters with a power greater than themselves. Students will discuss their experience of the stages of faith development and critique Fowler’s theory based on their own experiences.  
   30 points
2. A personal journal whereby the student discusses how a practitioner would
   10
use the interventions presented in the class with their clients.

3. Paper (15-20 pages). Student will select a client, complete an assessment including spirituality as part of the assessment, and plan an intervention. Student will explore the client's spirituality and how it can be used as a strength in the intervention process. 50 points

4. Class presentation to be discussed in class. 10 points

Grading: The final grade will consist of the total of the three evaluative strategies listed above and class participation. Grades will be assigned as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Score</th>
<th>Maximum Score</th>
<th>GPA</th>
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<tbody>
<tr>
<td>A</td>
<td>95 – 100</td>
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<tr>
<td>A-</td>
<td>90 – 94</td>
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<tr>
<td>A+</td>
<td>87 – 89</td>
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<td>B-</td>
<td>84 – 86</td>
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<td>B</td>
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<td>D-</td>
<td>59 or less</td>
<td>(0.00)</td>
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</table>

Attendance: Students are expected to attend ALL class meetings. To receive an excused absence the student should present the instructor with documentation. Excessive absenteeism (four or more times) will result in failure of the course. Talking and disrupting during class meetings may result in a failing grade.

The Academic Faux pas: Cheating and plagiarism will result in an automatic “F” for the course.


Required Texts:

Recommended Texts:
Course Outline and Schedule

Week 1 - Spirituality Defined

Content:
1. Introductory Activity
   a. Operationally define the term ASpirituality@
   b. Discuss images triggered by the term “Spirituality”
2. Religion and Spirituality
   a. Discuss the major religious traditions
   b. Distinguish between religion and spirituality
   c. Define the boundaries of spirituality

Readings:

Supplemental readings:

Week 2 – Faith Development Frameworks

Content:
1. Introductory Activity
   a. Review Fowler & Keen Models of Faith Development.
   b. Review Harris Model of Faith Development
   c. Discuss Faith Development as it relates to Case Examples
2. The Role of Spirituality in Social Work Practice
   a. Review the theoretical models as they relate to examples of student’s clients
   b. Discuss spirituality as an integral aspect of assessment and intervention in the healing process
   c. Discuss ethical implications of spirituality related to practice.

Readings:
1. Frame: Chapter 4
2. Kurtz & Ketcham: Chapter 1
3. Van Hook, Hugen, & Aguilar: Introduction

Supplemental Readings:

Week 3 – Spiritual Emergency vs. Psychopathology

Content:
1. Introductory Activity
   a. Introduce idea of Spiritual Emergency and how it relates to Psychopathology
   b. Students will reflect on their life experiences related to encounters with people who have been classified with a spiritual emergency and psychosis
   c. Students share their ideas about the boundaries of spiritual emergency
2. The Role of Spirituality in Social Work Practice  
   a. Review concept of Spiritual Emergency  
   b. Discuss spirituality as an integral aspect of assessment and intervention in the healing process  
   c. Discuss ethical implications of spirituality related to practice  

Readings:  
2. Frame: Chapter 4  
3. Van Hook, Hugen, & Aguilar: Chapter 1 & 14  

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**Week 4 – Roots of Wisdom**  

Content:  
1. Introductory Activity  
   a. Review The Roots of Wisdom  
   b. Review The Story of Spirituality  
   c. Discuss elements that connect Wisdom and Spirituality  
2. The Discoveries of Alcoholics Anonymous  
   a. Discuss Open-ended Spirituality  
   b. Discuss Pervasive Spirituality  
   c. Develop Strategies that can be used in Practice  
3. Journal as vehicle for spiritual growth  
   a. Discuss Progoff Journal Method regarding Steppingstones of Life  
   b. Complete Steppingstones and Intersections exercises  
   c. Discuss how Dialogue sections assist with the process of making amends  

Readings:  
1. Frame: 3  
2. Kurtz & Ketcham: Chapters 2, 3, 4, 5, 6  
3. Van Hook, Hugen, & Aguilar: Chapter 2 & 3  

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**Week 5 - Rites of Passage – Vehicles for Growth & Meaning Construction**  

Content:  
1. Introductory Activity  
   a. Discuss the various Life Stages and opportunities to celebrate Rites of Passage  
   b. Develop a list of Passages Experienced by Clients  
   c. Articulate a list of Existing Rites of Passage from both Secular and Religious Traditions  
2. Rites of Passage an Anthropologist’s Perspective  
   a. Professor from Department of Anthropology will discuss Rites of Passage  
   b. Participants will discuss Personal Experiences with Rites of Passage  
   c. Participants will develop a Rite of Passage and Perform the Rite with the Class  

Readings:  
1. Van Hook, Hugen, & Aguilar: Chapters 1 & 2  
Week 6 - Progoff Intensive Journal Method: An Adjunct to Treatment

Content:
1. Introductory Activity
   a. Discuss Progoff Method of Journaling
   b. Review journal sections from previous sessions
   c. Discuss the various sections of the Progoff Journal
2. Discuss Progoff Journal Techniques and Counseling
   a. Discuss different Journal Techniques that fit with various client issues
   b. Review reasons Journaling can be beneficial for clients
   c. Discussion of Integrating Outer and Inner Life Experiences Relating to Meaning
   2. Journal as vehicle for spiritual growth
      a. Discuss the Life History Log of the Journal
      b. Experience an Entrance Meditation
      c. Enter an entry into the Life History Log of Rememberings from Childhood/Adolescence

Readings:

Week 7– Religion & Spirituality
Eastern Traditions

Content:
1. Introductory Activity
   a. Discuss Western and Eastern world views
   b. Using spirituality framework developed analyze the three Eastern traditions
2. Buddhist, Hindu, & Zen Perspectives
   a. Review the salient points of the three perspectives in relationship to spirituality
   b. Discuss healing concepts of the three religions
   c. Consider possible interventions in practice
   d. Recognize cultural issues that may impact practice

Readings:
1. Frame: Chapter 5
2. Van Hook, Hugen, & Aguilar: Chapters 3, 4, 5

Week 8– Religion & Spirituality
Middle Eastern Religious Perspectives

Content:
1. Introductory Activity
   a. Review last weeks salient issues
   b. Discuss and develop a framework for understanding spirituality as part of religion
2. Jewish, Christian & Moslem Perspectives
   a. Review the main contributions of the three perspectives in relationship to spirituality
   b. Discuss healing concepts of the three religions
   c. Consider possible interventions in practice
   d. Recognize cultural issues that many impact practice

Readings:
1. Kurtz & Ketcham: Chapter 11
2. Van Hook, Hugen, & Aguilar: Chapters 6, 7, 8, 9, 13
Week 9 – Working with Religious & Spiritual Issues

Content
1. Introductory Activity
   a. Discuss religious and spiritual concerns of students
   b. Discuss options for addressing harmful beliefs
2. Psychological Approaches to Spiritual Issues
   a. Psychoanalytic approaches
   b. Jungian approach
   c. Humanistic-Existential approaches
   d. Gestalt approaches
   e. Cognitive Behavioral approaches
   f. Behavioral approaches
   g. Transpersonal psychology

Readings:
1. Frame: Chapter 6
2. Kurtz & Ketcham: Chapter 12

Week 10 – Prayer & Meditation

Content
1. Introductory Activity
   a. Discuss prayer and meditation techniques
   b. Discuss surrender and coping strategies
   c. Contraindications for intervention

Readings:
1. Frame: Chapter 7
2. Kurtz & Ketcham: Chapter 13

Week 11 - Forgiveness & Reconciliation: Spiritual/Existential Antacids

Content
1. Introductory Activity
   a. Discuss the Toxic effects of Anger and Hatred (Video: 20/20, Barbara Walters)
   b. Discuss the Feelings related to having been Forgiven
   c. Develop some Rituals for Letting Go and Letting Be
2. Reconciliation – Walking Together Again
   a. Review experiences of participants with Forgiveness and Re-Connecting with the Other Person
   b. Discuss Cases of Individuals who were able to Forgive and Walk Together Again with the Forgiven
   c. Develop Strategies that Lead to Reconciliation

Readings:
1. Frame: Chapter 7
2. Kurtz & Ketcham: Chapters 14 & 15
Week 12 – Use of the Labyrinth As a Healing-Insight Tool
Meet at: San Pedro Center (2400 Dike Rd Winter Park, FL 32792)

Content
1. Introductory Activity
   a. Provide Historical information about labyrinths
   b. PowerPoint Presentation about Chartres Cathedral and the Chartres Labyrinth
   c. Discussion about the labyrinth walk
2. Labyrinth Walk & Discussion
   a. Students will walk the eleven-circuit Chartres type labyrinth at St. Pedro Center
   b. Students will record and discuss their experience of the labyrinth

Week 13 – New Age Religion

Speaker: Dikki-Jo Mullen

Week 14 – Spiritual Direction

Speaker: Jonathan Ellis

Content
1. Introductory Activity
   a. Welfare of the client
   b. Informed consent
   c. Worker competence and training
   d. Consultation and referral

Readings: 1. Frame: Chapter 10
Spirituality in Professional Counseling Selected Bibliography


Note: **= Books found in UCF Library