## Course Change Proposal

**Form A**

<table>
<thead>
<tr>
<th>Academic Group (College):</th>
<th>Academic Organization (Department):</th>
<th>Date:</th>
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<tbody>
<tr>
<td>College of Health and Human Services</td>
<td>Social Work</td>
<td>March 3, 2010</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Course Proposal:</th>
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<tbody>
<tr>
<td>New <em>X</em> Change ___ Deletion ___</td>
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<table>
<thead>
<tr>
<th>Does this course fulfill a requirement for single-subject or multiple subject credential students?</th>
<th>For Catalog Copy:</th>
<th>Yes <em>x</em> No ___</th>
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<tr>
<td>Yes ___ No <em>x</em></td>
<td>CCE (Extension):</td>
<td>Yes ___ No ___</td>
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<tr>
<th>Semester Effective:</th>
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<tr>
<td>Fall <em>x</em> Spring __, 2010</td>
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- **This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number):** 
  - If changing an existing course, should new version be considered a repeat of the original version? If so, the same Course ID will be maintained. If not, a new Course ID will be assigned. Note: In PeopleSoft terminology, the Course ID is the unique system identifier, not the Catalog Nbr. 

<table>
<thead>
<tr>
<th>Change from:</th>
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<tbody>
<tr>
<td>Subject Area (prefix) &amp; Catalog Nbr (course no.):</td>
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<th>Change to:</th>
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<tr>
<td>Subject Area (prefix) &amp; Catalog Nbr (course no.):</td>
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### JUSTIFICATION:

Social worker competence regarding matters of client and community spirituality has been increasingly emphasized. Students need preparation in order to understand the role that a spiritual and religious life may play in enhancing the well-being of their clients. Enhanced student capacity to: (1) assess client needs as well as spiritual strengths and orientations; (2) engage in skillful and non-threatening explorations regarding spiritual and religious impacts; (3) become self-aware of one’s own spiritual orientation thus leading to enhanced self-acceptance and tolerance of religious and spiritual diversity. Undergraduate students have expressed the need for this kind of elective — responsive of their interests as well as their needs for effective practice.

### NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See http://www.csus.edu/umanager/acad.htm - Guidelines for Catalog Course Description)

This course examines how spirituality serves as a liberating, and at times constricting force in the lives of our clients and communities. Competencies for, both, assessing and engaging in discussions about our clients’ spiritual world as well as self-awareness regarding social work practitioner spiritual orientations are emphasized. Diverse spiritual and religious backgrounds (including those who consider themselves non-spiritual or non-religious) are welcomed and celebrated in the classroom.

### Note:

<table>
<thead>
<tr>
<th>Prerequisite:</th>
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<tr>
<td>Enforced at Registration: Yes <em>x</em> No</td>
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<tr>
<th>Corequisite:</th>
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<td>Enforced at Registration: Yes <em>x</em> No</td>
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<th>Graded:</th>
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<tr>
<td>Letter ___ Credit/No Credit ___</td>
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<tr>
<td>Instructor Approval Required? Yes ___ No <em>x</em></td>
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<table>
<thead>
<tr>
<th>Course Classification (e.g., lecture, lab, seminar, discussion):</th>
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<tbody>
<tr>
<td>Title for CMS (not more than 30 characters)</td>
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<tr>
<td>Spirituality and Social Work</td>
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<th>Cross Listed?</th>
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<td>Yes ___ No <em>x</em></td>
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<td>If yes, do they meet together and fulfill the same requirement, and what is the other course.</td>
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<tr>
<th>How Many Times Can This Course be Taken for Credit?</th>
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<tr>
<td>once</td>
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<th>Can the course be taken for Credit more than once during the same term?</th>
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<td>Yes ___ No <em>x</em></td>
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FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: “Students will be able to: 1), 2), etc.”

Students will be able to:

1. demonstrate competence and comfort while engaging with clients and communities concerning spiritual matters (measured through reflection and having the conversation paper).
2. understand concepts related to working in a non-judgmental manner with people from a variety of spiritual and so-called non-spiritual traditions and styles (measured through having the conversation paper and group experience paper).
3. demonstrate learning of the role of spirituality in client healing across cultures and about the spiritual components of mental health recovery (measured through initial reflection paper integrating readings and having the conversation paper).
4. demonstrate attainment of precise skills in addressing spiritual matters for a variety of clients who are facing a variety of situations (measured through having the conversation paper).
5. demonstrate understanding of how spirituality is embedded in 12-step programs (measured through reflection paper and course discussion).
6. understand how spiritual assessment is an integral part of understanding the biopsychosocial and cultural ecology within the lives of communities and individuals (measured through reflection paper and having the conversation paper).
7. demonstrate understanding of the role that radical acceptance and practitioner mindfulness plays in social work both as parts of a therapy modality (e.g., dialectical behavior therapy) and for self-care (e.g., mindfulness-based stress reduction) (measured through having the conversation paper and group reflection paper).
8. demonstrate mastery of the theoretical underpinnings and practice applications of bearing witness (measured through having the conversation paper and group experience paper).
9. understand how to incorporate a spiritual perspective into their day-to-day work as practitioners (measured through the group experience paper).

**Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean’s office, not Academic Affairs.

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

Assessment Activities

1. Reflection Papers – Integrates readings, field and life experiences, classroom activities and personal thoughts and feelings.
2. Having the Conversation / Taking My Seat Paper – Processing your conversation with a client regarding spiritual matters. The intention is to facilitate the client’s progress through this discussion and to reflect upon your proficiency in “having the conversation.” The paper will incorporate elements regarding practitioner strong back / soft front, acceptance, caring, and bearing witness.
3. What is My Calling? Paper – How have you arrived here? What sustains you? How much is social work a job? How much is there a higher purpose in what you do and how will you manifest this purpose? This paper will be written after retreat time (4+ hours).
4. Reflections on Mindfulness – Exposition of mindfulness’ role in your own self-care and in your capacity to be present and non-judgmental with your clients.
5. Class Participation Attendance, involvement, engagement with classroom agreements, promptness, in-class demonstration of commitment to learning.

For whom is this course being developed?

Majors in the Dept __  Majors of other Depts __  Minors in the Dept __  General Education __  Other __

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes ___ No __

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes ___ No __

Indicate which department or programs will be affected by the proposed course (if any). Social Work (for majors)

The Department Chair’s signature below indicates that affected programs have been sent a copy of this proposal form.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:

<table>
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<tr>
<th>Department Chair:</th>
<th>Date</th>
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<tr>
<td></td>
<td>9/10/2010</td>
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<tr>
<th>College Dean or Associate Dean:</th>
<th>Date</th>
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<td>4/16/10</td>
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<tr>
<th>CPSP (for school personnel courses ONLY):</th>
<th>Date</th>
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<tr>
<td></td>
<td>4/19/10</td>
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<tr>
<th>Associate Vice President and Dean for Academic Programs:</th>
<th>Date</th>
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<td>9/10/2008</td>
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Distribution: Academic Affairs (original), Department Chair and College Dean. Dean’s office to send original after approval to Academic Affairs. at mail zin 6016. An electronic copy must also be sent.
Social Work and Spirituality
Social Work 132
Fall, 2010

Andrew Bein, Ph.D., LCSW, PPSC
4015 Mariposa Hall
abein@csus.edu; 278-6170
#cs1XXsy10.doc

Office Hours: Monday, 4:00-5:30; Thursday, 1:00-2:30 and as needed

I. Course Description

Some view the spiritual path as a journey that involves coming to terms with the meaning of life and the universe. Others think of spirituality in terms of their relationship to the divine. This relationship is explored in many ways and involves unseen elements beyond our day-to-day reality such as: transcendent purpose, universal force, God, field of love or creative spirit. For others, wonder is central to their spirituality; First Nation’s People speak about “The Great Mystery.” Still others emphasize the emptiness of the concepts that are used to describe the transcendent; words and concepts are depicted as fingers pointing to the moon but not the moon itself. We are diverse in our spiritual orientations and some of us have a well-defined story about what spirituality is; some of us do not. Some receive guidance from a particular spiritual perspective and may be pretty clear about the importance of God or Jesus in their lives, and some of us are scared by these very words themselves.

There is a structure to the course that will guide us as we explore and learn together. The first area of emphasis is called: Having the Conversation. Many people we work with find that spirituality is a great source of strength, hope, healing, inner peace and life wisdom. On the macro level, spirituality may be a primary force in the forging of community action or the development of services. As responsible social workers, we need to have the conversation with people about the role that spirituality may or may not be playing in their lives as well as the role that it could possibly play. Cultural competent practice with diverse communities and individuals demands that we understand how many clients and community members, themselves, believe that they will become empowered and cope.
Because Christianity is clearly the largest influence on spiritual matters in the United States, we need to develop comfort engaging with Christian-identified clients, communities and colleagues. The book about Desmond Tutu’s philosophy – called unbuntu – provides a vehicle to engage in the discourse about Christianity, without the United States’ cultural trappings that make some constricted and uneasy. Other readings will expose us to other cultural perspectives (e.g., Latino, Islam, First Nation, Jewish).

The second area of emphasis involves an examination of our own spirituality. We look at how to develop a sense of belonging and purpose that becomes integrated into our “use of self” in our work with clients and communities. This area addresses questions such as: what is required in order for us to be present when we are with clients and communities? What does connecting heart-to-heart look like? And how much is this important? How do we draw on our own sense of peace and spiritual connection when we are with clients? What is our capacity for self-honesty when we are dispirited, angry, tired or frustrated? Do we approach social work with a sense of calling or are there other kinds of conditions that have precipitated our journey into social work?

II. **Course Objectives**

1. Students will demonstrate competence and comfort while engaging with clients and communities concerning spiritual matters (*measured through reflection and having the conversation paper*).
2. Students will understand concepts related to working in a non-judgmental manner with people from a variety of spiritual and so-called non-spiritual traditions and styles (*measured through having the conversation paper and group experience paper*).
3. Students will demonstrate learning of the role of spirituality in client healing across cultures and about the spiritual components of **mental health recovery** (*measured through initial reflection paper integrating readings and having the conversation paper*).
4. Students will demonstrate attainment of precise skills in addressing spiritual matters for a variety of clients who are facing a variety of situations (*measured through having the conversation paper*).
5. Students will demonstrate understanding of how spirituality is embedded in 12-step programs (*measured through reflection paper and course discussion*).
6. Students will understand how spiritual assessment is an integral part of understanding the biopsychosocial and cultural ecology within the lives of communities and individuals (*measured through reflection paper and having the conversation paper*).
7. Students will demonstrate understanding of the role that radical acceptance and practitioner mindfulness plays in social work both as parts of a therapy modality (e.g., dialectical behavior therapy) and for self-care (e.g., mindfulness-based stress reduction) (*measured through having the conversation paper and group reflection paper*).
8. Students will demonstrate mastery of the theoretical underpinnings and practice applications of bearing witness (*measured through having the conversation paper and group experience paper*).
9. Students will understand how to incorporate a spiritual perspective into their day-to-day work as practitioners (*measured through the group experience paper*).
III. **Course Expectations**

This course requires your active participation. In order to enhance feelings of safety and to create a positive learning environment, the following are important:

- You are prompt.
- You have read the assigned material and come to class prepared.
- You get your needs met by interacting with classmates and by raising your concerns and criticisms with the instructor.
- You do not ridicule or belittle others.
- You recognize your own biases and prejudices and respect others with whom you disagree.
- You are committed to personal/professional growth and self-exploration.
- You resolve issues that you may have with other group members. If you are not sure how to accomplish this task, we can discuss possible strategies. **It is not acceptable to miss class in order to avoid the group.**

IV. **Course Format and Philosophy**

Many times we approach learning experiences with expectations about what we will get from them. The model in the academic setting translates to the professor's giving information and papers/tests and the student's getting knowledge and grades. I hope that in this class the linear giving and getting gives way to a fluid process of giving to each other. I believe that in order for this process to occur, we will have to: (1) frame our work together as giving to, receiving from, and growing with each other as well as with our *communities and clients*; (2) open our hearts and be vulnerable and real; (3) explore parts of ourselves that are often hidden and make us feel uncomfortable; (4) move toward full acceptance of ourselves and the people whom we serve; (5) maintain our commitment to be aware of our intentions, to be aware of our thoughts and feelings, and to cultivate a positive, effective presence.

Let's identify guidelines that will help us achieve #1-5 as a class:

1.  
2.  
3.  
4.  
5.  
6.  
7.  
8.  

*Come to class with the intention that you are going to connect with the experience instead of the expectation that you will “mail it in.” If you are in the “mailing it in” mode at this point of your life, I would like for you to commit to another approach or to choose another class.*
Special Conditions:

- Attendance is essential. Two absences will affect your grade. Three absences or the equivalent (arriving late/leaving early) will adversely impact your grade by at least one grade level; more than three absences jeopardizes your receiving a passing grade.
- There are many students with one form of disability or another. Please let me know as soon as possible of particular needs that you may have. You are entitled to special accommodations and services if you have been officially identified as needing this assistance. If you have not done so already, please contact the Office of Services to Students with Disabilities @ 916-278-6955 for further information.

V. Plagiarism

Plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution. Regardless of the means of appropriation, incorporating another's work into one's own requires adequate identification and acknowledgement. Plagiarism is doubly unethical because it deprives the author of rightful credit and gives credit to someone who has not earned it.

If it is determined that a student has plagiarized the work of another, it can result in the student being suspended or expelled from the University, depending on the circumstances. (http://www.csus.edu/admbus/umanual/UMP14150.htm) (Anderson, 2006).

VI. Course Texts


*Other readings will be made available
VII. Course Assignments and Grading

1. **Reflection Paper** – Integrates readings, field and life experiences, classroom activities and personal thoughts and feelings. Stay current on readings and engaged in the class to do well on this paper. 4-5 pages 20

2. **Having the Conversation /Taking My Seat Paper** – Processing your conversation with a client or another person regarding spiritual matters. The intention is to facilitate the person’s progress through this discussion and to reflect upon your proficiency in “having the conversation.” The paper will incorporate elements regarding competence in connecting with another’s spiritual perspective as well as your own strong back/soft front, acceptance, and caring. 8 pages 40

3. **What is My Calling? Paper** – How have you arrived here? What sustains you? How much is social work a job? How much is there a higher purpose in what you do and how will you manifest this purpose? 4 pages 15

4. **Reflection on Group Experience** – Exposition of major events and contributions of group experience. Reflect on how the group has affected your approach regarding spirituality and social work. Comment on your own participation as well as lessons learned regarding group work. 1 ½-2 pages 5

5. **Class Participation**
Attendance, involvement, engagement with classroom agreements, promptness, in-class demonstration of commitment to learning 20

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**Total** 100

VII. Course Outline

**Week One**
Overview of course / Intentions, expectations, and agreements / Introductions

**Week Two**
The place of spirituality in social work / Spiritually oriented helping activities / Ethics / Assessing spirituality / Spirituality and strengths perspective / Social worker and healer.


**Bein, A. (2008).** Chapter 1 (pp. 1-7).

*Primary texts are in bold and italics*
Week Three
Entering the unknown / strong back, soft front / the ground of uncertainty / Here and Now / Relational view of spirituality & Christianity / Danger of “God on my side” / Interdependence and Christianity / Religion “not to make matters worse”


Week Four
Native ways / Harmony and humility / Gifts from the Creator / Suspicion of majority culture solutions / Unbuntu: own humanness depends on recognizing it in other / children of divine love and looking with eyes of love / Forgiveness / Radical acceptance and judgments / Radical acceptance of self and other / Radical acceptance and change: group example & oppressed clients


Week Five
Hmong healing / Shamans / Dynamics of having the conversation


Week Six
Mindfulness / Application for ourselves to prevent burnout and foster effectiveness / Tool for clients / Marsha Linehan Video

**Week Seven**
Curiosity as spiritual practice / Caring and compassion / Being inspired by clients / “Go wash your bowl” / Healing relationships / Personal spiritual health / One body in Christ = symphony of society & appreciation of diversity

**Bein, A. (2008).** Chapter 5 (pp.71-95).
**Battle (2009).** Chapter 3, (pp. 71-111).

**Reflection Paper Due**
Include Readings, Experiences and Classes Through Week Six

**Week Eight**
Beyond race to compassionate, universal concern / Beyond the duality of liberation spirituality and universal liberation / Latino healing

**Battle (2009).** Chapter 5, (pp. 138-153); Chapter 4 optional

**Week Nine**
Bearing witness and trauma / 12-step spirituality and bearing witness / Boundaries and boundlessness / Agency culture / Beginner’s mind / Social justice and bearing witness / Themes of healing for those traumatized

**Bein, A. (2008).** Chapter 6 (pp.97-134).

**Week Ten**
Bearing witness and trauma continued / Recovery in mental health and spirituality


**Week Eleven**
The middle way beyond dualities / Disease model v. strength duality / Spiritual approach for effectiveness in the agency and macro world / Islam spirituality / The role of prayer

**Bein, A. (2008).** Chapter 7 (pp.135-152).
Week Twelve
Dealing with failure / Forgiveness and failure / Jewish healing and spirituality


Having the Conversation / Taking My Seat
Paper Due

Week Thirteen
What is my path? / The warrior’s journey as metaphor for “beyond working a human services job” / LGBT community and spirituality


Week Fourteen
Catholic social thought / Reading and additional topics at instructor & class discretion / Final meeting in groups


What is My Calling? Paper Due

Week Fifteen
Class will conclude by “the way of council” – a First Nation’s People inspired group structure


Evaluation of Group Experience Paper Due

Please have a wonderful break!!