



COURSE TITLE/SECTION: SOCW 7354/23908: Spirituality and Aging **TIME:** Monday 9:00 a.m.-12:00 p.m. **FACULTY:** W. Andrew Achenbaum **E-mail:** achenbaum@uh.edu **Phone:** 713-743-8070

I. Course

A. Catalog Description

Cr. 3 (3-0). Prerequisite: 31 hours in social work or consent of instructor.

Examines the significance of spirituality over the life course with attention to the theoretical connections among spirituality, religion, and vital aging as well as clinical implications for practice with clients.

B. Purpose

This elective course is designed to familiarize students with western and eastern spiritual exercises, life review, and autobiographies as ways to expose older people to possibilities for inner reflections and social connections that traditional religious institutions do not always afford.

II. Course Objectives

Upon completing this course, students will be able to:

1. Distinguish between spirituality and religion within and across cultural boundaries
2. Trace the importance of spirituality over the life span
3. Demonstrate spiritually sensitive approaches in a manner consistent with the NASW Code of Ethics.
4. Use spiritual exercises as a way to integrate personal and professional dimensions of self.
5. Express ways in which spirituality may be influenced by one's gender, class, race, ethnicity, age, and sexual/affectional preference.
6. Describe ways to introduce spirituality into social work practice.

III. Course Content

SOCW 7354 will focus on several pathways to spiritual development and identify various ways in which social workers might incorporate spirituality into their practice. The course will entail discussing assigned readings, preparing a class meditation, keeping a journal, and writing two papers.

IV. Textbooks

Barks, C. (trans.)(2004). ESSENTIAL RUMI. San Francisco: Harper.

Mitchell, S. (1987). THE BOOK OF JOB. San Francisco: North Point

Poitier, S. (2000). THE MEASURE OF A MAN. San Francisco: Harper

Rohr, R. (2011). BREATHING UNDER WATER. Cincinnati: St. Anthony

Thibault, J. M. and R. L. Morgan (2009). NO ACT OF LOVE IS EVER WASTED. Nashville: Upper Room Books.

V. Course Requirements

- A. Students will keep up with readings in order to join class discussions.
- B. Written assignments will be negotiated with the instructor. The first paper (3-5 pages) will explicate the students' understanding of links among aging, spirituality, and a particular faith tradition (or lack thereof). The second (5-10 pages) will describe a technique (1) for inviting clients to tap their spiritual dimensions in a social-work setting OR (2) taking care of yourself in your social-work practice as a clinician and empathetic person. Group projects are permissible as long as they serve everyone's professional development.
- C. Students will work together in creating a 20-30 minute meditation for the beginning of a class meeting to be determined. They should give the class some take-away materials that to help them use the technique discussed.
- D. Each student will keep a journal, logging their spiritual journey during the term. This requirement will not be graded for content but it will be turned in.
- E. There will be no mid-term or final examination.

VI. Evaluation and Grading

- A. General:** In accordance with GCSW policies, two absences (granted before class) are permitted. Excessive absences, excused or not, will adversely affect grades. Given the nature of the course material, all of us should exercise care to respect individual diversity of traditions and beliefs. Questioning ideas is fine; derogating people is not. Our primary task will be to establish a level of trust so that we all feel comfortable bridging professional and personal spheres.

B. Evaluation: Class participation (including meditation exercise and practical application), 50%; paper 1 counts 10%; 2d paper, 30%; journal, 10%.

C. Grades: Incompletes, in accordance with UH policy, will be given only in instances that, for reasons beyond a student's control, a temporary and conditional grade is warranted. Students are responsible for informing me immediately the reasons for being unable to complete an assignment. Unfinished assignments must be completed early within the next term. Students should be instructed not to re-register for the same course in a following semester in order to complete unfinished assignments. A grade of "I" cannot be changed to a grade of "W," but within a year of its granting will automatically revert to an "F" or "U."

The following grading scale has been adopted in GCSW:

A = 96-100% A-=90-94 B+=87-89 B =84-86 B-=80-83 C+=77-79 C=74-76 C-=70-72

Writing well is essential to communicating ideas. Be logical and felicitous. Proofread.

D. Plagiarism: To avoid any confusion concerning plagiarism, please consult and use the APA style manual as well as the University Policy on Student Dishonesty in the UH Student Handbook. The contents of ALL papers must adhere to APA format with due credit given to any authors whose ideas (on line or in print) you incorporate in your work. Direct quotations—using at least four words from specific author(s)--must be set in quotation marks or set aside as an indented quotation. Plagiarism is a serious academic offense: Anyone incorporating another person's ideas or words without appropriate citation will receive an F in this course. Other actions may be taken by the College to suspect or expel a student who is found to be dishonest.

E. Accommodations: Whenever possible, and in accordance with 504/ADA guidelines, the University of Houston will attempt to provide reasonable academic accommodations to students who request and require them. Students must contact the UH Center for DisABILITIES. For information call 713/743/5400 or to on line, <http://www.uh.edu/csd/>

F. Office Hours: I will be in room 333 from 7 to 11 on Tuesdays mornings. For an appointment at another time, call me at 3-8070 or email me at Achenbaum@uh.edu.

READING ASSIGNMENTS FOR CLASS MEETINGS

- January 23: Introduction, Explicate syllabus, Define spirituality
- January 30: Mitchell, p. vii-p. 9; Rohr, Introduction
- February 6: Mitchell, complete *Job*; Holly Oxlander: Tolles, *The Power of Now*
- February 13: Rohr, ch. 1-6
- February 20: Rohr, ch. 7-12
- February 27: Paper # 1 due in class—be prepared to discuss it; Barks, pp. xv-16
- March 5: Poitier, ch. 1-3; Barks, sections 3-4
- March 12: SPRING BREAK
- March 19: Poitier, ch. 4-6; Barks, sections 5-6
- March 26: Poitier, ch. 7-8; Barks, sections 7-8
- April 2: Poitier, ch. 9-11; Barks, sections 9-10
- April 9: Thibault/Morgan, ch. 1-3; Barks, sections 11-12
- April 16: Thibault/Morgan, ch. 4-6; Barks, sections 13, 15, 18
- April 23: Thibault/Morgan, appendices; Rohr, postscript; Barks, sections 23, 23, 26
- April 30: Present 2d papers; written version due May 2 by noon in my office