

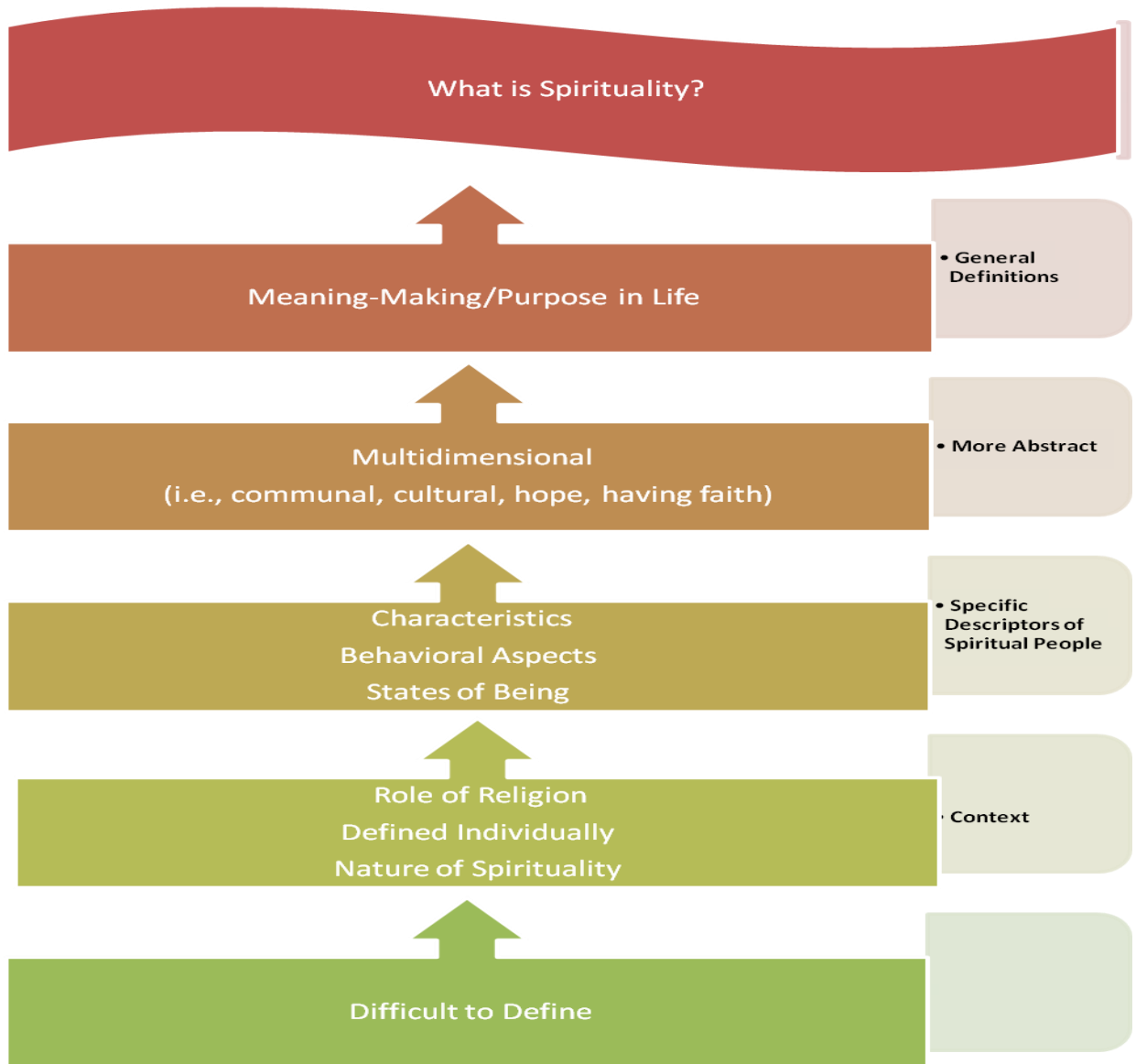
**Spiritual Self-Assessment as an Integral Component of Social  
Work Education  
Handouts**

**Stacey L. Barker, MSW, Ph.D.  
NACSW Educators' Conference Call  
January 15, 2010**

**Table 1: Demographic Description of Participants (N=20)**

<b>Gender</b>	<b>Male (n=5)</b> <b>Female (n=15)</b>	
<b>Age (in years)</b>	<b>Range: 27 to 69</b>	<b>Mean: 46</b> <b>Std Dev: 12.39</b>
<b>Post-MSW experience (in years)</b>	<b>Range: 4 to 28</b>	<b>Mean: 15.6</b> <b>Std Dev: 7.51</b>
<b>Race</b>	<b>White (n=13)</b> <b>African American (n=4)</b> <b>Latino (n=1)</b> <b>Middle Eastern (n=1)</b> <b>African (n=1)</b>	
<b>Religious Affiliation</b>	<b>Judaism (n=6)</b> <b>Protestantism (n=10)</b> <b>Catholicism (n=2)</b> <b>Islam (n=1)</b> <b>None (n=1)</b>	
<b>Considered religious</b>	<b>Yes (n=11)</b> <b>No (n=9)</b>	
<b>Exposed to topic of spirituality through social work education</b>	<b>Not at all (n=13)</b> <b>Integrated (n=6)</b> <b>Separate course (n=0)</b> <b>“Informal” exposure (n=1)</b>	
<b>Practice setting</b>	<b>Private clinical practice (n=4)</b> <b>Outpatient hospital (n=3)</b> <b>Nursing homes (n=3)</b> <b>Agency-based psychotherapy (n=2)</b> <b>Public school (n=2)</b> <b>Head Start (n=2)</b> <b>Higher education (n=2)</b> <b>Outreach and education (n=1)</b> <b>Case management (n=1)</b>	
<b>Length of tenure at setting (in years)</b>	<b>Range: .5 to 28</b>	<b>Mean: 5.2</b> <b>Std Dev: 6.99</b>
<b>Setting auspices</b>	<b>Sectarian (n=5)</b> <b>Non-sectarian (n=15)</b>	

**Figure 2: Framework Describing How Social Work Practitioners Define Spirituality**



**Student Self-Assessment Tool: Exploring Spirituality**  
**by Stacey L. Barker**  
**January, 2010**

**These questions purposely focus on narrative, as spirituality is a difficult term to conceptualize and make sense of using traditional study and teaching methodologies. Students are asked to reflect on the following questions, either verbally or in writing, with feedback from the instructor in order to elicit continued critical thinking about how one's own ideas about what spirituality is—and isn't—can impact the practice context.**

- Tell me the story of how you became a social work student.
- Think of someone who you would consider to be a “spiritual” person. How would you describe this person? What is it like to know this person?
- When you hear the word “spirituality,” what does it mean to you? In other words, how would you describe it to someone who is hearing the word for the first time? You may also include thoughts about what spirituality is NOT.
- What role, if any, does spirituality play in your life currently? Has this role changed over the course of your life? If so, why might this be?
- In what ways might your specific understanding of spirituality help *enhance* your practice with clients? Why do you think so?
- In what ways might your specific understanding of spirituality *hinder* your work with clients? Why do you think so?
- Are there times when you think integrating spirituality into practice is **not** appropriate? When do you think it is **most** appropriate?
- In your opinion, what role do social work values and ethics play in the integration of spirituality and social work practice?