

SOWK 486w: Theories of Practice I (3 Credits)

Fall 2021, Tri-Cities Campus

Jacob Campbell, LICSW**Office Hours:** By arrangement**Office:** N/A**Location:** SWL 114**Email:** campbell_j@heritage.edu**Cell Phone:** (509) 392-1056**Time:** Wednesday's 5:30 to 8:15 PM**Course Description**

Generalist social work practice with micro systems. Knowledge and methods to bring about planned change with individuals and client-identified family systems practice in interpersonal skills. Offered Fall semester. Limited to majors Prerequisite(s): limited to majors or permission of program chair.

Learner Outcomes, Heritage Outcomes, Performance Indicators

In the Educational Policy and Accreditation Standards, the Council on Social Work Education (CSWE, 2015) defines competence as “the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being” (p. 6). Competence is “informed by knowledge, values, skills, and cognitive and affective processes that include the social worker’s critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations” (p. 6).

The nine competencies identified in the 2015 EPAS are:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Heritage's School of Social Work developed the curriculum with competencies as outcomes. Each core course allows students to demonstrate specific competencies through a key assignment. The content of the course also introduces and develops related competencies and behaviors. Upon successful completion of this course, students can demonstrate achievement of the competencies listed below.

In addition, the key assignments in each course relate to the university’s student learning outcomes.

1. Knowledge of the Physical World and Human Cultures
2. Intellectual and Practical Skills
3. Personal and Social Responsibility
4. Integrative and Applied Learning

Competency (outcome)	Heritage University Goal(s)	Behavior (performance indicator)	Assessment Method(s)
Engage with Individuals, Families, Groups, Organizations, and Communities	Applied Learning	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and Use empathy, reflection, and interpersonal skills to engage diverse clients and constituencies effectively.	Role Play Video Rubric

Texts, Materials, and Technology

Text(s):

Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills* (10th ed.) Boston: Cengage Learning.

Supplements:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association. <https://doi.org/10.1037/0000165-000>

De Jonge, P., & Miller, S. D. (1995). How to interview for client's strengths. *Social Work, 40*(6), 729–736. <https://doi.org/10.1093/sw/40.6.729>

Green, D., & McDermott, F. (2010). Social work from inside and between complex systems: Perspectives on person-in-environment for today's social work. *British Journal of Social Work, 40*(8), 2414–2430. <https://doi.org/10.1093/bjsw/bcq056>

Technology:

Students will benefit from having their own laptops and reliable Internet access. We will use several “tools” in MyHeritage to communicate ideas and to upload assignments. This includes reading quizzes, uploading paper assignments, participation in classroom forums, and the use of Chalk and Wire for the key assignment.

Assignments and Grading

Assignment Overview:

Assignment	Points	Percentage
Assignment 01: Class Engagement and Attendance	50	12.5%
Assignment 02: Chapter Reading Quizzes	50	12.5%
Assignment 03: Theory and Practice Integrative Paper	100	25%
Assignment 04a: Interviewing Skills Video Role-Play	100	25%
Assignment 04b: Interviewing Skills Reflective Paper	100	25%
TOTAL	400	100%
Assignment 05a [Extra Credit Assignment]: Individual Empathetic Communication Self-Evaluation Reflective Paper	20	5%
Assignment 05b [Extra Credit Assignment]: Evidence-Based Practice for Assessments or Generalist Practice	40	10%

Grade Scale:

Letter Grade	Percentage	GPA	Description
A	93 to 100	4.0	Excellent
A-	90 to 92.99	3.7	
B+	87 to 89.99	3.3	
B	83 to 86.99	3.0	Above Average
B-	80 to 82.99	2.7	
C+	77 to 79.99	2.3	
C	73 to 76.99	2.0	Average
C-	70 to 72.99	1.7	
D+	67 to 69.99	1.3	
D	63 to 66.99	1.0	Below Average
D-	60 to 62.99	0.7	
F	0 to 59.99	0.0	Failure

Course Guidelines and Expectations

Assignment 01: Class Engagement and Attendance

Meta: *Points* 50 pts (12.5% of final grade); *Deadline* Each week during class; *Completion* via attendance taken by instructor.

Purpose: This class has an important in-class component to it and assigning points to this provides incentive for students to be present and be on time.

Task: Be present for the weekly class session. Students should prepare for class by having read the relevant text material. Preparedness facilitates participation in an informed, yet informal conversation related to the required reading. If you are unable to attend class, you can be excused by contacting the instructor.

Success: Student will be present, on time, or have contacted the instructor for the class session. They will engage in class learning activities.

Assignment 02: Chapter Reading Quizzes

Meta: *Points* 50 pts (12.5% of final grade); *Deadline* 5:30 PM prior to class each week where there is an assigned reading from the Hepworth et al. (2017) text; *Completion* via My Heritage Assignments

Purpose: Students gain an added incentive to read and be prepared for class.

Task: During the semester, the instructor selects 100 questions about the required reading, making each question worth 0.5 points.

Success: Students correctly answer the questions in the quiz. Students are encouraged to discuss in class questions they got wrong to facilitate growth. Students receive feedback about the completed quiz and can see what they missed after the assignment deadline.

Assignment 03: Theory and Practice Integrative Paper

Meta: *Points* 100 pts (25% of final grade); *Deadline* Friday 10/08/21 at 11:55 PM; *Completion* via My Heritage assignments as an uploaded paper.

Purpose: Students show the integration of theories of practice to their real-world implementation through the assigned Theory and Practice Integrative Paper. Students work with a partner to describe a theory of practice, a fictional client, and the implementation of direct practice with a client.

Task: Working in groups of two, students will author a paper that both describes a theory of practice and how a practitioner would implement it working with an individual client. Students may choose any general social work theory that they would like to discuss. Some major examples of this include systems theory, ecological perspective, strengths perspective, feminist perspective, and other theories out of human behavior and the social environment. Students should approach this paper creatively including the following minimum parts:

- APA formatting in both strong academic writing (e.g., tone, word choice, writing perspective) and paper style (paper sections, headers and footers, page layout, and spacing)
- Description of the theory examined using peer-reviewed academic journal articles (must use both in-text citations and a reference list).
- Discussion of a fictional client and their circumstances.
- Application of the theory to direct practice actions a clinician would use.

Success: Successful papers are evaluated using the APA Research Paper Rubric which includes the assessment of the paper content, APA formatting, spelling, grammar, timeliness, and length. Each paper should be between 1,250 and 1,500 words in length. Feedback from the instructor will be completed by no later than mid-term grades due by the faculty on 10/20/21 at 5:00 PM.

Assignment 04: Interviewing Skills Video Role-Play and Reflection Paper

Worth 200 points, or 50% of the student's final grade, the assessment assignment has two parts each worth 100 points. Used as a key assignment¹ for SOWK 486, the interviewing skills video role-play and reflection paper assignment has two distinct components. This assignment gives you the opportunity to view yourself in the role of a social worker conducting an interview. The goal is to self-critique your engagement and

¹ The key assignment is a tool used by the School of Social Work to assist in implementing the curriculum across the various Heritage University campuses. This assignment is given at each site with the same grading rubric.

interviewing skills. Students without access to video equipment (a smartphone video recording is sufficient) should see the professor for guidance.

Assignment 04a: Interviewing Skills Video Role-Play

- Meta:** *Points* 100 pts (25% of student's final grade); *Deadline* Friday 11/19/21 by 11:55 PM; *Completion* Student's will post a forum that can be found in the assignments of MyHeritage.
- Purpose:** The Interviewing Skills Video Role-Play supports students in confirming the acquisition of interviewing skills (application of person in the environment, empathetic responding, reflective responding, and other interpersonal skills).
- Task:** Students will work with a partner to record a 10 to 15-minute interview with a partner. The interview should be of an initial meeting with a social worker and a fictional client. Students have the freedom to develop their own settings for the interview. This assignment is designed to offer the student the opportunity to demonstrate competency six, which is "engage with individuals, families, groups, organizations and communities" (CSWE, 2015, p. 8). The following is the language used in education and policy standards for the CSWE (2015):

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituents.

Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies (pp 8-9).

The following are the instructions for this assignment:

- Students will record a 10 to 15-minute role-play with a classmate. There are two general formats students can complete this activity with. To complete this in-person, students would use a tripod or stable surface to record the role-play, or for a distance version, students would use Zoom or another online meeting service to record a role-play.
- Each role-play will have three parts (a) introduce the role-play setting, (b) completion the client interview using listening and attending skills discussed and practiced in class, and (c) de-brief with role-playing with your partner.
- The intention is to demonstrate your ability to use attentive listening, open-ended questions, empathetic responding, and other skills. The focus is not on solving the person's problem or difficulties.

- Each of the three parts can be done with the camera rolling. During the debrief with your partner discuss (a) the things that you said/did that helped the other person feel comfortable and open up, and (b) The things that you could have improved, and (c) any suggestions or feedback from your partner.
- After completing the first interview, switch roles and do another 10 to 15-minute role play following the same format.
- Save the video to a cloud service that will allow you to share a link or embed the video on My Heritage. Most students upload the video to a YouTube account. Students can upload it as "unlisted," meaning it will not show up in YouTube searches. Please make sure that it is not set to private, or the instructor will not see it. Additionally, your video can also be saved to OneDrive, Dropbox, Google Drive, or any cloud sharing that allows you to share a link to the video as a way of submitting the assignment.
- Share the link to the video (or embed the video) on My Heritage in the appropriate forum. Make sure to provide a brief description of what you are sharing (e.g., who is in it, what the setting is).
- You may watch other student's video presentations; replies are not required for this discussion forum.

Success: Each student will submit a video of themselves that demonstrates their use of interviewing skills. Grades will be based on the Practice Behaviors Rubric, which evaluates students based on the CSWE competency six. In addition, the Engagement and Micro Skills Role-Play Rubric evaluates students regarding the actual role-play video looking at content, organization, and skills. Feedback from the instructor will be completed by no later than Sunday, 12/05/21.

Assignment 04b: Interviewing Skills Reflective Paper

Meta: *Points* 100 pts (25% of student's final grade); *Deadline* Friday 12/03/21 at 11:55 PM; Submission via Assignments section of My Heritage

Purpose: The Interviewing skills Video Role-Play Reflective Paper offers students a chance to reflect on the experience of their role-play after having watched themselves using a critical eye.

Task: The second component of this assignment is an individually authored reflective paper regarding the process. Students are to review the role-play recording they completed and write a reflective essay describing your experience and what you learned from watching the recording. The reflective paper rubric describes how the paper will be evaluated. The paper should be between 500 and 750 words in length, formatted in APA. Abstracts are optional, and if your paper does not cite any sources, there is no need for a reference page. The following should be included in your paper:

- **Areas of Strengths:** The paper should include a discussion of your areas of strength demonstrated in the role-play. For example, "I used attentive body language because I leaned in slightly and maintained eye contact." Be specific about what went well. Include quotes from either party.
- **Areas for Improvement:** The paper should also include a discussion of your areas for improvement. Again, be specific and use concrete language. State how you will work on these skills.

Success: Students will submit a paper that demonstrates their ability to self-reflect and to write using strong academic writing skills. Grades are assigned based on the reflective paper rubric.

Feedback will be provided with final grades which are due by the instructor no later than 12/15/21 at 5:00 PM.

Assignment 5: Extra Credit Assignment Options

The faculty for this course offers students two different opportunities for extra credit. The first is a smaller assignment for evaluating your own communication style and use of empathetic conversation through a reflective paper. The second is a more intensive research paper looking into evidence-based assessment practices or generalist practice intervention for social workers. These assignments are extra credit and not mandatory.

Assignment 5a: [Extra Credit] Empathetic Communication Self-Evaluation Reflective Paper

Meta: *Points* 25 pts (5% of total grade in extra credit); *Deadline* Sunday 11/28/21 by 11:55 PM; *Completion* via My Heritage Assignments as a file upload.

Purpose: The Empathetic Communication Self-Evaluation Reflective Paper provides an avenue for students to self-reflect regarding their communication style and the amount of empathetic communication they participate in.

Task: Students will write a reflective paper that is 500 to 750 words in length. They will consider the empathetic communication scale described in Hepworth et al. (2017) pp. 104 - 108 and relate it to their own communication patterns.

- Report on what your communication patterns are.
- Discuss the empathetic communication scale and relate it to yourself.
- Plan for what you could do to improve your empathetic communication.

Success: Students will submit a paper that demonstrates strong academic writing and self-reflective skills. Papers are graded according to the reflective paper rubric.

Assignment 5b: [Extra Credit] Evidence-Based Practice for Assessments or Generalist Practice

Meta: *Points* 50 pts (10% of total grade in extra credit); *Deadline* Sunday 11/28/21 by 11:55 PM; *Completion* via My Heritage Assignments as a file upload.

Purpose: The Evidence-Based Practice for Assessments or Generalist Practice paper gives students the opportunity to dive into literature related to social worker best practices for working with individuals. This task allows for student to demonstrate knowledge of practice behaviors they will need as future social workers.

Task: This paper is a review of an evidence-based assessment practice or generalist practice intervention for social workers. The paper should be written in APA format both regarding the use of strong academic writing along with proper formatting. The paper will include an introduction, history of the given assessment or intervention, description of the implementation of the intervention, and strengths and limitations of either the research or the intervention itself. The paper should be approximately 1,250 to 1,500 words in length. An abstract is not necessary for this paper, but may be included.

Success: Students will submit a paper that demonstrates academic skills of describing research found in peer-reviewed journal articles. They will be able to demonstrate scientific writing skills.

Course Schedule

- Week 01:** 08/25/21
Content: Theories of Practice I, Course Introduction
Academic Learning and Writing
- Week 02:** 09/01/21
Content: Social Work Perspectives, Frameworks, & Theories
Reading: Green and McDermott (2010) and De Jonge and Miller (1995)
- Week 03:** 09/08/21
Content: Direct Social Work Practice
Reading: Hepworth et al. (2017) chapters one and two
Due: A-02: Reading Quiz for chapters one and two is due at 5:30 PM before class via My Heritage
- Week 04:** 09/15/21
Content: How Do We Help
Reading: Hepworth et al. (2017) chapters three and four.
Due: A-02: Reading Quiz for chapters three and four is due at 5:30 PM before class via My Heritage
- Week 05:** 09/22/21
Content: Communication Skills
Reading: Hepworth et al. (2017) chapters five and six
Due: A-02: Reading Quiz for chapters five and six is due at 5:30 PM before class via My Heritage
- Week 06:** 09/29/21
Content: Communication Skills Lab Day
- Week 07:** 10/06/21
Content: Counterproductive Communication
Reading: Hepworth et al. (2017) chapter seven
Due: A-02: Reading Quiz for chapter seven is due at 5:30 PM before class via My Heritage
A-03: Theory and Practice Integrative Paper due Friday 10/08/21 at 11:55 PM via My Heritage
- Week 08:** 10/13/21
Content: Assessments
Reading: Hepworth et al. (2017) chapters eight and nine
Due: A-02: Reading Quiz for chapters eight and nine is due at 5:30 PM before class via My Heritage
- Week 09:** 10/20/21
Content: Assessments Lab Day
Due: Midterm Grades Due Wednesday 10/20/21 at 5:00 PM by the instructor

- Week 10:** 10/27/21
Content: Planning
Reading: Hepworth et al. (2017) chapters 12 and 13
Due: A-02: Reading Quiz for chapters 12 and 13 is due at 5:30 PM before class via My Heritage
- Week 11:** 11/03/21
Content: Planning Lab Day
- Week 12:** 11/10/21
Content: Effecting Change
Reading: Hepworth et al. (2017) chapter 17 and 18
Due: A-02: Reading Quiz for chapters 17 and 18 is due at 5:30 PM before class via My Heritage
A-04a: Interviewing Skills Video Role-Play is due Friday 11/19/21 at 11:55 PM link to be submitted via My Heritage Forum
- Week 13:** 11/17/21
Content: Guest Presentation by Judy Dirks, LMHC regarding Mindful Clinicians
- Week 14:** 11/24/21
Content: Evaluation and Termination
Reading: Hepworth et al. (2017) chapter 19
Due: A-02: Reading Quiz for chapter 19 is due at 5:30 PM before class via My Heritage
[Extra Credit] A-05a Empathetic Communication Self-Evaluation Reflective Paper due Sunday 11/28/20 via My Heritage
[Extra Credit] A-05b: Evidence-Based Practice for Assessments or Generalist Practice due Sunday 11/28/20 via My Heritage
- Week 15:** 12/01/21
Content: Advocacy
Reading: Hepworth et al. (2017) chapter 14
Due: A-02: Reading Quiz for chapter 14 is due at 5:30 PM before class via My Heritage
A-04b: Interviewing Skills Reflection Paper is due Friday 12/03/21 at 11:55 PM via My Heritage
- Finals Week:** 12/08/21
Content: Semester Celebration
Due: Final Grades Due Wednesday 12/15/21 at 5:00 PM by Instructor

Attendance

Attendance will be documented every class period for face-to-face courses. If you must miss any deadline, communication is essential. If an unavoidable absence occurs, communicate as soon as possible. Contact me in advance to make arrangements, or as soon as possible for emergencies, and take responsibility for

the classwork missed. A simple email or text is all needed letting me know you won't be able to attend. Your success in this class is my primary goal. I look forward to working with you this semester.

Regular attendance and participation in classes is expected and considered essential for successful academic work. Heritage regularly updates its full attendance policy available in the current catalog: [Attendance Policy](#). Remember that Heritage University Student Affairs is ready to help solve problems that interfere with attending class. Email them at studentaffairs@heritage.edu.

Reasonable Accommodation for Religious Holidays

Consistent with Heritage University's mission and values and pursuant to RCW [28B.137.010](#) as amended, and Substitute Senate Bill 5166, HU allows student reasonable absences for reasons of faith or for organized activities conducted under the auspices of a religious denomination, church, or religious organization. The student requesting an excused absence for reasons of faith must submit the Request for Absence for Reasons of Faith Form to their instructor(s) at least two (2) weeks prior to the beginning of the semester in which the absence is anticipated to occur. The form is located on the Student Forms page under the student's tab in MyHeritage. Full policy and procedures are located in the current catalog under Academic Policies, Attendance.

Support and Resources

Tutoring at the Academic Skills Center

To view our schedule, make an appointment, drop-in for tutoring with an HU tutor, or to access our online tutoring, including Smarthinking, log-into the ASC page on MyHeritage under Student Services. To learn more about any of these services, call the ASC at (509) 865-8517 or email us ASC@heritage.edu

Library

The librarians are here to assist you! Use the online chat: [HU Library Website](#). For research and general assistance, feel free to stop by, call a reference librarian at (509) 865-8520, or email Library@heritage.edu

Credit Hour Requirements

Federal regulations require that all courses follow the Heritage University definition of a credit hour as described in HU Policy. For the current policy, see the catalog: [credit hour policy](#)

Online Course Exchange Appeals Process

Online Course Exchange (OCICU, The Wheel, or CIC) students who wish to appeal an instructor's or facilitator's decision or request assistance with academic issues (such as requesting an incomplete or an extension) should email HU's Online Course Exchange Liaison at OLCourseExchange@heritage.edu

Academic Honesty

Heritage University students have the responsibility to adhere to academic honesty in all their educational endeavors. Faculty has the responsibility to model academic honesty and to prevent, detect, and confront students who violate it. See [Academic Honesty Policy](#) and [Academic Honesty Procedure Diagram](#).

Campus Security & Safety

In an emergency, call 911. If you need campus security assistance, please call 509-865-8555 or ext. 8555 from any campus landline or email: CampusSecurity@heritage.edu. For a list of Campus Security services and Crisis Response Steps, see the [Safety and Security webpage](#).

The CBC Campus Security Department is dedicated to protecting the lives and property of all students, staff, and visitors while helping to promote the overall mission of the College to uphold an environment that provides opportunities for the people of Benton and Franklin counties to succeed in their pursuit of higher education achievements in an environment that is safe and hazard-free. [CBC Campus Security](#) can be contacted at (509) 542-4777

Accommodations

For information about student ability services on campus, please visit the [Office of Ability Services webpage](#)
Contact Information: Yovanna Cook, MSW. Mental & Social Health Counselor / ADA Specialist
Office: 509-865-8544; cell phone: 760-208-8825; email: OfficeofAbilityServices@heritage.edu

Reference

- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association. <https://doi.org/10.1037/0000165-000>
- Council on Social Work Education. (2015). *Educational policy and accreditation standards*. Retrieved from <http://www.cswe.org/getattachment/Accreditation/Standards-and-Policies/2015-EPAS/2015EPASandGlossary.pdf.aspx>
- De Jonge, P., & Miller, S. D. (1995). How To Interview for Clients Strengths. *Social Work, 40*(6), 729–736. <https://doi.org/10.1093/sw/40.6.729>
- Green, D., & McDermott, F. (2010). Social Work from Inside and between Complex Systems: Perspectives on Person-in-Environment for Today's Social Work. *British Journal of Social Work, 40*(8), 2414–2430. <https://doi.org/10.1093/bjsw/bcq056>
- Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills* (10th Ed). Boston, MA: Cengage Learning.

Appendices

A. APA Research Paper Rubric

The APA research paper rubric is used to evaluate written research style papers. The rubric assesses students base on the following aspects: paper content, APA formatting, spelling, grammar, timeliness, and length. The following assignments in this course will be graded according to the APA research paper rubric: assignment four – theory and practice integrative paper and assignment 5b – [Extra Credit Assignment] Evidence-Based Practice for Assessments or Generalist Practice.

B. Reflective Paper Rubric

The reflective paper rubric is used to evaluate written reflective style papers. The rubric assesses students base on the following aspects: paper content, professionalism, spelling, grammar, timeliness, and length. The following assignments in this course will be graded according to the reflective paper rubric: assignment 4b – Video Role Reflective Paper and assignment 05a – empathetic communication self-evaluation reflective paper.

C. Engagement and Micro Skills Role-Play Rubric

The engagement and micro-skills role-play rubric assess the actual role-play video looking at content, organization, and skills. The following assignments in this course will be graded according to the Engagement and Micro Skills Role-Play Rubric: Assignment 04a – Interviewing Skills Video Role-Play

D. Practice Behaviors Rubric

The practice behaviors rubric is used to assess the CSWE competency six for the interviewing skills video role-play.

Updated 08/23/21

A. APA Research Paper Rubric

Description	Initial	Emerging	Developed	Highly Developed
Paper Content: General Content (relevant, legitimate, and follows syllabus topics)	The paper does not match the assignment description or includes false and or misleading information.	The paper tangentially follows the course syllabus but misses some of the major aspects of the assignment directly. It presents mostly relevant facts but lacks the ability to connect the research to a broader understanding of the study area.	The paper appears to fit within the assignment description's general idea but is disconnected from the finer points of the assignment implementation. The paper is based on credible sources and develops an argument for the information being presented.	The content of the paper is of high quality and written scientifically, using accurate sources and information. It adheres to the assignment description.
Paper Content: Organization (logical order, smooth transitions, and logical reasoning)	The paper content is disconnected, and it is difficult to follow themes and ideas throughout the paper. The paper jumps between these themes and ideas without any type of transition. The paper is either driven by emotional or individualized arguments, lacking any research-based evidence or logical reasoning.	The paper content is generally presented in a logical sequence. The themes of the paper are not correctly grouped. There are limited transitions used. Some of the paper includes emotional or individualized arguments.	The paper content is generally presented in a logical sequence. Some of the themes of the paper are not properly grouped. Most of the themes include transitions. The basis of the paper is mostly using research-based evidence or logical reasoning.	The paper content is presented in a logical order. Themes and ideas are presented in the paper use smooth transitions. The argument being presented in the paper uses logical reasoning and are based on presented research-based evidence.
Paper Content: General Feel (compelling and interesting writing)	The paper content is difficult to read. There is a lack of variation in vocabulary and writing techniques.	The paper content is readable. There is limited variation in writing techniques and vocabulary.	The paper content is interesting. There is some variation in writing techniques and vocabulary.	The paper content is written in a way that is compelling and encourages the reader to continue to read. There is a variance in writing techniques and vocabulary that is used to introduce topics.
APA Formatting: Tone (preferred terminology, formally written, and appropriate use of the first person)	The paper inappropriately uses the first person in multiple instances. There are multiple examples of colloquial phrases and or informal manners of writing. The topics are not clearly identified or described. There are many problems with APA writing conventions and style.	There are a couple of uses of first-person. The paper has much of it that is written more formally and follow the APA writing conventions.	The paper is predominantly written using the third person, with one slip into inappropriately used first person. Colloquial phrases are limited in their use, and the paper is generally written formally. Most of the APA writing conventions are used.	The paper is written using third person, does not use colloquial phrases, and topics are clearly described in a way that the reader can understand. The paper appropriately uses APA writing conventions (i.e., numbers, quotes, abbreviations, etc.)
APA Formatting: Page Format (paper sections, headers and	The paper has more than four problems related to APA formatting.	The paper has three or four problems related to APA formatting.	The paper has one or two problems related to APA formatting.	The paper has no found problems related to APA formatting. The paper includes a title page, an abstract if required by the syllabus, a title at the

Description	Initial	Emerging	Developed	Highly Developed
footers, page layout, and spacing)				beginning of the paper, and a reference page. The headings for these pages are correctly labeled. The paper is double-spaced.
APA Formatting: Reference List (reference style and formatting)	The reference list does not look like it follows the APA formatting, or it completely lacks in a reference list.	The reference list has some entries that do not fit into the APA reference entry formats. There are many problems with formatting errors.	The reference list generally looks like a properly formatted reference list. There are some minor errors related to missing pieces of information or formatting issues (potential problems with italics, periods, and or commas).	The reference list looks like an APA reference list (i.e., double spaced, hanging indent). Author's names are correctly formatted. The reference list includes proper use of italics, and appropriate information is included in each of the entries with proper formatting. The appropriate type of reference list entry is used for each reference.
APA Formatting: In-Text Citation (inclusion of style and formatting)	The paper is lacking in in-text citations. Any citations that are used do follow the APA formatting.	The paper includes limited information that should be cited, but no in-text citations are included. There are errors in formatting the citations.	The paper in-text citations in all required parts. There are some more minor errors in the formatting of the citations or missing necessary information. The citations generally looks like APA in-text citations.	In-text citations are used in all parts of the paper that are not the writer's original ideas as necessary. The in-text citations are formatted correctly and include all of the necessary information. Variation of citation styles are used in the writing.
Spelling and grammatical (grammar and writing mechanics)	Many spelling and grammatical errors.	Some spelling and grammatical errors.	One or two spelling and or grammatical errors.	Grammar and writing mechanics are properly adhered to.
Timeliness	The paper is submitted more than 48 hours after the deadline, as described in the syllabus.	The paper is submitted 48 hours after the deadline, as described in the syllabus.	Paper is submitted within 24 hours of the deadline, as described in the syllabus.	Paper submitted prior to the deadline listed in the description.
Length	The paper is more than 100 words over or under the described word length.	The paper is 50 words over or under the described word length.	The paper is a few words over or under the described word length.	The paper is within the described word length.

B. Reflective Paper Rubric

Description	Initial	Emerging	Developed	Highly Developed
Paper Content: General Content (relevant, legitimate, and follows syllabus topics)	The paper does not match the assignment description or includes false and or misleading information.	The paper tangentially follows the course syllabus but misses some of the major aspects of the assignment directly. It presents mostly relevant facts but lacks the ability to connect the research to a broader understanding of the area of study.	The paper appears to fit within the general idea of the assignment description but is disconnected from the finer points of the assignment implementation. The paper is based on credible sources and develops an argument for the information being presented.	The content of the paper is of high quality and written scientifically, using accurate sources and information. It adheres to the assignment description.
Paper Content: Organization (logical order, smooth transitions, and logical reasoning)	The paper content is disconnected, and it is difficult to follow themes and ideas throughout the paper. The paper jumps between these themes and ideas without any type of transition. The paper is either driven by emotional or individualized arguments, lacking any research-based evidence or logical reasoning.	The paper content is generally presented in a logical sequence. The themes of the paper are not properly grouped. There are limited transitions used. Some of the paper includes emotional or individualized arguments.	The paper content is generally presented in a logical sequence. Some of the themes of the paper are not properly grouped. Most of the themes include transitions. The basis of the paper is mostly using research-based evidence or logical reasoning.	The paper content is presented in a logical order. Themes and ideas are presented in the paper use smooth transitions. The argument being presented in the paper uses logical reasoning and are based on presented research-based evidence.
Paper Content: General Feel (compelling and interesting writing)	The paper content is difficult to read. There is a lack of variation in vocabulary and writing techniques.	The paper content is readable. There is limited variation in writing techniques and vocabulary.	The paper content is interesting. There is some variation in writing techniques and vocabulary.	The paper content is written in a way that is compelling and encourages the reader to continue to read. There is a variance in writing techniques and vocabulary that is used to introduce topics.
Professionalism: Tone (appropriate for academic writing, and appropriate use of first-person)	The paper inappropriately uses first-person in multiple instances. There are multiple examples of colloquial phrases and or informal manners of writing. The topics are not clearly identified or described. There are many problems with APA writing conventions and style.	There are a couple of uses of first-person. The paper has much of it that is written more formally and follow the APA writing conventions.	The paper is predominantly written using the third person, with one slip into inappropriately used first person. Colloquial phrases are limited in their use, and the paper is generally written formally. Most of the APA writing conventions are used.	The paper does not use colloquial phrases, and topics are clearly described in a way that the reader can understand. The paper appropriately uses APA writing conventions (i.e., numbers, quotes, abbreviations, etc.).

Description	Initial	Emerging	Developed	Highly Developed
Professionalism: Page Format (APA paper sections, headers and footers, page layout, and spacing)	The paper has more than four problems related to formatting.	The paper has three or four problems related to formatting.	The paper has one or two problems related to formatting.	The paper has no found problems related to page formatting. The paper includes a title page, a title at the beginning of the paper, and a reference page if in-text citations are used. The headings for these pages are correctly labeled. The paper is double-spaced. There is a running head.
Spelling and grammatical (grammar and writing mechanics)	Many spelling and grammatical errors.	Some spelling and grammatical errors.	One or two spelling and or grammatical errors.	Grammar and writing mechanics are properly adhered to.
Timeliness	The paper is submitted more than 48 hours after the deadline, as described in the syllabus.	The paper is submitted 48 hours after the deadline, as described in the syllabus.	Paper is submitted within 24 hours of the deadline, as described in the syllabus.	Paper submitted prior to the deadline listed in the description.
Length	The paper is more than 100 words over or under the described word length.	The paper is 50 words over or under the described word length.	The paper is a few words over or under the described word length.	The paper is within the described word length.

C. Engagement and Micro Skills Role-Play Rubric

Description	Initial	Emerging	Developed	Highly Developed
Role-play Organization: Setting	The setting and storyline are not believable or creative.	The setting and storyline are lacking in creativity and believability.	The storyline is generally believable and creative. It lacks some depth in its implementation.	The setting and storyline are creative and believable.
Role-play Organization: Questions	The questions used by the interviewer do not seem planned and lack the basic qualities of well-implemented inquiries.	There are problems related to the planning and implementation of the interviewer's questions.	The general questions asked by the interviewer are well planned but have some problems with the implementation or getting at the client's story.	The questions used by the interviewer are well planned and implemented to tell the client's story.
Role-play Content: Flow of interview	The interview is stutters and stammers and does not have any flow.	The interview only has a few parts of it that seem to flow.	There is a general flow to the interview, with a few minor hiccups.	There is a flow to the interview, which elicits the necessary information.
Role-play Content: Use of an assessment tool	The interviewer does not use their assessment as a tool for gathering information.	The interviewer is able to use their assessment as a tool for gathering information with some significant difficulty.	The interviewer is able to use their assessment as a tool for gathering information with some minor difficulty.	The interviewer is able to use their assessment as a tool for gathering information from the client.
Micro Practice Skills: Nonverbal skills including eye contact, attentive listening, facial expressions, and body positioning	No use of nonverbal skills.	Generally appropriate use of nonverbal skills with some major problems.	Generally appropriate use of nonverbal skills with some minor problems.	Appropriate use of nonverbal skills
Micro Practice Skills: Basic helping skills including warmth, empathy, and genuineness	No use of basic helping skills.	Generally appropriate demonstration of basic helping skills with some major problems.	Generally appropriate demonstration of basic helping skills with some minor problems.	Appropriate demonstration of basic helping skills
Micro Practice Skills: Social worker values, including self-determination and empowerment of the client.	No use of social work values.	Generally appropriate implementation of social work values with some major problems.	Generally appropriate implementation of social worker values with some minor problems.	Appropriate implementation of social worker values
Micro Practice Skills: Various Techniques (it is not necessary to include all of them)	No use of techniques in interviews.	Generally appropriate use of techniques in interviews with some major problems.	Generally appropriate use of techniques in interviews with some minor problems.	Appropriate usage of techniques in interviews.
Engagement Skills: Use various engagement skills (it is not necessary to include all of them)	No use of engagement techniques.	Generally appropriate usage of engagement techniques with some major problems.	Generally appropriate usage of engagement techniques with some minor problems.	Appropriate usage of engagement techniques

D. Practice Behaviors Rubric

Description	Initial	Emerging	Developed	Highly Developed
Apply knowledge of human behavior and the social environment [HBSE] and practice context to engage the client	Demonstrates lack of knowledge of HBSE and practice context through use of inappropriate strategies or questions.	Demonstrates some HBSE and practice knowledge, but the interviewer also demonstrates some misunderstandings.	Demonstrates a basic fundamental understanding of HBSE and practice context knowledge but may have some gaps in applying appropriate strategies.	Utilizes strategies, including choice of language, level of assertiveness, etc., that is appropriate for the individual client based on knowledge of HBSE and practice context.
Use empathy to engage client effectively.	Communicates judgmental statements during the interview and does not help the client to feel understood.	Demonstrates beginning skills at empathy but has lapses that communicate judgment of the client or create an atmosphere that is too formal to build trust.	Demonstrates a sufficient amount of empathy and understanding. There are very few statements that might be perceived as judgmental.	Demonstrates empathy and understanding throughout the entire client interaction. Refrains from statements that might be perceived as judgmental.
Use reflection to engage client effectively.	Does not create a flow from one question to the next. Asks primarily closed questions. Jumps from topic to topic without regard for themes.	Asks a number of closed questions but include some open-ended questions. It begins to address client feelings. Has at least some ability to direct the conversation.	Utilizes primarily open-ended questions. Acknowledges client feelings and encourages the client to share thoughts.	Utilizes well-planned, open-ended questions that allow the client to expand on thoughts and feelings. Reflects on the main ideas the client shares and gently directs the interview toward those themes.
Use interpersonal skills to effectively engage client.	Communicates discomfort or disinterest through verbal and nonverbal behavior.	Demonstrates some basic verbal and nonverbal communication skills but is not yet able to communicate warmth and genuineness to the client.	Elements of the interview clearly communicate warmth and genuineness, although there may be lapses. A few attending and communications techniques are included. The conversation flows fairly well.	Communicates basic helping skills to the client from the greeting and throughout verbally and nonverbally. Demonstrates a combination of attending skills. Has the ability to keep momentum in the conversation and also uses silence appropriately.