



SOWK 430: History of Social Work & Ethics in Practice (3 credits)

Fall 2022, Online

Jacob Campbell, LICSW

Office Hours: By Arrangement

Office Location: None

Course Hours: Asynchronous

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Class Location: Online

Course Description

This course is required for all social work majors. Ethics are an integral component in all aspects of generalist social work practice. The National Association of Social Workers (NASW) Code of Ethics is the guide to direct practitioners' conduct. The NASW ethical standards provide guidelines for what is ethically acceptable and unacceptable behavior. The ethical standards help social workers identify ethical issues in practice. A brief history of the professions of social work will precede the study of the NASW Code of Ethics. Offered Fall Semester.

This course is taken concurrently with SOWK 312 Human Behavior in the Social Environment I, SOWK 316 Social Policy I, and SOWK 486W Theory of Practice I. These courses are usually taken in the first semester of the junior year.

Course Purpose

This course works at type of introductory course to social work. It seeks to share some historical information regarding the start of the social worker movement as well as expose students to the social worker code of ethics and concept of professional practice.

Land Acknowledgement

Heritage University occupies its home on the traditional lands of the Yakama People. These ancestral homelands are the Yakama, Palouse, Pisuouse, Wenatshapam, Klikatat, Klinquit, Kow- was-say-ee, Li-ay-was, Skin-pah, Wish-ham, Shyiks, Ochechotes, Kah-milt-pa, and Se-ap-cat, who today are represented by the Confederated Tribes and Bands of the Yakama Nation [TREATY OF 1855] and, whose relationship with this land continues to this day. Heritage University, grounded in the vision of the two Yakama women founders, respects Indigenous peoples as traditional guardians of the lands and the enduring relationship that exists between Indigenous peoples and their traditional territories. We offer gratitude for the land itself, for those who have stewarded it for generations, and for the opportunity to study, learn, work, and be in community on this land. We acknowledge that our university's history, like many others, is fundamentally tied to the first colonial developments in the Yakima Valley. Finally, we respectfully acknowledge and honor past, present, and future Indigenous students who will journey through this home called Heritage University.

This course is based out of the Tri-Cities Campus. The Tri-Cities campus located at Columbia Basin College is located on the ancestral homelands of the Cayuse, Umatilla, Walla Walla, Yakama, and Palouse peoples. I desire to also honor and acknowledge them as well.

Learner Outcomes, Heritage Outcomes, Performance Indicators

Social Work Program Goals and Objectives

The school of social work program's mission derives from the goals of our program. Those goals are as follows:

1. The Social Work Program provides quality educational preparation for beginning generalist social work practice with individuals, families, groups, organizations, and communities.
2. The Social Work Program focuses on the specific needs of the multicultural, diverse populations in the rural and urban regions of the Northwest.
3. The Social Work Program prepares students academically to pursue graduate-level education.

Social Work Competencies, Relationship to University Goals, and Assessment Methods

In the *Educational Policy and Accreditation Standards*, the Council on Social Work Education (CSWE, 2022) defines competence as "the ability to integrate and apply social work knowledge, values, skills, and cognitive and affective processes to practice situations in a culturally responsive, purposeful, intentional, and professional manner to promote human and community well-being" (p. 7). 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. 7).

The nine competencies identified in the 2022 EPAS are:

1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
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. Students who successfully complete this course will have demonstrated the competencies listed in the table 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)
Demonstrate Ethical and Professional Behavior	Responsibility	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.	Case Study Paper Rubric
Engage Diversity and Difference in Practice	Responsibility	Apply self-awareness and self-regulation to manage the influence of personal biases.	Case Study Paper Rubric

Texts, Materials, and Technology

Text(s)

Reamer, F. G. (2018). *Social work values and ethics (foundations of social work knowledge)* (5th ed.). Columbia University Press.

Supplements

Technology

Students will benefit from having their own laptops and reliable Internet access. We will use several “tools” in My Heritage to communicate ideas and upload assignments. Your faculty member will be your guide.

Supplemental Texts

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

National Association of Social Workers. (2021). NASW code of ethics.

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Assignments and Grading

There are five different assignments that students are graded on for SOWK 430. These include the following: weekly asynchronous class engagement and participation, a worksheet regarding reflecting on biases, a test regarding the NASW Code of ethics, a group chat experience looking at ethical decision making, and a final paper about applying an ethical decision-making model. Furthermore, two optional extra credit opportunities include a reflective essay about bias testing and a research paper about social work history.

See the following for more detailed information.

Assignment	Points	Percentage
Assignment 01: Asynchronous Class Engagement and Participation	300	48%
Assignment 02: Reflecting on Biases Worksheet	50	8%
Assignment 03: NASW Code of Ethics Standards and Principals Exam	100	16%
Assignment 04: Ethical Decision-Making Case Study Group Chat	75	12%
Assignment 05: Applying an Ethical Decision-Making Model Paper	100	16%
TOTAL	625	100%
Assignment 06a: [Extra Credit] Bias Testing Reflective Paper	31.25	5%
Assignment 06b: [Extra Credit] Social Work Historical Context Research Paper	62.5	10%

Course Assignments Descriptions

Some meta-information, a description of the purpose, the specific tasks students are expected to complete, and the criteria used to assess the assignment are included for each exercise.

Assignment 01: Asynchronous Class Engagement and Participation

- Meta:** Points 300 points (48% of total grade) over the semester, or 20 points per week; Deadline Each week, students will engage in the discussion forums during at least two separate days. The week starts on Monday and ends each Sunday. There might be other tasks, such as watching lecture videos or activities each week; Completion Listed in each weekly unit, a task list will describe what students are expected to complete.
- Purpose:** Engagement and participation are essential aspects of this class. We learn from considering the information we are learning through the textbook and other sources and then internalizing and translating those concepts into scholarly writing. We also gain new insight and discovery from sharing in dialog and discussion with our peers (or sometimes the instructor).
- Task:** The online My Heritage course learning management system is broken into weekly units. Each unit includes sections for a unit introduction, resources, assignments, class forums, and a task list. The required activities for each week are clearly described. Students only need to post replies, and they do not need to create initial posts in the weekly forums. Each week there are more forums than required replies to provide space for students to write about topics they care about most. The expectation is that students read all the responses but only need to make their specified number. The expectation is that students log in multiple times per week and complete their replies over a couple of days. Generally, students should make at least one reply by Wednesday evening. Some weeks, short videos using the Flip app are required or optional. Students also must watch a lecture video posted by the instructor most weeks.
- Success:** Students will follow the assignment description for each week's unit. Your replies should be thoughtful and edited. It is often helpful to write and edit them in a document and then copy and paste them into the forum. The use of in-text citation following an APA format and the inclusion of their corresponding reference list entries is expected when discussing material taken from other sources. For this course, it is better to post a few thoughtful and well-edited replies versus many careless comments.

Assignment 02: Reflecting Biases Worksheet

- Meta:** Points 50 points (8% of total points); Deadline Sunday 10/09/22 at 11:55 PM; Completion via My Heritage Assignments as an uploaded document

Purpose: A bias can be defined as prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair. All humans have biases. As social workers, considering our biases and how they might impact our work is essential to provide ethical practice. This worksheet is to help students process their biases.

Task: The *Reflecting on Biases Worksheet* is a word document that students will download from My Heritage (it can be found in the assignment description). Complete the form and upload it to My Heritage Assignments. Students should understand that only the instructor has access to and reads this assignment, and students are encouraged to be truthful and reflective. It is not graded based on the biases you identify but on the depth of your reflection.

It asks students to respond to the following prompts:

1. Identify a bias you have that you are likely to encounter in social work practice.
2. Identify three reasons that you believe you have developed this bias.
3. Identify how this bias might become problematic in social work practice if it is not addressed.
4. Describe the importance of providing non-judgmental services as a social worker.

Success: Students will submit a completed worksheet on time that answers all the questions with thoughtful answers. The instructor will assign grades based on the *Reflecting on Biases Rubric*, which evaluates that students were able to identify, offer reasons for, and describe why bias might be problematic. It also looks at how students can express why non-judgmental services might be necessary. The instructor will include feedback and grades from the instructor in the mid-term grades, due by the instructor on Wednesday 10/19/22 at 5:00 PM.

Assignment 03: NASW Code of Ethics Standards and Principals Exam

Meta: Points 100 points (16% of total points); Deadline Sunday 10/30/22 at 11:55 PM; Completion via My Heritage Assignments as an online test.

Purpose: The *NASW Code of Ethics Standards and Principals Exam* measures students' understanding of the 2021 NASW Code of Ethics and its applications.

Task: Students will work to complete an online exam regarding the NASW Code of Ethics and its standards and principles. The test is open book, and students can use any notes they might have. The exam includes 20 prompts, including multiple choice and true/false questions. Each question is worth five points.

Success: Students will correctly answer the questions in the exam. The results for the questions should be available after the due date for the test has passed.

Assignment 04: Ethical Decision-Making Case Study Group Chat

Meta: Points 75 points (12% of total points); Deadline Sunday 11/13/22 at 11:55 PM; Completion via My Heritage Assignments as an uploaded document.

Purpose: The *Group Chat and Ethical Case Discussion* assignment is used for students to provide evidence of the skill of discussing a case example using an ethical framework. The project is completed online via a chat feature to capture your real-time contributions to the discussion.

Task: Students will be assigned a group with three or four members. Students should arrange a time to meet online with their designated group to complete this assignment. In advance, select software that will allow you to have an instant message conversation. The software needs to have a way to print the conversation you had together so you can save the conversation as a PDF. Consider web apps you can access on your computer, such as Google Chat, WhatsApp, etc. You should do a test run before your planned meeting to work out any technical issues.

During the chat, you will review a case study (this can be accessed in the assignment description) and discuss the ethical issues using the NASW Essential Steps for Ethical Problem-Solving Framework. You will focus on Steps 1-4 and will be expected to reference specific standards from the NASW Code of Ethics.

Before you begin the chat, make sure that the following items are in place:

- Each person has reviewed the case study and has made personal notes to refer to throughout the discussion. Your contributions will be much more substantive the more you have prepared.
- Each person has access to a copy of the NASW Code of Ethics.
- Each person has access to a copy of the Essential Steps.
- Plan for at least 1 hour, and please make sure your chat length is at least 30 minutes.

This assignment is related to this course's assignment five. While it does not use the same rubric, the same type of content is expected. Students are encouraged to review A-05: Applying an Ethical Decision-Making Model Paper for further insight into the material to include in your discussion.

Success: One group member will submit a copy of the chat they had with their group. Grades for this assignment will be based on both group and individual participation. Grades will be assessed using the *Ethical Decision-Making Case Study Group Chat Rubric*. The group portion looks at their ability to follow the assignment guidelines, the thoroughness of the discussion, and the critical analysis that happens in the chat. Individuals will also be scored related to their level of contribution to the dialog.

Assignment 05: Applying an Ethical Decision-Making Model Paper

Meta: Points 100 points (16% of total points); Deadline Sunday 11/27/22; Completion via Anthology Portfolio (My Heritage Assignments).

Purpose: The *Applying an Ethical Decision-Making Model Paper* allows students to display their skills in applying an ethical framework to a case study.

Task: Students will work individually to author a final paper that is 750–1000 words in length. The final report should address the first four NASW Essential Steps to Ethical Problems Solving regarding the assigned case study (this can be accessed in the assignment description). Student papers should include headings (APA formats level one heading as bold, centered, and following a title case capitalization style) for each of the first four steps. These steps include:

1. **DETERMINE** whether there is an ethical issue or/and dilemma. Is there a conflict of values, rights, or professional responsibilities?

2. **IDENTIFY** the key values and principles involved. What meanings and limitations are typically attached to these competing values?
3. **RANK** the values or ethical principles that are most relevant to the issue or dilemma in your professional judgment. What reasons can you provide for prioritizing one competing value/principle over another?
4. **DEVELOP** an action plan consistent with the ethical priorities that have been determined as central to the dilemma. As appropriate, have you conferred with clients and colleagues about the potential risks and consequences of alternative courses of action? Can you support or justify your action plan with the values/principles on which the intervention is based?

This assignment is a key assignment¹ for the program. It is designed to assess students' ethical and professional behavior, the first competency described by the Council on Social Work Education. The following is the language used in the 2022 education and policy standards (EPAS):

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, anti-racist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

¹ Heritage University's social work program selects assignments across the curriculum for students to demonstrate each of the practice behaviors defined by the CSWE to act as key assignments. These assignments are submitted to Heritage's online portfolio, Anthology Portfolio, and given to all students at each site using the same grading rubric. Student scores help provide data for faculty to self-evaluate the program.

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior. (pp. 8-9)

Success: Successful papers are evaluated using the *Applying an Ethical Decision-Making Model Rubric*, which includes assessing the student's ability to implement the ethical decision-making model, expressing a connection to the CSWE 2022 competency one practice behavior, and writing proficiency. Feedback from the instructor will be included in the final grades, due by the facility no later than Wednesday 12/14/22 at 5:00 PM.

Assignment 06: Extra Credit Options for SOWK 460

The faculty for this course offers students two different opportunities for extra credit. The first is a minor assignment for participating in the Implicit Association Test from Harvard (or a similar test for bias) and reflecting on your findings. The second is a more intensive research paper discussing the historical context of social work. These assignments are extra credit and not mandatory.

Assignment 06a: [Extra Credit] Bias Testing Reflective Paper

Meta: Points 31.25 (5% of total points); Deadline Friday 12/02/22 at 11:55 PM; Completion via My Heritage Assignments as an uploaded document.

Purpose: The Bias Testing Reflective Paper provides an avenue for students to self-reflect on their own biases after completing a bias testing process.

Task: Students will participate in Harvard's Implicit Association Test (<https://implicit.harvard.edu/implicit/takeatest.html>) and write a reflective paper 500 to 750 words in length. They will consider their experience with the test, their results, and what they might be able to learn from the experience.

Success: Students will submit a paper demonstrating strong academic writing and self-reflective skills. Essays are graded according to the Reflective Paper Rubric. Feedback will be provided with final grades due by the instructor no later than Wednesday 12/14/22 at 5:00 PM.

Assignment 06b: [Extra Credit] Social Work Historical Context Research Paper

Meta: Points 62.5 (10% of total points); Deadline Friday 12/02/22 at 11:55 PM; Completion via My Heritage Assignments as an uploaded document.

Purpose: The *Social Work Historical Context Research Paper* allows students to dive into the literature on social work history.

Task: Students will individually author a paper regarding some aspect of social work history. This is left intentionally broad to allow students to look at any element they want. Some potential suggestions include when and how various populations started engaging in social

work (consider how social work historically related to Native Americans, persons with disabilities, or the start of social workers working in a school-based setting. 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 demonstrating academic skills describing the historical context for social work through research found in peer-reviewed journal articles. They will be able to demonstrate scientific writing skills. Grades will be assessed using the APA Research Paper Rubric. Feedback will be provided with final grades due by the instructor no later than Wednesday 12/14/22 at 5:00 PM.

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

Description of course expectations

Students are expected to engage a couple of times each week in the online forums. They should read the required texts, watch the shared videos/created lecture videos, and complete the various assignments. Students are encouraged to approach the class and the topics with curiosity and a willingness to consider their own biases.

Description of Assignment Types

Participation in this course is worth the largest percentage of a student's grades. This is done through online forums, flip videos, and engaging with the material required for the class. The class is completed asynchronously and broken into week-long units. Each week starts on Monday and ends on Sunday. Reviewing the My Heritage weekly unit page, students will find a description of what they are required to read/watch/listen to, how many forums they need to make replies on, and more information about assignments. Students will also complete an online exam about the NASW Code of ethics, a reflective worksheet about biases, a group chat experience, and a paper discussing and applying ethical decision-making. The extra credit assignment options include another reflective paper and/or a research paper.

Designated Style

Writing for this course is to be done using the American Psychological Association (APA) style guide. While not required for this course, their seventh edition style guide is listed as a recommended supplemental textbook for students.

Course Schedule

The planned course schedule is as follows:

Week	Dates	Content	Reading Assignment	Due Dates
1	08/22/22 - 08/28/22	Introduction to SOWK 430, Historical Overview	Read Tannenbaum and Reisch (2001), and the course syllabus.	A-01: Class Engagement for W-01, see unit assignments
2	08/29/22 - 09/04/22	Movements and Social Work	Watch Offenbach (2001)	A-01: Class Engagement for W-02, see unit assignments
3	09/05/22 - 09/11/22	Settlement House Movement	Watch Mr. Beat (2020)	A-01: Class Engagement for W-03, see unit assignments
4	09/12/22 - 09/18/22	Orphan Trains, the development of the Code of Ethics	Watch Consider This with Christine Zak Edmonds (2021) Read Reamer (1998), Reamer (2014)	A-01: Class Engagement for W-04, see unit assignments
5	09/19/22 - 09/25/22	Introduction to the NASW Code of Ethics, Ethical Principles	Read Reamer (2018) Chapter 1	A-01: Class Engagement for W-05, see unit assignments
6	09/26/22 - 10/02/22	Ethical Standard 1	Read Reamer (2018) Chapter 2	A-01: Class Engagement for W-06, see unit assignment
7	10/03/22 - 10/09/22	Ethical Standard 2	Read Reamer (2018) Chapter 3	A-01: Class Engagement for W-07, see unit assignments A-02: Reflecting Biases Worksheet due Sunday 10/09/22 at 11:55 PM via My Heritage Assignments as an uploaded document
8	10/10/22 - 10/16/22	Ethical Standards 3 & 4	Read Reamer (2018) Chapters 4 & 5	A-01: Class Engagement for W-08, see unit assignments
9	10/17/22 - 10/23/22	Ethical Standards 5 & 6	Read Reamer (2018) Chapters 6 & 7	A-01: Class Engagement for W-09, see unit assignments Mid-Term Grades due by the instructor on Wednesday 10/19/22 at 5:00 PM
10	10/24/22 - 10/30/22	Framework for Decision Making, Practice Applying Framework	Listen to Singer (2013).	A-01: Class Engagement for W-10, see unit assignments A-03: NASW Code of Ethics Standards and Principals Exam due Sunday 10/30/22 at 11:55 PM via My Heritage Assignments as an online test
11	10/31/22 - 11/06/22	Case Studies in Ethics discussions, focus on developing action plans	Read Paul and Elder (2006) pp. 1-16	A-01: Class Engagement for W-11, see unit assignments
12	11/07/22 - 11/13/22	Case Studies in Ethics discussions, focus on implementing action plans	Read Paul and Elder (2006) pp. 17- 33	A-01: Class Engagement for W-12, see unit assignments A-04: Ethical Decision-Making Case Study Group Chat due Sunday 11/13/22 at 11:55 PM via My Heritage Assignments as an uploaded document

Week	Dates	Content	Reading Assignment	Due Dates
13	11/14/22 - 11/20/22	Seeking supervision	Read Ketner et al. (2017)	A-01: Class Engagement for W-13, see unit assignments
14	11/21/22 - 11/27/22	Introduction to final assignment, Optional live study session, Use of Self, Dual Relationships	Read Reamer (2012)	A-01: Class Engagement for W-14, see unit assignments A-05: Applying an Ethical Decision-Making Model Paper due Sunday 11/27/22 via Anthology Portfolio (My Heritage Assignments)
15	11/28/22 - 12/04/22	Technology and social media, Power and Privilege in social work practice	Read National Association of Social Workers et al. (2017)	A-01: Class Engagement for W-15, see unit assignments Extra Credit A-06a: Bias Testing Reflective Paper and A-06b: Social Work Historical Context Research Paper due Friday 12/02/22 at 11:55 PM via My Heritage Assignments as an uploaded document
Finals Week	12/05/22 - 12/11/22	Optional celebration joined with my section of SOWK 486 on Wednesday 12/07/22.		Final Grades due by the instructor no later than Wednesday 12/14/22 at 5:00 PM

Attendance

Regular attendance and participation in class is expected and considered essential for successful academic work. Attendance will be documented every class period for face-to-face courses. For online and hybrid courses, weekly online assignments are due to confirm attendance. 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.

Regular attendance and participation in classes are expected and considered essential for successful academic work. Heritage regularly updates its full attendance policy available in the current catalog [Attendance Policy \(http://catalog.heritage.edu/content.php?catoid=17&navoid=1007#attendance\)](http://catalog.heritage.edu/content.php?catoid=17&navoid=1007#attendance). Remember that Heritage University Student Affairs is ready to help solve problems that interfere with attending class. Email them at studentaffairs@heritage.edu (copy into your email provider).

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, Heritage University allows students 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 and attendance.

Support and Resources

Tutoring at the Academic Skills Center

https://myheritage.heritage.edu/ICS/Student_Services/Academic_Skills_Center.inz

Use the Heritage Universities Academic Skill Center to view their schedule, make appointments, drop-in for tutoring, or access our online tutoring. The online tutoring includes Smarthinking. To access this, log into the ASC page on My Heritage 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

<https://libguides.heritage.edu/friendly.php?s=librarystart>

The librarians are here to assist you! There is an online chat that can be used for instant communications. 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

http://catalog.heritage.edu/content.php?catoid=17&navoid=1007#credit_hour_semester_definitions

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.

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 the following for more information:

Academic Honesty Policy

http://catalog.heritage.edu/content.php?catoid=17&navoid=1007#academic_honesty_policy

Academic Honesty Procedure Diagram.

https://heritage.edu/wp-content/uploads/2020/10/HU_Student-Journey-ACADEMIC-HONESTY-V10.pdf

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 (<https://www.heritage.edu/safety-security/>)

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, and more information can be found online at their website

<https://www.columbiabasin.edu/live/stay/campus-security-and-safety/index.html>

Accommodations

Office of Ability Services (ADA)

<https://www.heritage.edu/student-resources/office-of-ability-services/>

Please visit the Office of Ability Services web page for information about student ability services on campus.

Contact Information: Yovanna Cook, MSW. Mental & Social Health Counselor / ADA Specialist
Office: 509-865-8544; cell phone: 760-208-8825; email: OfficeofAbilityServices@heritage.edu

References

- American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). American Psychological Association. <https://doi.org/10.1037/0000165-000>
- Consider This with Christine Zak Edmonds (2021). S01 E01: Jim Kidder and Clark Kidder The Orphan Train [Video]. Public Broadcasting Service. <https://www.pbs.org/video/s01-e01-jim-kidder-clark-kidder-the-orphan-train-2d7mxv/>
- Council on Social Work Education. (2022). 2022 EPAS: Educational policy and accreditation standards for baccalaureate and master's social work programs., 1-40 pages. <https://www.cswe.org/getmedia/8d7dade5-2683-4940-9587-5675f6ef5426/2022-EPAS.pdf>
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Appendices

A. Reflecting on Biases Rubric

The Reflecting on Biases Rubric is used to evaluate a student's depth of consideration of biases. It does not address what specific biases a student might have. It looks that students can identify, offer reasons for, and understand the potential negative nature of their bias as well as the ability to describe the importance of non-judgmental services. The following assignments in this course will be graded according to the Reflecting on Bias Rubric: *Assignment 02: Reflecting on Biases Worksheet*.

B. Ethical Decision-Making Case Study Group Chat Rubric

The *Ethical Decision-Making Case Study Group Chat Rubric* considers the student's ability to follow the assignment guidelines, have a thoughtful and thorough discussion, engage in critical analysis, and make an individual contribution.

C. Applying an Ethical Decision-Making Model Rubric

The *Applying an Ethical Decision-Making Model Rubric* is used as a key assignment for SOWK 430. The rubric evaluates the practice behavior associated with this course. It looks at the first four steps of the NASW Essential Steps to Ethical Problems Solving, the CSWE practice behavior, and writing proficiency. It is used to evaluate the following: *Assignment 05: Applying an Ethical Decision-Making Model Paper*.

D. Reflective Paper Rubric

The reflective paper rubric is used to evaluate written reflective-style papers. The rubric assesses students based 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: the extra credit *Assignment 06a: Bias Testing Reflective Paper*.

E. 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: the extra credit *Assignment 6b – Social Work Historical Context Research Paper*.

Syllabus Form Updated 07/06/2022

A. Reflecting on Biases Rubric

Description	Initial	Emerging	Developed	Highly Developed
Identify bias: Identify a bias you have that you are likely to encounter in social work practice.	Does not identify a bias.	Identifies a bias, but it is unclear and unlikely to be a problem in practice.	Identifies a bias but lacks clarity or is unlikely to be a problem in practice.	One to two sentences about identifying biases is written. This bias is likely to be problematic in social work practice. The presented idea is clear and easy to understand.
Reasons for Bias: Identify three reasons that you believe you have developed this bias.	Provides no well-explained reasons the bias may have developed.	Provides one well-explained reason the bias may have developed. Or offers less than two sentences per example.	Provides two well-explained reasons the bias may have developed. Or offers less than two sentences per example.	Three well-explained reasons the bias may have developed are written.
Why Problematic: Identify how this bias might become problematic in social work practice if it was not addressed.	It does not explain the harm that could be done.	Does not provide information about a significant harm that could be done.	Provides somewhat unclear explanation.	A clear explanation of the possible harms to the client that biases can cause is identified.
Non-judgmental services: Describe the importance of providing non-judgmental services.	No description is provided about non-judgmental services.	The argument is both unclear and weak.	The argument is somewhat unclear or weak.	A robust and clear argument of the essentiality of examining prejudices and how this can honor clients individually is expressed.

B. Ethical Decision-Making Case Study Group Chat Rubric

Description	Initial	Emerging	Developed	Highly Developed
<p>Following Guidelines Directly identifying and using the steps in the problem-solving framework and appearing engaged and prepared.</p>	<p>The group did not address the steps for ethical problem-solving. They did not appear prepared nor engaged in the conversation.</p>	<p>The group did not cover all the steps and seemed somewhat unprepared or engaged in the conversation.</p>	<p>The group general followed the assignment guidelines but did not cover all the steps. They appeared generally prepared and engaged in the conversation.</p>	<p>The group followed the assignment guidelines, discussing steps 1-4 of the NASW Essential Steps for Ethical Problem-Solving Framework. They appeared prepared and engaged in the conversation.</p>
<p>The thoroughness of the Discussion A discussion having depth and includes nuances of the topic.</p>	<p>The group's discussion was completely surface and not directly related to topic.</p>	<p>The group's discussion was mostly focused on the surface of the topic. The conversation did not discuss in-depth details or other ideas.</p>	<p>The group's discussion appeared to be considered and have some level of depth, but there was limited nuance to their understanding of the scenario.</p>	<p>The group's discussion appeared to be considered and have depth to the topic being discussed. There was a discussion about the nuance and challenges of the ethical dilemma.</p>
<p>Critical Analysis Includes the components of critical analysis including (1) a discussion of observations, (2) analysis of the observations, (3) inference about meaning, (4) ability to articulate the needs, and (5) problem-solving strategies in considering the case study. of</p>	<p>The group's chat did not include any critical analysis.</p>	<p>The groups chat included one or two components of critical analysis.</p>	<p>The group's chat included three or four components of critical analysis.</p>	<p>The group's chat included all five components of critical analysis.</p>
<p>Individual contribution</p>	<p>The student did not participate in the chat or was only minimally present.</p>	<p>The student was offered a couple of short comments, but it did not appear substantive or thoughtful.</p>	<p>The student was mostly involved in the conversation but was lacking in their engagement.</p>	<p>The student appeared to be fully engaged in the conversation, helping spur dialog, asking questions, and offering their own opinion.</p>

C. Applying an Ethical Decision-Making Model Rubric

Description	Initial	Emerging	Developed	Highly Developed
1. Critical Thinking in DETERMINING	Does not identify any ethical dilemmas.	Identifies ethical dilemma(s) that may not fit with the case study.	Identifies ethical dilemma(s) and briefly explores the source of the conflict.	Identifies ethical dilemma(s) and determines the source of the conflict (values, rights, professional responsibilities). Shows critical thinking in ability to sort information.
2. Application of NASW Code in IDENTIFY	Does not connect the case study to any specific value or standard from the NASW Code of Ethics.	Provides one or two examples of a specific value or standard that applies to the case.	Identifies appropriate values and ethical standards. Briefly describes how these apply.	Identifies specific values and ethical standards from the NASW Code of Ethics and describes meanings associated with the values or standards.
3. Ability to prioritize in RANK	Is unable to rank the values or standards.	Makes an attempt to rank the values or standards that apply to the case.	Ranks the values or standards but may be inconsistent with professional norms. Briefly describes reasons.	Ranks the values or standards in a way that is consistent with professional norms. Describes the reasons for the ranking.
4. Critical thinking in DEVELOP	Does not provide an action plan.	Identifies an action plan that is lacking in ability to execute.	Provides an action plan that could be reasonable and provides some support.	Communicates an action plan that shows critical thinking. The plan is reasonable to address the dilemma and is well supported with values and/or principles.
5. Understanding of importance of diversity and difference *	Does not address diversity or difference at all in the paper.	Diversity and difference is mentioned in the paper.	A developing self-awareness in managing personal biases and values is shown.	Paper demonstrates student's self-awareness in managing personal biases and values.
6. Managing influence of personal biases*	Makes no mention or illustration of student's awareness of personal biases or values.	Awareness of the potential for the influence of personal bias is mentioned.	A developing self-awareness in managing personal biases and values is shown.	Paper demonstrates student's self-awareness in managing personal biases and values.

Description	Initial	Emerging	Developed	Highly Developed
7. Writing Proficiency	Paper is poorly written with many errors in writing, spelling or grammar. It has disorganized structure and/or lack of clarity.	Paper has numerous errors in writing, spelling, or grammar. May have issues with structure or clarity.	Paper is organized well but has several writing, spelling, or grammatical errors.	Paper is well written with few, if any, writing, spelling, or grammatical errors. It is well organized and clear.

* Criteria 1-4 and Criteria 5 and 6 evaluate the CSWE Practice Behaviors associated with this course.

D. 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.

E. 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	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

Description	Initial	Emerging	Developed	Highly Developed
(paper sections, headers and footers, page layout, and spacing)				includes a title page, an abstract if required by the syllabus, a title at the 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.