



SOWK 487: Theories of Practice II (3 credits)

Spring 2022, Heritage at CBC

Jacob Campbell, LICSW

Office Hours: By Arrangement

Office Location: None

Course Hours: Mondays 5:30 – 8:15 PM

Email: campbell_j@heritage.edu

Cell Phone: (509) 392-1056

Class Location: SWL 108

Course Description

Generalist Social Work Practice with microsystems. Knowledge and methods to bring about planned change with individuals and client-identified family systems practice in interpersonal skills. Students must have completed PSY 101, SOC 101, and BIOL 111 or permission of the program chairperson. Course limited to majors.

Course Purpose

The purpose of SOWK 487 is to teach practical skills that students can take with them in working with groups and families. It focuses on both therapeutic groups and task groups. Most of the weeks, students have opportunities to practice facilitating groups with their classmates and or various group activities that students can take with them.

Relationship to Other Sequences and Other Courses

SOWK 487 is a practice class focused on teaching skills for effecting change in clients in groups and families. There are three theories of practice courses during a student's time in the social work program. Each one focuses on a different level of interaction. First, starting with individuals, then SOWK 487 Theories of Practice II looks at working with groups. Finally, SOWK 488 looks at working with communities and a macro perspective.

Land Acknowledgement

Heritage University occupies its home on the traditional lands of the Yakama People. These ancestral homelands are the Yakama, Palouse, Pisquouse, 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, 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. 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)
CSWE (2015) competency four: Engage in Practice-informed Research and Research-informed Practice	Goal Two: Intellectual and Practical Skills	Use and translate research evidence to inform and improve practice, policy, and service delivery.	Research Paper to Inform Group Practice
	Goal Four: Integrative and Applied Learning	Engage with Individuals, Families, Groups, Organizations, and Communities	
CSWE (2015) competency eight: Intervene with Individuals, Families, Groups, Organizations, and Communities	Goal Two: Intellectual and Practical Skills	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;	Research Paper to Inform Group Practice
	Goal Four: Integrative and Applied Learning		

Texts, Materials, and Technology

Text(s)

Garvin, C. D., Gutierrez, L. M., & Galinsky, M. J (Editors). (2017). *Handbook of Social Work with Groups* (2nd Ed.). The Guilford 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 to 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>

Chovil, N. (2009). Engaging families in child & youth mental health: A review of best, emerging and promising practices. *The F.O.R.C.E. Society for Kids' Mental Health*, 44 pages. <https://www.nctsn.org/resources/engaging-families-child-youth-mental-health-review-best-emerging-and-promising-practices>

Prest, L. A., & Protinsky, H. (1993). Family systems theory: A unifying framework for codependence. *The American Journal of Family Therapy*, 21(4), 352-360. <https://doi.org/10.1080/01926189308251005>

Assignments and Grading

There are four different areas that students are graded on for SOWK 487. These include the following: class engagement and attendance, the community group facilitation activity, the family treatment modalities research presentation, and a research paper to inform group practice. Furthermore, there are two optional extra credit opportunities which include a reflective paper about participation in a group, and a research paper about culturally competent social practices.

See the following for more detailed information.

Assignment	Points	Percentage
A-01: Class Engagement and Attendance	100	20%
A-02: Family Treatment Modality Research Presentation	100	20%
A-03: Community Group Facilitation Activity	200	40%
A-03a: Group Intervention Pitch	50	10%
A-03b: Group Member Feedback	50	10%
A-03c: Reflective Paper	100	20%
A-04: Research Paper to Inform Group Practice	100	20%
TOTAL	500	100%
A-05a [EC]: Group Participation Reflective Paper	25	5%
A-05b [EC]: Evidence-Based Practices for Culturally Competent Social Work	50	10%

Course Assignments Descriptions

Each assignment is described by some meta-information, a description of the purpose, the specific tasks students are expected to complete, and the criteria used to assess the assignment.

Assignment 01: Class Engagement and Attendance

Meta: *Points* 100 pts (20% of final grade); *Deadline* Each week's in-person session; *Completion* via attendance taken by instructor.

Purpose: This class, being a practice class, has a crucial participatory aspect. Assigning points to this provides an 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 cannot attend class, you can be excused by contacting the instructor. If you cannot attend in person, the session will be facilitated in a semi-hybrid fashion. The instructor's course preparation is focused on in-person attendance.

Criterion for Success: Students will be present, on time, or have contacted the instructor for the class session.

Assignment 02: Family Treatment Modality Research Presentation

Meta: *Points* 100 points (20% of final grade); *Deadline* Monday 03/07/22 during class; *Completion* Students will complete their group presentations during class.

Purpose: This assignment aims for students to collaboratively research a given topic to understand the empirical evidence around a specific modality of family treatment. It is also hoped that students will improve their ability to find and understand peer-reviewed research journals and use scholarly writing techniques. The presentation opens up a suitable occasion for students to practice making an academic presentation and discussing scholarly topics.

Task: Students will be placed into groups of three or four peers to complete a research project regarding an evidence-based treatment modality for family and or marital therapy. Students may select any intervention. The following are examples of empirically supported family therapeutic interventions: Jim

Alexander's Functional Family Therapy, Howard Liddle's Multidimensional Family Therapy, Scott Henggler's Multisystemic Therapy, Jose Szapocznik's Brief Strategic Family Therapy, and Attachment-Based Family Therapy.

The presentation's content would follow a similar format as a written article discussing a therapeutic intervention. It should include at least the following:

- Description and history of the treatment modality
- Treatment implementation and common techniques
- Research findings regarding efficacy
- Strengths and limitations of the selected treatment
- References

The presentation should take approximately 10–15 minutes. There is no set minimum number of articles you should be drawing from (but should be in the range of 5-10).

Criterion for Success: Students will provide an informative presentation about the therapeutic intervention. Grading will be based on the informational presentation rubric. Grades for the assignment will be included in the submission of midterm grades, which are required to be posted by the instructor no later than Wednesday 03/23/22 at 5:00 PM

Assignment 03: Group Facilitation Activity

Worth 200 points or 40% of the student's final grade, the community group facilitation activity is an opportunity for students to practice their skills at group work. Students will plan and implement group intervention in a community setting working in small teams. Each member will also author a reflective paper about the experience. Students can determine the location of their group. In previous years, students have often facilitated groups at the Boys and Girls Club, in the Bridges Program within the Pasco School District, a community center, an assisted living facility, and others. If students need support in finding a location, please follow up with the instructor. The group's content should not be overly deep and come from a cognitive-behavioral group work framework. The group can be therapeutic in nature, but the content should be more instructional. The other team members can help as co-facilitators, but each member should have sufficient experience in facilitating the group. The assignment has three graded parts: the group intervention pitch, group member feedback, and a reflective paper.

Assignment 03a: Group Intervention Pitch

Meta: *Points* 50 pts (10% of final grade); *Deadline* Week 10 (03/21/22); *Completion* During the class session;

Purpose: The purpose of the pitch is to provide a deadline for planning the group intervention for the student and for the instructor to feel confident in the student's plan.

Task: Each group will make a short informal pitch for the group they plan to facilitate during the 10th-week class session (03/21/22). As a group, students will share with their classmates their plan to implement their group (i.e., when and where) and the content they will do for their groups. These presentations should not be longer than five minutes.

Criterion for Success: Students will have a plan for facilitating their group. Students will be graded as 0 = no plan, 25 = has a plan and appears moderately prepared, and 50 points has a plan and appears ready to facilitate the group.

Assignment 03b: Group Member Feedback

Meta: *Points* 50 pts (10% of final grade); *Deadline* Sunday 05/01/22 by 11:55 PM *Completion* Completed via Google Form - <https://forms.gle/YpUDMdcvht7QV2jS7>

Purpose: This group member feedback provides a formalized occasion to provide observations for group members regarding their facilitation skills.

Task: Students will go to the Google Form 2022 SOWK 487 Group Facilitation Feedback Form (<https://forms.gle/YpUDMdcvht7QV2jS7>) and provide feedback for each of their group members (through separate submissions). The instructor will email these submissions to their recipient. The actual content of the feedback does not affect student grades but demonstrates participation in the facilitation and gives feedback to their group members.

Criterion for Success: Students will submit meaningful feedback for each of their group members. Grades are pass/fail and based only on having submitted the feedback.

Assignment 03c - Reflective Paper

Meta: *Points* 100 pts (20% of final grade); *Deadline* Friday 05/01/22 by 11:55 PM *Completion* Completed via an upload in assignments on My Heritage

Purpose: Reflecting on an experience can be valuable to demonstrate learning and increase critical thinking skills.

Task: Students will write a reflective paper discussing their experience facilitating the group. It does not need to discuss other team members' performance. Reflective essays should still follow a research paper's page formatting and tone but should use first-person voice.

Criterion for Success: Worth 100 points, the reflective paper is an opportunity for each group member to reflect on their experience. The documents should be 500-750 words in length and graded based on the reflective paper rubric. The reflective essay will be submitted on Friday, 04/24/20, before 11:55 pm.

Assignment 04: Research Paper to Inform Group Practice

Meta: *Points* 100 pts (20% of final grade); *Deadline* Friday 04/22/22 at 11:55 PM; *Completion* Submit an individual paper via My Heritage Assignments which is connected to Chalk and Wire

Purpose: The research paper to inform group practice is a key assignment¹ for SOWK 487. Research regarding what makes services effective is constantly being conducted. However, social workers in generalist practice don't always utilize the research to enhance their services. The purpose of this assignment is to learn to apply knowledge gained by reading peer-reviewed journal articles and other quality sources of information.

The Council on Social Work Education [CSWE] (2015) describes nine different competency areas for social work students. This assignment is designed to offer students the opportunity to demonstrate competency in subsections of two of these. The first is competency four, which states, "Engage in Practice-informed Research and Research-informed Practice" (p. 8). Specifically, it will look at and evaluate the student's ability to "use and translate research evidence to inform and improve practice, policy, and service delivery" (p. 8). The assignment will also be used to review the student's ability to "Intervene with Individuals, Families, Groups, Organizations, and Communities" (p. 9), which is the eighth competency described by the CSWE. Students' distinct practice behavior in examining interventions will be assessed according to their ability to "apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies" (p. 9).

Task: Working individually, students will complete a research paper regarding a facilitated treatment group. It is helpful for the student to select a group that they might be interested in providing in the future. The group can be on almost any topic. For instance, you may choose to research chemical dependency, sex offender treatment, sexual abuse recovery, grief and loss, parenting children with special needs, homeless teens, etc. The final paper will be 1,500 to 1,750 words in length. It should be written using APA format and strong academic and professional writing skills. A title page, abstract, written article, and reference page are all included. The paper will consist of a minimum of four sources that guide facilitating your group topic. At least two journal articles must be from peer-reviewed sources.

The final paper should include the following information:

- Discussion, synthesis, and analysis of the findings of the research
- Examination how the research findings relate to each other, it is helpful to look for themes in the articles and base your paper around those themes
- Use of examples about how the information provided should be applied to practice with groups
- Understanding of how to apply the information to the knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies

Criterion for Success: Students will be assessed on their ability to demonstrate effective scholarly writing and practice behaviors. This paper will be graded according to the research and intervention practice behavior rubric and the APA research paper rubric. The competencies will be assessed through the practice behaviors rubric. Grades will be included in final grades, which must be submitted by the instructor no later than Wednesday 05/18/22 at 5:00 PM.

¹ A key assignment is a tool used by Heritage's School of Social Work to implement a consistent curriculum across the various Heritage University campuses. This assignment is given at each site with the same grading rubric. Furthermore, it is meant to be a tool for students, as it is included in Chalk and Wire's online portfolio.

Assignment 05 [Extra Credit]: Group Work and Cultural Competency Opportunities

The faculty for this course offers students two different opportunities for extra credit during this course. The first is a more minor assignment for attending a therapeutic or task group and drafting a reflective paper regarding the experience. The second is a more intensive research paper looking into culturally competent practices in social work. Grades for the assignment will be included in the submission of final course grades, which are required to be posted no later than Wednesday 05/18/22 at 5:00 PM. While extra credit can be given to complete this assignment, the total points in the class are unable to exceed 500 points, and thus any extra credit points gained which go over the total class grade would be not included in the final grade. Late submission is not accepted for this assignment.

Assignment 05a: Group Participation and Reflective Paper

Meta: Points 25 extra credit points (5% of final grade); *Deadline* Friday 05/06/22 at 11:55 PM; *Completion* submission via assignments on My Heritage

Purpose: Offer students an assignment to earn extra credit points where they are able to reflect on participation in a group and reflect on the experience through the lens of social work.

Task: The student would participate in a therapeutic or task group and write about their experience. The group would be attending an AA or something similar offered in the community. Due to the COVID-19 Pandemic, online group options are acceptable. The group can also be a task group, especially a policy-related group (such as a school board meeting). After attending and observing the group, the student will write a short reflective paper.

Criterion for Success: The reflective paper will be approximately 500 to 750 words in length. The report will be graded according to the reflective paper rubric included in the syllabus.

Assignment 05b: Evidence-Based Practices for Culturally Competent Social Work Research Paper

Meta: Points 50 extra credit points (10% of final grade); *Deadline* Friday 05/06/22 at 11:55 PM; *Completion* submission via assignments on My Heritage

Purpose: Offer students an assignment to earn a higher amount of extra credit points where they delve further into evidence-based practices and literature related to cultural competence.

Task: This paper reviews evidence-based cultural competency practices for social workers. Students may choose from any given cultural practice to base their research on (some examples could range from how social workers use eye contact in working with clients to best practices for working with a Muslim client). The paper will generally describe the following:

- Description of the evidence-based practice being reviewed
- Review of the evidence presented in scholarly sources regarding the practice
- Implications the practice has for social work or for practitioners
- Strengths and limitations of the practice

Criterion for Success: The paper should be written in APA format both regarding the use of strong academic writing along with proper formatting. The paper should be approximately 1,250 to 1,500 words in length. This paper will be graded according to the APA research paper rubric.

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 during class sessions, having come having completed the reading for the week. Because this is a practice class, students are encouraged to bring a sense of experimentation and willingness to try to the class environment.

Description of Assignment Types

The participation and engagement for this course is the most significant assignment. There is a scholarly presentation that students will complete in class to show their ability to engage with the literature, as well as a research paper. The community practice in completing a group is allowed for students to use the skills they are learning in class in a real-world setting prior to their practicum experience. The extra credit assignments options include another reflective paper and/or a research paper.

Designated Style

Writing for this course is to be done using the American Psychological Associations (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

Week	Date	Content	Reading Assignment	Due Dates
1	01/17/22	Holiday, No Class (Martin Luther King)	N/A	
2	01/24/22	Theories of Practice II, Course Introduction	Course Syllabus	
3	01/31/22	Theoretical and Philosophical Foundations to Groups part I	Garvin et al. (2017) Chapters 1-3	

Week	Date	Content	Reading Assignment	Due Dates
4	02/07/22	Theoretical and Philosophical Foundations to Groups part II	Garvin et al. (2017) Chapters 4-6	
5	02/14/22	Work with Families I	Chovil (2009)	
6	02/21/22	Holiday, No Class (Presidents Day)		
7	02/28/22	Working with Families II	Prest and Protinsky (1993)	
8	03/07/22	Family Treatment Modality Research Presentations; The Mutual Aid Model	Garvin et al. (2017) Chapter 7 and 9	A-02b: Family Treatment Modality Research Presentation due during class
9	03/14/22	Spring Break		
10	03/21/22	Group Intervention Pitch; Cognitive Behavioral Group Work	Garvin et al. (2017) Chapter 8	03a: Group Intervention Pitch due during class Midterm Grades Due Wednesday 03/23/22 at 5:00 PM by the instructor
11	03/28/22	Group Work Approaches Related to Purpose	Garvin et al. (2017) Chapters 10 and 11	
12	04/04/22	Group Work Approaches Related to Setting I	Garvin et al. (2017) Chapters 13-16	
13	04/11/22	No Synchronous Class: Uses of technology to create groups	Garvin et al. (2017) Chapter 33	See Forums
14	04/18/22	Group Work Approaches Related to Setting II	Garvin et al. (2017) Chapters 17, 18, and 20	A-04: Research Paper to Inform Group Practice is due Friday 04/22/22 at 11:55 PM via Chalk and Wire Assignment on My Heritage
15	04/25/22	Group Work in Organizations and Community Settings	Garvin et al. (2017) Chapters 24, 27, and 28	A-03b: Group Member Feedback is due by Sunday 05/01/22 by 11:55 PM via Google Form
16	05/02/22	Group Work Research and Evaluation	Garvin et al. (2017) Chapters 29, 31, and 32	A-03c - Reflective Paper is due Friday 05/06/22 at 11:55 PM via My Heritage Assignments. Extra Credit Assignments A-05a – Group Participation and Reflective Paper and A-05b – Evidence-Based Practices for Culturally Competent Social Work Research Paper are due Friday 05/06/22 at 11:55 PM via My Heritage
Finals Week	05/09/22	End of year celebration		Please complete course evaluations Final Grades Due Wednesday 05/18/22 at 5:00 PM <i>by Instructor</i>

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 \(http://catalog.heritage.edu/content.php?catoid=15&navoid=944#attendance\)](http://catalog.heritage.edu/content.php?catoid=15&navoid=944#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.jnz

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=12&navoid=867#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=15&navoid=944#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/index.aspx?page=19>

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

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Appendices

Family Treatment Modality Research Informative Presentation Rubric

The family treatment modality informative presentation rubric is used to evaluate assignment two. The group presenters are graded together based on the presentation organization, content, and delivery.

APA Research Paper Rubric

The APA research paper rubric is used to evaluate written research style papers. The rubric assesses students based 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 five-b – [Extra Credit] evidence-based practices for culturally competent social work.

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: assignment 3c – community group facilitation reflective paper and assignment 05a – group participation and reflective paper.

Research and Intervention Practice Behavior Rubric

The practice behaviors rubric is used to assess the CSWE competency four and eight for assignment three - research paper to inform group practice.

Updated 01/17/22

Family Treatment Modality Informative Presentation Rubric

Description	Initial	Emerging	Developed	Highly Developed
Presentation Organization: (audience, topic, accuracy, and logical sequence)	Zero to one of the four assessed areas fits the highly developed standards listed in the rubric.	At least two of the four assessed areas fit the highly developed standards listed in the rubric.	At least three of the four assessed areas fit the highly developed standards listed in the rubric.	Audience: The presentation is geared towards a scholarly audience with limited subject knowledge. Topic: accurately follows the topics described in the syllabus. Accuracy: The information provided is factual and brought from scholarly sources. Logical Sequence: The presentation follows a logical and goal-oriented sequence that provides sufficient context for the audience.
Presentation Content: (description and history of the treatment modality)	There is no discussion of the development of the treatment modality.	The presenters mention its development and history without providing meaningful details.	The presentation offers a description of the development of the treatment modality. The intervention creators are mentioned.	The presentation provides a meaningful description of the history and development of the treatment modality. It helps place it in the context of other treatment options. The interventions creators are discussed.
Presentation Content: (treatment implementation and common techniques)	There is no discussion of the implementation and common techniques.	The implementation process or the standard techniques are at least mentioned.	The implementation details are described with enough detail to see the general focus of the intervention. Many of the strategies or techniques are described.	The stages or steps that a clinician goes through to implement the intervention are outlined in detail. Many of the strategies or techniques are explained. Some methods are demonstrated or taught to the listeners to provide a real-world application.
Presentation Content: (research findings regarding efficacy)	There is no discussion or inclusion of research findings.	There is little explanation of the efficacy of the intervention. The effectiveness is based on only one study.	The presenters discuss at least two studies and the effectiveness of the treatments. The presentation lacks some of the vital information from the studies.	The presenters provide an insightful understanding of the effectiveness of the intervention. A few studies are used to provide the basis for efficacy. The

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				presenters offer key elements of the studies (context, format, participants, outcomes, etc.)
Presentation Content: (strengths and limitations of the selected treatment)	There is no discussion of the strengths or limitations of the treatment.	There is little information provided regarding strengths and limitations.	The strengths are briefly described in general terms, without using case examples. The limitations are generic.	There is a detailed discussion of the strengths of the given intervention. Potential population and uses are described. The limitation of the interventions are also described. Limitations should include discussion of what researchers have defined as needing more research regarding this intervention.
Presentation Content: (references)	References are not provided or discussed during the presentation.	There appears to be some attempt to describe what the sources of information provided.	The presentation includes a reference list that generally looks like APA format.	The presentation slides include in-text citations identifying the sources of information throughout the presentation. The end of the presentation includes a reference list with citation entries in APA format. During the delivery of the presentation, the speaker will refer to the studies and their authors where appropriate.
Presentation Delivery: Visual Aids (quantity, attractiveness, clear, and additive)	Zero or one of the four assessed areas fits the highly developed standards listed in the rubric.	At least two of the four assessed areas fit the highly developed standards listed in the rubric.	At least three of the four assessed areas fit the highly developed standards listed in the rubric.	Quantity: There are enough slides used in the presentation to provide a visual aid for the information required in the presentation. Attractiveness: the slides are visually appealing. A theme is in the presentation. Clear: The slides are easy to read and do not contain too much text. Additive: The visuals used in the presentation are appropriate and enhance the message

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Presentation Deliver: Length (assigned time limits)	The presentation delivery is more than 10 minutes shorter or longer than the assigned time.	The presentation delivery is more than 5 minutes shorter or longer than the assigned time.	The presentation delivery is more than 2 minutes shorter or longer than the assigned time.	The presentation is within the assigned time limits.

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

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(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.

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.

Research and Intervention Practice Behavior Rubric

Description	Initial	Emerging	Developed	Highly Developed
Use of peer-reviewed evidence-based research.	The sources used do not come from peer-reviewed journals or other more highly academic sources.	One or two of the sources used come from peer-reviewed journals or other more highly academic sources.	A few of the sources used come from peer-reviewed journals or other more highly academic sources.	All of the sources come from come from peer-reviewed journals or other more highly academic sources.
Translating research evidence to informed discussion regarding practice and service delivery.	The student's paper has research included in it, but it is not used throughout the paper. The paper only includes one or two direct quotes from these papers. The majority of their paper is written using the students own ideas.	The student's paper is made up of a great many direct quotes from the research material investigated. It has limited use of paraphrasing and or the content of their paper does not directly relate that research to practice and service delivery.	The paper has a balanced mix of direct quotations and paraphrasing. It discusses practice and service delivery to a limited extent.	The paper synthesizes research. The majority of the paper is taken up by paraphrasing this research and directly discussing how it can relate to service delivery. It potentially has one or two direct quotes for parts that are useful to be implemented as a direct quote.
Apply knowledge of human behaviors and social environment [HBSE] or other multidisciplinary theoretical frameworks to interventions with clients and constituencies	There is no inclusion of theories from HBSE or other multidisciplinary theoretical frameworks.	Themes from theories are included in the paper (e.g., discussion of looking at strengths) but no relation to the broader theory or how that their gets applied to interventions.	A theory related to HBSE or other multidisciplinary theoretical frameworks is directly discussed, and there is limited discussion of how the theory should be applied. The paper lacks a concrete description of what the theory is or how it should be implemented.	The paper clearly discusses at least one theory from HBSE ² or other multidisciplinary theoretical frameworks in depth and applies it to the content. A discussion of the theory, how it is end implemented, and how it could be applied is present.
Apply knowledge of person-in-environment to interventions with clients and constituencies	Person-in-environment aspects are not included in the discussion regarding the intervention.	Themes from person-in-environment are included in the discussion regarding the interventions, but the discussion lacks the direct look at theories related to an ecological perspective.	The paper includes direct discussion of the ecology and needs of clients in their paper, but lacks some of the concrete application or description of the theoretical frameworks.	The paper discusses ecology and needs and how the topic can affect various parts of a client or constituent's life. Discussion shows

² These theories of HBSE are not limited to the following, but include strengths perspective, ecological perspective, feminist perspective, and systems theory.

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				evidence of the author's ability to take an ecological perspective ³ .
Apply knowledge of other multidisciplinary theoretical frameworks interventions with clients and constituencies	Knowledge regarding other multidisciplinary theoretical frameworks are not included in the discussion regarding the intervention.	Knowledge regarding other multidisciplinary theoretical frameworks are somewhat included in the discussion regarding the intervention.	Knowledge regarding other multidisciplinary theoretical frameworks are generally included in the discussion regarding the intervention.	Knowledge regarding other multidisciplinary theoretical frameworks are included in the discussion regarding the intervention.

³ The fit of the person in the environment (especially their biology, individual psychology, and social connections) and how those parts connect with the environment especially in aspects related to interface, interdependence, transaction, and energy, adaptation, and coping.