Heritage University

SOWK 486w (1): Theories of Practice I (3 credits)
Fall 2023, Heritage at CBC

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Office Hours: By Arrangement
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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. Offered Fall semester. Limited to majors Prerequisite(s): limited to majors or permission of program chair.

Course Purpose

This course emphasizes professional knowledge, values, skills, cognitive, and affective processes required for generalist practice with individuals. In addition, the class gives attention to various interprofessional conceptual frameworks. Some examples of these include such as systems theory, ecological perspective, and the strengths perspective. Finally, students address competencies for the beginning level practitioner necessary for successful intervention with various micro-client systems.

Relationship to Other Sequences and Other Courses

SOWK 486w is a practice class focused on teaching skills for effecting changes in individual clients. It is considered a "w" class because it is writing-focused. During a student's time in the social work program, there are three theories of practice courses. Each one focuses on a different level of interaction. First, this course starts with individuals, then SOWK 487 Theories of Practice II concentrates on 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 at Columbia Basin College is on the ancestral homelands of the Cayuse, Umatilla, Walla Walla, Yakama, and Palouse peoples. I also desire to honor and acknowledge them as well.

Learner Outcomes, Heritage Outcomes, Performance Indicators

Social Work Program Goals and Objectives

Heritage Universities School of Social Work has the following goals:

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

The School of Social Work has developed the curriculum with competencies as outcomes. Most required courses identify a specific competency for student to demonstrate and be assessed by faculty through a key assignment. The content of the course also introduces and develops related competencies and behaviors. Students who 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)
Engage with Individuals, Families, Groups, Organizations, and Communities	Applied Learning	a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	Role Play Video Rubric

Texts, Materials, and Technology

Text(s)

Hepworth, D. H., Vang, P. D., Blakey, J. M., Schwalbe, C., & Evans, C. (2022). *Empowerment Series: Direct Social Work Practice Theory and Skills* (11th ed. ed.). Cengage Learning, Inc.

Supplements

Technology

Access to a laptop (PC, MacBook, etc.) or desktop and reliable internet access will be needed. Laptops can be checked out from the library (iPads, tablets, and chrome books are not laptops, and therefore are not adequate). Our Learning Management System (LMS) called MyHeritage will be used 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

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

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

Assignments and Grading

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

I grade students on four different significant assignments for SOWK 486. These include the following: class engagement and attendance, chapter reading quizzes, the theory and practice integrative paper, and the interviewing skills video role-play and reflective paper. Furthermore, two optional extra credit opportunities include a reflective essay about participation in a group and a research paper about culturally competent social practices.

See the following for more detailed information.

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

Course Assignments Descriptions

I have described each assignment 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 50 pts (12.5% of final grade); Deadline Each week during the in-person session; Completion via attendance taken by instructor and documentation during class.
Purpose:	This class, being a practice class, has a crucial participatory aspect. Assigning points to this incentivizes students to be present and 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 about the required reading. Students should be willing to engage in practice activities during the class session. Students who cannot attend class can be excused by contacting the instructor. If you cannot attend in person, the session is recorded and can be viewed after. For week 14, students must complete discussion forums for points due to an extended Thanksgiving holiday break.
Success:	Students will be present, on time, or have contacted the instructor for the class session. Students will fully engage in class activities and discussion.

Assignment 02: Chapter Reading Quizzes

Meta:	Points 50 pts (12.5% of final grade); Deadline 5:30 PM before class each week where there is assigned reading from the Hepworth et al. (2022) text; Completion via My Heritage Assignments
Purpose:	The chapter reading quizzes further incentivizes students to read and be prepared for class.

Task: Students will complete an online quiz about the reading using the My Heritage course page. During the semester, the instructor selects 100 questions about the required reading, making each question worth 0.5 points.

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

Assignment 03: Theory and Practice Integrative Paper

Meta: Points 100 pts (25% of final grade); Deadline Friday 10/06/23 at 11:55 PM; Completion via My Heritage Assignments as an uploaded paper.

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

Task: Working in groups of two, students will author a paper describing a theory of practice and how a practitioner would implement it working with an individual client. Students may choose any interprofessional conceptual framework related to social work they want to discuss. Hepworth et al. (2022) provide the orienting frameworks for social, including ecosystems perspective, strengths perspective, cultural humility, anti-oppressive practices, trauma-informed care, and evidence-based practices. Other notable examples include the feminist perspective, developmental theories, and other theories described in human behavior and the social environment. Students can approach this project with creativity in how they portray the information, but it must consist of the following minimum parts:

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

Success: Successful papers are evaluated using the *APA Research Paper Rubric,* which includes assessing the paper content, APA formatting, spelling, grammar, timeliness, and length. Each paper should be between 1,250 and 1,500 words in length. Feedback from the instructor will be completed no later than mid-term grades due by the faculty on 10/18/23 at 5:00 PM.

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

Worth 200 points, or 50% of the student's final grade, the assignment has two parts, each worth 100 points. The *Interviewing Skills Video Role-Play* is a key assignment[1] for the social work program. This

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[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

assignment allows you to view yourself as a social worker conducting an interview. The *Interviewing Skills Reflection Paper* provides a space to self-critique your engagement and interviewing skills.

Assignment 04a: Interviewing Skills Video Role-Play

Meta: Points 100 pts (25% of student's final grade); Deadline Friday 11/17/23 by 11:55 PM; Completion Students submit through Anthology Portfolio (My Heritage Assignments).

Purpose: The Interviewing Skills Video Role-Play supports students in confirming the acquisition of interviewing skills (application of person in the environment, empathetic responding, reflective responding, and other interpersonal skills).

Task: Students will work with a partner to record a 15 to 20-minute interview. The interview should be a role-play of an initial meeting between a social worker and a fictional client. Students have the freedom to develop their settings for the interview. This assignment is designed to offer the student the opportunity to demonstrate engagement, the sixth competency described by the Council on Social Work Education (CSWE). The following is the language used in the 2022 education and policy standards (EPAS):

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.

Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and

b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies. (p. 11)

The following are the instructions for this assignment:

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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.

- Students will record a 15 to 20-minute role-play with a classmate. To complete this, students should use a tripod or stable surface to record the role-play with a cell phone or other recording device.
- Each student's role-play will have three parts (1) introduce the role-play setting, (2) complete the client interview using listening and attending skills discussed and practiced in class, and (3) debrief the role-play with your partner.
- The intention is to demonstrate your ability to use attentive listening, open-ended questions, empathetic responding, and other skills. The focus is not on solving the person's problem or difficulties.
- Students can do each of the three parts with the camera rolling. During the debrief with your partner, discuss (a) the things that you said/did that helped the other person feel comfortable and open up, (b) the things that you could have improved, and (c) any suggestions or feedback from your partner.
- After completing the first interview, switch roles and do another 15 to 20-minute role play following the same format.
- Each student should upload their final video of them as the interviewer to Anthology Portfolio for the instructor's assessment.
- Your video may be too large to upload to Anthology Portfolio and need to be compressed. Appendix D provides step-by-step directions with screenshots for how to reduce the file size of your video.

Success: Each student will submit a video of themselves that demonstrates their use of interviewing skills. Grades will be based on the *Engagement Practice Behaviors Rubric*, which evaluates students based on the CSWE competency six. Feedback from the instructor will be completed no later than final Grades, due Wednesday 12/13/23 at 5:00 PM.

Assignment 04b: Interviewing Skills Reflective Paper

Meta: Points 100 pts (25% of student's final grade); Deadline Friday 12/01/23 at 11:55 PM; Submission via Assignments section of My Heritage

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

Task: After students have completed their role-play and had an opportunity to review their performance, they will individually author a reflective paper describing their experience and what they learned. The reflection should be between 500 and 750 words long, formatted using the APA 7th edition style guide. Abstracts are optional, and if your paper does not cite any sources, there is no need for a reference page. Students must include the following in their writing:

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

Success: Students will submit a paper demonstrating their ability to self-reflect and write using strong academic writing skills. Grades are assigned based on the *Reflective Paper Rubric*.

Feedback will be provided with final grades due by the instructor no later than 12/13/23 at 5:00 PM.

Assignment 5: Extra Credit Assignment Options

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

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

Meta: Points 25 pts (5% of total grade in extra credit); Deadline Sunday 11/26/23 by 11:55 PM; Completion via My Heritage Assignments as a file upload.

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

Task: Students will write a reflective paper that is 500 to 750 words in length. They will consider their use of empathic language in their daily life and how to be more empathic.

- Report on what your communication patterns are.
- Discuss what empathetic communication patterns look like.
- Plan for what you can to improve your empathetic communication.

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 12/13/23 at 5:00 PM.

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

Meta: Points 50 pts (10% of total grade in extra credit); Deadline Sunday 11/26/23 by 11:55 PM; Completion via My Heritage Assignments as a file upload;

Purpose: The *Evidence-Based Practice for Assessments or Generalist Practice Paper* allows students to dive into the literature on social work best practices for engaging with individuals. This task enables students to demonstrate knowledge of practice behaviors they will need as future social workers.

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

Success: Students will submit a paper demonstrating academic skills describing 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 12/13/23 at 5:00 PM.

Course Guidelines and Expectations

Description of course expectations

Students are expected to engage during class sessions, having completed the week's reading. 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

Participation and engagement in this course are the most significant aspect of this class. The class format includes lectures, whole group discussions, small group discussions, modeling skills, and practicing skills. There are reading quizzes to ensure comprehension. A research paper is completed with a group to assess strong academic writing and introduces students to the APA style. A role-playing video is used to rate specific skill implementation. The extra credit assignment options include another reflective paper and a research paper.

Designated Style

Writing for this course will 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	Date	Content	Reading Assignment	Due Dates
1	08/23/23	Theories of Practice I, Course Introduction; Academic Learning and Writing	Course Syllabus	
2	08/30/23	Social Work Perspectives, Frameworks, & Theories	Green and McDermott (2010) and De Jonge and Miller (1995)	
3	09/06/23	Direct Social Work Practice	Hepworth et al. (2022) chapters one and two	**A-02: Reading Quiz** for chapters one and two is due at 5:30 PM before class via My Heritage Assignments
4	09/13/23	How Do We Help	Hepworth et al. (2022) chapters three and four.	**A-02: Reading Quiz** for chapters three and four is due at 5:30 PM before class via My Heritage Assignments
5	09/20/23	Communication Skills	Hepworth et al. (2022) chapters five and six	**A-02: Reading Quiz** for chapters five and six is due at 5:30 PM before class via My Heritage Assignments
6	09/27/23	Communication Skills Lab Day		
7	10/04/23	Counterproductive Communication	Hepworth et al. (2022) chapter seven	**A-02: Reading Quiz** for chapter seven is due at 5:30 PM before class via My Heritage Assignments

Week	Date	Content	Reading Assignment	Due Dates
				A-03: Theory and Practice Integrative Paper due Friday 10/06/23 at 11:55 PM via My Heritage Assignments
8	10/11/23	Assessments in Social Work	Hepworth et al. (2022) chapters eight and nine	**A-02: Reading Quiz** for chapters eight and nine is due at 5:30 PM before class via My Heritage
9	10/18/23	Assessments Lab Day		Midterm Grades Due Wednesday 10/18/23 at 5:00 PM by the instructor
10	10/25/23	Planning in Social Work	Hepworth et al. (2022) chapters 12 and 13	**A-02: Reading Quiz** for chapters 12 and 13 is due at 5:30 PM before class via My Heritage Assignments
11	11/01/23	Planning Lab Day		
12	11/08/23	Effecting Change for Clients	Hepworth et al. (2022) chapter 17 and 18	**A-02: Reading Quiz** for chapters 17 and 18 is due at 5:30 PM before class via My Heritage Assignments
13	11/15/23	Guest Presentation by Judy Dirks, LMHC regarding Mindful Clinicians		**A-04a: Interviewing Skills Video Role-Play** is due Friday 11/17/23 at 11:55 PM via Anthology Portfolio (My Heritage Assignments)
14	11/22/23	**No In-Person Class - Thanksgiving** How Do We Change Ourselves		**A-01: Class Participation and Engagement** Discussion Forums due Sunday 11/26/23 at 11:55 PM via My Heritage Forums **A-05a [Extra Credit] Empathetic Communication Self-Evaluation Reflective Paper** due Sunday 11/26/23 at 11:55 PM via My Heritage Assignments **A-05b: [Extra Credit] Evidence-Based Practice for Assessments or Generalist Practice** due Sunday 11/26/23 at 11:55 PM via My Heritage Assignments
15	11/29/23	Evaluation and Termination	Hepworth et al. (2022) chapter 19	**A-02: Reading Quiz** for chapter 19 is due at 5:30 PM before class via My Heritage Assignments **A-04b: Interviewing Skills Reflection Paper** is due Friday 12/01/23 at 11:55 PM via My Heritage Assignments
Finals Week	12/06/23	Semester Celebration		Final Grades Due Wednesday 12/13/23 at 5:00 PM by Instructor

Attendance

Regular attendance and participation in class are expected and considered essential for successful academic work. The instructor will document attendance 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 class participation are expected and considered essential for successful academic work. Heritage regularly updates its full attendance policy in the current catalog Attendance Policy (http://catalog.heritage.edu/content.php?catoid=18&navoid=1031#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 [Log into MyHeritage before using links]

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

The ASC has in-person and online appointments, drop-in services also both in-person and online. To view our schedule, or make an in-person or online appointment, visit the ASC page on MyHeritage under Student Services. To learn more about any of these services, call the ASC at (509) 865-8517 or email us ASC@heritage.edu

Library

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=18&navoid=1031#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=18&navoid=1031#academic_honesty_policy

Academic Honesty Procedure Diagram.
https://heritage.edu/wp-content/uploads/2022/10/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-disability-services/

Please visit the Office of Ability Services web page for information about student ability services on campus or email Officeofdisabilityservices@heritage.edu.

Safe Attendance Reminder

Heritage University is committed to providing a safe and healthy environment for all students, staff, and faculty. Our goal is to mitigate the potential for transmission of communicable disease, including COVID-19, in our environment.

Anyone experiencing symptoms of viral illness, such as fever or chills, cough, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or

diarrhea, should stay home and see medical attention. Anyone known to have a close exposure to COVID-19 should wear a mask and follow CDC guidelines (https://www.cdc.gov/coronavirus/2019-ncov/your-health/isolation.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fyour-health%2Fquarantine-isolation.html) for isolation and precautions.

In addition, Heritage University community members must be prepared to "Mask When Asked." Individuals can require that people who enter their offices wear masks. Faculty can require that students mask in their classrooms. Students who need to have their classmates mask can request that themselves or speak to the Vice President for Student Affairs to ask for support. Our collective commitment to health and wellbeing of all members of the community is essential and appreciated.

References

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

Council on Social Work Education. (2022). 2022 EPAS: Educational policy and accreditation standards for baccalaureate and master's social work programs. https://www.cswe.org/getmedia/94471c42-13b8-493b-9041-b30f48533d64/2022-EPAS.pdf

De Jonge, P., & Miller, S. D. (1995). How To Interview for Clients Strengths. Social Work, 40(6), 729–736. https://doi.org/10.1093/sw/40.6.729

Green, D., & McDermott, F. (2010). Social Work from Inside and between Complex Systems: Perspectives on Person-in-Environment for Today's Social Work. British Journal of Social Work, 40(8), 2414–2430. https://doi.org/10.1093/bjsw/bcq056

Hepworth, D. H., Vang, P. D., Blakey, J. M., Schwalbe, C., & Evans, C. (2022). Empowerment Series: Direct Social Work Practice Theory and Skills (11th ed.). Cengage Learning, Inc.

Appendices

A. 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: *A-03 – Theory and Practice Integrative Paper* and *A-05b – [Extra Credit Assignment] Evidence-Based Practice for Assessments or Generalist Practice*.

B. Reflective Paper Rubric

The *Reflective Paper Rubric* is used to evaluate written reflective-style papers. The rubric assesses students 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: *A-04b – Video Role Reflective Paper* and A-*05a – Empathetic Communication Self-Evaluation Reflective Paper*.

C. Practice Behaviors Rubric

The practice behaviors rubric assesses the CSWE competency six for the interviewing skills video role-play.

D. Compress a Video to Reduce the File Size (Desktop Computer)

A help document that lists step-by-step instructions for how to compress a video for upload to Anthology Portfolio for Assignment 4a - Interviewing Skills Video Role-Play.

Syllabus Form Updated 07/18/2023

A. APA Research Paper Rubric

Description	Initial	Emerging	Developed	Highly Developed
Paper Content: General Content (relevant, legitimate, and follows syllabus topics)	The paper does not match the assignment description or includes false or misleading information.	The paper tangentially follows the course syllabus but misses some of the significant aspects of the assignment directly. It presents primarily relevant facts but cannot 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 presented information.	The paper's content 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's content is disconnected, and following themes and ideas throughout the document is challenging. The author jumps between these themes and concepts without any type of transition. The paper is either driven by emotional or individualized arguments, lacking 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 writing includes emotional or individualized arguments.	The paper content is generally presented in a logical sequence. Some of the themes of the paper are not rationally organized. Most of the themes include transitions. The basis of the writing is primarily using research-based evidence or logical reasoning.	The paper's content is presented in a logical order. The themes and ideas presented in the essay use smooth transitions. The argument in the writing uses logical reasoning and uses research-based evidence.
Paper Content: General Feel (compelling and engaging writing)	The paper's content is exasperating to read. There is a lack of variation in vocabulary and writing techniques.	The paper's content is readable. There is limited variation in writing techniques and vocabulary.	The paper's content is interesting. There is some variation in writing techniques and vocabulary.	The paper's content is written compellingly and encourages the audience to continue reading. There is a variance in writing techniques and vocabulary 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 numerous 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 follows 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, and the report is generally written formally. Most of the APA writing conventions are used.	The paper is written using the third person, does not use colloquial phrases, and topics are clearly described in a way that the reader can understand. The report appropriately uses APA writing conventions (i.e., numbers, quotes, abbreviations, etc.)

Description	Initial	Emerging	Developed	Highly Developed
APA Formatting: Page Format (paper sections, headers and footers, page layout, and spacing)	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 document includes a title page, an abstract if the syllabus requires it, a title at the beginning of the paper, and a reference page. The headings for these pages are correctly labeled. The report is double-spaced.
APA Formatting: Reference List (reference style and formatting)	The reference list does not look like it follows the APA formatting or completely lacks 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. Some minor errors are related to missing information or formatting issues (potential problems with italics, periods, and commas).	The reference list looks like an APA reference list (i.e., double-spaced, hanging indent). The authors' names are correctly formatted. The reference list includes proper use of italics and appropriate information in each entry with proper formatting. The correct 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 not 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 has in-text citations in all required parts. There are some minor errors in the formatting of the citations or missing necessary information. The citations generally look 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 required information. Variations of parenthetical and narrative citations are used in the writing.
Spelling and grammatical (grammar and writing mechanics)	The paper has many spelling and grammatical errors.	The paper has some spelling and grammatical errors.	The paper has one or two spelling and or grammatical errors.	Grammar and writing mechanics are correctly 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.	The paper is submitted within 24 hours of the deadline, as described in the syllabus.	The paper is submitted by or before the deadline listed in the description.
Length	The paper is more than 100 words over or under the described word length.	The paper is 50 words over or under the described word length.	The paper is a few words over or under the described word length.	The paper is within the described word length.

B. Reflective Paper Rubric

Description	Initial	Emerging	Developed	Highly Developed
Paper Content: General Content (relevant, legitimate, and follows syllabus topics)	The paper does not match the assignment description or includes false or misleading information.	The paper tangentially follows the course syllabus but misses some of the significant aspects of the assignment directly. It presents primarily relevant facts but cannot 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 presented information.	The paper's content 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's content is disconnected, and following themes and ideas throughout the document is challenging. The author jumps between these themes and concepts without any type of transition. The paper is either driven by emotional or individualized arguments, lacking 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 writing includes emotional or individualized arguments.	The paper content is generally presented in a logical sequence. Some of the themes of the paper are not rationally organized. Most of the themes include transitions. The basis of the writing is primarily using research-based evidence or logical reasoning.	The paper's content is presented in a logical order. The themes and ideas presented in the essay use smooth transitions. The argument in the writing uses logical reasoning and uses research-based evidence.
Paper Content: General Feel (compelling and engaging writing)	The paper's content is exasperating to read. There is a lack of variation in vocabulary and writing techniques.	The paper's content is readable. There is limited variation in writing techniques and vocabulary.	The paper's content is interesting. There is some variation in writing techniques and vocabulary.	The paper's content is written compellingly and encourages the audience to continue reading. There is a variance in writing techniques and vocabulary 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 numerous 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 follows 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, and the report is generally written formally. Most of the APA writing conventions are used.	The paper does not use colloquial phrases, and topics are clearly described so the reader can understand. The report 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 APA formatting. The document includes a title page, an abstract if the syllabus requires it, a title at the beginning of the paper, and a reference page. The headings for these pages are correctly labeled. The report is double-spaced.
Spelling and grammatical (grammar and writing mechanics)	The paper has many spelling and grammatical errors.	The paper has some spelling and grammatical errors.	The paper has one or two spelling and or grammatical errors.	Grammar and writing mechanics are correctly 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.	The paper is submitted within 24 hours of the deadline, as described in the syllabus.	The paper is submitted by or before the deadline listed in the description.
Length	The paper is more than 100 words over or under the described word length.	The paper is 50 words over or under the described word length.	The paper is a few words over or under the described word length.	The paper is within the described word length.

C. Practice Behaviors Rubric

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

## D. Compress a Video to Reduce the File Size (Desktop Computer)

This help page will show you how to compress your video file into a smaller, more manageable format. Since Anthology Portfolio does not provide video compression tools, we recommend Handbrake™, as it is free to download, easy to use, and available for both Mac and Windows users.

Step 1: Download Handbrake™

To download Handbrake™ go to handbrake.fr/downloads.php and select the option for your Operating System. Once the application is downloaded to your computer, install it and then open it.

Step 2: Open Handbrake™ and Select your Video File
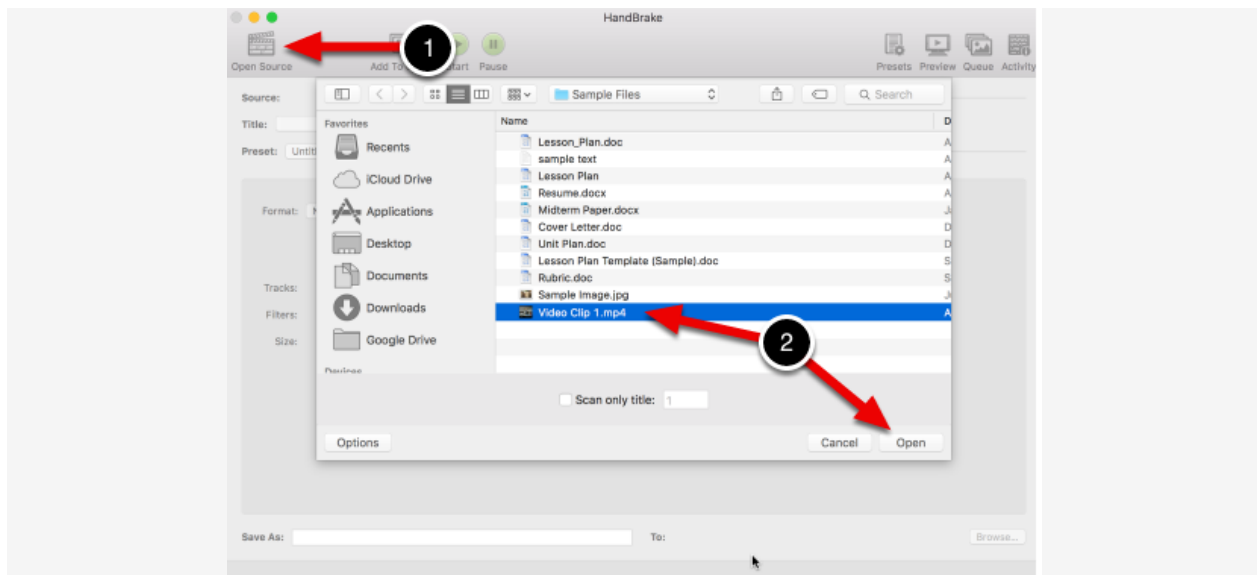
1. The option to select a video file should automatically appear when you first open Handbrake™. If this option does not appear, click the **Open Source** icon located at the top left corner of the Handbrake™ window.

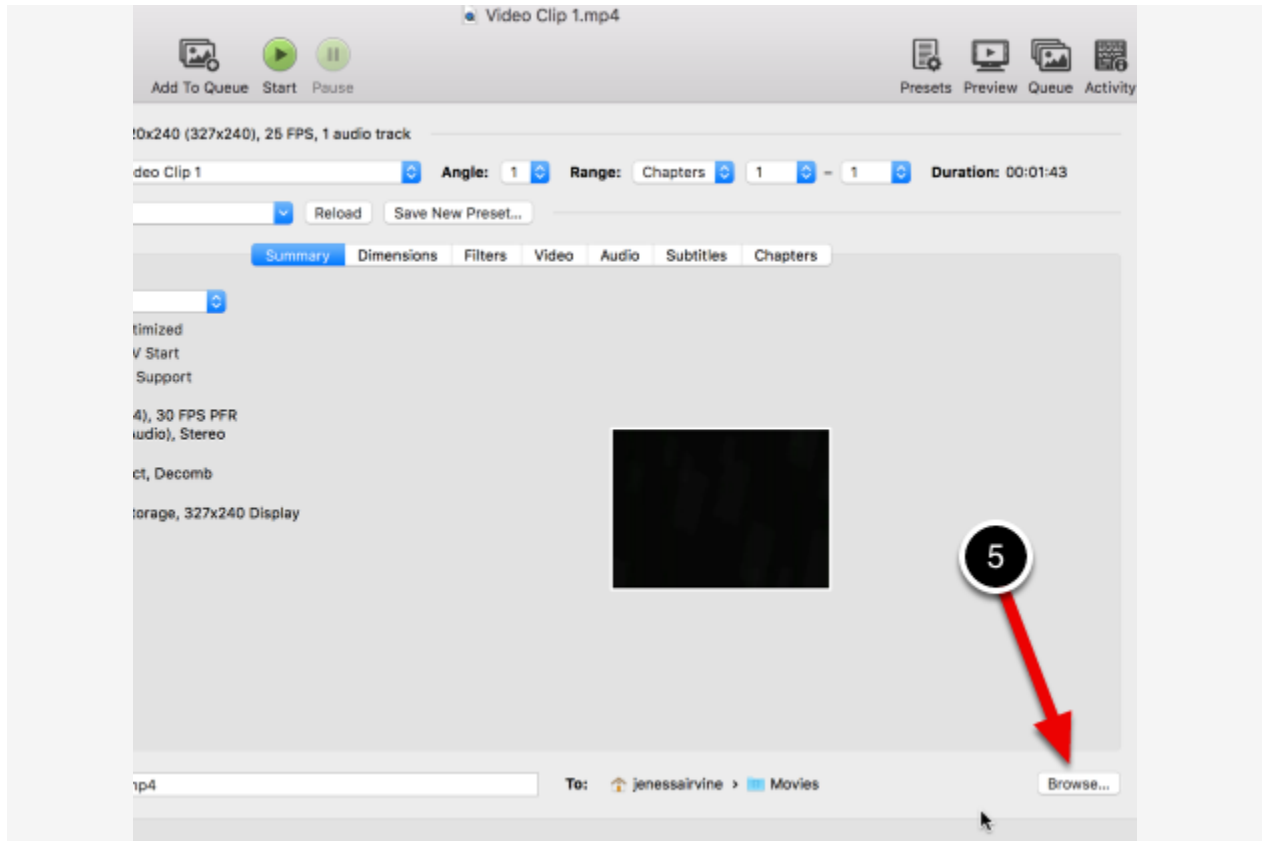**2.** Select the video file from your computer and click **Open**.

Step 3: Select the Output Type and Destination for Saving
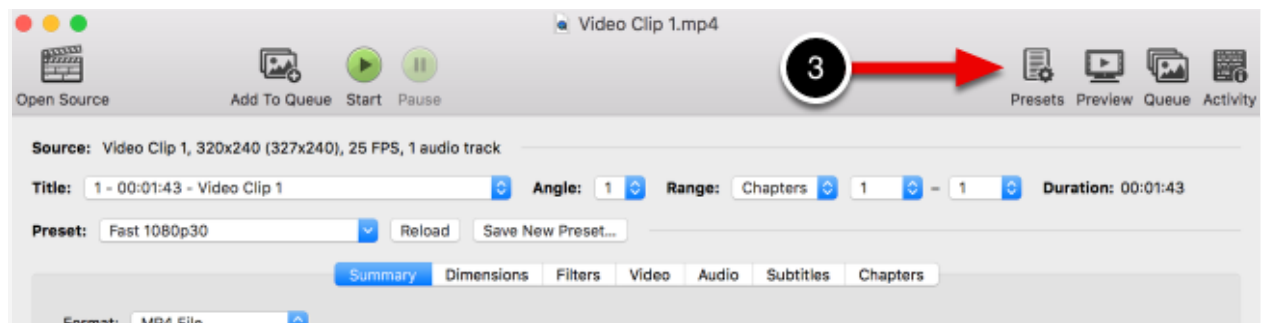
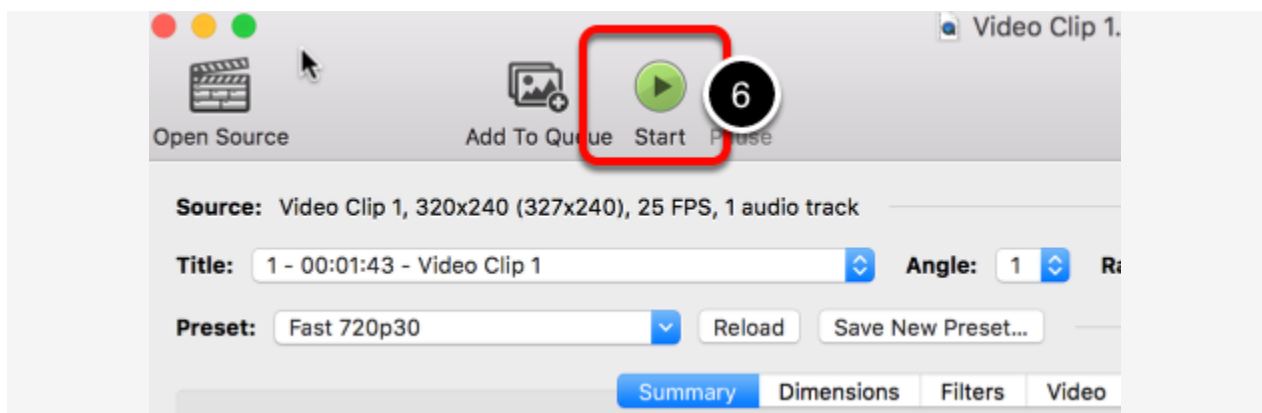**3.** Select the **Presets** option at the window's top right corner.
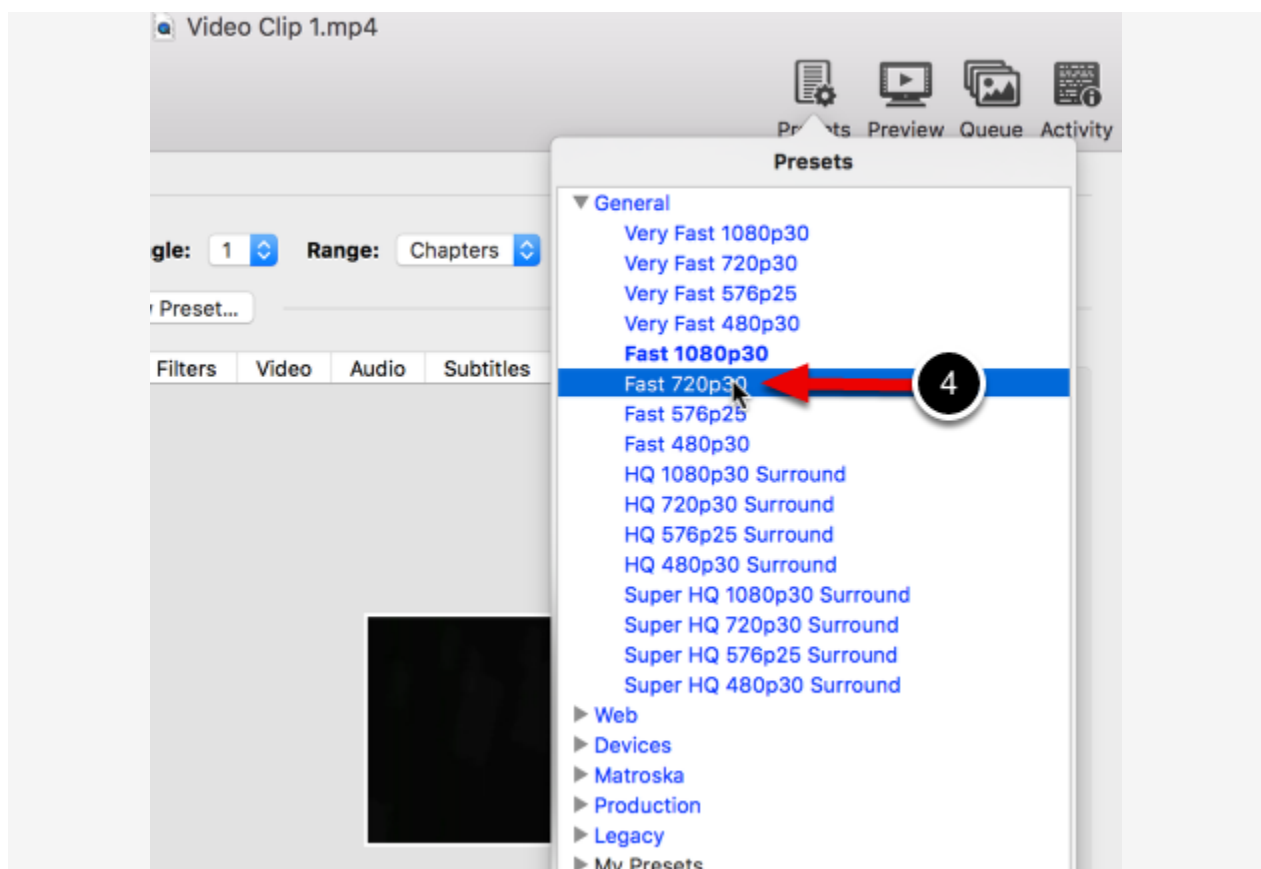
4. Select the Fast **720p30** option.

5. Click the **Browse** button at the bottom right corner of the window. A browsing window will open on your computer. Select the location on your computer where you would like to save the new compressed file.
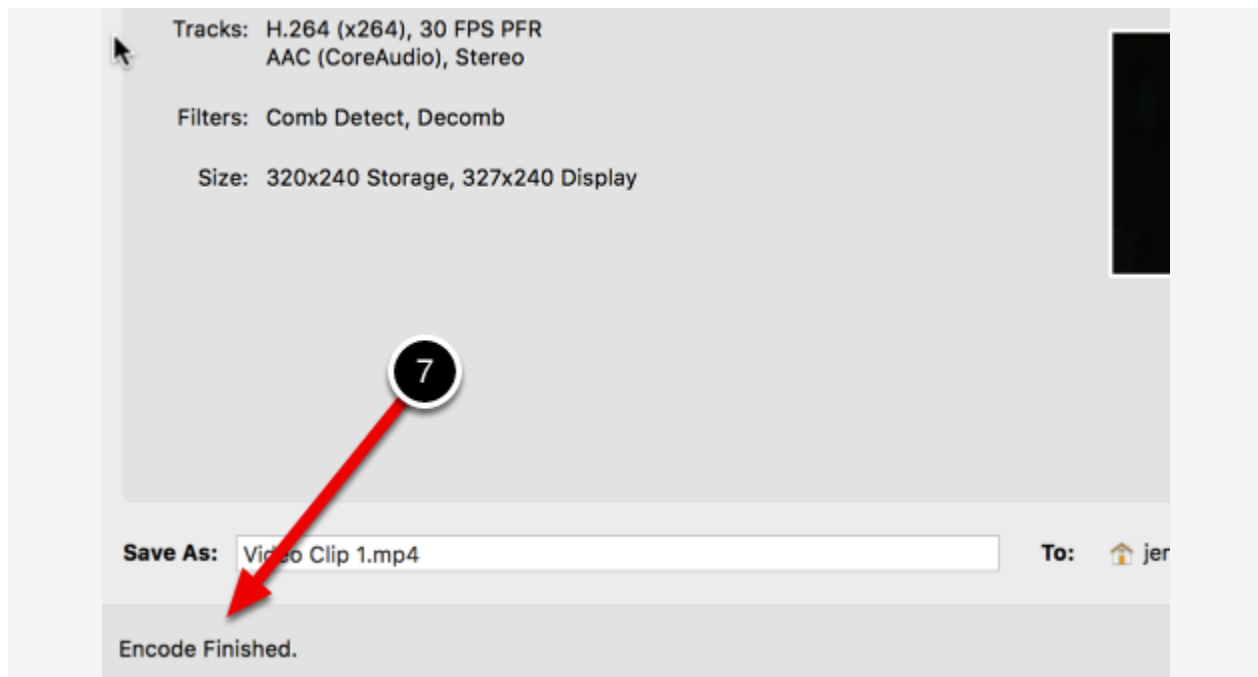
Step 4: Compress Video

6. Click the **Start** button located at the top of the Handbrake™ window.

Encoding Video2.mp4
Pass 1 of 1, 13.23 % (111.69 fps, avg 104.87 fps, ETA 00h00m57s)

Once the compression process has started, you will see its status at the bottom of the HandBrake™ window.

Tracks: H.264 (x264), 30 FPS PFR
AAC (CoreAudio), Stereo

Filters: Comb Detect, Decomb

Size: 320x240 Storage, 327x240 Display

Save As: Video Clip 1.mp4   To: jer

Encode Finished.

7. When the compression is finished, the "Encode Finished" message appears at the bottom of the window.

Is the video not Small Enough?

Try compressing again using the **Fast 480p30** option to reduce the size further.