



## SOWK 322 (2): Practice with Persons with Special Needs (3 credits)

Spring 2024, Heritage at CBC

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Office Hours: By Arrangement

Office Location: By Arrangement

Course Hours: Asynchronous

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Class Location: Online

### Course Description

This course provides the student with practical knowledge and skills to work with individuals, families, and communities with longer-term service needs. The student will be required to apply assessment and plan an effective intervention.

The following is a listing of specific course prerequisites: None are listed.

### Course Purpose

Social workers often work with vulnerable populations, and these vulnerable populations frequently include persons with special needs. Children with chronic healthcare conditions, developmental disorders, and congenital disabilities commonly access services done by social workers. This course builds on the knowledge and skills for working with individuals to gain further insight into research, applied services, and policy perspectives, reflecting the range of needs for persons requiring special assistance.

### Relationship to Other Sequences and Other Courses

SOWK 322 is an online elective course offered to Toppenish and Tri-Cities Campus students. One of the 2022 Educational Policy and Accreditation Standards (EPAS) described by the Council for Social Work Education (CSWE) is for students to engage in diversity and practice differences. Persons with severe disabilities and special needs require specialized services to meet those needs. This class is meant to introduce students to these needs.

### Land Acknowledgement

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

This course is based out of the Tri-Cities Campus. The Tri-Cities campus 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 University 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 (EPAS)*, 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 students 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

## Texts, Materials, and Technology

### Text(s)

Rothman, J (2017). *Social work practice: Across disability* (2nd Ed.). Routledge.

### 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 Chromebooks are not laptops and, therefore, are inadequate). Our learning management system (LMS), MyHeritage, will be used to communicate ideas and upload assignments. Your faculty member will be your guide.

#### Supplemental Texts

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

## Assignments and Grading

The most critical assignment in this course is participation and engagement, which is completed primarily through the online forums at My Heritage. Other projects include a quiz regarding disability rights, a group presentation, and a couple of reflective papers. There are also two optional extra credit assignments offered.

This table delineates the assignments, their point value, and the percentage of the overall class grades.

<b>Assignment</b>	<b>Points</b>	<b>Percentage</b>
A-01: Asynchronous Participation and Engagement	300	48%
A-02: Disability Rights Quiz	50	8%
A-03: Disability Population Group Presentation	100	16%
A-04: Analysis of Activist Work on Social Media	75	12%
A-05: Accessibility in Your Community Reflection Paper	100	12%
<b>TOTAL</b>	<b>625</b>	<b>100%</b>
A-06a [EC]: Crip Camp Film Reflective Paper	50	8%
A-06b [EC]: Disability Population Research Paper	100	16%

### Course Assignments Descriptions

I have described each assignment using 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: Asynchronous Participation and Engagement

**Meta:** Points 300 pts (48% of total grade) over the semester, or 20 pts per week; Deadline Each week, students will engage in the discussion forums during at least two separate days. The week starts on Monday and ends each Sunday. In addition, there might be other tasks, such as watching lecture videos or activities each week; Completion Listed in each weekly unit, a task list will describe what students are expected to complete.

**Purpose:** Engagement and participation are the most critical aspects of this class. Learning in this class comes from considering the information we learn through the textbook and other sources and then internalizing and translating those concepts into scholarly writing. We also gain new insight and discovery from sharing in dialog and discussion with our peers (or sometimes the instructor).

**Task:** The online My Heritage course learning management system is broken into weekly units. Students' expectations for each week are described in a task checklist. This often means completing a specific number of replies in the forums for that week. Students are expected to complete their replies over a couple of days during the week. One of these replies should be before Wednesday. In addition, there are potential short lecture videos with embedded quizzes that must be completed along with discussions.

**Success:** Students will follow the assignment description for each week's unit. Your replies should be thoughtful and edited. It is often helpful to write and edit them in a document and then copy and paste them into the forum. The use of in-text citations following an APA format and the inclusion of their corresponding reference list entries is expected when discussing material taken from other sources. Consider that a few more thoughtful and well-edited replies are better than many careless comments.

## A-02: Disability Rights Quiz

**Meta:** Points 50 pts (8% of total points); Deadline Sunday 02/04/24 at 11:55 PM; Completion via My Heritage Assignments as an online test.

**Purpose:** Students will read a handout created by the Mid-Atlantic ADA Center (2015). The quiz will help determine that each student read and engaged with the material.

**Task:** Students will read the handout and answer the questions for the online quiz.

**Success:** Students will correctly answer the questions in the quiz.

## Assignment 03: Disability Population Group Presentation

**Meta:** Points 100 pts (16% of total points); Deadline Groups will submit their presentations either by Monday 02/26/24 or Monday 03/04/24 at 09:00 AM, depending on whether you are in groups 1-3 or 4-6. The self-reflective questionnaire is due for all groups by Sunday 03/10/24 at 11:55 PM; Completion Assignment submitted via the forums on either week seven or week eight. The self-reflective questionnaire is accessed through My Heritage Assignments.

**Purpose:** To help increase their understanding regarding the impact of various disabilities, students will research an assigned disability category. They will work in groups to help share the workload and practice cooperative learning skills. They will share their findings with the class to enhance everyone's understanding and search for answers to classmates' questions. Finally, they will self-reflect through a questionnaire to help identify their completed learning.

**Task:** The instructor will assign students to groups of three or four and which topic the group will examine. They are to research a specific disability category cooperatively. These disabilities include Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder, Cystic Fibrosis, Deaf/Hearing Impairment, Visual Impairment, Fetal Alcohol Spectrum Disorder, Down Syndrome, and Neural Tube Defects. Then, they will work together to create a presentation that explains at least the following:

- Causes of the disability
- The characteristics that are generally associated with the disability
- The impact the disability often has on the individual, their family, and potentially the community
- Interventions that social workers often implement to support clients with this disability
- Strengths that might be found in persons with this disability or their families
- The types of support or services that might be needed for this population

Students should aim to have presentations with approximately 10-20 slides. The slides will be uploaded to My Heritage in a forum. No oral presentation is required, but it is recommended. Students will often record a Zoom meeting with the group members going through their presentations. During the week of their presentation, all group members will be expected to answer questions on their topic from students and faculty. During each group's presentation week, all members will respond to and answer questions their classmates might have. Students will also complete the self-reflective questionnaire, an "online test" found in the assignments. Presentations must use at least two scholarly and peer-reviewed sources and the textbook. The textbook index is helpful in finding information about some of the disabilities. However, some disabilities do not have significant input in the textbook. In this instance, students are encouraged to include general disability information from the textbook in their presentations to meet this requirement. Slides should have in-text citations for sources used. A final slide in the presentation needs to include the reference list entries used for the presentation.

**Success:** Successful groups will submit an in-depth presentation that is engaging and informative. Groups will use appropriate citations in their slides and include a reference list at the end of the presentation (in-text and reference list entries should follow APA formatting). Students are to include a variety of sources in their presentations. They should use the textbook and at least two peer-reviewed scholarly sources. Students are to complete the self-reflection on time. The presentation will be graded based on the Disability Population Group Presentation Rubric in the syllabus's appendix.

#### Assignment 04: Analysis of Activist Work on Social Media

**Meta:** Points 75 pts (12% of total points); Deadline Sunday 04/21/24 at 11:55 PM; Completion via an uploaded paper in My Heritage Assignments.

**Purpose:** Social media is often used to advocate for disability rights. This assignment hopes to expose students to disability rights advocates on social media, follow them, and see what they do.

**Task:** During the second week of class, students will be introduced to a list of disability activists who maintain a presence on social media. Students should choose at least one person to

follow for the semester. Another person active on social media can be selected but will need approval from the professor.

Over the semester, check in on the activist's social media feed. Notice the information they share, the positions they take, and the organizations and individuals they retweet. Near the end of the semester, you will write a reflection describing what you have learned from following this person, an analysis of information you found challenging to your values or beliefs, and connections you made to other organizations or activists. Your own social media account is helpful but not necessary for this exercise if you are using Twitter (now named X) or Mastodon.

**Success:** Students will submit a thoughtful reflective paper on time. The report will be between 500 and 750 words in length. The paper will include a title page, title, and in-text citations/reference list entries as needed (to cite any tweets or other sources in your paper), all following APA formatting. Scores will be assessed using the reflective paper rubric listed in the appendix.

### Assignment 05: Accessibility in Your Community Reflection Paper

**Meta:** Points 100 pts (16% of total points); Deadline Friday 05/03/24 at 11:55 PM; Completion via an uploaded paper in My Heritage Assignments

**Purpose:** Accessibility is an essential area needing advocacy for persons with disabilities. This project encourages students to increase their awareness of accessibility in community settings.

**Task:** Students are to take an outing into the community. This can be anywhere. Consider a trip to the grocery store, dropping children off at school, getting takeout from a restaurant, an errand in a government building, a visit to the mall, an outing to the library, etc. During class, we will be learning about accessibility and mobility. When you go on your excursion, notice how the environment is accessible. Notice the ways the environment is not accessible. This can include wheelchair access, other mobility access, and access for people with visual or auditory differences or issues with sensory input or communication disorders, etc. Write a reflection about your observations, including photos or other evidence. Include both things that enhance accessibility (strengths) and suggestions for improving accessibility.

**Success:** Students will write an edited and reflective essay about their experience on an outing. The paper should be between 500 and 750 words in length. It should include a title page and title at the start of your paper. The general page format of an APA paper is expected. Most students will not need to include in-text citations or their corresponding reference list entries. Still, if you pull information from other sources in your writing, they should be done following APA format. Photos in the paper should be included as figures and include captions. Papers will be graded based on the reflective paper rubric in the appendix of this syllabus.

### Assignment 06: Extra Credit Options

There are two identified extra credit assignments for this class. The first is a reflective paper with more minor requirements, and the second is a research paper.

### Assignment 06a: Crip Camp Film Reflective Paper

- Meta:** Points 50 extra credit points (8% of total points); Deadline Friday 05/03/24 at 11:55 PM; Completion Submit this as a file upload in the My Heritage Assignments
- Purpose:** Extra credit is offered to allow students to make up work that they missed during some of the class sessions. Students are offered a chance to consider the impact of such camps on individuals and society.
- Task:** Newnham and Lebrecht's (2020) film *Crip Camp: A Disability Revolution* can be found on Netflix, has received positive reviews, and won some awards. Early in the semester, when discussing disability activists, we will talk briefly about Camp Jened, a camp for people with disabilities in the 50s, 60s, and 70s. Extra credit is available if you want to watch the film and write a brief reflection. I would not like to see a summary of the film, but instead your reaction to it. Describe your thoughts about the camp, its meaning, its role in history, its impacts on the residents (positive or negative), and anything else you'd like to share.
- Success:** Students will watch the film and write a reflective paper. Papers should be between 500 and 750 words in length. It should include a title page, title at the start of the article, and in-text/reference list entries for citations following APA formatting.

### Assignment 06b: Disability Population Research Paper

- Meta:** Points 100 extra credit points (16% of total points); Deadline Friday 05/03/24 at 11:55 PM; Completion Submit this as a file upload in the My Heritage Assignments
- Purpose:** Extra credit is offered to allow students to make up work that they missed during some of the class sessions. Students are allowed to expand their completed presentation into a scholarly writing project.
- Task:** Students can take a population, most with disabilities, and write a research paper based on the population. The paper would follow the same format as the presentations that students completed. However, students would not be required to use the same population as their presentation (although this would be advised because of the previous work conducted in preparing the presentation).
- Success:** Students will submit a research paper that discusses a specific population with disabilities. They will incorporate the same expectations as the presentation regarding what information to include. Papers will be between 1,500 and 1,750 words in length. Papers will follow proper APA formatting and include a title page, abstract, title of the paper, in-text citations, and corresponding reference list entries. Grades will be assessed using the APA research paper rubric included in the appendix of this syllabus.



## 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 in class discussions, follow up with the teacher regarding any needs that they might have, and be willing to examine their assumptions and beliefs regarding disabilities.

### Description of Assignment Types

Participation and engagement for this course is the most significant assignment. This participation and engagement is detailed on My Heritage each week. Most often, this is completed through the forums. There is an online quiz that students will have to complete for one of the readings. In addition, students will prepare a presentation to be viewed and discussed with their classmates and a couple of reflective papers. 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 optional 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	01/15/24 - 01/21/24	SOWK 322 Course Introduction	Course Syllabus	<b>A-01: Asynchronous Participation and Engagement</b> see weekly checklist for specific tasks
2	01/22/24 - 01/28/24	Historical Perspective Intro to Group Presentations	Rothman (2018) Ch 2	<b>A-01: Asynchronous Participation and Engagement</b> see weekly checklist for specific tasks



<b>Week</b>	<b>Date</b>	<b>Content</b>	<b>Reading Assignment</b>	<b>Due Dates</b>
3	01/29/24 - 02/04/24	Disability Rights Movement Americans with Disabilities Act	Rothman (2018) Ch 3; Mid-Atlantic ADA Center (2015);	<b>A-01: Asynchronous Participation and Engagement</b> see weekly checklist for specific tasks  <b>A-02: Disability Rights Quiz</b> is due Sunday 02/04/24 at 11:55 PM via My Heritage Assignments.
4	02/05/24 - 02/11/24	Disability and Identity Development	Rothman (2018) Ch 7	<b>A-01: Asynchronous Participation and Engagement</b> see weekly checklist for specific tasks
5	02/12/24 - 02/18/24	Onset, course, and outcomes of disability	Rothman (2018) Ch 8	<b>A-01: Asynchronous Participation and Engagement</b> see weekly checklist for specific tasks
6	02/19/24 - 02/25/24	Presentation Workshop – preparing for student group presentations		<b>A-01: Asynchronous Participation and Engagement</b> see weekly checklist for specific tasks
7	02/26/24 - 03/03/24	Student Presentations Groups 1-3		<b>A-01: Asynchronous Participation and Engagement</b> see weekly checklist for specific tasks  <b>A-03: Disability Population Group Presentation</b> for Groups 1-3 is due Monday 02/26/24 at 09:00 AM via My Heritage Forum Discussions
8	03/04/24 - 03/10/24	Student Presentations Groups 4-6		<b>A-01: Asynchronous Participation and Engagement</b> see weekly checklist for specific tasks  <b>A-03: Disability Population Group Presentation</b> for Groups 4-6 by Monday 03/04/24 at 09:00 AM via My Heritage Forum Discussions  <b>A-03: Self-Reflective Questionnaire</b> is due for all groups by Sunday 03/10/24 at 11:55 PM via My Heritage Assignments
9	03/11/24 - 03/17/24	<b>No Coursework Spring Break</b>	None;	None;

<b>Week</b>	<b>Date</b>	<b>Content</b>	<b>Reading Assignment</b>	<b>Due Dates</b>
10	03/18/24 - 03/24/24	Using Client Strengths and Worker Skills	Rothman (2018) Ch 11	<b>A-01: Asynchronous Participation and Engagement</b> see weekly checklist for specific tasks  <b>Midterm Grades</b> due Wednesday 03/20/24 at 5:00 PM by the instructor
11	03/25/24 - 03/31/24	Assessing Individuals and Communities	Rothman (2018) Ch 12	<b>A-01: Asynchronous Participation and Engagement</b> see weekly checklist for specific tasks
12	04/01/24 - 04/07/24	Practice Models - Working with Individuals	Rothman (2018) Ch 13	<b>A-01: Asynchronous Participation and Engagement</b> see weekly checklist for specific tasks
13	04/08/24 - 04/14/24	Practice Models - Working within the Disability Community	Rothman (2018) Ch 14	<b>A-01: Asynchronous Participation and Engagement</b> see weekly checklist for specific tasks
14	04/15/24 - 04/21/24	Mobility, Access, and Adaptive Technology	Rothman (2018) Ch 22	<b>A-01: Asynchronous Participation and Engagement</b> see weekly checklist for specific tasks  <b>A-04: Analysis of Activist Work on Social Media</b> is due Sunday 04/21/24 at 11:55 PM via an uploaded paper in My Heritage Assignments
15	04/22/24 - 04/28/24	Overview of Network and Services in the Public Sector	Rothman (2018) Ch 16	<b>A-01: Asynchronous Participation and Engagement</b> see weekly checklist for specific tasks
16	04/29/24 - 05/05/24	The Social Support and Recreation Network	Rothman (2018) Ch 21	<b>A-01: Asynchronous Participation and Engagement</b> see weekly checklist for specific tasks  <b>A-05: Accessibility in Your Community Reflection Paper</b> is due Friday 05/03/24 at 11:55 PM via My Heritage Assignments via file upload.  <b>Extra Credit Assignments 06a and 06b</b> are due Friday 05/03/24 at 11:55 PM via My Heritage Assignments via file upload.

Week	Date	Content	Reading Assignment	Due Dates
Finals Week	05/06/24 - 05/12/24	None;	None;	<b>Final Grades</b> due Wednesday 05/15/24 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 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 quickly 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](mailto: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 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. Complete policies and procedures are 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](https://myheritage.heritage.edu/ICS/Student_Services/Academic_Skills_Center.jnz)

The ASC has in-person and online appointments and drop-in services. To view their schedule or make an in-person/online appointment, visit the ASC page on MyHeritage under Student Services. To learn more about these services, call the ASC at (509) 865-8517 or email us at [ASC@heritage.edu](mailto: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](mailto:Library@heritage.edu).

## Credit Hour Requirements

[http://catalog.heritage.edu/content.php?catoid=18&navoid=1031#credit\\_hour\\_semester\\_definitions](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](mailto:OLCourseExchange@heritage.edu).

## Academic Honesty

Heritage University students are responsible for adhering to academic honesty in all their educational endeavors. Faculty is responsible for modeling intellectual honesty and preventing, detecting, and confronting 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](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](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](mailto: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](mailto: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 diseases, 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 seek 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](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 themselves or speak to the Vice President for Student Affairs to ask for support. Our collective commitment to the health and well-being of all community members is essential and appreciated.

## References

- American Psychological Association. (2020). Publication manual of the American Psychological Association. 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/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-EPAS.pdf>
- Mid-Atlantic ADA Center (2015) An Overview of the Americans with Disabilities Act. [https://adata.org/sites/adata.org/files/files/ADA\\_Overview\\_2015-handout.pdf](https://adata.org/sites/adata.org/files/files/ADA_Overview_2015-handout.pdf)
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## Appendix

Disability Population Group Presentation Rubric  
Reflective Paper Rubric  
APA Research Paper Rubric

Syllabus Form Updated 07/18/2023

## Disability Population Group Presentation Rubric

Description	Initial	Emerging	Developed	Highly Developed
<b>Causes of the disability</b>	No information about the underlying medical conditions is present	Some information about medical conditions but critical information is inaccurate	Provides some information about medical conditions but critical information is missing	Provides sufficient accurate information about the medical condition underlying the disability or disorder
<b>The characteristics that are generally associated with the disability</b>	No information on effects or symptoms is present	Some information on the effects or symptoms is inaccurate	Provides information about symptoms and effects but important information is missing	Provides sufficient accurate information about how the condition manifests, symptoms present, and the expected effects of the disability or disorder
<b>Interventions that social workers often implement to support clients with this disability</b>	No information on treatments or interventions is present	Some information on treatments or interventions is inaccurate	Some information on treatments or interventions is present	Provides sufficient accurate information about standard medical treatment or therapeutic interventions
<b>The types of support or services that might be needed for this population</b>	Does not include any information about common social supports or strategies	Information about social supports or strategies is inaccurate or incomplete	Some information is provided about social supports, but many commonplace strategies are omitted	Provides sufficient accurate information about common social supports or strategies that can help children with disabilities and their parents to thrive
<b>Strengths that might be found in persons with this disability or their families</b>	Presentation is entirely focused on deficits	Makes broad generalizations about strengths, but they may not apply to the majority of people or no evidence is provided	Some information about strengths is present and seems to come from reputable sources	Provides sufficient accurate information about common strengths associated with the condition or disability without too much generalization
<b>References slide</b>	No reference slide is included	References are provided but are not in APA style	APA style reference slide is included but contains errors in citation style	Provides an accurate APA style reference slide at the end of the presentation

Description	Initial	Emerging	Developed	Highly Developed
<b>Uses textbook chapter</b>	The textbook is not utilized	Some information from the textbook is provided	Most key information from the text is provided, but some major information is omitted	Key information from the associated textbook chapter is provided
<b>Additional research</b>	Uses no additional sources beyond the textbook	Uses only one additional source	Uses at least two additional sources but one or more is of questionable quality	Uses at least two additional high-quality sources for the presentation
<b>Well-written</b>	Many errors in grammar, spelling, mechanics, or writing proficiency	Some errors in grammar, spelling, mechanics, or writing proficiency	A few minor errors in grammar, spelling, mechanics, and writing proficiency	Grammar, spelling, mechanics, and writing proficiency are excellent
<b>Visually appealing</b>	Many poor design choices and no meaningful visuals are provided.	Some design choices that make the presentation more challenging to read. Visuals are not meaningful.	Some design choices that make the presentation more challenging to read. Some charts, illustrations, or other meaningful visuals are provided.	The presentation is clear and easy to read. The slides are visually appealing. Some charts, illustrations, or other meaningful visuals are provided



## Reflective Paper Rubric

Description	Initial	Emerging	Developed	Highly Developed
<b>Paper Content: General Content</b> (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.
<b>Paper Content: Organization</b> (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.
<b>Paper Content: General Feel</b> (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.
<b>Professionalism: Tone</b> (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.).

<b>Description</b>	<b>Initial</b>	<b>Emerging</b>	<b>Developed</b>	<b>Highly Developed</b>
<b>Professionalism: Page Format</b> (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.
<b>Spelling and grammatical</b> (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.
<b>Timeliness</b>	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.
<b>Length</b>	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.

## APA Research Paper Rubric

Description	Initial	Emerging	Developed	Highly Developed
<b>Paper Content: General Content</b> (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.
<b>Paper Content: Organization</b> (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.
<b>Paper Content: General Feel</b> (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.
<b>APA Formatting: Tone</b> (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.)
<b>APA Formatting: Page Format</b> (paper sections,	The paper has more than four problems related to APA formatting.	The paper has three or four problems related to APA formatting.	The paper has one or two problems related to APA formatting.	The paper has no found problems related to APA formatting. The paper includes a title page, an abstract if

<b>Description</b>	<b>Initial</b>	<b>Emerging</b>	<b>Developed</b>	<b>Highly Developed</b>
headers and footers, page layout, and spacing)				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.
<b>APA Formatting: Reference List</b> (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.
<b>APA Formatting: In-Text Citation</b> (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.
<b>Spelling and grammatical</b> (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.
<b>Timeliness</b>	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.
<b>Length</b>	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.