



SOWK 581 (0): Social Work Practice with Individuals, Families & Groups

Fall 2025, Online/Toppenish (3 credits)

Instructor	Dr. Jacob Campbell, Ph.D., LICSW		
Office Hours	Toppenish Campus Office: Simpkins Hall, Office 2124 Drop-in: Tuesday's 10-11 AM	Tri-Cities Regional Site Office: 2 nd Floor Office 4209 Drop-in: Wednesday's 2-3 PM	
	Weekly office hours are available for drop-in via Zoom or in-person. Other times available by arrangement. Schedule available at https://vsp.ink/now .		
	Phone	(509) 392-1056	Email
Dates	This course takes place primary online, with weekly content completed asynchronously. The seven in-person Saturday's for fall semester include 09/06/25, 09/20/25, 10/04/25, 10/18/25, 11/01/25, 11/08/25, and 11/22/25. Synchronous sessions for this course take place 12:30-2:00 PM in RAU 1701.		

Land Acknowledgement

Heritage University occupies its home on the traditional lands of the Yakama People. These ancestral homelands are the Yakama, Palouse, Piquouse, 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.

Course Description

Students will use policy, research, and models to investigate advanced assessment and engagement methods, evidence-based practices, and service delivery. This course will include crisis intervention, elements of trauma informed practice, resilience, ethical decision making, and family systems practice. Students will analyze and evaluate their own social work practice with individuals, families, groups, organizations, and communities.

Relationship to Other Sequences and Other Courses

This course builds upon the (SOWK 530) **Foundations of Social Work Practice** course from the first semester of the Generalist year, which focuses on engagement in micro and mezzo systems. It also

helps lay the foundation for (SOWK 586) **Culturally Tailored Intervention**, which takes place during the second semester of the Advanced Generalist year and provides skills focused on intervening with diverse constituencies. This class reviews clinical social work practice from an integrated approach engaging and assessing populations at an individual, family, group, organizational, and community level, and using ethical and professional practice. Knowledge and learning focused on multicultural practice, relational theories, structural approaches, and some specific therapeutic models are included.

MSW Program Goals

- To prepare students with knowledge, values, skills, cognitive and affective processes.
- To prepare students with advanced skills in social policy, research, culturally tailored interventions, and organizational and community leadership to enhance social functioning and alleviate poverty, oppression, and injustices.
- To prepare students to improve people's lives; alleviate biopsychosocial concerns; empower individuals, families, groups, organizations, and communities; and achieve social justice.

Competencies, Performance Indicators, 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. The EPAS recognizes a holistic view of competence; that is, the demonstration of 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 Master of Social Work Program's curriculum focuses upon the preparation of social work students for professional social work practice. Students acquire and develop the nine social work competencies that identify the knowledge, values, skills, cognitive and affective processes that are subsequently demonstrated in practice with diverse populations of individuals, families, groups, organizations, and communities within a complex multicultural society.

What will I do in this class? (Class Learning Assignment)	What knowledge/skills will I gain? (Specialized Practice Behaviors)	How does this work apply? (CSWE 2022 Competency)
Case Study Paper	<ul style="list-style-type: none"> a. Examine policy and research related to the impact of racism, oppression, violence, and historical trauma to inform ethical practice. b. Assess culturally responsive advanced decision-making models to address ethical issues and dilemmas in practice with Latinx, Indigenous, and agricultural communities. 	Competency 1: Demonstrate Ethical and Professional Behavior
Psychosocial Assessment	<ul style="list-style-type: none"> a. Evaluate cultural factors which build meaningful engagement with diverse client populations. b. Utilize a variety of culturally responsive engagement methods to promote healing and wellbeing. 	Competency 6: Engage with Individuals, Families, Groups, Organizations, and/or Communities.
Case Study Paper	<ul style="list-style-type: none"> a. Evaluate advanced assessment methods with diverse individuals, families, groups, organizations, and communities. b. Adapt advanced assessment methods through modification of questions, formats, and measurements that reflect diverse cultural contexts. 	Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Texts, Materials, and Technology

Text(s)

Clinical Social Work Practice: An Integrated Approach (6th ed.)

Author: Marlene G Cooper and Joan Granucci Lesser

ISBN Paper Back: 9780135816929
 EPDF: 97800135783153
 eBook: 9780135783238

Edition/ Copyright: 6th Edition 2022

Publisher: Pearson

Desk Reference to the Diagnostic Criteria From DSM-5-TR®

Author: American Psychiatric Association

ISBN Paper Back: 9780890425794
 eBook: 9780890425817

Edition/ Copyright: 5th Edition Text Revision 2022

Publisher: American Psychiatric Association

Supplements

Technology

Students require access to a computer (PC, MacBook, etc.) or a desktop; reliable internet access is also necessary. Students can check out laptops from the library. Unfortunately, iPads, tablets, and Chromebooks are not laptops. Our Learning Management System (LMS), MyHeritage, will communicate ideas and instructions, as well as upload assignments. Your faculty member will help you.

Resources

There are a few resources that can be helpful for students to access during this course, including our profession's code of ethics, library guides, and some open-access resources.

Content	Link
Code of Ethics	NASW Code of Ethics
Social Work Library Guides	<ul style="list-style-type: none">• Native Americans and Social Work• Latinos and Social Work
Other	Open Educational Resources (OER)

Assignments and Grading

Grade Scale:

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

There are four different significant assignments for SOWK 581. Participation and engagement is completed each week through forum discussions and also during in-person classes for each of the seven Saturday class sessions. Weeks with reading from the textbook have an associated quiz. Students complete a case study project with a client in their practicum setting, which includes completing a psychosocial assessment, presenting an intervention plan, and compiling an overall final paper detailing their work with the client as a case study.

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

Assignment	Points	Percentage
A-01: Asynchronous Participation and Engagement	125	25%
A-02: Synchronous Participation and Engagement	50	10%
A-03: Chapter Reading Quizzes	50	10%
A-04: Working with a Client: A Case Study Project		
A-04a: Psychosocial Assessment	100	20%
A-04b: Intervention Plan Presentation	75	15%
A-04c: Case Study Paper	100	20%
TOTAL	500	100%

Course Assignments Descriptions

Each assignment is described 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* 125 pts (25% of final grade); *Deadline* Completion of all expected tasks in the forums before 08:00 AM on Monday of each week; *Completion* via MyHeritage Forums.

Purpose: The forums are students' place to reflect on their learning and experiences, share new ideas, and engage with their peers. They are designed for students to engage in dialogue to promote learning of social work knowledge, values, skills, and cognitive and affective processes.

Task: Each week, a set of forums will be available for students to participate in. Expect to spend three hours per week (for fully asynchronous weeks) and one and a half hours during the weeks when there are Saturday class sessions. The weekly unit on MyHeritage will specify the number of replies and expectations for students to follow that week. The quality of your writing, depth of reflection, and application of scholarship are all essential considerations in developing your replies. Students are encouraged to engage in conversation within the forum, but all replies, whether directed at a peer or responding to the general forum's prompts, should be additive to the overall conversation and provide substantive and meaningful perspectives. While students have the entire week to complete all of the required replies, the expectation is that at least one reply be posted in the forums by Wednesday, and half of the needed replies are completed before Saturday. Engaging early in the forums allows students to contribute meaningfully to the conversation and gives peers time to respond to their ideas.

Success: Students will review the assignments in MyHeritage and make at least the minimum required number of replies following the expectations set out for that week. The content of their replies should be of high quality. Unless specified in the forums, there is no specific word count, but meaningful replies are likely at least a few paragraphs

A-02: Synchronous Participation and Engagement

- Meta:** *Points* 50 pts (10% of final grade); *Deadline* Each of the seven identified Saturday class sessions; *Completion* via attendance and documentation taken by instructor during class.
- Purpose:** The in-person class environment is structured to support students' development of practical skills for working with individuals, families, and groups. The synchronous class sessions provide opportunities for lecture, real-time discussions with peers, and eminently demonstration and practice of these skills.
- Task:** Students should come to class having completed the assigned readings and having begun engaging in the online forums. Students are expected to be fully prepared to participate in class and ready to practice their direct practice skills.
- Success:** Students will be present, on time, or have contacted the instructor for the class session. Students will fully engage in class activities and discussions.

Assignment 03: Chapter Reading Quizzes

- Meta:** *Points* 50 pts (10% of final grade) with 100 questions over the semester, each worth 0.5 pts; *Deadline* Each week, when there are readings from Cooper and Granucchi Lesser (2022), a quiz is due by Saturday at 8 AM; *Completion* via MyHeritage Assignments.
- Purpose:** Reading the textbook for this course is highly important for students to gain a fuller understanding of the content. Lectures will sometimes draw from topics discussed in the textbook, but they are not exhaustive. It is due before the in-class session, as activities and discussions will often build on concepts discussed in the textbook.
- Task:** Students will complete an online quiz about the reading using the MyHeritage course page. During the semester, the instructor selects 100 questions about the required reading, making each question worth 0.5 points. The questions are all multiple choice and geared to ensuring the class materials are read.
- 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 04: Working with a Client: A Case Study Project

The case study project is a three-part assignment in which students engage in direct social work practice with a client in their practicum setting and demonstrate their ability to navigate the planned change process with the client. It involves submitting documentation from a psychosocial assessment they conduct, presenting an intervention plan they develop, and writing an overview paper that details the engagement process. Students will demonstrate competencies related to ethical and professional behavior, as well as engaging and assessing individuals, families, groups, organizations, and communities.

Assignment 04a: Psychosocial Assessment

- Meta:** Points 100 pts (20% of final grade); Deadline Monday 10/20/25 at 08:00 AM; Completion via Anthology accessible through MyHeritage Assignments.
- Purpose:** Assessment is a key aspect of direct practice, and a social worker's ability to effectively engage with a client is vital to completing a meaningful assessment. Psychosocial assessments are a common tool and provide a framework for evaluating cultural factors.
- Task:** The psychosocial assessment is a key assignment for SOWK 581. Students will demonstrate their competency in engagement. Heritage's MSW Program includes two practice behaviors in assessing engagement. The first involves evaluating cultural factors, and the second consists of using culturally responsive engagement methods.
- For this assignment, students will conduct a psychosocial assessment with a client they are using in their case study. The final product will have two broad components. The majority of the content will be the actual evaluation documentation. Cooper and Granucci Lesser (2022) include a discussion regarding the implementation of psychosocial assessment. Students will develop their own form but will follow the headings listed in chapter three (e.g., Identifying Information, Referral Source, Presenting Problem, cultural/spirituality, etc.). Students can use the same chapter's section, "The Case of Vincent," as an exemplar. This psychosocial assessment is related to the case study assignment. The documentation will be based on your interview with a client at your practicum placement. The second component is a section at the end reflecting on the experience of assessing the client and how you built meaningful engagement and used culturally responsive methods. The assessment should include evaluating those cultural factors at all levels of interaction (e.g., individual, family, groups, organizations, and communities).
- Success:** Students will be assessed using the *Psychosocial Assessment and Competency 6 Rubric*. A successful assessment will follow documentation best practices, gathering comprehensive data about the client's needs, demonstrating alignment throughout the assessment, and following the assignment description. Students also need to demonstrate competency in evaluating cultural factors and using culturally responsive engagement strategies.

Assignment 04b: Intervention Plan Presentation

- Meta:** *Points* 75 pts (15% of final grade); *Deadline* Monday 11/03/25 at 08:00 AM; *Completion* via submission in MyHeritage Forum.
- Purpose:** Service delivery planning is the next sequential step after social workers have completed an assessment. Being able to present about the work we are doing with our clients is a valuable skill. Students will be able to share their developed intervention plan for their case study client.
- Task:** The student's case study assignment requires the inclusion of a service delivery plan as an appendix. Students will complete a 10–15-minute presentation regarding their

intervention plan with their chosen client. Presentations should ground the plan in assessment and provide a brief overview of the client's needs. Discussion regarding the intervention plan should include the client voice, goal statement, strengths/resources, barriers/obstacles, and tasks or steps. There might multiple goals discussed, and the interventions should span the micro, mezzo, and macro levels. Video presentations will be submitted on MyHeritage.

Success: Student presentation videos will be posted on MyHeritage and will be assessed using the *Intervention Plan Presentation Rubric*. The presentation will be professionally delivered. The intervention plan discussed will be grounded in the assessment. There will be goals at each level of service delivery, and each goal will include the necessary components for goal setting and planning.

Assignment 04c: Case Study Paper

Meta: Points 100 pts (20% of final grade); Deadline Monday 12/08/25 at 08:00 AM; Completion via Anthology accessible through MyHeritage Assignments.

Purpose: The purpose of this assignment is to document direct service implementation at the micro, mezzo, and macro levels with a real-life client. The assignment is designed to follow the students as they provide an intervention to a real-world client at their practicum placement. Students will be able to demonstrate their ability to engage in assessment, engagement, service planning, and intervention delivery to address client needs at micro, mezzo, and macro levels. They will be able to demonstrate their ability to engage in strong academic writing, linking client problems and real-world situations to literature and evidence-based practices.

Task: The case study paper is a key assignment for SOWK 581. The assignment is designed to encompass many aspects of social work practice with individuals, groups, and systems. It seeks to address two competencies from the CSWE (2022) and the specialized practice behaviors defined for the MSW Program. First is an opportunity to demonstrate ethical and professional behavior, which is competency one. This includes examining policy and research, as well as assessing culturally responsive decision-making models. The second EPAS evaluated is competency seven, which is focused on assessment and looks specifically at using advanced methods and adapting assessments based on cultural contexts.

The student's final product will be an individually submitted report detailing a case study they have engaged in during the semester. The case study spans the process of a student assessing, developing a service delivery plan, and implementing an intervention with an individual client. Students are to use their practicum placement to provide a real-world case study for this assignment that details the work they are doing in their practicum. Because this paper is based on an actual client, names and identifying details must be changed to provide client confidentiality. An informed consent will be signed. Students should be using some of their meetings with their field placement supervisors to talk about the developments in working with this client. Discussion of this supervision and consultation should be included throughout your paper as applicable. Discussion regarding ethical decision-making, making direct connections to the NASW code of ethics or other related reasoning should be

identified throughout the paper. The ADEI policy connection section should examine current or historical policies that could impact their client and be considered oppressive and apply an ethical decision-making model to working with their client.

Final papers, excluding the appendix, should be between 10 and 15 pages. They will follow the APA style guide (American Psychological Association, 2020), and include a title page, introduction, ADEI policy connection, client assessment, service plan, intervention description, recommendations, reference, and appendix.

- **Title Page:** Should be formatted as an APA student paper.
- **Introduction:** The introduction should provide context to the services you have been providing your client. This should include a description of the organization, an overview of the services offered, and general needs addressed in the setting. Discussion of your ethical use of technology related to client records and documentation and your relationship to agency policy should be explained.
- **ADEI Policy Connection:** Policy should inform your practice, and the ADEI policy connection section of your final paper will discuss policy and research related to the impact of racism, oppression, violence, and historical trauma. Describe your decision-making model and how you engage in culturally responsive practices related to Latinx, indigenous, or agricultural communities.
- **Client Assessment:** The assessment as a document will be included as an appendix. The assessments should gather the information necessary to understand your client's needs so that a service plan can be developed. This section will include a description of any evaluations conducted, along with a description of the identified problem areas and needs. Some of the identified needs should be related to peer-reviewed literature. The rationale for assessments should be articulated. Students should clarify how their assessment is culturally responsive, and how you adapted the assessment should be included. Connections pertaining to the client's environment (e.g., family, groups, organization) should be included.
- **Service Planning:** The completed service plan form will be included in an appendix. This section should include a general description of the service plan developed collaboratively with your client. Client voice and mutual engagement in the planning process should be described. The rationale for the developed plan and its linkage with peer-reviewed literature should be included in this section. Services plans should consist of at least a description of the problem being addressed, the identified goal, relevant strengths and resources, potential barriers, and tasks. Students should have identified goals at each level of intervention (e.g., micro, mezzo, and macro).
- **Intervention Description:** Describe the implementation of your interventions and include a detailed discussion of the student's engagement with the client. Students should chronicle their use of interpersonal skills to engage the client. The discussion should also include their approach to providing culturally responsive practices and how they were implemented.

- **Recommendations:** A description of continued needs to be addressed, and recommendations for continuing or discontinuing services with this client should be provided.
- **Reference:** Any references used throughout your paper should be included in the reference section and formatted using APA style.
- **Appendix:** Students' papers should refer to each appendices. At a minimum, students must include a copy of their assessment, service delivery plan, and a progress note example. Students are encouraged to include other items as deemed beneficial to their overall case study.

Success: Students will be assessed using the *Case Study Paper and Competencies 1 and 7 Rubric*. A quality paper will provide a comprehensive overview of your chosen case and an explanatory description of your therapeutic rationale. Students will use solid academic scholarship and follow the assignment description. Students will also demonstrate competency in ethical and professional behavior and assessment methods.

Course Guidelines and Expectations

Description of course expectations

This class is practice-focused and includes online and in-person components. Students are expected to engage in self-reflection and consider their own biases. During the synchronous class sessions, students should come prepared, having reviewed the content, with a mindset of experimentation and a willingness to try new approaches. Students are expected to submit their assignments on time and use high-quality writing and ethical writing practices. In the forums, students are expected to provide in-depth and considered discussions relating to their learning and experience in a dialogue with their peers.

Description of Assignment Types

The most significant portion of students' grades is based on a three-part assignment, *Working with a Client: A Case Study Project*. This project includes students demonstrating their ability to complete a biopsychosocial assessment and document the information gathered from a client. Students develop an intervention plan and present it to their classmates. The culmination of the project is an overview report on the case study detailing the work they have done with a client in their practicum setting. Asynchronous engagement and participation in online forums are another significant activity used in this class. Each week, students will reply to posted forums and engage in learning focused discussions with their peers. As students read the textbook, they take online quizzes each week to confirm their understanding of the material. During the in-person class sessions, students also earn a grade for fully engaging in the session.

Designated Style

Students should follow the American Psychological Association (APA, 2020) style guide for all writing done in this course. While optional for this course, their seventh edition style guide can be a valuable asset to support student scholarship.

Course Schedule

The planned course schedule is as follows:

Week	Date	Content	Reading Assignment	Due Dates
1	8/25 - 8/31 Asynchronous	Introduction to Social Work Practice with IFG and The Theoretical Basis for Clinical Practice	Review the course syllabus and library guides; Read Bloeser et al. (2023), National Association of Social Work (2025), and Cooper and Granucci Lesser (2022) Chapter 01	A-03 Reading Quiz Ch 01 due Saturday (8/30) at 8 AM via Assignments and A-02 W-01 Asynchronous Engagement due Monday (9/1) at 8 AM via Forums
2	9/1 - 9/7 Class 9/6	The Clinical Interview Process	Read Cooper and Granucci Lesser (2022) Chapter 02	A-03 Reading Quiz Ch 02 due Saturday (9/6) at 8 AM via Assignments and A-02 W-02 Asynchronous Engagement due Monday (9/8) at 8 AM via Forums
3	9/8 - 9/14 Asynchronous	Biopsychosocial Assessments	Read Cooper and Granucci Lesser (2022) Chapter 03	A-03 Reading Quiz Ch 03 due Saturday (9/13) at 8 AM via Assignments and A-02 W-03 Asynchronous Engagement due Monday (9/15) at 8 AM via Forums
4	9/15 - 9/21 Class 9/20	Understanding and Using the DSM-5-TR for Assessment	Read Segal et al. (2019) and watch Kinter (2020).	A-02 W-04 Asynchronous Engagement due Monday (9/22) at 8 AM via Forums
5	9/22 - 9/28 Asynchronous	Multicultural Practice	Read Granucci Lesser (2022) Chapter 04, National Association of Social Workers (2015), and Congress and Kung (2012)	A-03 Reading Quiz Ch 04 due Saturday (9/27) at 8 AM via Assignments and A-02 W-05 Asynchronous Engagement due Monday (9/29) at 8 AM via Forums
6	9/29 - 10/5 Class 10/4	Objects Relations Theory & Self-Psychology	Read Granucci Lesser (2022) Chapter 05 and 06, listen to Kelly (2023), and watch Siegel's (2017).	A-03 Reading Quiz Ch 05 & 06 due Saturday (10/4) at 8 AM via Assignments and A-02 W-06 Asynchronous Engagement due Monday (10/6) at 8 AM via Forums
7	10/6 - 10/12 Asynchronous	Treatment Planning and Documentation	Read Mancini (2021), Reamer (2005), Bodek (2010) and Cameron and Turtle-Song (2002)	Mid Term Course Evaluations via MyHeritage CourseEval and A-02 W-07 Asynchronous Engagement due Monday (10/13) at 8 AM via Forums
8	10/13 - 10/19 Class 10/18	Relational Theory	Read Cooper and Granucci Lesser's (2022) Chapter 07	A-03 Reading Quiz Ch 07 due Saturday (10/18) at 8 AM via Assignments, A-02 W-08 Asynchronous Engagement due Monday (10/20) at 8 AM via Forums, and A-04a: Psychosocial Assessment due Monday (10/20) at 8 AM via Anthology

Week	Date	Content	Reading Assignment	Due Dates
9	10/20 - 10/26 Asynchronous	Behavioral Therapy	Read Cooper and Granucci Lesser (2022) Chapter 08	A-03 Reading Quiz Ch 08 due Saturday (10/25) at 8 AM via Assignments, Midterm Grades submitted by Instructor Wednesday (10/22) by 5 PM, and A-02 W-09 Asynchronous Engagement due Monday (10/27) at 8 AM via Forums
10	10/27 - 11/2 Class 11/1	Cognitive Behavioral Theory	Read Cooper and Granucci Lesser's (2022) Chapter 9	A-03 Reading Quiz Ch 09 due Saturday (11/1) at 8 AM via Assignments, A-02 W-10 Asynchronous Engagement due Monday (11/3) at 8 AM via Forums, and A-04b: Intervention Plan Presentation due Monday (11/3) at 8 AM via Week 11 Forum
11	11/3 - 11/9 Class 11/8	Solution-Focused Therapy	Read Cooper and Granucci Lesser's (2022) Chapter 11	A-03 Reading Quiz Ch 11 due Saturday (11/8) at 8 AM via Assignments and A-02 W-11 Asynchronous Engagement due Monday (11/10) at 8 AM via Forums
12	11/10 - 11/16 Asynchronous	Narrative Therapy	Read Cooper and Granucci Lesser (2022) Chapter 10	A-03 Reading Quiz Ch 10 due Saturday (11/15) at 8 AM via Assignments and A-02 W-12 Asynchronous Engagement due Monday (11/17) at 8 AM via Forums
13	11/17 - 11/23 Class 11/22	Trauma Theory	Read Cooper and Granucci Lesser (2022) Chapter 12	A-03 Reading Quiz Ch 12 due Saturday (11/22) at 8 AM via Assignments and A-02 W-13 Asynchronous Engagement due Monday (11/24) at 8 AM via Forums
14	11/24 - 11/30 Asynchronous	Personal Growth and Reflection in Clinical Practice	See weekly course unit	A-02 W-14 Asynchronous Engagement due Monday (11/31) at 8 AM via Forums
15	12/1 - 12/7 Asynchronous	Special Issues in Clinical Practice	Read Cooper and Granucci Lesser (2022) Chapter 13	A-03 Reading Quiz Ch 13 due Saturday (11/22) at 8 AM via Assignments, A-02 W-15 Asynchronous Engagement due Monday (12/8) at 8 AM via Forums, and A-4c: Case Study Paper due Monday (12/8) at 8 am via Anthology
End of Course		Wrap-Up, Final Grading, and Course Evaluations		Course Evaluations via MyHeritage CourseEval and Final Grades submitted by Instructor Wednesday (12/17) by 5 PM

Attendance

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

Reasonable Accommodation for Religious Holidays

Consistent with Heritage University's mission and values and pursuant to RCW [28B.137.010](#) as amended, and Substitute Senate Bill 5166, HU allows 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 Students Tab in MyHeritage. Full policy and procedures are located in the current catalog under [Academic Policies, Attendance](#).

Support and Resources

Tutoring at the Academic Skills Center [Log into MyHeritage before using links]

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 at ASC@heritage.edu.

Library

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

Credit Hour Requirements

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

Online Course Exchange Appeals Process

Online Course Exchange 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 contact HU's Online Course Exchange Liaison at Acadeum@heritage.edu.

Academic Honesty

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

Campus Security & Safety

In an emergency, call 911. If you need campus security assistance between 8 AM and 5 PM, please call 509-865-8555 or ext. 8555 from any campus landline or email CampusSecurity@heritage.edu. For a list of Campus Security services and Crisis Response Steps, see the [Safety and Security webpage](#).

Accommodations

For information about student disability services on campus, please visit the [Office of Disability Services \(ADA\) | Heritage University](#) webpage 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 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](#) 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 well-being of all members of the community is essential and appreciated.

References

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Appendix

A. Psychosocial Assessment and Competency 6 Practice Behavior Rubric

The *Psychosocial Assessment and Competency Six Rubric* is used to evaluate the psychosocial assessment that students complete in SOWK 581. It serves two parts. First, it evaluates Heritage University's Specialized Practice behavior for engaging with clients, specifically assessing cultural factors to develop engagement and the use of culturally responsive engagement. Second, it assesses the assignment by examining whether best practices are followed for documentation, the evaluation is comprehensive, if there is alignment throughout the evaluation, and if the assignment tasks are followed.

B. Intervention Plan Presentation Rubric

The *Intervention Plan Presentation Rubric* evaluates the presentation students deliver regarding the intervention plan for their case study student in SOWK 581. It assesses whether the plan is grounded in the assessment and follows best practices for goal setting; there are goals at each service delivery level, the quality of the presentation is high, and the assignment expectations are fulfilled.

C. Case Study Paper and Competencies 1 and 7 Practice Behaviors Rubric

The *Case Study Paper and Competency 1 and 7 Practice Behaviors Rubric* is used to evaluate the overall case study paper students complete in SOWK 581. It serves two parts. The first is to assess Heritage University's Specialized Practice behavior for ethical and professional practice and assessment. Second, it evaluates the assignment by looking at whether the case study is

comprehensive, explains how the student developed rapport and connection, the use of high-quality scholarship, and if the student followed the assignment requirements.

Syllabus Form Updated 5-27-2025 (MJ)

Appendix A: Psychosocial Assessment and Competency 6 Practice Behavior Rubric

Description	Initial	Emerging	Developed	Highly Developed
Competency 6: Engage with Individuals, Families, Groups, Organizations, and/or Communities. <ul style="list-style-type: none"> a. Evaluate cultural factors which build meaningful engagement with diverse client populations. b. Utilize a variety of culturally responsive engagement methods to promote healing and wellbeing. 				
Evaluating cultural factors to develop engagement	There is little to no reflection on cultural factors and no apparent connection to building engagement with diverse client populations. Context is generally ignored.	The reflection makes a minimal attempt to discuss cultural factors and their implications for working with diverse clients. Some essential contextual factors are missing or underdeveloped.	The reflection discusses cultural factors, but connections to working with diverse client populations or building engagement may lack depth or clarity. Contexts are mentioned but not fully explored.	The reflection includes a clear, understandable discussion of how cultural factors were evaluated. It connects the evaluation to the implications of working with diverse client populations and details how engagement was built. Contextual factors such as family, groups, organizations, and communities are fully explored.
Using culturally responsive engagement	The reflection lacks a straightforward and precise application of culturally responsive methods.	There is minimal evidence that the student tailored their interventions to promote healing and well-being, and any attempts to do so lack depth or clarity. The reflection provides little consideration of multiple levels of interaction (e.g., individual, family, groups, organizations, and communities).	The reflection describes using culturally responsive methods but may lack specific examples or depth. The student may have tailored their interventions but have not clearly articulated them. The student did not fully consider multiple levels of interaction (e.g., individual, family, groups, organizations, and communities).	The reflection comprehensively describes how they engaged in culturally responsive methods. At least three examples of how you tailored your practice to promote healing and well-being. The reflection highlights the student's ability to modify and tailor interventions at multiple levels (e.g., individual, family, groups, and organizations) to ensure the client's dignity and empowerment throughout the process.

Description	Initial	Emerging	Developed	Highly Developed
General Components of the Psychosocial Evaluation				
Documentation follows best practices	The psychosocial evaluation does not follow the general norms for clinical documentation, and the documentation contains many major problems.	The psychosocial evaluation generally follows the norms for clinical documentation but has some more significant errors or problems found in the documentation.	The psychosocial evaluation generally follows the norms for clinical documentation but has a couple of areas with more minor errors or problems.	The psychosocial evaluation follows general norms for clinical documentation in how it is written. Examples include using professional and neutral language, writing with clarity and precision, balanced use of subjective and objective information with clear distinctions, use of client-centered language, and a cogent organizational style.
The evaluation will be comprehensive gathering the necessary information about client needs	The psychosocial assessment greatly lacks the information needed for a comprehensive psychosocial evaluation.	The psychosocial assessment is missing one or two of the required sections to provide a comprehensive evaluation. Many of the sections seem underdescribed and appear to be missing relevant information that should have been gathered.	The psychosocial assessment gathers information about the client's needs in all required areas. One or two sections are underdeveloped and appear to be missing relevant information.	The information gathered in the psychosocial evaluation will provide a comprehensive overview of the client's needs. It will include information collected related to identifying information, referral source, presenting problem, developmental assessment, family background, personal history, medical history, educational/learning history, social class, cultural history, religion/spiritual, mental status and current functioning, summary, recommendations, and intersection client/worker relationship.

Description	Initial	Emerging	Developed	Highly Developed
The evaluation contains alignment and develops a deep understanding of the client	There is a lack of alignment between what is presented in the client's history/presenting problem and the interpretations and recommendations made in the assessment.	The assessment has more significant problems with alignment between the client's history/presenting problem and the interpretations and recommendations made in the evaluation.	The assessment generally aligns with the description of the client's history/presenting problem and the clinician's interpretations and recommendations. There are some minor discrepancies, where it appears the information was not collected or was unnoticed by the writer.	The assessment develops a complete picture of the client. The information gathered about the client's history/presenting problem sections connects to the social worker's interpretations and recommendations (e.g., mental status, summary, and recommendations). Any significant discrepancies are discussed.
Following Assignment	The case study does not follow the assignment description and requirements.	The case study somewhat follows the assignment description, but significant errors exist.	The case study follows the assignment description and requirements but has minor errors.	The case study closely follows the assignment description and requirements.

Appendix B: Intervention Plan Presentation Rubric

Description	Initial	Emerging	Developed	Highly Developed
The intervention plan is grounded in the assessment.	The assessment and needs of the client are not identified.	The presentation only generally discusses the assessment with an undefined connection between client needs and the intervention plan.	The presentation describes the assessment related to the client's needs, which generally align with the intervention plan.	The presentation provides a detailed discussion of the assessment and shares the client's specific needs, allowing for a clear connection between those needs and the developed intervention plan.
Goal setting includes the necessary components for planning. There will be at least three goals (one at each level). Each goal should include the following components: 1. Client voice 2. Goal statement 3. Strengths/resources 4. Barriers/obstacles 5. Tasks or steps	The goals presented do not include all of the necessary components to do planning.	At least one of the goals discussed includes all five components, but the rest don't clearly articulate all of them.	Most of the goals discussed include all five components. However, a couple might not clearly articulate some of them.	All the goals discussed include all five components of a goal.
Goals are developed at each level of service delivery (micro, mezzo, and macro).	The intervention plan does not consider what service delivery levels are needed to address the client's needs.	The intervention plan includes goals at multiple service delivery levels, but only one is described.	The intervention plan includes goals at multiple service delivery levels, but only two are described.	The intervention plan includes goals at each service delivery level.
The presentation is professionally delivered.	The presentation is unclear or highly disorganized.	The presentation has some problems with organization, clarity, and delivery.	The presentation is organized and clear but lacks smooth flow and engagement.	The presentation is professionally delivered, clearly conveys the plan's details, and uses strong presentation skills.
The intervention plan presentation expectations and time limits are followed.	The presentation significantly exceeds or falls short of the time limit.	The presentation is within five minutes over or under the assigned time limits but lacks alignment with the assignment's requirements.	The intervention plan presentation is within five minutes over or under the assigned time limits and follows the assignment's requirements.	The intervention plan presentation fits within the assigned time limits and closely follows the assignment's requirements.

Appendix C: Case Study Paper and Competencies 1 and 7 Practice Behaviors Rubric

Description	Initial	Emerging	Developed	Highly Developed
Competency 1: Demonstrate Ethical and Professional Behavior <ul style="list-style-type: none"> a. Examine policy and research related to the impact of racism, oppression, violence, and historical trauma to inform ethical practice. b. Assess culturally responsive advanced decision-making models to address ethical issues and dilemmas in practice with Latinx, Indigenous, and agricultural communities. 				
Examination and relation of historical oppression to ethical practice.	The case study lacks a discussion of policy and research related to racism, oppression, violence, or historical trauma. There is minimal or no connection between ethical decision-making and these systemic issues.	The case study includes some mention of policy or research related to racism, oppression, violence, or historical trauma, but the discussion is incomplete or lacks depth. Ethical decision-making is referenced, but connections to these issues are not consistently clear or well-explained.	The case study integrates relevant policy and research on racism, oppression, violence, and historical trauma. The discussion informs ethical decision-making, although certain aspects may lack detail or complexity. The ethical implications are understood but may not be fully explored in relation to systemic issues.	The case study comprehensively examines policy and research on racism, oppression, violence, and historical trauma. These elements are thoroughly integrated to inform ethical decision-making throughout the case. The student demonstrates deep understanding of how these systemic issues shape practice and provides detailed examples of culturally responsive and ethically sound interventions.
Assessment of culturally responsive decision-making model and relating to historically oppressed populations.	The case study lacks assessment or application of culturally responsive decision-making models. Ethical issues or dilemmas are either not addressed or handled without consideration of the specific cultural contexts of Latinx, Indigenous, or agricultural communities.	The case study includes some consideration of decision-making models, but they are not clearly linked to ethical dilemmas specific to Latinx, Indigenous, or agricultural communities. Culturally responsive practices are mentioned but lack depth or consistency in application.	The case study demonstrates an understanding of advanced decision-making models. Ethical dilemmas are assessed with attention to the specific needs of Latinx, Indigenous, or agricultural communities. Culturally responsive practices are present and generally well-applied, though some areas may lack detailed exploration.	The case study thoroughly assesses and applies advanced, culturally responsive decision-making models. Ethical issues and dilemmas are addressed with a deep understanding of the unique cultural and historical contexts of Latinx, Indigenous, and agricultural communities. The student provides clear, well-reasoned examples of how ethical decisions were made and implemented, demonstrating cultural sensitivity and respect throughout the process.

Description	Initial	Emerging	Developed	Highly Developed
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities a. Evaluate advanced assessment methods with diverse individuals, families, groups, organizations, and communities. b. Adapt advanced assessment methods through modification of questions, formats, and measurements that reflect diverse cultural contexts.				
Evaluating advanced assessment methods with diverse populations	There is no application of advanced assessment methods. The assessment is generic or incomplete, with little attention to the diversity of the client or contexts.	An evaluation of the assessment methods used. It is focused only on the clients' individual needs and lacks any other context.	The case study evaluates and applies advanced assessment methods. It includes most but not all. It does not include all the contexts (e.g., individual, family, group, organization, community)	The case study thoroughly evaluates and applies advanced, culturally responsive assessment methods. The assessment is comprehensive and contextually sensitive, providing context to your client's needs and discussing the needs of interrelated systems, including family, groups, organizations, and communities.
Adaption of assessment to be culturally responsive.	There is no modification or adaptation of assessment methods to fit the cultural contexts of diverse clients.	Culturally responsive practices seem to be being implemented, but they are not directly described in the case study paper.	There is a discussion of adaptations to assessments made. However, the rationale and reflection on this practice do not clearly articulate these parts.	The case study includes a specific discussion regarding how they have adapted their assessment methods to be culturally responsive with rationale and reflection on why they made the adaptations and the impact on their work with the client.
General Components of Case Study				
The overview of the case study is comprehensive	The case study is missing the required sections of the paper. The attached appendices do not provide appropriate or complete clinical documentation	The case study includes all the required sections, but the components are underdeveloped. The content lacks sufficient detail for a comprehensive understanding of the case formulation.	The case formulation is mostly understandable but may miss detailed insight into specific aspects. The attached appendices provide clinical documentation that is appropriate but may lack some details or refinement.	The case study paper includes all of the sections required in the assignment. Each section is thorough and provides details to elaborate on the entire case formulation. The attached appendices clearly demonstrate the student's ability to provide comprehensive clinical documentation that aligns with the case formulation.

Description	Initial	Emerging	Developed	Highly Developed
Therapeutic rationale is used throughout the process	There is a limited or no rationale for decisions between assessment and intervention, and interventions may not be supported by evidence-informed practice and do not align with client needs.	There is a weak or incomplete rationale for service delivery decisions. Some interventions align with the client's needs, but selected interventions might not follow best practices.	There is evident rationale for service delivery interventions. The assessment is connected to the service delivery. The selected interventions are appropriate but lack depth in discussion or clarity in implementation.	The case study demonstrates the implementation of effective, ethical, and individualized services for a client. Evidence of sound reasoning between assessment and intervention is provided. Interventions include scientifically sound interventions and are based on the client's needs. The rationale for decisions is clearly and soundly articulated.
Strong academic scholarship	No scholarly sources are used, and/or there is a complete disregard for APA formatting. The writing contains numerous errors in grammar, spelling, and style.	The sources used are not from strong academic sources, and there are many problems with formatting.	The inclusion of scholarly sources is good, and the general content looks like it is trying to follow APA formatting but lacks consistency in the implementation or has minor formatting errors.	The final case study includes strong academic scholarship. There is a connection with evidence-based practices in the discussion through scholarly sources. The writing follows APA guidelines for tone, the format of the paper, and the use of in-text/reference list entries.
Following Assignment	The case study does not follow the assignment description and requirements.	The case study somewhat follows the assignment description, but significant errors exist.	The case study follows the assignment description and requirements but has minor errors.	The case study closely follows the assignment description and requirements.