Heritage University

SOWK 587 (0): Social Work in Schools (3 credits)
Spring 2026, Online/Heritage at Toppenish

Instructor	**Dr. Jacob Campbell, Ph.D., LICSW**

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Dates	This class takes place on selected Saturdays from 10:15 AM to 11:45 AM in Violet Lumley Rau Center RM 1701. Dates include 01/24/26, 02/07/26, 02/21/26, 03/07/26, 03/28/26, 04/11/26, 04/25/26.

Land Acknowledgement

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

Course Description

Social work in schools is a unique domain of practice. This course will prepare students to practice ethically in a school context with an understanding of national, state, and local laws and policies that affect decisions. Topics include collaboration with parents, teachers, administrators, and others; using professional social work knowledge, skills, and values to promote culturally responsive interventions in school settings; and utilizing human, community, and technological resources for more effective practice. The course meets the requirements for obtaining an Education Staff Associate (ESA) with social work endorsement in Washington State.

Relationship to Other Sequences and Other Courses
The Generalist Practice elements cross three (3) interrelated levels of practice (i.e., micro, mezzo, and macro) with five (5) types of clients (i.e., individuals, families, groups, organizations, and

communities). The Specialized Practice builds upon the Generalist Practice levels and types of clients to provide students with a micro, mezzo, and macro level focus in the **SOWK 587 Social Work in Schools** course and the **SOWK 589 Organizational and Community Leadership** course.

SOWK 587 Social Work in Schools course builds upon the Generalist Practice elements of ethics at the micro, mezzo, macro level to increase the students' understanding of national, state, local laws, and policies that affect decision-making when collaborating with parents, teachers, and administrators.

Competencies, Performance Indicators, and Assessment Methods

In adult education, providing the context of the content you are teaching helps the learner understand the expectations on them. The social work program has identified goals and objectives that students are expected to achieve, and the Council on Social Work Education (CSWE, 2022) has identified competencies and practice behaviors that are integral to social work education. We assess these through key assignments throughout the MSW program curriculum and in students' practicum settings. They are identified as follows:

MSW Program Goals and Objectives
The MSW Program has the following goals for our students:

1. To prepare students with knowledge, values, skills, cognitive and affective processes.
2. 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.
3. To prepare students to improve people's lives; alleviate biopsychosocial concerns; empower individuals, families, groups, organizations, and communities; and achieve social justice.

Assignment Assessment Methods, Practice Behaviors, and Competencies
In the *Educational Policy and Accreditation Standards* (EPAS), the 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 social work program 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 MSW Program has taken these competencies and designed associated advanced generalist practice behaviors. 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.

What will I do in this class? (Class Learning Assignment)	What knowledge/skills will I gain? (Practice Behaviors)	How does this work apply? (CSWE 2022 Competency)
School Intervention Assessment and Plan	a. Summarize internalized racial bias by self-reflecting on personal history, power, position, and opportunities for change. b. Utilize social work research, community-based education, social justice practices, policy analysis and advocacy, and/or non-profit administration and leadership to dismantle structurally racist practices and policies.	**Competency 3**: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
Social Policy Macro Issue Assignment	a. Examine social welfare policies at local, state, tribal, and federal levels to summarize best practice recommendations. b. Assess social policy theory in the context of practice with diverse client populations and prepare recommendations for policy change.	**Competency 5**: Engage in Policy Practice

Students who successfully complete this course will have met the course work requirements for obtaining an ESA with a social work endorsement in Washington State. This course is approved for Initial ESA Certification. Washington State has identified the required content and the areas that practitioners must demonstrate competency as defined by the professional transitions to public schools course work requirement, Washington Administrative Code ([WAC] 181-79A-224, 2021). These professional standards are as follows:

- Demonstrate an understanding of school and special education laws and policies (national, state, and local) and their application to decision-making processes in the educational settings.
- Understand and demonstrate knowledge of working within the culture of the schools, creating an environment that fosters safety, health, and learning for the students.
- Demonstrate knowledge of appropriate resources in the school setting.
- Demonstrate knowledge of collaboration with team members which may include parents, teachers, administrators, and others to support learning outcomes for all students.
- Demonstrate knowledge of how to support the outcomes for all students through strategies such as scientific-based practices, collaborative teaming, and ethical decision making.

- Use professional standards to inform professional growth planning.
- Demonstrate an understanding of the use of human, community, and technological resources.

Texts, Materials, and Technology

Text(s)

Jarolmen, J. & Bautista-Thomas, C. (2023) *School social work: A direct practice guide*. Waveland Press

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 (Unfortunately, iPads, tablets, and Chrome books are not laptops. See Staff in the Donald K. North Library to check out a laptop). Our Learning Management System (LMS), MyHeritage, will be used to communicate ideas/instructions and upload assignments. Your faculty member will help you.

Supplemental Texts

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	• Native Americans and Social Work • Latinos and Social Work
Other	Open Educational Resources (OER)

Assignments and Grading

I grade students on five significant assignments for SOWK 587. These include students' asynchronous participation and engagement, the production of an ethical decision-making video presentation, the creation of a school-related problem factsheet, and authoring a social policy macro issue paper and a paper detailing a school intervention assessment and plan. The following table delineates the assignments, their point values, and the percentages of the overall class grade.

Assignment	Points	Percentage
A-01: Asynchronous Participation and Engagement	150	30%
A-02: Ethical Decision-Making Video Presentation	75	14%
A-03: School-Related Problem Fact Sheet	75	14%
A-04: Social Policy Macro Issue	100	20%
A-05: School Intervention Assessment and Plan	100	20%
TOTAL	**500**	**100%**

Course Assignments Descriptions

I have described each assignment with meta-information on implementation, the purpose, the specific tasks students are expected to complete, and the criteria used to assess it.

Assignment 01: Asynchronous Participation and Engagement

Meta: *Points* 10 pts each week or a total of 150 pts (30% of final grade); *Deadline* all expected replies are to be posted 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 to enable students to connect in dialogue to promote the 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 1.5 hours during weeks with Saturday class sessions. The weekly unit on MyHeritage will specify the number of replies and the expectations for students 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 add to the overall conversation and provide substantive, meaningful perspectives. While students have the entire week to complete all required replies, the expectation is that at least one reply be posted in the forums by Wednesday, and that half of the needed replies be 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 to be at least a few paragraphs.

Assignment 02: Ethical Decision-Making Video Presentation

Meta: *Points* 75 pts (14% of final grade); *Deadline* Monday 03/02/26 at 8:00 AM; *Completion* via a forum post on MyHeritage.

Purpose: The purpose of this assignment is to provide students with an opportunity to apply an ethical decision-making framework to a school social work setting. Students will demonstrate skills in analyzing client needs, identifying ethical dilemmas, and making informed decisions in accordance with professional and legal guidelines.

Task: Students are encouraged to select a youth on their caseload that they have worked with if they are engaged in a school-based placement, but they may also develop a fictional case if needed. They are to deliver a 10–15-minute video presentation detailing an ethical decision-making framework as it is applied to a client situation. The

selected client should have intersectional needs, at a minimum, including eligibility for special education services. Presentations should include the following:

- **Setting Background Information**: Provide context regarding the client's school placement (e.g., district/school mission, population, special education setting, etc.).
- **Client Case Review**: Describe an overview of the client and their needs. Every client is different, and the review of their case you provide should provide the context needed to understand their needs and the support you are offering. The case review will include some of the following: presenting problem, background information (age, gender, demographics, special considerations, supportive services, medications, person-in-environment), assessment, strengths/resiliency factors, planning/goals, intervention strategies, engagement/implementation, practice evaluation, intervention alternatives considered, termination, follow-up. The overall case review should give a comprehensive picture of your identified client. There are a couple of components that must be included:
  - **Evidence-Based Practices**: In reviewing the case, students will discuss interventions completed or proposed. Some of the examples that are discussed must include scientifically based practices. Provide a brief description of the intervention along with the sources.
  - **Special Education**: Discuss the connection your client's case review has to special education services, policy, or laws.
- **Ethical Dilemma**: Identify and describe an ethical dilemma you have encountered (or could encounter) in working with this client. Clearly outline what the dilemma is.
- **Ethical Decision-Making Framework**: Describe and apply an example of an ethical framework to the ethical dilemma. Chapter six of Jarolmen and Bautista-Thomas (2023) presents several frameworks for making ethical decisions that could serve as the basis for students' presentations. Provide the rationale for the decision made with your client.

Success: Grades for this assignment are evaluated using the *Ethical Decision-Making Video Presentation Rubric*. Students will follow the assignment guidelines to submit a final professional presentation that provides context about the client situation, describes their case, and relates an ethical dilemma to a decision-making framework. The discussion of the case should include evidence-based practice discussion and application to special education law or policy. A visual aid (e.g., presentation slides or a document) is not required for the presentation, but it is often helpful in clearly connecting the points discussed to the assignment expectations and terminology.

Assignment 03: School-Related Problem Fact Sheet

Meta: *Points* 75 pts (14% of final grade); *Deadline* Monday 04/06/26 at 8:00 AM; *Completion* via a forum post on MyHeritage.

Purpose: The *School-Related Problem Fact Sheet* requires students to demonstrate their research and communication skills regarding key issues and interventions impacting students in schools. Students will convert their research into a usable format that

could be circulated in a school setting and demonstrate an awareness of community, human, and technological resources.

Task: Students will work individually to develop a three-to-four-page fact sheet (this can also be an infographic or brochure) that integrates and summarizes an issue affecting students. Chapters 8 and 12 of Jarolmen and Bautista-Thomas (2023) discuss several potential topics in detail. Consider issues such as youth experiencing homelessness, bullying, parental incarceration, juvenile justice involvement, behavioral challenges, migrant families (including undocumented, immigrant, or refugee), involvement with CPS, and others. The selected problem should take school culture into account. The final product must be suitable for distribution to parents and teachers. The fact sheet must include a bibliography of at least ten articles published in the last ten years that address your chosen topic using research-informed practices. Causes and manifestations, educational challenges, and impacts on the family system or other systems should all be included in the document. Furthermore, possible interventions from school social workers at multiple levels are to be discussed. These interventions should encompass human, community, and technological resources.

Success: Students are assessed for this assignment using the *School-Related Problem Fact Sheet Rubric*. Following the assignment guidelines, a final professional and accessible document will be submitted. It will define a school-related problem, connect it to school needs, and provide potential interventions across multiple system levels grounded in scholarship.

Assignment 04: Social Policy Macro Issue

Meta: *Points* 100 pts (20% of final grade); *Deadline* Monday 04/20/26 at 8:00 AM; *Completion* via MyHeritage Assignments using Turnitin.

Purpose: Students will apply their understanding of social welfare policy to a school-related problem researched for their fact sheet. They will create a policy brief aimed at government decision-makers that presents the issue, analyzes its relationship to school culture, and recommends evidence-informed, anti-racist, and anti-oppressive policy solutions grounded in cultural humility.

Task: The *Social Policy Macro Issue* assignment extends the school-related problem fact sheet. Students will work individually or in groups of two or three to develop a policy brief related to the topic they researched for the fact sheet. The problem description will include an analysis of school culture. Your audience for the social policy macro issue will be governmental decision-makers. The evaluation of this paper includes an evaluation of practice behaviors related to Competency 5 of the CSWE EPAS. Students will examine social welfare policies at the appropriate levels and provide recommendations for policy changes, and content related to anti-racist and anti-oppressive practices. The paper will include a description of the intersectionality related to the chosen problem area and the population, as well as targeted interventions at least two levels. Discussion of how the change will be implemented and the collaboration needed should be included. The application and impact of cultural humility will be discussed.

The policy brief should include at least the following:

- **Title Page**: Include a title page in APA 7th edition format.
- **Problem Description**: Clearly describe your school-related problem and explain its impact on students and school systems. Support your analysis with credible sources. Explore how intersectionality affects students and/or staff and examine how school culture influences or sustains the problem.
- **Policy Analysis**: Examine the current policies related to your school-related problem at local, state, tribal, and/or federal levels. Summarize at least one of these policies and assess the impact on school systems and students. Include an analysis of how these policies address or fall short of meeting the needs of diverse client populations. Make connections to a theory applicable to social policy.
- **Recommendations for Policy Change**: Identify how change can be implemented across at least two system levels (micro, mezzo, macro). Describe the types of collaboration needed, such as partnerships with policymakers, schools, or community organizations.
- **Change Strategy and Collaboration**: Propose specific, actionable policy changes grounded in your analysis. Ensure your recommendations are rooted in anti-racist and anti-oppressive frameworks. Explain how cultural humility informs your understanding of the issue and shapes your policy recommendations.
- **Reference List**: All sources should be cited appropriately in APA style throughout. A reference list using APA formatting should be included.

Success: The *Social Policy Macro Issue Rubric* assesses students for this assignment. In accordance with the assignment guidelines, students will submit a well-written policy brief. The brief will define a school-related problem, analyze the role of school culture, and critically examine relevant social policies. Students will apply social policy theory to diverse client populations, propose evidence-based policy recommendations grounded in anti-oppressive frameworks, and identify realistic change strategies in collaboration with key collaborators. The document should be organized clearly, use a professional tone, and follow APA formatting guidelines.

Assignment 05: School Intervention Assessment and Plan

Meta: *Points* 100 pts (20% of final grade); *Deadline* Monday 05/11/26 at 8:00 AM; *Completion* via MyHeritage Assignments using Turnitin.

Purpose: The *School Intervention Assessment and Plan* builds on students' work, identifying school-based challenges and applying systems-based assessment and planning strategies. This assignment allows students to synthesize content across the course and demonstrate their ability to design interventions responsive to student needs, school culture, and systemic barriers. Students will engage in self-reflection, ethical decision-making, and demonstrate cultural humility while developing plans grounded in scientifically based practices.

Task: Students will write a paper detailing an intervention plan for a student. They may select a real student (with identifying details removed) or develop a fictional case. The paper should demonstrate the student's ability to assess needs and propose an intervention

that addresses academic, behavioral, emotional, or social barriers. The paper must include:

- **Student Profile and Needs**: Provide a clear description of the student and their presenting challenges. Include contextual information about the student's background, strengths, and school setting. Analyze how aspects of the school culture or policies may contribute to or sustain the student's difficulties. Make connections to the student and macro-related concerns. Consider using the research done in your *Social Policy Macro Issue* paper and the *School-Related Problem Fact Sheet* to guide your discussion.
- **Assessment Framing**: Use a person-in-environment and systems perspective to assess the problem. Describe how you identified the problem, referencing the assessment process and findings. The problem should be clearly defined and linked to patterns or conditions within the school or community. Discuss the case, framing it based on systemic inequities and how they might influence the problem and the student's access to support.
- **Intervention Plan**: Develop a multilayered intervention plan that addresses needs at the micro, mezzo, and macro levels. Micro-level strategies may involve direct support to the student (e.g., individual counseling or skill-building); mezzo-level strategies might include peer support, family engagement, or classroom-wide accommodations; and macro-level strategies could involve policy recommendations, school-wide programming, or shifts in school culture. Include scientifically based practices with supporting citations.
- **Resource Identification and Brokering**: Identify the community, school-based, or technological resources the student will access as part of the plan. Highlight how you will broker services and collaborate with other professionals (e.g., teachers, administrators, counselors). Explain how cultural competence informs your understanding of available resources and how access can be equitable and relevant for the student's identity and context.
- **Cultural Competency and Anti-Racism**: Reflect on how your identity, biases, and privileges may impact your assessment and planning process. Incorporate an element into your plan that explicitly aims to dismantle structurally racist policies or practices. This may include removing barriers to services, advocating for inclusive programs, or targeting historically underserved student populations.

Success: A successful submission will demonstrate a comprehensive assessment of a student's needs within the context of school culture and systemic influences. The intervention plan will be clearly structured, actionable, and span micro, mezzo, and macro levels, incorporating scientifically based practices. Students will thoughtfully integrate relevant resources and outline collaborative strategies with school and community partners. Strong assignments will include self-reflection on personal bias and privilege, and propose interventions that actively dismantle structurally racist policies or practices. The final product will be professionally written, well-organized, and adhere to APA formatting and assignment guidelines.

Grade Scale:

The grade scale table lists the assigned letter grade, its corresponding percentages, and its GPA.

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

Course Guidelines and Expectations

Description of course expectations

Students engage in asynchronous forums and other significant assignments, where they are expected to demonstrate high-quality scholarship and ethical writing practices. In the forums, students are expected to provide in-depth, considered discussions about their learning and experiences in dialogue with their peers. During the synchronous class session, there will be activities and opportunities for students to explore ideas and practice relevant. Students should be prepared by reviewing the week's course content and adopting an experimental mindset and a willingness to try new approaches.

Description of Assignment Types

Asynchronous participation and engagement through discussion forums on MyHeritage is the most significant aspect of this class. These forums ask students to present work, learning, and reflections in conversation with their peers. There are other larger assignments that students will also complete, including producing an ethical decision-making video presentation, creating a school-related problem factsheet, and authoring a social policy macro issue paper and a paper detailing a school intervention assessment and plan.

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	1/19 - 1/25 **Class 1/24**	Introduction to Course; Review Syllabus; Course Expectations;	Jarolmen and Bautista-Thomas (2023) Chapter 1 and the course syllabus	**A-01 Replies for W-01** due 8 AM Monday (1/26) via MyHeritage Forums
2	1/26 - 2/1 **Asynchronous**	School Social Worker Role	Jarolmen and Bautista-Thomas (2023) Chapter 2	**A-01 Replies for W-02** due 8 AM Monday (2/2) via MyHeritage Forums
3	2/2 - 2/8 **Class 2/7**	**Synchronous**: Schools as Organizations – Understanding the Culture and Landscape to Fosters Safety, Health, and Learning **Asynchronous**: NASW Standards for School Social Workers Services	Jarolmen and Bautista-Thomas (2023) Chapter 3 and National Association of Social Workers (2025)	**A-01 Replies for W-03** due 8 AM Monday (2/9) via MyHeritage Forums
4	2/9 - 2/15 **Asynchronous**	School and Special Education Laws and Policies (National, State, and Local) and Their Application to Decision-Making Processes in Educational Settings	Jarolmen and Bautista-Thomas (2023) Chapter 4 and Washington Office of Superintendent of Public Instruction (2023)	**A-01 Replies for W-04** due 8 AM Monday (2/16) via MyHeritage Forums
5	2/16 - 2/22 **Class 2/21**	**Synchronous**: Collaboration with School Social Work **Online**: Collaboration With Team Members (Including Parents, Teachers, Administrators, and Other Related Services) in a School Context to Support Learning Outcomes for all Students	Read: Jarolmen and Bautista-Thomas (2023) Chapter 5, Avant and Swerdlik (2016), and Revised Code of Washington 28A.320.280, 28A.320.290, and 28A.410.044 Listen: Lefkowitz et al. (2020)	**A-01 Replies for W-05** due 8 AM Monday (2/23) via MyHeritage Forums
6	2/23 - 3/1 **Asynchronous**	Ethics in a School Context	Jarolmen and Bautista-Thomas (2023) Chapter 6 and Goodrich and Luke (2015)	**A-01 Replies for W-06** due 8 AM Monday (3/2) via MyHeritage Forums and **A-02 Ethical Decision Making Video Presentation** due 8 AM Monday (3/2) via Special MyHeritage Forum
7	3/2 - 3/8 **Class 3/7**	**Synchronous**: Culturally Responsive Practice in Schools **Asynchronous**: Presentation Review	Jarolmen and Bautista-Thomas (2023) Chapter 7 and Davidson Cowling (2018)	**A-01 Replies for W-07** due 8 AM Monday (3/9) via MyHeritage Forums and **Mid Term Course Evaluations** via MyHeritage CourseEval

Week	Date	Content	Reading Assignment	Due Dates
8	3/9 - 3/15 **Asynchronous**	Issues Affecting Children in Schools Human, Community, and Technological Resources for Addressing Issues in School	Jarolmen and Bautista-Thomas (2023) Chapter 8	**A-01 Replies for W-08** due 8 AM Monday (3/16) via MyHeritage Forums
9	3/16 - 3/22 **No Class**	Spring Break		
10	3/23 - 3/29 **Class 3/28**	**Synchronous**: Individual Engagement, Assessment, and Intervention Skills: Referral, Assessment, Treatment Approaches **Asynchronous**: Strategies That Support Positive Student Outcomes Through Scientific-Based Practices, Collaborative Teaming, and Ethical Decision-Making	Jarolmen and Bautista-Thomas (2023) Chapter 9 Section I	**Midterm Grades** submitted by Instructor Wednesday (3/25) by 5 PM **A-01 Replies for W-10** due 8 AM Monday (3/30) via MyHeritage Forums
11	3/30 - 4/5 **Asynchronous**	Global Issues in School Social Work	Jarolmen and Bautista-Thomas (2023) Chapter 14	**A-01 Replies for W-11** due 8 AM Monday (4/6) via MyHeritage Forums and **A-03 School-Related Factsheet** due 8 AM Monday (4/6) via special MyHeritage Forum
12	4/6 - 4/12 **Class 4/11**	**Synchronous**: Group Work in School Social Work **Asynchronous**: Appropriate Resources in a School Setting	Jarolmen and Bautista-Thomas (2023) Chapter 10	**A-01 Replies for W-12** due 8 AM Monday (4/13) via MyHeritage Forums
13	4/13 - 4/19 **Asynchronous**	Engagement, Assessment, and Intervention Skills: Crisis Intervention	Jarolmen and Bautista-Thomas (2023) Chapter 9 Section II	**A-01 Replies for W-13** due 8 AM Monday (4/20) via MyHeritage Forums and **A-04 Social Policy Macro Issue** due 8 am (4/20) via MyHeritage Assignments using Turnitin.
14	4/20 - 4/26 **Class 4/25**	**Synchronous**: School Policy, Program Development, and Evaluation **Asynchronous**: Professional Standards to Inform Professional Growth Planning	Jarolmen and Bautista-Thomas (2023) Chapter 12 and Washington State Professional Educator Standards Board (n.d.)	**A-01 Replies for W-14** due 8 AM Monday (4/27) via MyHeritage Forums
15	4/27 - 5/3 **Asynchronous**	School Social Work Practice Perspective	Jarolmen and Bautista-Thomas (2023) Chapter 11	**A-01 Replies for W-15** due 8 AM Monday (5/4) via MyHeritage Forums
16	5/4 - 5/10 **Asynchronous**	Practice Evaluation	Jarolmen and Bautista-Thomas (2023) Chapter 13	**A-01 Replies for W-16** due 8 AM Monday (5/11) via MyHeritage Forums **and A-05 School Intervention Assessment and Plan** due 8 AM Monday (5/11) via MyHeritage Assignment using Turnitin

Week	Date	Content	Reading Assignment	Due Dates
End of Course	5/11 - 5/17 **Asynchronous**	Wrap-Up, Final Grading, and Course Evaluations		**Course Evaluations** via MyHeritage CourseEval and **Final Grades** submitted by Instructor Wednesday (5/20) 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 student 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 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 a.m. and 5 p.m., 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 see 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 wellbeing of all members of the community is essential and appreciated.

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Appendix

A. Ethical Decision-Making Video Presentation Rubric

The *Ethical Decision-Making Video Presentation Rubric* is used for the assignment with the same name and evaluates students providing a detailed description of the context and setting of the described client, a thorough and organized review of their case describing their needs, identifying an ethical dilemma, and applying a decision-making framework to provide an appropriate rationale for social worker actions. The presentation is to be professionally completed, following strong facilitation strategies, and to include content on evidence-based practices and special education law or policies.

B. School-Related Problem Fact Sheet Rubric

The *School-Related Problem Fact Sheet Rubric* is used for the assignment of the same name and evaluates students by requiring a fact sheet that clearly defines the problem and its connection to school culture. It must include evidence-based strategies at multiple system levels to address the program and incorporate a range of resources. The final product should be visually appealing and easy to use, provide a scholarly basis for problems and recommendations, and include a reference list with at least 10 recent sources.

C. Social Policy Macro Issue Rubric

The *Social Policy Macro Issue Rubric* is used for the assignment of the same name. It evaluates students by requiring a policy brief that defines a school-related problem and analyzes its relationship to school culture. It evaluates students' adherence to Heritage University's specialized practice behaviors for competency five. Students must examine relevant social welfare policies at the local, state, tribal, and/or federal levels, apply social policy theory in the context of diverse client populations, and provide evidence-based recommendations for policy change grounded in anti-oppressive frameworks. The final product should be professional and action-oriented, offering realistic implementation strategies across multiple system levels and identifying key collaborators. Students must demonstrate scholarly integration through appropriate evidence, maintain a clear and logical organization, adhere to APA formatting standards, and follow all assignment requirements.

D. School Intervention Assessment and Plan Rubric

The *School Intervention Assessment and Plan Rubric* assesses students' ability to analyze student needs within a school context, frame a problem using relevant data and systems-level thinking, and develop a feasible, multilayered intervention plan. The rubric also measures students' capacity to integrate school and community resources, demonstrate collaborative practice, and reflect critically on issues of bias, privilege, and ADEI. Students are expected to apply ethical reasoning, use scientifically based practices, and present their work in a clear, organized, and scholarly manner that adheres to APA formatting standards and assignment requirements.

Syllabus Form Updated 5-27-2025 (MJ)

A. Ethical Decision-Making Video Presentation Rubric

Description	Initial	Emerging	Developed	Highly Developed
Provide strong context and background information about the client setting	The client's context and setting are not discussed.	The client's context is briefly discussed but lacks many important details.	The presentation includes a description of the school setting and the client's context, but it lacks sufficient information.	The presentation includes a detailed, well-articulated description of the school setting. The client's context is clear and relevant to the case.
Include a descriptive overview of the client's case	The case presentation lacks structure, detail, or clarity.	Limited information is provided regarding the client.	The presentation describes the client's needs but lacks the depth to understand their situation.	The presentation provides an organized and thorough case discussion, demonstrating a deep understanding of the client's needs and challenges.
Identify an ethical dilemma and apply it to a decision-making framework	The ethical dilemma and the framework are not clearly defined.	The ethical dilemma is defined, and a decision-making framework is provided, but the framework's components aren't articulated.	The ethical dilemma is defined and applied within a decision-making framework, but the discussion of its application appears disconnected.	There is an ethical dilemma that is clearly explained, explaining why it requires consideration. A nuanced discussion of an ethical decision-making framework clearly connects the rationale for decisions.
Special consideration applied to evidence-based practices and special educational needs	Lacks discussion of evidence-based practices and special education policies.	There is a discussion of either evidence-based practices or special educational needs, but not both.	Evidence-based practices and special education needs are directly addressed, but they lack the necessary details, such as citations or a clear connection to policy.	Demonstrates a strong understanding of evidence-based practices, providing citations for appropriately literature. Special education law or policies are directly connected to the client's situation.
Professional presentation that is well organized and high-quality	There are significant problems with the assignment expectations and the presentation facilitation.	There are some significant problems with the assignment expectations, but the presentation is acceptable.	There are some minor problems with the assignment expectations, but it is generally a well-done presentation.	The presentation meets all assignment expectations and is clear, well-structured, professional, and engaging.

B. School-Related Problem Fact Sheet Rubric

Description	Initial	Emerging	Developed	Highly Developed
A school-related problem is defined and connected to the school context	The fact sheet presents an unclear or vague issue, lacking identification of causes, manifestations, or impacts. The problem is not directly relevant to a school setting, or there is no connection to social work practice.	The fact sheet identifies a problem but fails to make a strong connection to school culture or social work practice. The issue may be partially described, with key elements such as causes, manifestations, or systemic impacts missing.	The fact sheet defines the problem and its connection to school culture, but the connections are not fully developed or lack depth. Some discussion of causes, manifestations, and educational impacts is included, but key aspects may be underdeveloped.	The fact sheet clearly defines a relevant school-related issue and provides a comprehensive overview of its causes, manifestations, and educational/systemic impacts. The problem is framed with attention to school culture and student populations, demonstrating a deep understanding of its significance in school social work practice.
Strategies for addressing the problem are articulated	The fact sheet lacks intervention strategies or presents general solutions.	The fact sheet includes some intervention strategies, but it only includes one or two system levels (micro, mezzo, or macro). Strategies may not include diverse resources.	The fact sheet presents strategies at micro, mezzo, and macro levels, but may be underdeveloped. Strategies incorporate human, community, and technological resources.	The fact sheet presents well-developed, research-informed intervention strategies at micro, mezzo, and macro levels. Strategies are realistic, actionable, and incorporate human, community, and technological resources.
A professional and accessible product is developed	The fact sheet has many significant problems with organization and structure.	The fact sheet has a significant problem with organization and structure.	The fact sheet has a minor problem with organization and structure.	The final product is visually appealing, well-organized, and formatted for easy comprehension by parents and teachers. Language is clear, concise, and professional, with appropriate use of headings, bullet points, and graphics (if applicable).

Description	Initial	Emerging	Developed	Highly Developed
The basis of the problem and intervention are grounded in scholarship	There is no referral to scholarship throughout the fact sheet.	There is minimal referral to scholarship throughout the fact sheet.	The fact sheet contains many references to scholarship, but some sections that require citations do not include any.	The discussion of the problem and proposed interventions are linked to best practices as evidenced by in-text citations.
The reference list follows APA standards	The references used are inappropriate, insufficient, or significantly outdated, with numerous errors in APA formatting	The reference list includes some appropriate sources but contains frequent APA formatting errors.	The reference list includes appropriate scholarly sources and generally follows APA standards, but minor formatting issues or inconsistencies exist.	The reference list includes at least ten recent, high-quality sources and accurately follows APA standards.
Following Assignment	The fact sheet does not follow the assignment description and requirements.	The fact sheet somewhat follows the assignment description, but it contains significant errors.	The fact sheet follows the assignment description and requirements but has minor errors.	The fact sheet closely follows the assignment description and requirements.

C. Social Policy Macro Issue Rubric

Description	Initial	Emerging	Developed	Highly Developed

Competency 5: Engage in Policy Practice
  a. Examine social welfare policies at local, state, tribal, and federal levels to summarize best practice recommendations.
  b. Assess social policy theory in the context of practice with diverse client populations and prepare recommendations for policy change.				

Policy Examination and Best Practice Recommendations	There is no discussion of specific policies or recommendations for policy change.	A policy is summarized, and recommendations are included, but they do not provide meaningful connections to diverse populations, best practices, and anti-oppressive considerations.	A policy is summarized, and recommendations are included, but it only includes connections to diverse populations, best practices, or anti-oppressive considerations, not all three.	Provides a clear and accurate review of a relevant social policy demonstrating a strong understanding of its impact on diverse populations; offers specific, evidence-based, and actionable policy recommendations rooted in best practices and anti-oppressive considerations.

Description	Initial	Emerging	Developed	Highly Developed
Policy Theory Assessment	No social policy theory is discussed.	Mentions a social policy theory but provides minimal explanation or unclear connection to the issue or diverse client populations.	Applies a relevant social policy theory to analyze the issue, showing some understanding of its relevance to diverse client populations, though analysis may lack depth or full integration.	Thoughtfully applies relevant social policy theory to analyze the issue, demonstrating deep understanding of how the theory relates to the experiences and needs of diverse client populations.
General Assignment Expectations				
Problem Description and School Culture Analysis	The problem is unclear or only minimally described; there is little or no discussion of the school culture's role.	The problem is described but lacks clarity, detail, or connection to school culture; analysis of school culture is superficial.	The problem is clearly described with some supporting details; school culture is discussed with a basic analysis of its influence on the problem.	The problem is clearly and comprehensively described, supported with evidence; provides a meaningful and insightful analysis of how school culture influences or sustains the issue.
Intersectionality and Population Focus	Intersectionality is not addressed or is mentioned without connection to the problem or population.	Intersectionality is mentioned, but the connection to the problem or affected population is vague, unclear, or superficial.	Intersectionality concepts are applied with some clarity, showing how multiple identities relate to the problem and population, though analysis may be somewhat general.	Strongly integrates intersectionality concepts to offer a nuanced analysis of how overlapping identities influence experiences related to the problem and population; analysis demonstrates depth and insight.
Change Strategy and Collaboration	No implementation plan is provided, or the plan is unrealistic; key partners are not identified or discussed.	A basic plan for change is presented, but it lacks detail, feasibility, or clear identification of key partners.	A realistic plan for change is described with some details; key partners are identified, though the explanation of their roles may be general or limited.	Presents a clear, realistic, and well-supported plan for implementing policy change across multiple levels; thoughtfully identifies and explains the roles of key partners needed for successful collaboration.

Description	Initial	Emerging	Developed	Highly Developed
Organization, Clarity, and APA Formatting	The brief lacks clear organization; tone is informal or inappropriate for a policy audience; citations and references are missing.	Some organization is evident, but ideas may be disjointed; tone is uneven or somewhat unprofessional; several APA citation errors are present.	The brief is generally well-organized with a mostly professional tone; minor APA formatting errors are present, but do not detract significantly from clarity.	The brief is clearly and logically organized with a consistently professional, action-oriented tone; APA citations and references are accurate and properly formatted throughout.
Following the assignment requirements	Does not follow the assignment description.	Somewhat follows the assignment description, but significant errors exist.	Follows the assignment description and requirements but has minor errors.	Closely follows the assignment description and requirements.

D. School Intervention Assessment and Plan Rubric

Description	Initial	Emerging	Developed	Highly Developed
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice a. Summarize internalized racial bias by self-reflecting on personal history, power, position, and opportunities for change. b. Utilize social work research, community-based education, social justice practices, policy analysis and advocacy, and/or non-profit administration and leadership to dismantle structurally racist practices and policies.				
Self-Reflection on Internalized Racial Bias	Does not include self-reflection on bias.	Self-reflection on bias is limited or vague.	Reflects on biases, but does not fully explore identity, privilege, and positionality and/or does not consider opportunities for personal growth.	Provides a clear, insightful reflection on personal identity, privilege, and positionality. Thoughtfully examines internalized bias and identifies intentional strategies for growth and change.
Dismantling Structurally Racist Practices and Policies	Does not address structural racism or propose related interventions.	Recognizes structural racism but proposed actions are vague or disconnected from ADEI principles.	Identifies structurally racist practices and proposes general strategies, but lacks supporting sources and/or does not clearly connect interventions to systems-level thinking	Applies scientifically based approaches to identify and address structural racism. Proposes specific, actionable steps grounded in ADEI principles and systems-level understanding.

Description	Initial	Emerging	Developed	Highly Developed
General Assignment Expectations				
Assessment and Problem Framing	Student needs are vague or missing. Problem is unclear, lacks context. No meaningful connection to school culture or systemic issues.	Describes the student's needs but lacks depth or clarity. Problem is identified but not well-supported contextual discussion and it is not connected to school culture or systemic influences.	Student needs are described. The problem is framed by the school context. Connections to school culture and systemic factors are made but may need more depth.	Provides a well-articulated and comprehensive assessment of the student's needs. The problem is clearly defined and situated within school culture and broader systemic issues.
Intervention Plan and Implementation	Intervention plan is missing, unrealistic, or lacks coherence.	A basic intervention plan is presented but lacks detail and the plan only includes one or two levels of intervention.	Intervention plan is logical and includes micro, mezzo, and macro elements. Strategies are generally discussed but lack discussion of evidence.	Presents a clear, feasible, and multilayered intervention plan with specific actions at all three levels. Integrates scientifically supported practices with strong justification for selected strategies
Resource Integration and Collaboration	Few or no resources are identified. Collaboration is not discussed.	Mentions some relevant resources and collaboration, but the discussion is limited or underdeveloped.	Includes appropriate resources and outlines basic strategies for collaboration.	Demonstrates thoughtful integration of relevant school, community, and technological resources. Collaboration is clearly planned.
Organization, Clarity, and APA Formatting	The paper lacks clear organization; tone is informal or inappropriate for academic paper;	Some organization is evident but ideas may be disjointed; tone is uneven or somewhat unprofessional; Citations and references are mostly missing or significantly flawed.	The paper is generally well-organized with a mostly professional tone; minor APA formatting errors are present but do not detract significantly from clarity.	The paper is clearly and logically organized with a consistently professional, action-oriented tone; APA citations and references are accurate and properly formatted throughout.
Following assignment requirements	Does not follow the assignment description.	Somewhat follows the assignment description, but significant errors exist.	Follows the assignment description and requirements but has minor errors.	Closely follows the assignment description and requirements.