



SOWK 430 (0): History of Social Work and Ethics in Practice (3 credits)

Fall 2026, Online

Instructor	Jacob Campbell, Ph.D., LICSW		
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	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 .		
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Dates	This class is asynchronous. Week five on Tuesday 09/22/26, we will be taking over some time from students' SOWK 312 (HBSE) and SOWK 316 (Policy) classes to do some in-person activities.		

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

This course is required for all social work majors. Ethics are an integral component in all aspects of generalist social work practice. The National Association of Social Workers (NASW) Code of Ethics is the guide to direct practitioners' conduct. The NASW ethical standards provide guidelines for what is ethically acceptable and unacceptable behavior. The ethical standards help social workers identify ethical issues in practice. A brief history of the profession of social work will precede the study of the NASW Code of Ethics. Offered Fall Semester.

This course is taken concurrently with SOWK 312 Human Behavior in the Social Environment I, SOWK 316 Social Policy I, and SOWK 486W Theory of Practice I. These courses are usually taken in the first semester of the junior year.

Course Purpose

This course serves as an introduction to the field of social work and to our ethical obligations to our clients, colleagues, our profession, and broader society. It shares historical information about the origins of the social work movement and exposes students to the social work code of ethics and the concept of professional practice.

Competencies, Performance Indicators, and Assessment Methods

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

Social Work Program Goals and Objectives

The school of social work program's mission derives from the goals of our program. Those goals are as follows:

1. The Social Work Program provides quality educational preparation for beginning generalist social work practice with individuals, families, groups, organizations, and communities.
2. The Social Work Program focuses on the specific needs of the multicultural, diverse populations in the rural and urban regions of the Northwest.
3. The Social Work Program prepares students academically to pursue graduate-level education.

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

Heritage's School of Social Work developed the curriculum with competencies as outcomes. Each core course allows students to demonstrate specific competencies through a key assignment. The

content of the course also introduces and develops related competencies and behaviors. Students who successfully complete this course will have demonstrated the competencies listed in the table below.

In addition, the key assignments in each course relate to the university’s student learning outcomes.

1. Knowledge of the Physical World and Human Cultures
2. Intellectual and Practical Skills
3. Personal and Social Responsibility
4. Integrative and Applied Learning

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)
Applying an Ethical Decision-Making Model Paper	a. Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context. b. Practice behavior addressed in another course c. Practice behavior addressed in another course d. Practice behavior addressed in another course	Competency 1: Demonstrate Ethical and Professional Behavior Heritage Learning Outcomes: 3 and 4

This course is required for social work students seeking to complete the educational requirements to apply for the Substance Use Disorder Professional Trainee (SUDPT) credential in the state of Washington. Statutes list 23 different topics that must be included specific to individuals with substance use disorder in their recovery (Educational Requirements, WAC 246-811-030, 2025). This course addresses two of these content areas: substance use disorder confidentiality and professional and ethical responsibilities.

Texts, Materials, and Technology

Text(s)

Reamer, F. G. (2023). *Ethical standards in social work: A review of the NASW code of ethics* (rev. 3rd ed.). NASW Press.

Supplements

Technology

Access to a laptop (PC, MacBook, etc.) or a desktop, and reliable internet access, will be needed. Laptops can be checked out from the library. Unfortunately, iPads, tablets, and Chromebooks 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. Key assignments are assessed using Anthology Portfolio.

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

There are five different assignments that students are graded on for SOWK 430. These include the following: weekly asynchronous class engagement and participation; a worksheet for reflecting on biases; an exam on the NASW Code of Ethics; a group chat experience examining ethical decision-making; and a final paper applying an ethical decision-making model. Furthermore, two optional extra credit assignments are offered. The following table delineates the assignments, their point values, and the percentages of the overall class grade.

Assignment	Points	Percentage
A-01: Asynchronous Class Engagement and Participation	150	30%
A-02: Reflecting on Biases Worksheet	50	10%
A-03: NASW Code of Ethics Standards and Principles Exam	100	20%
A-04: Ethical Decision-Making Case Study Group Chat	75	15%
A-05: Applying an Ethical Decision-Making Model Paper	125	25%
TOTAL	500	100%
A-06a: [Extra Credit] Bias Testing Reflective Paper	25	5%
A-06b: [Extra Credit] Social Work Historical Context Research Paper	50	10%

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 Class Engagement and Participation

Meta: Points 150 points (30% of total grade) over the semester, or 10 points per week; 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 3 hours per week. 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 forum's general prompts, should contribute 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: Reflecting on Biases Worksheet

Meta: *Points* 50 points (10% of total points); *Deadline* Monday 10/12/26 at 08:00 AM; *Completion* via MyHeritage Assignments as an uploaded document.

Purpose: A bias can be defined as prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair. All humans have biases. As social workers, considering our biases and how they might impact our work is essential to provide ethical practice. This worksheet is to help students process their biases.

Task: The *Reflecting on Biases Worksheet* is a Word document that students will download from MyHeritage (it can be found in the syllabus page). Complete the form and upload it to MyHeritage Assignments. Students should understand that only the instructor has access to and reads this assignment, and students are encouraged to be truthful and reflective. It is not graded based on the biases you identify but on the depth of your reflection.

It asks students to respond to the following prompts:

- Identify a bias you have that you are likely to encounter in social work practice.
- Identify three reasons that you believe you have developed this bias.
- Identify how this bias might become problematic in social work practice if it was not addressed.
- Describe the importance of providing non-judgmental services as a social worker.

Success: Students will submit a completed worksheet on time and answer all questions thoughtfully. The instructor will assign grades based on the *Appendix A Reflecting on Biases Rubric*, which evaluates whether students can identify, explain, and describe why bias might be problematic. It also examines how students can explain why non-judgmental services might be necessary. The instructor will include feedback and grades in the mid-term grades, due by the instructor on Wednesday 10/21/26 at 5:00 PM.

Assignment 03: NASW Code of Ethics Standards and Principles Exam

Meta: Points 100 points (20% of total points); Deadline Monday 11/02/26 at 08:00 AM; Completion via MyHeritage Assignments as an online test.

Purpose: The *NASW Code of Ethics Standards and Principles Exam* measures students' understanding of the 2021 NASW Code of Ethics and its applications.

Task: Students will work to complete an online exam regarding the NASW Code of Ethics and its standards and principles. The test is open-book, and students can use any notes they might have. The exam includes 20 prompts, including multiple-choice and true/false questions. Each question is worth five points.

Success: Students will correctly answer the questions in the exam. The results for the questions should be available after the test due date has passed. Students may take as much time as they need until the deadline. If the test is submitted prematurely, it can be reopened.

Assignment 04: Ethical Decision-Making Case Study Group Chat

Meta: Points 75 points (15% of total points); Deadline Monday 11/16/26 at 08:00 AM; Completion via MyHeritage Assignments as an uploaded document.

Purpose: The *Ethical Decision-Making Case Study Group Chat* assignment is used for students to provide evidence of the skill of discussing a case example using an ethical framework. It is designed to help students build the skills needed to connect ethical dilemmas to the relevant standards of the NASW Code of Ethics and to work through them using a structured ethical problem-solving framework.

Task: Students will be assigned a group with three or four members. Students should arrange a time to meet online with their designated group to complete this assignment. In advance, select software that allows you to have an instant-message conversation. The software needs a way to print the conversation you had together so you can save it as a PDF. Consider web apps you can access on your computer, such as Google Chat, WhatsApp, etc. You should do a test run before your planned meeting to work out any technical issues.

During the chat, you will review a case study (see Appendix B) and discuss the ethical issues using the NASW Essential Steps for Ethical Problem-Solving Framework. You

will focus on Steps 1-4 and will be expected to reference specific standards from the NASW Code of Ethics.

Before you begin the chat, make sure that the following items are in place:

- Each person has reviewed the case study and has made personal notes to refer to throughout the discussion. Your contributions will be much more substantive the better prepared you are.
- Each person has access to a copy of the NASW Code of Ethics.
- Each person has access to a copy of the Essential Steps.
- Plan for at least 1 hour, and please make sure your chat length is at least 30 minutes.

This assignment is related to this course's assignment five. While it does not use the same rubric, the same type of content is expected. Students are encouraged to review A-05: Applying an Ethical Decision-Making Model Paper for further insight into the material to include in your discussion.

Success: One group member will submit a copy of the chat they had with their group. Grades for this assignment will be based on both group and individual participation. Grades will be assessed using the *Appendix C Ethical Decision-Making Case Study Group Chat Rubric*. The group portion looks at their ability to follow the assignment guidelines, the thoroughness of the discussion, and the critical analysis that happens in the chat. Individuals will also be scored related to their level of contribution to the dialog.

Assignment 05: Applying an Ethical Decision-Making Model Paper

Meta: *Points* 125 points (25% of total points); *Deadline* Monday 11/30/26 at 08:00 AM; *Completion* via Anthology Portfolio (MyHeritage Assignments).

Purpose: The *Applying an Ethical Decision-Making Model Paper* allows students to display their skills in applying an ethical framework to a case study. It is also an opportunity for students to demonstrate their application of competency one's first practice behavior.

Task: Students will work individually to author a final paper that is 750–1000 words in length. The final report should address the first four NASW Essential Steps for Ethical Problem-Solving regarding the assigned case study (see Appendix D). Student papers should include headings (APA formats level one heading as bold, centered, and following a title case capitalization style) for each of the first four steps. These steps include:

- **Determine** whether there is an ethical issue or/and dilemma. Is there a conflict of values, rights, or professional responsibilities?
- **Identify** the key values and principles involved. What meanings and limitations are typically attached to these competing values?
- **Rank** the values or ethical principles that are most relevant to the issue or dilemma in your professional judgment. What reasons can you provide for prioritizing one competing value/principle over another?

- **Develop** an action plan consistent with the ethical priorities that have been determined as central to the dilemma. As appropriate, have you conferred with clients and colleagues about the potential risks and consequences of alternative courses of action? Can you support or justify your action plan with the values/principles on which the intervention is based?

You must also include content that addresses the two additional areas measured by the *Appendix E Applying an Ethical Decision-Making Model Rubric*. These do not need to have separate headings, but should be incorporated throughout your writing:

- Apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

This assignment is a key assignment for the program. It is designed to assess students' ethical and professional behavior, the first competency described by the Council on Social Work Education. The following is practice behaviors for this competency used in the 2022 EPAS:

- make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- use technology ethically and appropriately to facilitate practice outcomes; and
- use supervision and consultation to guide professional judgment and behavior. (pp. 8-9)

Success: Successful papers are evaluated using the *Appendix E Applying an Ethical Decision-Making Model Rubric*, which includes assessing the student's ability to implement the ethical decision-making model, expressing a connection to the CSWE 2022 competency one practice behavior, and writing proficiency. Feedback from the instructor will be included in the final grades and is due by the instructor no later than Wednesday 12/16/26 at 5:00 PM.

Assignment 06: Extra Credit Options for SOWK 430

The faculty for this course offers students two different opportunities for extra credit. The first is a minor assignment for participating in Harvard's Implicit Association Test (or a similar bias test) and reflecting on your findings. The second is a more in-depth research paper that discusses the historical context of social work. These assignments are extra credit and not mandatory.

Assignment 06a: [Extra Credit] Bias Testing Reflective Paper

Meta: *Points* 25 (5% of total points); *Deadline* Friday 12/04/26 at 11:55 PM; *Completion* via MyHeritage Assignments as an uploaded document.

- Purpose:** The *Bias Testing Reflective Paper* provides an avenue for students to self-reflect on their own biases after completing a bias testing process.
- Task:** Students will participate in Harvard's Implicit Association Test (<https://implicit.harvard.edu/implicit/takeatest.html>) and write a reflective paper 500 to 750 words in length. They will consider their experience with the test, their results, and what they might learn from it.
- Success:** Students will submit a paper demonstrating strong academic writing and self-reflective skills. Essays are graded according to the *Appendix F Reflective Paper Rubric*. Feedback will be provided with final grades due by the instructor no later than Wednesday 12/16/26 at 5:00 PM.

Assignment 06b: [Extra Credit] Social Work Historical Context Research Paper

- Meta:** *Points* 50 (10% of total points); *Deadline* Friday 12/04/26 at 11:55 PM; *Completion* via MyHeritage Assignments as an uploaded document.
- Purpose:** The *Social Work Historical Context Research Paper* allows students to dive into the literature on social work history.
- Task:** Students will individually author a paper regarding some aspect of social work history. This is left intentionally broad to allow students to look at any element they want. Some potential suggestions include when and how various populations started engaging in social work (consider how social work historically related to Native Americans, persons with disabilities, or the start of social workers working in a school-based setting). The paper should be approximately 1,250 to 1,500 words in length. An abstract is not necessary for this paper but may be included.
- Success:** Students will submit a paper demonstrating academic skills describing the historical context for social work through research found in peer-reviewed journal articles. They will be able to demonstrate scientific writing skills. Grades will be assessed using the *Appendix G APA Research Paper Rubric*. Feedback will be provided with final grades due by the instructor no later than Wednesday 12/16/26 at 5:00 PM.

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 are expected to engage in the online forums a couple of times each week. They should read the required texts, watch the shared and created lecture videos, and complete the various assignments. Students are encouraged to approach the class and the topics with curiosity and a willingness to consider their own biases.

I also am flexible in understanding that school and life are complicated. While students might lose points for late work, it is accepted. If you have work you will be submitting late, let me know and provide an estimate of when you will submit it so we can make a plan together.

Description of Assignment Types

Participation in this course is worth the largest percentage of a student's grade. This is done through online forums, videos, and engagement with the required class material. The class is completed asynchronously and is broken into week-long units. The unit assignments on each weekly page of MyHeritage include a description of what they are required to read, watch, or listen to, how many forums they need to reply to, and additional assignment details.

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, the seventh edition style guide can be a valuable asset in supporting student scholarship.

Course Schedule

The planned course schedule is as follows:

Week	Date	Content	Reading Assignment	Due Dates
01	8/24 - 8/30 Asynchronous	Introduction to SOWK 430; Review Syllabus; Historical Overview	Read Tannenbaum and Reisch (2001) and the course syllabus	A-01 Replies for W-01 due 8 AM Monday (8/31) via MyHeritage Forums
02	8/31 - 9/6 Asynchronous	Movements and Social Work	Watch Offenbach (2001)	A-01 Replies for W-02 due 8 AM Monday (9/7) via MyHeritage Forums
03	9/7 - 9/13 Asynchronous	Settlement House Movement	Watch Mr. Beat (2020)	A-01 Replies for W-03 due 8 AM Monday (9/14) via MyHeritage Forums
04	9/14 - 9/20 Asynchronous	Orphan Trains and the Development of the Code of Ethics	Watch Consider This with Christine Zak Edmonds (2021) Read Reamer (1998) and Reamer (2014)	A-01 Replies for W-04 due 8 AM Monday (9/21) via MyHeritage Forums
05	9/21 - 9/27 Asynchronous with a Synchronous Class 9/22	Introduction to the NASW Code of Ethics; Ethical Principles	Read Reamer (2023) Chapter 1	A-01 Replies for W-05 due 8 AM Monday (9/28) via MyHeritage Forums
06	9/28 - 10/4 Asynchronous	Ethical Standard 1: Ethical Responsibilities to Clients; Substance Use Disorder Confidentiality for SUDPs	Read Reamer (2023) Chapter 2	A-01 Replies for W-06 due 8 AM Monday (10/5) via MyHeritage Forums
07	10/5 - 10/11 Asynchronous	Ethical Standard 2: Ethical Responsibilities to Colleagues	Read Reamer (2023) Chapter 3	A-01 Replies for W-07 due 8 AM Monday (10/12) via MyHeritage Forums and Mid Term Course Evaluations via MyHeritage CourseEval and A-02 Reflecting on Biases Worksheet due 8 AM Monday (10/12) via MyHeritage Assignments
08	10/12 - 10/18 Asynchronous	Ethical Standards 3 and 4: Ethical Responsibilities in Practice Settings and as Professionals; Professional and Ethical Responsibilities for SUDPs.	Read Reamer (2023) Chapters 4 and 5	A-01 Replies for W-08 due 8 AM Monday (10/19) via MyHeritage Forums
09	10/19 - 10/25 Asynchronous	Ethical Standards 5 and 6: Ethical Responsibilities to the Social Work Profession and to the Broader Society	Read Reamer (2023) Chapters 6 and 7	Midterm Grades submitted by Instructor Wednesday (10/21) by 5 PM and A-01 Replies for W-09 due 8 AM Monday (10/26) via MyHeritage Forums
10	10/26 - 11/1 Asynchronous	Framework for Decision Making; Practice Applying the Framework	Listen to Singer (2013)	A-01 Replies for W-10 due 8 AM Monday (11/2) via MyHeritage Forums and A-03 NASW Code of Ethics Standards and Principles Exam due 8 AM Monday (11/2) via MyHeritage Assignments

Week	Date	Content	Reading Assignment	Due Dates
11	11/2 - 11/8 Asynchronous	Case Studies in Ethics: Developing Action Plans	Read Paul and Elder (2006) pp. 1-16	A-01 Replies for W-11 due 8 AM Monday (11/9) via MyHeritage Forums
12	11/9 - 11/15 Asynchronous	Case Studies in Ethics: Implementing Action Plans	Read Paul and Elder (2006) pp. 17-33	A-01 Replies for W-12 due 8 AM Monday (11/16) via MyHeritage Forums and A-04 Ethical Decision-Making Case Study Group Chat due 8 AM Monday (11/16) via MyHeritage Assignments
13	11/16 - 11/22 Asynchronous	Seeking Supervision	Read Ketner et al. (2017)	A-01 Replies for W-13 due 8 AM Monday (11/23) via MyHeritage Forums
14	11/23 - 11/29 Asynchronous	Introduction to the Final Assignment; Use of Self; Dual Relationships	Read Reamer (2012)	A-01 Replies for W-14 due 8 AM Monday (11/30) via MyHeritage Forums and A-05 Applying an Ethical Decision-Making Model Paper due 8 AM Monday (11/30) via Anthology Portfolio
15	11/30 - 12/6 Asynchronous	Technology and Social Media; Power and Privilege in Social Work Practice	Read National Association of Social Workers et al. (2017)	A-01 Replies for W-15 due 8 AM Monday (12/7) via MyHeritage Forums and Extra Credit A-06a Bias Testing Reflective Paper and A-06b Social Work Historical Context Research Paper due Friday (12/4) by 11:55 PM
End of Course	12/7 - 12/13 Asynchronous	Wrap-Up, Final Grading, and Course Evaluations		Course Evaluations via MyHeritage CourseEval and Final Grades submitted by Instructor Wednesday (12/16) 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 Reasonable Accommodation for Religious Holidays (2019), RCW [28B.137.010](#), as amended, 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) within two (2) weeks of 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 offers in-person and online appointments and drop-in services, 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 have the responsibility to model academic honesty and to prevent, detect, and confront students who violate it. See the [Academic Honesty Policy](#) and the [Academic Honesty Procedure Diagram](#).

When you submit your work, you take on full responsibility for everything you include in that assignment, no matter how it was produced. Students' writing is expected to be their own, and sources should be ones they have access to and have read. I use tools such as Turnitin to indicate how much of a student's writing is likely AI-generated and whether increased scrutiny is needed when reviewing the submission. Using AI tools or relying on methods that do not involve direct reading and engagement with the material you are citing can introduce problems. Issues such as incorrect language, plagiarism, bias, errors, incorrect/fabricated references, or misleading content can all constitute violations of academic honesty.

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.

Students who qualify for accommodations are encouraged to follow the process, but you don't need formal accommodations to communicate your needs to me. I believe in and implement general universal accommodations throughout my classes. I am open to modifications throughout the class to help students gain the necessary social work knowledge, values, skills, and cognitive and affective processes that are taught and evaluated in this course. One lens I use to consider potential changes and adaptations is the content's underlying rationale. Any changes to assignment modalities must still fulfill the designed purpose.

References

- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>
- Consider This with Christine Zak Edmonds. (2021). *S01 E01: Jim Kidder and Clark Kidder — The Orphan Train* [Video]. Public Broadcasting Service. <https://www.pbs.org/video/s01-e01-jim-kidder-clark-kidder-the-orphan-train-2d7mxv/>
- Council on Social Work Education. (2022). *2022 EPAS: Educational policy and accreditation standards for baccalaureate and master's social work programs*. <https://www.cswe.org/getmedia/8d7dade5-2683-4940-9587-5675f6ef5426/2022-EPAS.pdf>
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Appendix

Appendix A: Reflecting on Biases Rubric

The *Reflecting on Biases Rubric* is used to evaluate a student's depth of consideration of biases. It does not address what specific biases a student might have. It looks that students can identify, offer reasons for, and understand the potential negative nature of their bias as well as the ability to describe the importance of non-judgmental services. The following assignments in this course will be graded according to the Reflecting on Biases Rubric: Assignment 02: Reflecting on Biases Worksheet.

Appendix B: Ethical Decision-Making Case Study Group Chat Scenario

The *Ethical Decision-Making Case Study Group Chat Scenario* is the case study students analyze in their group chat. It is reproduced in Appendix B and is used for Assignment 04: Ethical Decision-Making Case Study Group Chat.

Appendix C: Ethical Decision-Making Case Study Group Chat Rubric

The *Ethical Decision-Making Case Study Group Chat Rubric* considers the student's ability to follow the assignment guidelines, have a thoughtful and thorough discussion, engage in critical analysis, and make an individual contribution. The following assignments in this course will be graded according to the Ethical Decision-Making Case Study Group Chat Rubric: Assignment 04: Ethical Decision-Making Case Study Group Chat.

Appendix D: Applying an Ethical Decision-Making Model Case Scenario

The *Applying an Ethical Decision-Making Model Case Scenario* is the case study students analyze in their final paper. It is reproduced in Appendix D and is used for Assignment 05: Applying an Ethical Decision-Making Model Paper.

Appendix E: Applying an Ethical Decision-Making Model Rubric

The *Applying an Ethical Decision-Making Model Rubric* is used as a key assignment for SOWK 430. The rubric evaluates the practice behavior associated with this course. It looks at the first four steps of the NASW Essential Steps for Ethical Problem-Solving, the CSWE practice behavior, and writing proficiency. It is used to evaluate the following: Assignment 05: Applying an Ethical Decision-Making Model Paper.

Appendix F: Reflective Paper Rubric

The *Reflective Paper Rubric* is used to evaluate written reflective-style papers. The rubric assesses students based on the following aspects: paper content, professionalism, spelling, grammar, timeliness, and length. The following assignments in this course will be graded according to the reflective paper rubric: the extra credit Assignment 06a: Bias Testing Reflective Paper.

Appendix G: APA Research Paper Rubric

The *APA Research Paper Rubric* is used to evaluate written research style papers. The rubric assesses students based on the following aspects: paper content, APA formatting, spelling, grammar, timeliness, and length. The following assignments in this course will be graded according to the APA research paper rubric: the extra credit Assignment 06b: Social Work Historical Context Research Paper.

Appendix A: Reflecting on Biases Rubric

Description	Initial	Emerging	Developed	Highly Developed
Identify bias: Identify a bias you have that you are likely to encounter in social work practice.	Does not identify a bias.	Identifies a bias, but it is unclear and unlikely to be a problem in practice.	Identifies a bias but lacks clarity or is unlikely to be a problem in practice.	One to two sentences about identifying biases is written. This bias is likely to be problematic in social work practice. The presented idea is clear and easy to understand.
Reasons for Bias: Identify three reasons that you believe you have developed this bias.	Provides no well-explained reasons the bias may have developed.	Provides one well-explained reason the bias may have developed. Or offers less than two sentences per example.	Provides two well-explained reasons the bias may have developed. Or offers less than two sentences per example.	Three well-explained reasons the bias may have developed are written.
Why Problematic: Identify how this bias might become problematic in social work practice if it was not addressed.	It does not explain the harm that could be done.	Does not provide information about a significant harm that could be done.	Provides somewhat unclear explanation.	A clear explanation of the possible harms to the client that biases can cause is identified.
Non-judgmental services: Describe the importance of providing non-judgmental services.	No description is provided about non-judgmental services.	The argument is both unclear and weak.	The argument is somewhat unclear or weak.	A robust and clear argument of the essentiality of examining prejudices and how this can honor clients individually is expressed.

Appendix A: Ethical Decision-Making Case Study Group Chat Scenario

Case Study J. Colleague Misconduct: If Nothing Harmful Really Happened, Do I Still Have To Report?
Abstracted from an unpublished paper by Rosa Lutrario, MSW.

Use the first four steps of the Essential Steps for Ethical Problem-Solving to discuss this case study. The perspective you take should be from the point of view of the intern. Some questions to ponder as you prepare for this discussion:

- The primary issue to resolve in this dilemma seems to be whether or not there was any misconduct in what had occurred.
- Was an unethical action averted, or was the clinician's proposition misconduct in itself?
- By keeping the matter secret, was this intern colluding in an unethical situation?
- Does the proposal in itself reveal that this clinician is, or might be, unethical in other aspects of his work with clients?
- How would a manager, or another clinician, have responded to his proposal?

Practice Context and Case Presentation

A community mental health agency, under contract to a county mental health agency, provides language-appropriate and culturally sensitive mental health services at several sites such as outpatient clinics and schools in a large urban center. Clinicians are required to maintain standardized, careful, and thorough documentation of all services provided to their clients on a regular and timely basis. Services are billed to Medical Assistance, state, or county insurance programs.

Quality assurance of record-keeping is an essential ongoing process. Internally, the agency conducts "peer reviews," through which staff members review clinicians' documentation in order to identify missing paperwork in client charts, signatures that need to be obtained by the clinician, and anything else that may be required to meet legal and administrative standards. This internal review process is designed to prepare the agency for external reviews from the county agency, and to ensure compliance with necessary billing requirements. Failure to have adequate documentation for services rendered results in the denial of claims and withholding of funds by insurers.

During the peer-review process, the content of therapeutic notes written by clinicians is also scrutinized, in order to ensure that they are thorough and complete, and utilize a standardized content. For most notes, the standard content includes a statement of the need for a particular treatment intervention, observation of the client's behaviors or presenting problem, a description of the intervention performed on that particular day, observations of the client's response to the intervention, and a plan for future action. The template is designed to ensure accountability to funding sources, to help clinicians track progress in meeting the goals and objectives specified in treatment plans, and to inform future clinicians of the therapeutic work done with a particular client.

The pressure to produce and maintain thorough notes is high, and for some clinicians, the demands of documentation can become overwhelming. This was indeed the case for one experienced clinician, who had been working at a school-based site for many years. During his most recent peer review, a majority of his notes from the previous year were deemed unsatisfactory by the reviewers. The major issue with his documentation was that notes on many charts, belonging to many different clients, were actually identical to one another. Thus, the notes did not track the therapeutic progress of clients, did not meet financial accountability criteria, and did not maintain a record of treatment to

inform future clinicians who may inherit the case. The peer-review committee requested that he immediately correct, and accurately document, all of his contacts with clients.

The clinician did not know this second year MSW intern well, as they worked at different sites. Perhaps because of this, he approached her with a proposition that presented a very serious ethical dilemma: He proposed to pay the intern to “fix” his notes. He framed the problem as a personal, as well as a professional, crisis. He explained that he was in danger of losing his job over the results of this peer review. He was given a short amount of time to correct all of his notes, which seemed an impossible task to him. He stated that he had decided to approach the intern because she was familiar with the agency’s expectations regarding notes, and as a graduate student, he thought she would likely be interested in making some extra money.

A discussion followed during which the clinician explained his expectations regarding how the intern could make the notes in question satisfactorily meet requirements. Essentially, the intern was asked to fabricate interventions with clients she never met, and then creatively describe the clients’ responses. The clinician stated that he was unconcerned about ethical considerations because he held, as his highest professional value, the well-being of his clients, and the quality of his actual interventions with them, and not how well that work was reflected in his notes.

The clinician explained that he has a caseload of long-term clients whom he sees on a weekly basis. Often, according to him, the sessions are very similar in content and style, and he practices similar interventions with many different clients repeatedly over time. As an example: He might engage clients in a play therapy approach for several sessions, with the goal of helping each to develop an awareness of his or her internal emotional state; or, he might engage clients in a cognitive-behavioral intervention for several sessions, during which they focus on extinguishing a specified behavior in the classroom. From his perspective, trying to find creative ways of saying the same thing is a waste of time, which was his justification for using the shortcut of recycling the same clinical note.

Generally, the accepted rule in social work settings is, “If it’s not documented, it didn’t occur.”

This intern declined the proposition to help the clinician modify his notes. However, she was left with the difficult ethical dilemma of whether or not to report his request of her as some form of misconduct. The clinician had specifically requested that the intern not mention anything about the proposition to her supervisor, or to anyone at the agency. In an effort to make peace with the clinician over this embarrassing situation, and her refusal of his request, the intern had hastily agreed to keep the matter secret.

Reference

Rothman, J. C. (2013). *From the front lines: Student cases in social work ethics* (4th ed., pp. 112–114). Pearson.

Appendix B: Ethical Decision-Making Case Study Group Chat Rubric

Description	Initial	Emerging	Developed	Highly Developed
Following Guidelines Directly identifying and using the steps in the problem-solving framework and appearing engaged and prepared.	The group did not address the steps for ethical problem-solving. They did not appear prepared nor engaged in the conversation.	The group did not cover all the steps and seemed somewhat unprepared or engaged in the conversation.	The group general followed the assignment guidelines but did not cover all the steps. They appeared generally prepared and engaged in the conversation.	The group followed the assignment guidelines, discussing steps 1-4 of the NASW Essential Steps for Ethical Problem-Solving Framework. They appeared prepared and engaged in the conversation.
The thoroughness of the Discussion A discussion having depth and includes nuances of the topic.	The group's discussion was completely surface and not directly related to topic.	The group's discussion was mostly focused on the surface of the topic. The conversation did not discuss in-depth details or other ideas.	The group's discussion appeared to be considered and have some level of depth, but there was limited nuance to their understanding of the scenario.	The group's discussion appeared to be considered and have depth to the topic being discussed. There was a discussion about the nuance and challenges of the ethical dilemma.
Critical Analysis Includes the components of critical analysis including (1) a discussion of observations, (2) analysis of the observations, (3) inference about meaning, (4) ability to articulate the needs, and (5) problem-solving strategies in considering the case study. of	The group's chat did not include any critical analysis.	The groups chat included one or two components of critical analysis.	The group's chat included three or four components of critical analysis.	The group's chat included all five components of critical analysis.
Individual contribution	The student did not participate in the chat or was only minimally present.	The student was offered a couple of short comments, but it did not appear substantive or thoughtful.	The student was mostly involved in the conversation but was lacking in their engagement.	The student appeared to be fully engaged in the conversation, helping spur dialog, asking questions, and offering their own opinion.

Appendix C: Applying an Ethical Decision-Making Model Case Scenario

A concerned mother raised this question: “How do I keep my daughter away from a lesbian teacher who is trying to influence her to become gay?” The mother came to see the school social worker, Ms. Harper, indicating she was seeking assistance for a problem with her daughter. According to the mother, her 16-year-old daughter, Eva, received a gift from a teacher at school that the mother did not approve of. The teacher, Ms. Bean, gave Eva a spiral notebook that said, “I frown on boys” on the cover. The mother, Margarita Hernandez, felt that the teacher was trying to influence her daughter to become a lesbian. Mrs. Hernandez considers herself to be a devout Catholic, attends daily Mass, and goes to great lengths to raise her children as Catholics. In fact, she believes that succeeding in that endeavor is the greatest gift she can give to her children. She believes practicing homosexuality is a sin.

Eva feels as though she has a connection with Ms. Bean and has expressed that she does not want to change classes. Eva has previously shared problems regarding friends and boys with the school social worker, and also with Ms. Bean. Eva feels as though Ms. Bean is taking an interest in helping her. Ms. Bean gave the gift to Eva in regard to the conversation she and Eva had about how teenage boys can do unkind things and occasionally be downright cruel. Mrs. Hernandez has sought the help of the social worker, because the previous social worker, Sonya Beccerra, had been very helpful to her in the past. She does not know the current social worker, but would like to try her services because she does not know who else to turn to for help.

The dilemma for the social worker involves whether to assist the mother in trying to sever the relationship with Ms. Bean. The social worker, who has only been at the school a few months, identifies herself as lesbian and she has a partner; her supervisor is aware of this, but the principal and other colleagues at the school are not. The social worker, Ms. Harper, has been reluctant to be open about her sexual orientation, as she experienced discrimination in her previous job. The school has not formal employment policy regarding sexuality and gender identity. The principal has been known to say, “don’t ask, don’t tell is good enough for me.”

Follow the NASW Essential Steps for Ethical Problem-Solving 1–4 in your paper. Some additional questions that might help guide you include:

- What possible choices of action could be taken and what are the ethical reasons for and against each choice?
- Within the divided loyalties to the daughter and to the mother, who is the client?
- Within the culture and values of the mother, is it important for the social worker’s identity be known?
- Within the culture and values of the social worker, what is the importance of identity and authenticity in being known?

Appendix D: Applying an Ethical Decision-Making Model Rubric

Description	Initial	Emerging	Developed	Highly Developed
1. Critical Thinking in DETERMINING *	Does not identify any ethical dilemmas.	Identifies ethical dilemma(s) that may not fit with the case study.	Identifies ethical dilemma(s) and briefly explores the source of the conflict.	Identifies ethical dilemma(s) and determines the source of the conflict (values, rights, professional responsibilities). Shows critical thinking in ability to sort information.
2. Application of NASW Code in IDENTIFY *	Does not connect the case study to any specific value or standard from the NASW Code of Ethics.	Provides one or two examples of a specific value or standard that applies to the case.	Identifies appropriate values and ethical standards. Briefly describes how these apply.	Identifies specific values and ethical standards from the NASW Code of Ethics and describes meanings associated with the values or standards.
3. Ability to prioritize in RANK *	Is unable to rank the values or standards.	Makes an attempt to rank the values or standards that apply to the case.	Ranks the values or standards but may be inconsistent with professional norms. Briefly describes reasons.	Ranks the values or standards in a way that is consistent with professional norms. Describes the reasons for the ranking.
4. Critical thinking in DEVELOP *	Does not provide an action plan.	Identifies an action plan that is lacking in ability to execute.	Provides an action plan that could be reasonable and provides some support.	Communicates an action plan that shows critical thinking. The plan is reasonable to address the dilemma and is well supported with values and/or principles.
5. Understanding of importance of diversity and difference	Does not address diversity or difference at all in the paper.	Diversity and difference is mentioned in the paper.	Application of an understanding of diversity is present in the discussion.	Application of a thorough understanding of diversity and difference is present throughout the paper.
6. Managing influence of personal biases	Makes no mention or illustration of student's awareness of personal biases or values.	Awareness of the potential for the influence of personal bias is mentioned.	A developing self-awareness in managing personal biases and values is shown.	Paper demonstrates student's self-awareness in managing personal biases and values.

Description	Initial	Emerging	Developed	Highly Developed
7. Writing Proficiency	Paper is poorly written with many errors in writing, spelling or grammar. It has disorganized structure and/or lack of clarity.	Paper has numerous errors in writing, spelling, or grammar. May have issues with structure or clarity.	Paper is organized well but has several writing, spelling, or grammatical errors.	Paper is well written with few, if any, writing, spelling, or grammatical errors. It is well organized and clear.

* Criteria 1-4 evaluate the CSWE Practice Behavior associated with this course.

Appendix E: Reflective Paper Rubric

Description	Initial	Emerging	Developed	Highly Developed
Paper Content: General Content (relevant, legitimate, and follows syllabus topics)	The paper does not match the assignment description or includes false and or misleading information.	The paper tangentially follows the course syllabus but misses some of the major aspects of the assignment directly. It presents mostly relevant facts but lacks the ability to connect the research to a broader understanding of the area of study.	The paper appears to fit within the general idea of the assignment description but is disconnected from the finer points of the assignment implementation. The paper is based on credible sources and develops an argument for the information being presented.	The content of the paper is of high quality and written scientifically, using accurate sources and information. It adheres to the assignment description.
Paper Content: Organization (logical order, smooth transitions, and logical reasoning)	The paper content is disconnected, and it is difficult to follow themes and ideas throughout the paper. The paper jumps between these themes and ideas without any type of transition. The paper is either driven by emotional or individualized arguments, lacking any research-based evidence or logical reasoning.	The paper content is generally presented in a logical sequence. The themes of the paper are not properly grouped. There are limited transitions used. Some of the paper includes emotional or individualized arguments.	The paper content is generally presented in a logical sequence. Some of the themes of the paper are not properly grouped. Most of the themes include transitions. The basis of the paper is mostly using research-based evidence or logical reasoning.	The paper content is presented in a logical order. Themes and ideas are presented in the paper use smooth transitions. The argument being presented in the paper uses logical reasoning and are based on presented research-based evidence.
Paper Content: General Feel (compelling and interesting writing)	The paper content is difficult to read. There is a lack of variation in vocabulary and writing techniques.	The paper content is readable. There is limited variation in writing techniques and vocabulary.	The paper content is interesting. There is some variation in writing techniques and vocabulary.	The paper content is written in a way that is compelling and encourages the reader to continue to read. There is a variance in writing techniques and vocabulary that is used to introduce topics.

Description	Initial	Emerging	Developed	Highly Developed
Professionalism: Tone (appropriate for academic writing, and appropriate use of first-person)	The paper inappropriately uses first-person in multiple instances. There are multiple examples of colloquial phrases and or informal manners of writing. The topics are not clearly identified or described. There are many problems with APA writing conventions and style.	There are a couple of uses of first-person. The paper has much of it that is written more formally and follow the APA writing conventions.	The paper is predominantly written using the third person, with one slip into inappropriately used first person. Colloquial phrases are limited in their use, and the paper is generally written formally. Most of the APA writing conventions are used.	The paper does not use colloquial phrases, and topics are clearly described in a way that the reader can understand. The paper appropriately uses APA writing conventions (i.e., numbers, quotes, abbreviations, etc.).
Professionalism: Page Format (APA paper sections, headers and footers, page layout, and spacing)	The paper has more than four problems related to formatting.	The paper has three or four problems related to formatting.	The paper has one or two problems related to formatting.	The paper has no found problems related to page formatting. The paper includes a title page, a title at the beginning of the paper, and a reference page if in-text citations are used. The headings for these pages are correctly labeled. The paper is double-spaced. There is a running head.
Spelling and grammatical (grammar and writing mechanics)	Many spelling and grammatical errors.	Some spelling and grammatical errors.	One or two spelling and or grammatical errors.	Grammar and writing mechanics are properly adhered to.
Timeliness	The paper is submitted more than 48 hours after the deadline, as described in the syllabus.	The paper is submitted 48 hours after the deadline, as described in the syllabus.	Paper is submitted within 24 hours of the deadline, as described in the syllabus.	Paper submitted prior to the deadline listed in the description.
Length	The paper is more than 100 words over or under the described word length.	The paper is 50 words over or under the described word length.	The paper is a few words over or under the described word length.	The paper is within the described word length.

Appendix F: APA Research Paper Rubric

Description	Initial	Emerging	Developed	Highly Developed
Paper Content: General Content (relevant, legitimate, and follows syllabus topics)	The paper does not match the assignment description or includes false and or misleading information.	The paper tangentially follows the course syllabus but misses some of the major aspects of the assignment directly. It presents mostly relevant facts but lacks the ability to connect the research to a broader understanding of the study area.	The paper appears to fit within the assignment description's general idea but is disconnected from the finer points of the assignment implementation. The paper is based on credible sources and develops an argument for the information being presented.	The content of the paper is of high quality and written scientifically, using accurate sources and information. It adheres to the assignment description.
Paper Content: Organization (logical order, smooth transitions, and logical reasoning)	The paper content is disconnected, and it is difficult to follow themes and ideas throughout the paper. The paper jumps between these themes and ideas without any type of transition. The paper is either driven by emotional or individualized arguments, lacking any research-based evidence or logical reasoning.	The paper content is generally presented in a logical sequence. The themes of the paper are not correctly grouped. There are limited transitions used. Some of the paper includes emotional or individualized arguments.	The paper content is generally presented in a logical sequence. Some of the themes of the paper are not properly grouped. Most of the themes include transitions. The basis of the paper is mostly using research-based evidence or logical reasoning.	The paper content is presented in a logical order. Themes and ideas are presented in the paper use smooth transitions. The argument being presented in the paper uses logical reasoning and are based on presented research-based evidence.
Paper Content: General Feel (compelling and interesting writing)	The paper content is difficult to read. There is a lack of variation in vocabulary and writing techniques.	The paper content is readable. There is limited variation in writing techniques and vocabulary.	The paper content is interesting. There is some variation in writing techniques and vocabulary.	The paper content is written in a way that is compelling and encourages the reader to continue to read. There is a variance in writing techniques and vocabulary that is used to introduce topics.
APA Formatting: Tone (preferred terminology, formally written, and appropriate use of the first person)	The paper inappropriately uses the first person in multiple instances. There are multiple examples of colloquial phrases and or informal manners of writing. The topics are not clearly identified or described. There are many problems with APA writing conventions and style.	There are a couple of uses of first-person. The paper has much of it that is written more formally and follow the APA writing conventions.	The paper is predominantly written using the third person, with one slip into inappropriately used first person. Colloquial phrases are limited in their use, and the paper is generally written formally. Most of the APA writing conventions are used.	The paper is written using third person, does not use colloquial phrases, and topics are clearly described in a way that the reader can understand. The paper appropriately uses APA writing conventions (i.e., numbers, quotes, abbreviations, etc.)

Description	Initial	Emerging	Developed	Highly Developed
APA Formatting: Page Format (paper sections, headers and footers, page layout, and spacing)	The paper has more than four problems related to APA formatting.	The paper has three or four problems related to APA formatting.	The paper has one or two problems related to APA formatting.	The paper has no found problems related to APA formatting. The paper includes a title page, an abstract if required by the syllabus, a title at the beginning of the paper, and a reference page. The headings for these pages are correctly labeled. The paper is double-spaced.
APA Formatting: Reference List (reference style and formatting)	The reference list does not look like it follows the APA formatting, or it completely lacks in a reference list.	The reference list has some entries that do not fit into the APA reference entry formats. There are many problems with formatting errors.	The reference list generally looks like a properly formatted reference list. There are some minor errors related to missing pieces of information or formatting issues (potential problems with italics, periods, and or commas).	The reference list looks like an APA reference list (i.e., double spaced, hanging indent). Author's names are correctly formatted. The reference list includes proper use of italics, and appropriate information is included in each of the entries with proper formatting. The appropriate type of reference list entry is used for each reference.
APA Formatting: In-Text Citation (inclusion of style and formatting)	The paper is lacking in in-text citations. Any citations that are used do follow the APA formatting.	The paper includes limited information that should be cited, but no in-text citations are included. There are errors in formatting the citations.	The paper in-text citations in all required parts. There are some more minor errors in the formatting of the citations or missing necessary information. The citations generally looks like APA in-text citations.	In-text citations are used in all parts of the paper that are not the writer's original ideas as necessary. The in-text citations are formatted correctly and include all of the necessary information. Variation of citation styles are used in the writing.
Spelling and grammatical (grammar and writing mechanics)	Many spelling and grammatical errors.	Some spelling and grammatical errors.	One or two spelling and or grammatical errors.	Grammar and writing mechanics are properly adhered to.
Timeliness	The paper is submitted more than 48 hours after the deadline, as described in the syllabus.	The paper is submitted 48 hours after the deadline, as described in the syllabus.	Paper is submitted within 24 hours of the deadline, as described in the syllabus.	Paper submitted prior to the deadline listed in the description.

Description	Initial	Emerging	Developed	Highly Developed
Length	The paper is more than 100 words over or under the described word length.	The paper is 50 words over or under the described word length.	The paper is a few words over or under the described word length.	The paper is within the described word length.