



SOWK 486w (1): Theory of Practice I (3 credits)

Fall 2026, Heritage at Tri-Cities

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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.

This course is based at the Heritage at Tri-Cities campus. This campus is located in Kennewick and is on the ancestral homelands of the Cayuse, Umatilla, Walla Walla, Yakama, and Palouse peoples. I also desire to honor and acknowledge them as well.

Course Description

Generalist social work practice with microsystems. Knowledge and methods to bring about planned change with individuals and client-identified family systems practice in interpersonal skills. Offered Fall semester. Limited to majors Prerequisite(s): limited to majors or permission of program chair.

Course Purpose

This course emphasizes professional knowledge, values, skills, cognitive, and affective processes required for generalist practice with individuals. In addition, the class gives attention to various interprofessional conceptual frameworks. Some examples of these include systems theory,

ecological perspective, and the strengths perspective. Finally, students address competencies for the beginning-level practitioner necessary for successful intervention with various micro-client systems.

Relationship to Other Sequences and Other Courses

SOWK 486w is a practice class focused on teaching skills for effecting changes in individual clients. It is considered a “w” class because it is writing-focused. During a student’s time in the social work program, there are three courses on theory of practice. Each one focuses on a different level of interaction. First, this course starts with individuals, then SOWK 487w Theory of Practice II concentrates on working with groups. Finally, SOWK 488 looks at working with communities and a macro perspective.

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 social work program’s mission derives from its goals. 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)
Interviewing Skills Video Role-Play	a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities Heritage Learning Outcome: 4 (Integrative and Applied Learning)

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 five of these content areas:

- individual counseling;
- client, family, and community education;
- documentation, to include screening, intake, assessment, treatment plan, clinical reports, clinical progress notes, discharge summaries, and other client-related data;
- substance use disorder confidentiality; and
- substance use disorder case management.

Texts, Materials, and Technology

Text(s)

Hepworth, D. H., Vang, P. D., Blakey, J. M., Schwalbe, C., & Evans, C. (2023). Direct social work practice: Theory and skills (11th ed.). Cengage Learning, Inc.

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

I grade students on four significant assignments for SOWK 486w. These include class engagement and attendance, chapter reading quizzes, a theory and practice integrative paper, and a two-part interviewing skills video role-play and reflection paper. 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: Class Engagement and Attendance	50	12.5%
A-02: Chapter Reading Quizzes	50	12.5%
A-03: Theory and Practice Integrative Paper	100	25%
A-04a: Interviewing Skills Video Role-Play	100	25%
A-04b: Interviewing Skills Reflective Paper	100	25%
TOTAL	400	100%
A-05a: [Extra Credit] Empathetic Communication Self-Evaluation Reflective Paper	20	5%
A-05b: [Extra Credit] Evidence-Based Practice Research Paper	40	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: Class Engagement and Attendance

- Meta:** Points 50 pts total (12.5% of final grade). Synchronous weeks are 33 pts in total, and each of the four asynchronous weeks is worth 4.25 pts; Deadline Each week during the in-person session; Completion via attendance taken by instructor and documentation during class. In asynchronous class weeks, points are assigned based on engagement in forums.
- Purpose:** The participatory component is crucial because this is a practice class. Attending and engaging in class exposes students to learning and improving skills related to direct practice as social workers.
- Task:** Be present for the weekly class session. Students should prepare for class by having read the relevant text material. Preparedness facilitates participation in an informed yet informal conversation about the required reading. Students should be willing to engage in practice activities during class. Students who cannot attend class can be excused by contacting the instructor. If you cannot attend in person, the session is recorded and viewable afterward. During the asynchronous weeks, students must complete discussion forums to earn points.
- Success:** Students will be present and on time for class or have contacted the instructor for the class session. Students will fully engage in class activities and discussions.

Assignment 02: Chapter Reading Quizzes

- Meta:** Points 50 pts (12.5% of final grade); Deadline 5:30 PM before class each week where there is an assigned reading from the Hepworth et al. (2023) text; Completion via MyHeritage Assignments.
- Purpose:** Reading the textbook for this course is highly important for students to gain a fuller understanding of the content. Lectures will sometimes draw from topics discussed in the textbook, but they are not exhaustive. It is due before the in-class session, as activities and discussions will often build on concepts discussed in the textbook.
- Task:** Students will complete an online quiz about the reading using the MyHeritage course page. During the semester, the instructor selects 100 questions about the required reading, making each question worth 0.5 points.
- Success:** Students correctly answer the questions in the quiz. Students are encouraged to discuss questions they got wrong in class to facilitate growth. Students receive feedback about the completed quiz and can see what they missed after the assignment deadline.

Assignment 03: Theory and Practice Integrative Paper

- Meta:** Points 100 pts (25% of final grade); Deadline Monday 10/05/26 at 08:00 AM; Completion via MyHeritage Assignments using Turnitin.

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

Task: Working in groups of two, students will author a paper describing a theory of practice and how a practitioner would implement it, working with an individual client. Students may choose any interprofessional conceptual framework related to social work they want to discuss. Hepworth et al. (2023) provide the orienting frameworks for social work, including ecosystems perspective, strengths perspective, cultural humility, anti-oppressive practices, trauma-informed care, and evidence-based practices. Other notable examples include the feminist perspective, developmental theories, and other theories described in human behavior and the social environment. Students can approach this project with creativity in how they portray the information, but it must be between 1,250 and 1,500 words in length and consist of the following minimum parts:

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

Success: Successful papers are evaluated using the Appendix A Theory and Practice Integrative Paper Rubric, which assesses the theory description and its scholarly grounding, the client description, the application of the theory to direct practice, organization and APA formatting, and adherence to the assignment description. Each paper should be between 1,250 and 1,500 words in length. Feedback from the instructor will be completed by mid-term grades, due by the faculty on Wednesday 10/21/26 at 5:00 PM.

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

Worth 200 points, or 50% of the student's final grade, the assignment has two parts, each worth 100 points. The Interviewing Skills Video Role-Play is a key assignment for the social work program. This assignment allows you to view yourself as a social worker conducting an interview. The Interviewing Skills Reflective Paper provides a space to self-critique your engagement and interviewing skills.

Assignment 04a: Interviewing Skills Video Role-Play

Meta: *Points* 100 pts (25% of student's final grade); *Deadline* Monday 11/16/26 by 08:00 AM; *Completion* students submit through Anthology Portfolio (MyHeritage Assignments).

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

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

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

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

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

Social workers:

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies. (p. 11)

The following are the instructions for this assignment:

- Students will record a 15 to 20-minute role-play with a classmate. To complete this, students should use a tripod or stable surface to record the role-play with a cell phone or other recording device.
- Each student's role-play will have three parts: (1) introduce the role-play setting, (2) complete the client interview using listening and attending skills discussed and practiced in class, and (3) debrief the role-play with your partner.
- The intention is to demonstrate your ability to use attentive listening, open-ended questions, empathetic responding, and other skills. The focus is not on solving the person's problem or difficulties.
- Students can do each of the three parts with the camera rolling. During the debrief with your partner, discuss (a) the things that you said/did that helped the other

person feel comfortable and open up, (b) the things that you could have improved, and (c) any suggestions or feedback from your partner.

- After completing the first interview, switch roles and do another 15 to 20-minute role play following the same format.
- Each student should upload their final video of them as the interviewer to Anthology Portfolio for the instructor's assessment.
- Your video may be too large to upload to Anthology Portfolio and needs to be compressed. Appendix E provides step-by-step directions with screenshots to reduce your video's file size.

Success: Each student will submit a video of themselves demonstrating their interviewing skills. Grades will be based on the Appendix B Practice Behaviors Rubric, which evaluates students based on CSWE Competency 6. Feedback from the instructor will be completed by final grades, due Wednesday 12/16/26 at 5:00 PM.

Assignment 04b: Interviewing Skills Reflective Paper

Meta: Points 100 pts (25% of student's final grade); Deadline Monday 11/30/26 at 08:00 AM; Completion via the Assignments section of MyHeritage.

Purpose: The Interviewing Skills Reflective Paper offers students a chance to reflect on the experience of their role-play after having watched themselves using a critical eye, increasing students' self-reflection.

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

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

Success: Students will submit a paper demonstrating their ability to self-reflect and write using strong academic writing skills. Grades are assigned based on the Appendix C Reflective Paper Rubric. Feedback from the instructor will be completed by final grades, due Wednesday 12/16/26 at 5:00 PM.

Assignment 05: Extra Credit Assignment Options

I offer students two different opportunities for extra credit. The first is a shorter assignment that evaluates one's own communication style and use of empathetic conversation through a reflective paper. The second is a more intensive research paper that investigates evidence-based assessment

practices or generalist practice interventions for social workers. These assignments are extra credit and not mandatory.

Assignment 05a: [Extra Credit] Empathetic Communication Self-Evaluation Reflective Paper

Meta: *Points* 20 pts (5% of total grade in extra credit); *Deadline* Monday 12/07/26 by 08:00 AM; *Completion* via MyHeritage Assignments as a file upload.

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

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

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

Success: Students will submit a paper demonstrating strong academic writing and self-reflective skills. Essays are graded according to the Appendix C Reflective Paper Rubric. Feedback will be provided, and final grades are due by the instructor no later than Wednesday 12/16/26 at 5:00 PM.

Assignment 05b: [Extra Credit] Evidence-Based Practice Research Paper

Meta: *Points* 40 pts (10% of total grade in extra credit); *Deadline* Monday 12/07/26 by 08:00 AM; *Completion* via MyHeritage Assignments as a file upload.

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

Task: This paper reviews an evidence-based practice used in social work. This can be an assessment or intervention. Students will write the report sharing their findings about this practice using strong academic writing and proper APA formatting. The paper will include an introduction, a history of the given assessment or intervention, a description of the implementation of the intervention, and the strengths and limitations. The paper should be approximately 1,250 to 1,500 words in length. An abstract is not necessary for this paper but may be included.

Success: Students will submit a paper demonstrating academic skills, describing research found in peer-reviewed journal articles. They will be able to demonstrate scientific writing skills. Grades will be assessed using the Appendix D APA Research Paper Rubric. Feedback will be provided with final grades due by the instructor by 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 self-reflection and consider their own biases. During the synchronous class sessions, students should come prepared, having reviewed the content, with a mindset of experimentation and a willingness to try new approaches. Students are expected to submit their assignments on time and use high-quality writing and ethical writing practices. In the forums, students are expected to provide in-depth and considered discussions relating to their learning and experience in a dialogue with their peers.

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

This class provides opportunities for practice and reflection, and participation and engagement are the most important aspect of this class. The class format includes lectures, whole-group discussions, small-group discussions, skill modeling, and skill practice. There are reading quizzes to ensure comprehension. A research paper is completed in a group to assess strong academic writing and to introduce students to APA style. A role-playing video is used to assess the implementation of specific skills. The extra credit assignment options include another reflective paper and a research paper.

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 Class 8/26	Theory of Practice I, Course Introduction; Academic Learning and Writing	Course Syllabus	
02	8/31 - 9/6 Class 9/2	Social Work Perspectives, Frameworks, & Theories	Green and McDermott (2010) and De Jonge and Miller (1995)	
03	9/7 - 9/13 Class 9/9	Direct Social Work Practice	Hepworth et al. (2023) chapters one and two	A-02: Reading Quiz is due before class via MyHeritage Assignments
04	9/14 - 9/20 Class 9/16	How Do We Help	Hepworth et al. (2023) chapters three and four	A-02: Reading Quiz is due before class via MyHeritage Assignments
05	9/21 - 9/27 Class 9/23	Communication Skills	Hepworth et al. (2023) chapters five and six	A-02: Reading Quiz is due before class via MyHeritage Assignments
06	9/28 - 10/4 Class 9/30	Communication Skills Lab Day		A-03: Theory and Practice Integrative Paper due Monday (10/05) at 08:00 AM via MyHeritage Assignments using Turnitin
07	10/5 - 10/11 Class 10/7	Counterproductive Communication	Hepworth et al. (2023) chapter seven	A-02: Reading Quiz is due before class via MyHeritage Assignments
08	10/12 - 10/18 Asynchronous	No In-Person Class; Assessments in Social Work	Hepworth et al. (2023) chapters eight and nine	A-02: Reading Quiz is due Monday (10/19) at 8 AM via MyHeritage Assignments and A-01: Class Participation and Engagement Discussion Forums due Monday (10/19) at 8 AM via MyHeritage Forums
09	10/19 - 10/25 Asynchronous	No In-Person Class; Continued Discussion of Assessments	See MyHeritage	A-01: Class Participation and Engagement Discussion Forums due Monday (10/26) at 8 AM via MyHeritage Forums and Midterm Grades due Wednesday (10/21) at 5:00 PM by the instructor
10	10/26 - 11/1 Class 10/28	Planning in Social Work	Hepworth et al. (2023) chapters 12 and 13	A-02: Reading Quiz is due before class via MyHeritage Assignments
11	11/2 - 11/8 Class 11/4	Planning Lab Day		

Week	Date	Content	Reading Assignment	Due Dates
12	11/9 - 11/15 Asynchronous	No In-Person Class — Veterans Day; Effecting Change for Clients	Hepworth et al. (2023) chapters 17 and 18	A-02: Reading Quiz is due Monday (11/16) at 8 AM via MyHeritage Assignments; A-01: Class Participation and Engagement Discussion Forums due Monday (11/16) at 8 AM via MyHeritage Forums and A-04a: Interviewing Skills Video Role-Play due Monday (11/16) by 8 AM via Anthology Portfolio (MyHeritage Assignments)
13	11/16 - 11/22 Class 11/18	Guest Presentation by Judy Dirks, LMHC regarding Mindful Clinicians		
14	11/23 - 11/29 Asynchronous	No In-Person Class — Thanksgiving; How Do We Change Ourselves	See MyHeritage	A-01: Class Participation and Engagement Discussion Forums due Monday (11/30) at 8 AM via MyHeritage Forums and A-04b: Interviewing Skills Reflective Paper due Monday (11/30) at 8 AM via MyHeritage Assignments
15	11/30 - 12/6 Class 12/2	Evaluation and Termination	Hepworth et al. (2023) chapter 19	A-02: Reading Quiz is due before class via MyHeritage Assignments and A-05a [EC] Empathetic Communication Self-Evaluation Reflective Paper and A-05b [EC] Evidence-Based Practice Research Paper due Monday (12/07) at 8 AM via MyHeritage Assignments
Finals Week	12/7 - 12/13 Class 12/9	Semester Celebration		Final Grades due Wednesday (12/16) at 5:00 PM by the instructor

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.

Class sessions are recorded for students and can be viewed afterward. Students who are unable to attend class should notify me beforehand, for whatever reason. Missing up to three class sessions may be excused for any reason (across my classes, I allow no more than 20% of sessions to be

excused). Absences beyond this are discussed individually, but students should be aware that excessive absences can result in class failure or administrative withdrawal.

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 9:30 p.m., please call 509-865-8555 or ext. 8555 from any Toppenish campus landline or for non-emergent information. Email: CampusSecurity@heritage.edu. For a list of Campus Security services and Crisis Response Steps, see the [Safety and Security webpage](#). In the Tri-Cities campus, security is on-site from 10:30 am to 10 pm. Security contact information in all classrooms and student spaces at both campuses. Their site phone number is (509) 306-3214.

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>
- Council on Social Work Education. (2022). *2022 EPAS: Educational policy and accreditation standards for baccalaureate and master's social work programs*. <https://www.cswe.org/getmedia/bb5d8afe-7680-42dc-a332-a6e6103f4998/2022-EPAS.pdf>
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Appendix

Appendix A: Theory and Practice Integrative Paper Rubric

The Theory and Practice Integrative Paper Rubric is used for the assignment of the same name. It evaluates whether students can describe an interprofessional conceptual framework grounded in academic scholarship, portray a fictional client with enough context to work from, and translate the framework into concrete direct practice actions. It also assesses organization, clarity, and APA formatting, and adherence to the assignment description. The following assignment in this course will be graded according to this rubric: A-03 Theory and Practice Integrative Paper.

Appendix B: Practice Behaviors Rubric

The Practice Behaviors Rubric assesses CSWE Competency 6 for the interviewing skills video role-play. The following assignment in this course will be graded according to this rubric: A-04a Interviewing Skills Video Role-Play.

Appendix C: Reflective Paper Rubric

The Reflective Paper Rubric is used to evaluate written reflective-style papers. The rubric assesses students based on the following aspects: paper content, professionalism, spelling, grammar, timeliness, and length. The following assignments in this course will be graded according to the reflective paper rubric: A-04b Interviewing Skills Reflective Paper and A-05a [Extra Credit] Empathetic Communication Self-Evaluation Reflective Paper.

Appendix D: 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 assignment in this course will be graded according to the APA research paper rubric: A-05b [Extra Credit] Evidence-Based Practice Research Paper

Appendix E: Compress a Video to Reduce the File Size (Desktop Computer)

A help document that lists step-by-step instructions for how to compress a video for upload to Anthology Portfolio for A-04a Interviewing Skills Video Role-Play.

Appendix A: Theory and Practice Integrative Paper Rubric

Description	Initial	Emerging	Developed	Highly Developed
Theory Description and Scholarly Grounding	No framework is identified, or what is described does not match the framework named. No academic sources are used.	A framework is named but described only in general terms. Sources are limited or are not academic, or the description is not clearly tied to them.	The framework is described accurately using peer-reviewed journal articles or other high-quality academic sources, though the description stays close to the surface of the sources.	The framework is described accurately and in depth, drawing on peer-reviewed journal articles or other high-quality academic sources to explain its assumptions and what it directs a practitioner to attend to.
Client Description and Context	No client is described, or the description is too thin to work from.	A client is described, but the circumstances are sparse and leave the reader without the context needed to follow the application.	The client and their circumstances are described clearly, with enough detail to support most of the application that follows.	The client is portrayed with enough depth and specificity, including presenting concerns, strengths, and surrounding context, that the application later in the paper is fully grounded in their situation.
Application of Theory to Direct Practice	No practice actions are described, or the paper restates the theory instead of applying it.	Practice actions are mentioned but are generic and could apply to any client or any framework.	Concrete practice actions are described and are recognizably drawn from the framework, though some are asserted rather than explained.	Specific practitioner actions are described and clearly follow from the framework, with reasoning for why the framework leads to those actions with this client.
Organization, Clarity, and APA Formatting	The paper lacks clear organization and is difficult to follow. There are many problems with APA formatting, including missing or incorrectly formatted citations and reference list, and numerous spelling or grammatical errors.	The paper is generally readable, but themes are not well grouped and transitions are limited. There are several APA formatting problems, citations or the reference list have recurring errors, and there are some spelling or grammatical errors.	The paper is organized in a logical order with mostly smooth transitions. APA formatting is largely correct, with minor errors in the reference list, in-text citations, or page format, and one or two spelling or grammatical errors.	The paper is well organized and clearly written in a formal academic tone. APA formatting is correct throughout, including title page, headings, double spacing, in-text citations, and a properly formatted reference list with hanging indents. Grammar and writing mechanics are properly adhered to.
Following assignment requirements	Does not follow the assignment description, or includes false and or misleading information.	Somewhat follows the assignment description, but significant elements are missing.	Follows the assignment description and requirements with minor errors.	Closely follows the assignment description and requirements (length, deadline, general purpose).

Appendix B: Practice Behaviors Rubric

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

Appendix C: 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.
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.).

Description	Initial	Emerging	Developed	Highly Developed
Professionalism: Page Format (APA paper sections, headers and footers, page layout, and spacing)	The paper has more than four problems related to formatting.	The paper has three or four problems related to formatting.	The paper has one or two problems related to formatting.	The paper has no found problems related to 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 D: 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.

Appendix E: Compress a Video to Reduce the File Size (Desktop Computer)

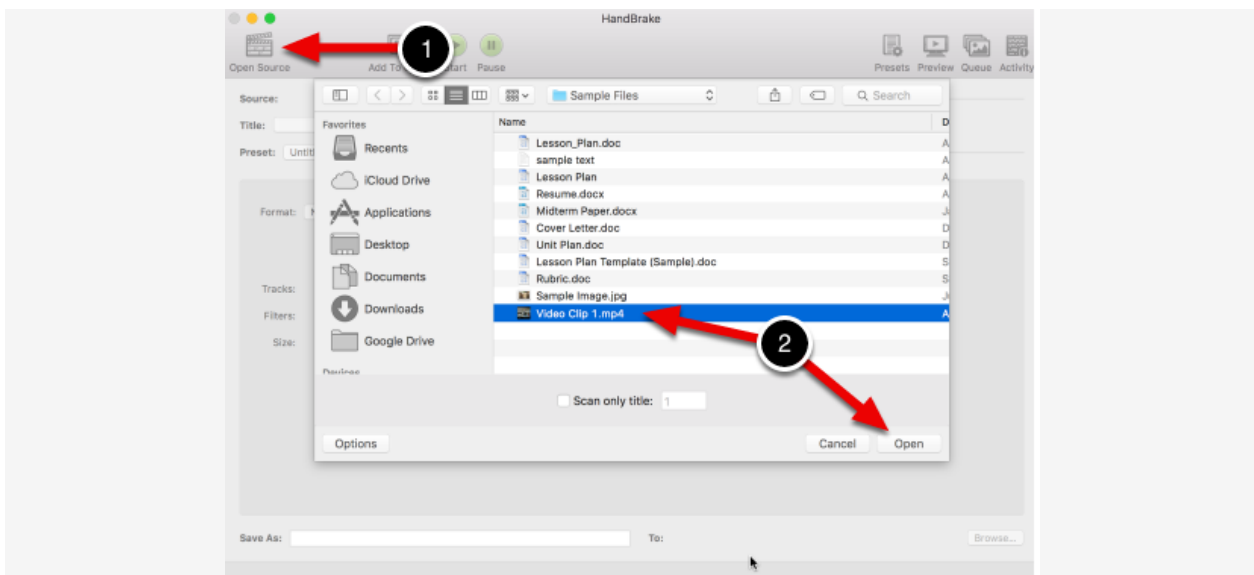
This help page will show you how to compress your video file into a smaller, more manageable format. Since Anthology Portfolio does not provide video compression tools, we recommend Handbrake™, as it is free to download, easy to use, and available for both Mac and Windows users.

Step 1: Download Handbrake™



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

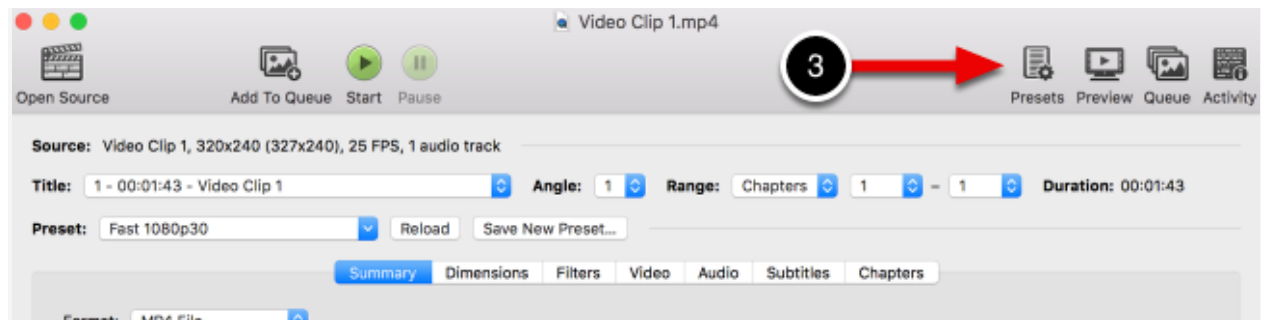
Step 2: Open Handbrake™ and Select your Video File



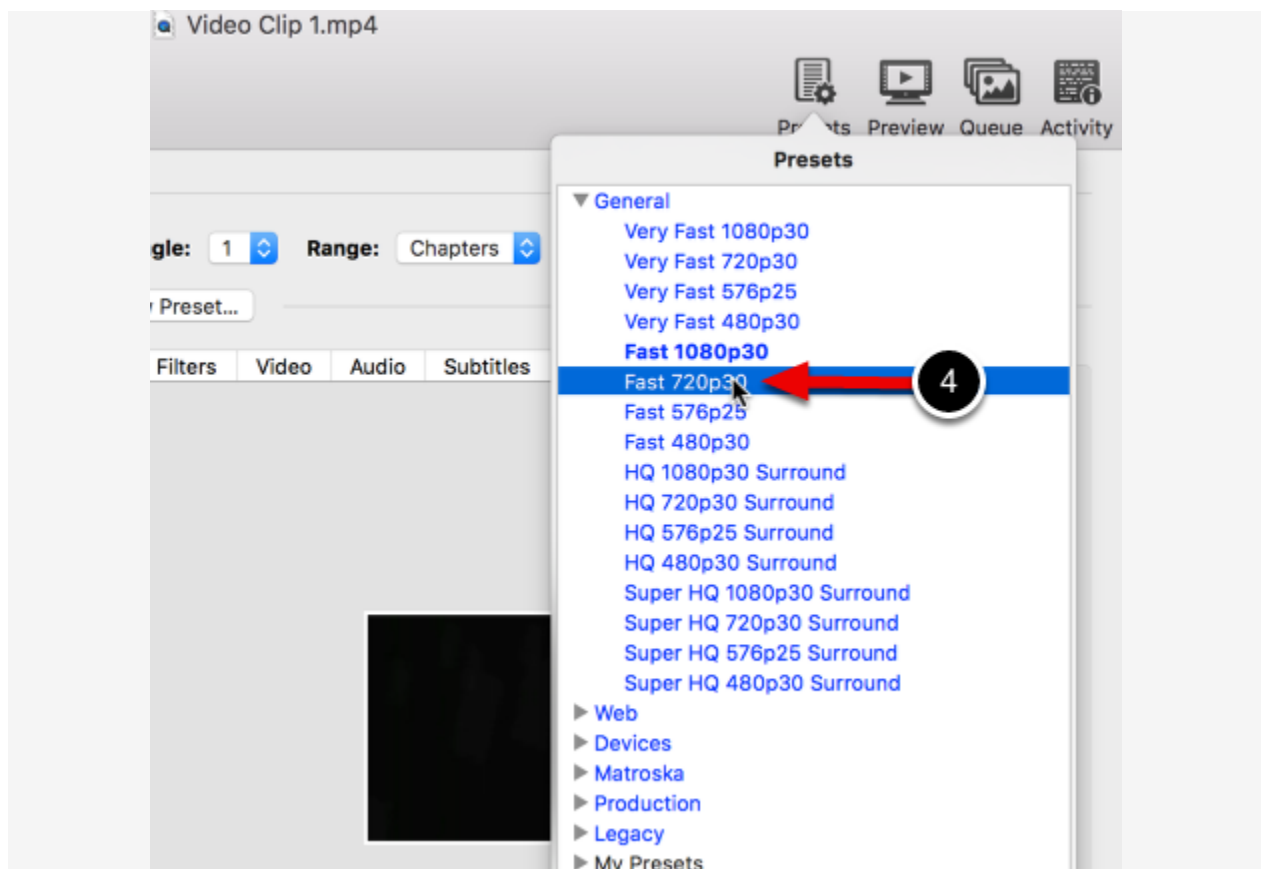
1. The option to select a video file should automatically appear when you first open Handbrake™. If this option does not appear, click the **Open Source** icon located at the top left corner of the Handbrake™ window.

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

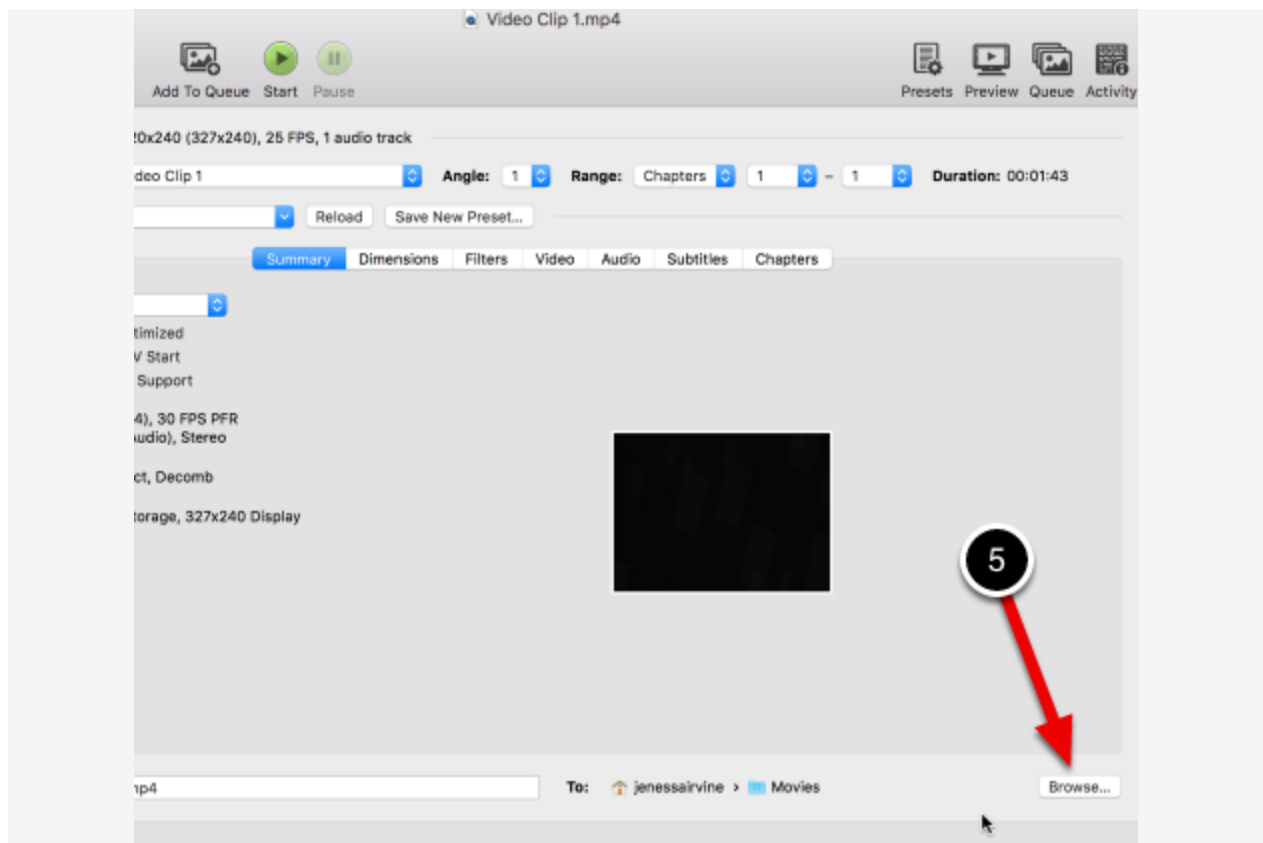
Step 3: Select the Output Type and Destination for Saving



3. Select the **Presets** option at the window's top right corner.

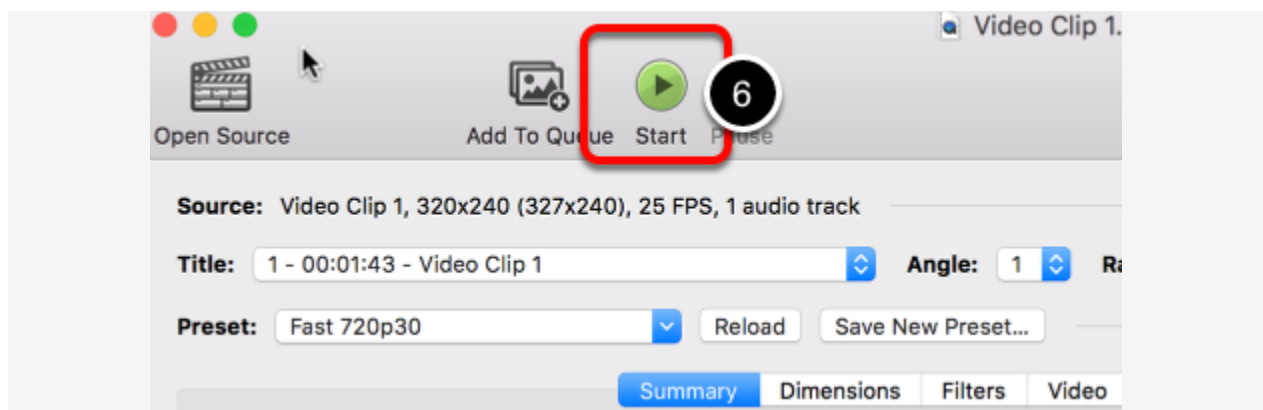


4. Select the **Fast 720p30** option.



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

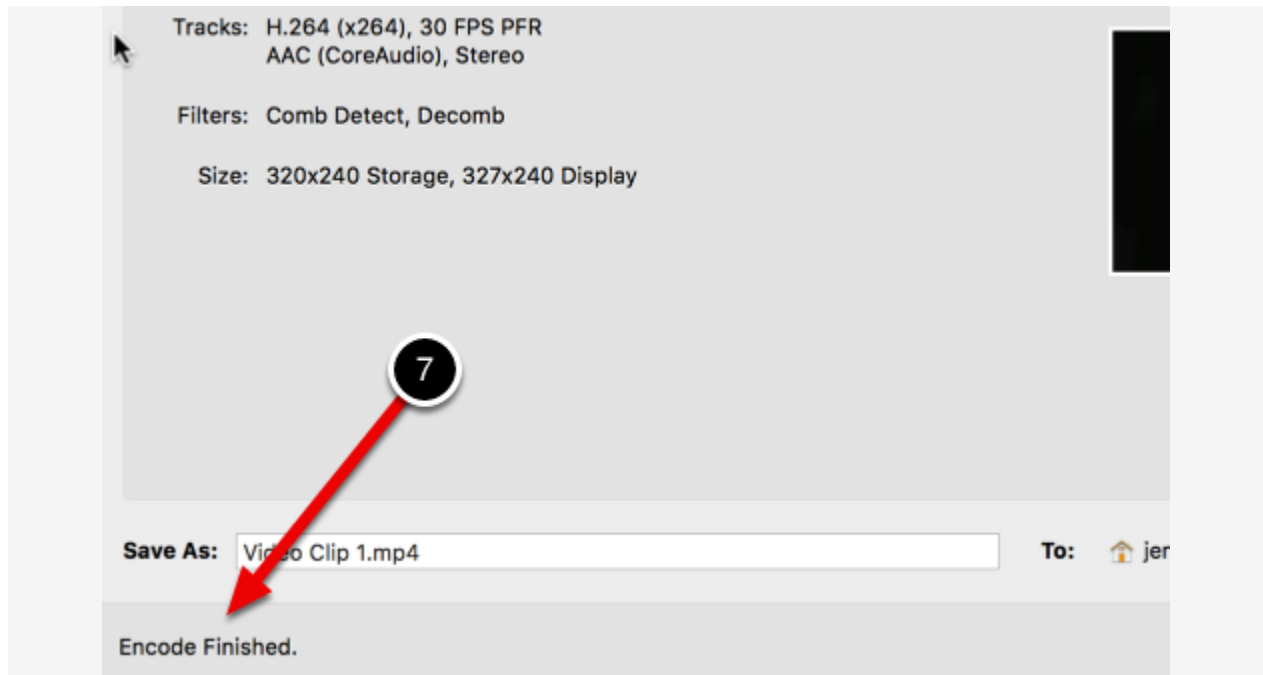
Step 4: Compress Video



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

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

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



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

Is the video not Small Enough?

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