



# Heritage University

## College of Arts and Sciences

Social Work Department

Course Syllabus

SOWK 486: Theories of Practice I

Fall Semester 2019

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**Office Hours:** By arrangement

**Campus:** Columbia Basin Campus

**Hours:** Wednesdays 5:30-8:15 PM

**Location:** CBC Campus - SWL 206

### 1. Course Description and Prerequisites

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. Students must have completed PSY 101, SOC 101 and BIOL 111 or permission of the program chairperson. Limited to majors.

### 2. Course Purpose

This course emphasizes professional knowledge, values, skills and cognitive and affective processes required for generalist practice with individuals. Attention is given to theoretical framework including systems theory, ecological theory, and the strengths perspective. Students address competencies for the beginning level practitioner necessary for successful intervention with and for various micro client systems.

### 3. Relationship to Other Sequences and/or Other Courses

SOWK 486 is a practice class focused on teaching skills for effecting changes in individual clients. During a student's time in the social work program, there are three theories of practice courses. Each one focuses on a different level of interaction. First starting with individuals, then SOWK 487 Theories of Practice II looks at working with groups and finally SOWK 488 looks at working with communities and a macro perspective.

### 4. Texts and Study Aids

#### A. Required Texts

Hepworth, D. H., Rooney, R. H., Rooney, G. D., Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills* (10<sup>th</sup> ed.) Boston: Cengage Learning.

## B. Supplemental Texts

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> Spi ed.). Washington, D.C.: Amer Psychological Assn.

## C. Other Required Readings (readings for week two of the course)

Green, D., & McDermott, F. (2010). Social work from inside and between complex systems: Perspectives on person-in-environment for today's social work. *British Journal of Social Work, 40* (8), 2414–2430. doi: 10.1093/bjsw/bcq056

De Jonge, P., & Miller, S. D. (1995). How to interview for client's strengths. *Social Work, 40* (6), 729–736.

## 5. Social Work Program Goals and Objectives

The goals of the Social Work Program are derived from the program's mission. They 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.

## 6. Social Work Competencies, Relationship to University Goals, and Assessment Methods

In the Educational Policy and Accreditation Standards, the Council on Social Work Education (CSWE, 2015) defines competence as “the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being” (p. 6). 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. 6).

The nine competencies identified in the 2015 EPAS are:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

The curriculum of the Social Work Program has been designed 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. Upon successful completion of this course, students are able to demonstrate achievement of the competencies listed below.

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

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

<b>Competency (outcome)</b>	<b>Heritage University Goal(s)</b>	<b>Behavior (performance indicator)</b>	<b>Assessment Method(s)</b>
Engage with Individuals, Families, Groups, Organizations, and Communities	Applied Learning	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	Role Play Video Rubric

## 7. Assessment and Grading Procedures

There are four different areas that students are graded on for SOWK 486. These include the following: in-class participation, chapter quizzes, generalist intervention assignment, and interviewing skills video role-play and reflection paper. Furthermore, there is an optional extra credit assignment that is available for students to complete regarding assessments and generalist practice. See the following for more detailed information:

<b>Assignment</b>	<b>Points</b>	<b>Percentage</b>
Assignment 01: In-Class Participation	50	12.5%
Assignment 02: Reading Quizzes	50	12.5%
Assignment 03: Generalist Intervention Assignment	100	25%
Assignment 04a: Interviewing Skills Video Role-Play	100	25%
Assignment 04b: Interviewing Skills Reflection Paper	100	25%
<b>TOTAL</b>	<b>400</b>	<b>100%</b>
Assignment 05 [Extra Credit Assignment]: Evidence Based Practice for Assessments or Generalist Practice	40	10%

A detailed description of each assignment is as follows:

### Assignment 01: In-Class Participation

Worth 50 points, attendance and in-class participation are worth 12.5% of the student's final grade. All students will be expected to come to class having read the relevant text material and to participate in

an informed, yet informal, discussion in relation to the required reading. Point value will be assigned by the instructor based on class attendance and participation in discussions. Points for unexcused tardiness or absences will be deducted.

### **Assignment 02: Chapter Quizzes**

Worth 50 points, reading quizzes are worth 12.5% of the student's final grade. This assignment is meant to offer an additional incentive for students to read and be prepared for class. Days when there is a reading assignment due, the reading quizzes will be posted on the My Heritage Classroom Forum under assignments. Quizzes are due the day the reading assignment is due by 5:30 prior to class starting. Over the semester 100 questions will be selected and administered making each question worth 0.5 points.

### **Assignment 03: Generalist Intervention Assignment**

The generalist intervention assignment, worth 100 points, or 25% of the student's final grade, is given to have the student demonstrate their ability and showcase a practical example of use of one of the generalist interventions (i.e. systems theory, ecological perspective, strengths perspective, etc.) to address the issues of a fictional client. This paper should be submitted no later than 11:55 PM on Friday 10/04/19 on the My Heritage classroom forum. Grades for the assignment will be included in the submission of midterm course grades, which is tentatively due by the instructor 10/21/19. The paper should be approximately 1,250 to 1,500 words in length. The reflective paper rubric will be used to assess the grades for this assignment.

Working in groups of two, students will describe one of the generalist interventions using research and relating that intervention to how a social worker might use that intervention. The paper should be written in APA format both regarding the use of strong academic writing along with proper formatting. Information regarding the chosen intervention, the setting of the fictional social worker along with the client should be described, and various steps and actions that might be taken should be detailed regarding the intervention.

### **Assignment 04: Interviewing Skills Video Role-Play and Reflection Paper**

Worth 200 points, or 50% of the student's final grade, the assessment assignment has two parts each worth 100 points. Used as a key assignment<sup>1</sup> for SOWK 486, the interviewing skills video role-play and reflection paper assignment has two distinct components. The first is a recorded video that will be turned in to the instructor and the second is a reflective paper regarding the interview process. The interviewing skills role-play video is to be uploaded onto YouTube (the video can be set as unlisted so that it is not viewable without a link) or submitted no later than 11:55 PM on Friday 11/15/19. The reflective paper must be turned into the My Heritage Classroom Forum no later than 11:55 on Sunday 11/24/19. This assignment gives you the opportunity to view yourself in the role of a social worker conducting an interview. The goal is to self-critique your engagement and interviewing skills. Students without access to video equipment (a smartphone video recording is sufficient) should see the professor for guidance.

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<sup>1</sup> A key assignment is a tool used by the School of Social Work to assist in implementing the curriculum across the various Heritage University campuses. This assignment is given at each site with the same grading rubric.

## Assignment 04a: Interviewing Skills Video Role-Play

Students will work with a partner to complete a recorded 10 to a 15-minute interview with the purpose of demonstrating the engagement stage and micro-skills discussed during this course. It would be recommended that students demonstrate what a portion of an initial session might look like at an agency, to be able to demonstrate the engagement phase of the generalist intervention model. The interviewing skills video role-play is can be submitted to the instructor in a couple of different ways. The majority of students upload the video to a YouTube account. Students can upload it as “unlisted” which means that it will not show up in YouTube searches. Please make sure that it is not set to private or the instructor will not be able to see it. It can also be put onto a thumb-drive and given to the instructor before the assignment is due or a link sent via Dropbox or another cloud file management service. The role-play will be assessed via the practice behaviors rubric. This assignment is designed to offer the student the opportunity to demonstrate competency six, which is “engage with individuals, families, groups, organizations and communities” (CSWE, 2015, p. 8). The following is the language used in education and policy standards for the CSWE (2015):

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks to engage with clients and constituents.

Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies (pp 8-9).

The following are the instructions for this assignment:

1. Use a stable surface or tripod to record a 10 to 15-minute role-play with a classmate. The focus of the role-play is on using the listening and attending skills as have discussed and practiced in class. It is not to solve the person’s problem during the role play.
2. While still on camera, debrief the role-play with your partner. Be sure to discuss the following:
3. The things that you said or did that helped the other person feel comfortable and open up.
4. The things that could have been improved.
5. Any suggestions or feedback from your partner.
6. Switch roles and do another 10 to 15-minute role play following the same format.

## Assignment 04b: Interviewing Skills Video Role-Play Reflective Paper

The second component of this assignment is an individually written reflective paper regarding the process. Spend time reviewing the role-play recording and write a reflective essay describing your experience and what you learned from watching the recording. The reflective paper rubric describes how the paper will be evaluated. The paper should be between 500 and 750 words in length, formatted in APA. Abstracts are optional, and if your paper does not cite any sources, there is no need for a reference page. The following should be included in your paper:

Areas of Strengths: The paper should include a discussion of 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 very specific about what went well. Include quotes from either party.

Areas for Improvement: The paper should also include a discussion of your areas for improvement. Again, be specific and use concrete language. State how you will work on these skills.

### **Assignment 5: [Extra Credit Assignment] Evidence-Based Practice for Assessments or Generalist Practice**

The evidence-based practice for assessments or generalist practice is a non-mandatory extra credit assignment. It should be submitted no later than 11:55 PM 11/15/19. The assignment is to be uploaded to the My Heritage classroom forum. Grades for the assignment will be included in the submission of final course grades. The paper should be approximately 1,250 to 1,500 words in length. Worth up to 40 points, grades for this will be assessed according to the APA research paper rubric as described in the syllabus. While extra credit can be given for completion of this assignment, the total points in the class are unable to exceed 400 points, and thus any extra credit points gained which go over the total class grade would be not be included in the final grade. Late submission is not accepted for this assignment.

This paper is a review of an evidence-based assessment practice or generalist practice intervention for social workers. The paper should be written in APA format both regarding the use of strong academic writing along with proper formatting. The paper will generally include an introduction, history of the given assessment or intervention, description of the implementation of the intervention, and strengths and limitations of either the research or the intervention itself.

Final grades will be assigned as follows:

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

## **8. Academic Honesty**

Academic honesty is paramount for a successful learning environment, Heritage University (2015a) policy states:

Heritage University students have the responsibility to adhere to academic honesty in all their educational endeavors. Faculty has the responsibility to model academic honesty and to prevent, detect, and confront students who violate it.

Academic dishonesty is serious and will carry appropriate sanctions ranging from a written record of the violation being placed in the student's file, to course failure, and even to suspension or dismissal from the university. Academic dishonesty includes, but is not limited to, cheating, plagiarism, and all behavior inconsistent with academic integrity and honesty ("Academic Honesty," para 1).

## 9. Attendance

Regular attendance and participation in class is expected and considered essential for successful academic work. Attendance will be documented every class period for face-to-face courses. For online and hybrid courses, weekly online assignments are due to confirm attendance. If you must miss any deadline, communication is essential. If an unavoidable absence occurs, communicate as soon as possible. Contact me in advance to make arrangements, or as soon as possible for emergencies, and take responsibility for the class work missed.

Remember that Heritage University Student Affairs is ready to help solve problems that interfere with attending class. Call them at (509) 865-0440 ext. 2001 or email them at [studentaffairs@heritage.edu](mailto:studentaffairs@heritage.edu). However, if I do not hear from you, the Heritage University (2015b) catalog attendance policy states "a faculty member may recommend an administrative withdrawal [from a course] whenever a student misses two consecutive class sessions and does not contact the instructor" (para. 2). Prior to any such action, I will submit a Faculty Advocacy Request asking Student Affairs to contact you. Your success in this class is my primary goal. I look forward to working with you this semester.

## 10. Library

The Donald K. North library is dedicated to providing students and faculty with access to scholarly research resources. Students can access more than 90 databases to search articles from scholarly/academic journals, magazines, newspapers, and more. Two study rooms are available for students to reserve and technology loans, such as laptops and tablets, are also available to check-out. The librarians are here to assist you! <http://libguides.heritage.edu/friendly.php?s=librarystart>

The librarians can help you locate, select, and cite appropriate sources for your research and assignments. For research and general assistance, feel free to stop by. You may also contact a reference librarian by phone at (509) 865-8520, or email ([library@heritage.edu](mailto:library@heritage.edu)). Feel free to use the chat widget or for in-depth questions, use the online consultation service. All these are on the library's website, <http://libguides.heritage.edu/friendly.php?s=librarystart>.

The library is open Monday-Thursday from 8 a.m. – 8 p.m. and Fridays 8 a.m. – 5 p.m. and is located in the Kathleen Ross, snjm Center. In order to access the online research databases from an off-campus location, you will be prompted to log-in with your My Heritage account.

## 11. Appointments and Questions

At times, students will need additional assistance with concepts or assignments. You are responsible for seeking assistance if needed. Please ask for assistance as soon as possible. Early intervention makes success much more possible. I am very responsive and reachable. Feel free to contact me by email, phone, text, or after class. I do not have a specific office day or office hours, but I would be more than willing to schedule a time to meet.

## 12. Credit Hour Requirements

Federal regulations require that all courses follow the Heritage University definition of a credit hour as described in Heritage University: President's Cabinet (2013) credit hour requirements. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester, or
- (2) At least an equivalent amount of work as required in item (1) of this definition for other academic activities as established by Heritage University, including laboratory work internships, practicum, studio work and other academic work leading to the award of credit hours ("Policy Standard/Procedures," para. 2).

## 13. Campus Security & Safety (In an emergency, call 911)

Campus Security Services provides the following services to Heritage University staff, faculty and students:

Employee training; Student training; Increased lighting and security camera systems; Help with vehicle lockouts; Security escorts to vehicle; Assistance with calling for a tow truck; and a Secure lost-and-found area. For these services, please call: 509-865-8555 or on campus from any phone, ext. 8555, or go to this link: <http://www.heritage.edu/safety-security/campus-security/>

Important: The University has an emergency notification system that allows students to receive notifications via email and text message to inform students of on campus emergencies and campus closures. You are encouraged to enroll in Rave Mobile Safety program by logging into <https://www.getrave.com/login/heritage>. Free to the student and standard text rates apply. Regional Sites, please reference the Host Campus Security Information and Emergency Safety Plan.

The CBC Campus Security Department is dedicated to protecting the lives and property of all students, staff, and visitors while helping to promote the overall mission of the College to uphold an environment that provides opportunities for the people of Benton and Franklin counties to succeed in their pursuit of higher educational achievements in an environment that is safe and hazard-free. CBC Campus Security can be contacted at (509) 542-4777 and more information can be found online at their website <https://www.columbiabasin.edu/index.aspx?page=19>



## 14. Accommodation Policy

Americans with Disabilities Act of 1990 (ADA Policy): The current law of the Americans with Disabilities Act of 1990, states that “a disability can be a physical or mental impairment that substantially limits one or more major life activities of an individual. The ADA law prohibits discrimination and ensures that individuals with disabilities have the same opportunities to participate in the mainstream of American life – to enjoy employment, education, to purchase goods, to participate in State and local government programs and services.” As an institution of higher education, Heritage University is committed to providing reasonable accommodations for students with documented disabilities.

If you believe you have a disability which may warrant an accommodation, the first step is to contact the Office of Ability Services to schedule an appointment.

Contact Information:

Yovanna Cook, MSW. Mental & Social Health Counselor / ADA Specialist  
Office: 509-865-8544, Fax: 509-865-8693  
E-mail: [OfficeofAbilityServices@heritage.edu](mailto:OfficeofAbilityServices@heritage.edu)  
Petrie Hall, Office 125

For more information about student ability services on campus, please visit: <http://www.heritage.edu/Current-Students/Office-of-Ability-Services>

## 15. Tentative Schedule

Week	Date	Content	Reading Assignment	Due Dates
1	08/21/19	Theories of Practice I, Course Introduction; Academic Learning and Writing		
2	08/28/19	Social Work Perspectives, Frameworks, & Theories	Green and McDermott (2010) and De Jonge and Miller (1995)	
3	09/04/19	Direct Social Work Practice	Hepworth, Rooney, Rooney, and Strom-Gottfried (2017) Chapters one and two	<b>Assignment 02: reading quiz</b> for chapters one and two is due at 5:30 PM prior to class <i>via My Heritage</i>
4	09/11/19	How Do We Help	Hepworth et al. (2017) chapters three and four	<b>Assignment 02: reading quiz</b> for chapters three and four is due at 5:30 PM prior to class <i>via My Heritage</i>
5	09/18/19	Communication Skills	Hepworth et al. (2017) chapters five and six	<b>Assignment 02: reading quiz</b> for chapters five and six is due at 5:30 PM prior to class <i>via My Heritage</i>

6	09/25/19	Lab Day - Communication Skills		
7	10/02/19	Counterproductive Communication	Hepworth et al. (2017) chapter seven	<p><b>Assignment 02: reading quiz</b> for chapter seven is due at 5:30 PM prior to class via <i>My Heritage</i></p> <p><b>Assignment 03: generalist intervention assignment</b> due Friday 10/04/19 at 11:55 PM via <i>My Heritage</i></p>
8	10/09/19	Assessment	Hepworth et al. (2017) chapters eight and nine	<b>Assignment 02: reading quiz</b> for chapters eight and nine is due at 5:30 PM prior to class via <i>My Heritage</i>
9	10/16/19	Lab Day - Assessment		
10	10/23/19	Planning	Hepworth et al. (2017) chapters 12 and 13	<p><b>Assignment 02: reading quiz</b> for chapters 12 and 13 is due at 5:30 PM prior to class via <i>My Heritage</i></p> <p><b>Midterm Grades Tentatively Due</b> Monday 10/21/19 at 5:00 PM by the instructor</p>
11	10/30/19	Lab Day - Planning		
12	11/06/19	Effecting Change	Hepworth et al. (2017) chapter 17 and 18	<b>Assignment 02: reading quiz</b> for chapters 17 and 18 is due at 5:30 PM prior to class via <i>My Heritage</i>
13	11/13/19	Guest Presentation by Judy Dirks, LMHC regarding Mindful Clinicians		<p><b>Assignment 04a: interviewing skills role-play video</b> is due Friday 11/15/19 at 11:55 PM link to be submitted via email (or other arrangements made)</p> <p><b>[Extra credit] Assignment 05: evidence-based practice for assessments or generalist practice</b> is due Friday 11/15/19 via <i>My Heritage</i></p>

14	11/20/19	Evaluation and Termination	Hepworth et al. (2017) chapter 19	<b>Assignment 02: reading quiz</b> for chapter 19 is due at 5:30 PM prior to class via <i>My Heritage</i>  <b>Assignment 04b: interviewing skills reflection paper</b> is due Sunday 11/24/19 at 11:55 PM via <i>My Heritage</i>
15	Online Class	Advocacy  Thanksgiving. See My Heritage for Forums for Assignments.	Hepworth et al. (2017) chapter 14	<b>Assignment 02: reading quiz</b> for chapter 14 is due at 5:30 PM prior to class via <i>My Heritage</i>
Finals Week	12/04/19	Semester Celebration and Potluck		<b>Final Grades Due</b> Wednesday 12/11/19 at 5:00 PM by <i>Instructor</i>

## 16. Reference

- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> Spi ed.). Washington, D.C.: Amer Psychological Assn.
- Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12102. (2008).
- Council on Social Work Education. (2015). Educational policy and accreditation standards. Retrieved from <http://www.cswe.org/getattachment/Accreditation/Standards-and-Policies/2015-EPAS/2015EPASandGlossary.pdf.aspx>
- De Jonge, P., & Miller, S. D. (1995). How to interview for client's strengths. *Social Work, 40*(6), 729–736.
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- Hepworth, D. H., Rooney, R. H., Rooney, G. D., & Strom-Gottfried, K. (2017). *Direct social work practice: Theory and skills* (10th Ed. ed.). Boston, MA: Cengage Learning.
- Heritage University. (2015a). Academic policies: Academic honesty. Retrieved from [http://catalog.heritage.edu/content.php?catoid=8&navoid=758#academic\\_honesty\\_policy](http://catalog.heritage.edu/content.php?catoid=8&navoid=758#academic_honesty_policy)
- Heritage University. (2015b). Academic policies: Attendance. Retrieved from <http://catalog.heritage.edu/content.php?catoid=8&navoid=758#attendance>

Heritage University: President's Cabinet. (2013, December 10). Credit hour policy. Retrieved from <http://www.heritage.edu/AboutHeritage/PresidentsWelcome/PresidentsCabinet/CreditHour-Policy.aspx>

## **17. Appendices**

### **A. APA Research Paper Rubric**

The APA research paper rubric is used to evaluate written research style papers. The rubric assesses students base 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: assignment three – Generalist Intervention Assignment and assignment five – [Extra Credit Assignment] Evidence Based Practice for Assessments or Generalist Practice.

### **B. Reflective Paper Rubric**

The reflective paper rubric is used to evaluate written reflective style papers. The rubric assesses students base 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: assignment 4b – Video Role Reflective Paper.

### **C. Engagement and Micro Skills Role-Play Rubric**

The engagement and micro skills role-play rubric assess the actual role-play video looking at content, organization, and skills. The following assignments in this course will be graded according to the Engagement and Micro Skills Role-Play Rubric: Assignment 04a – Interviewing Skills Video Role-Play

### **D. Practice Behaviors Rubric**

The practice behaviors rubric is used to assess the CSWE competency six for the interviewing skills video role-play.

## A. APA Research Paper Rubric

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

Description	Initial	Emerging	Developed	Highly Developed
				these pages are correctly labeled. The paper is double-spaced. There is a running head <sup>2</sup> .
<b>APA Formatting: Reference List</b> (reference style and formatting)	The reference list does not look like it follows the APA formatting, or it is completely lacking in a reference list.	The reference list has some entries in 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). Authors names are correctly formatted. The reference list includes proper use of italics and appropriate information is included in the each of the entries with proper formatting. The proper type of reference list entry is used for each reference.
<b>APA Formatting: In-Text Citation</b> (inclusion of style and formatting)	The paper is lacking in in-text citations. Any citations that are used do follow the APA formatting.	The paper includes limited information that should be cited, but no in-text citations are included. There are errors in formatting the citations.	The paper in-text citations in all required parts. There are some more minor errors in the formatting of the citations or missing necessary information. The citations look generally like APA in-text citations.	In-text citations are used in all parts of the paper that are not the writer's original ideas as necessary. The in-text citations are formatted correctly and include all of the necessary information. Variation of citation styles are used in the writing.
<b>Spelling and grammatical</b> (grammar and writing mechanics)	Many spelling and grammatical errors.	Some spelling and grammatical errors.	One or two spelling and or grammatical errors.	Grammar and writing mechanics are properly adhered to.
<b>Timeliness</b>	The paper is submitted more than 48 hours after the deadline as described in the syllabus.	The paper is submitted 48 hours after the deadline as described in the syllabus.	Paper is submitted within 24 hours of the deadline as described in the syllabus.	Paper submitted prior to the deadline listed in the description.
<b>Length</b>	The paper is more than 100 words over or under the described word length.	The paper is 50 words over or under the described word length.	The paper is a few words over or under the described word length.	The paper is within the described word length.

<sup>2</sup> which is labeled on the first page and included in subsequent pages along with a page number

## B. Reflective Paper Rubric

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

Description	Initial	Emerging	Developed	Highly Developed
<b>Professionalism: Page Format</b> (APA paper sections, headers and footers, page layout, and spacing)	The paper has more than four problems related to formatting.	The paper has three or four problems related to formatting.	The paper has one or two problems related to formatting.	The paper has no found problems related to page formatting. The paper includes a title page, a title at the beginning of the paper, and a reference page if in-text citations are used. The headings for these pages are correctly labeled. The paper is double-spaced. There is a running head.
<b>Spelling and grammatical</b> (grammar and writing mechanics)	Many spelling and grammatical errors.	Some spelling and grammatical errors.	One or two spelling and or grammatical errors.	Grammar and writing mechanics are properly adhered to.
<b>Timeliness</b>	The paper is submitted more than 48 hours after the deadline as described in the syllabus.	The paper is submitted 48 hours after the deadline as described in the syllabus.	Paper is submitted within 24 hours of the deadline as described in the syllabus.	Paper submitted prior to the deadline listed in the description.
<b>Length</b>	The paper is more than 100 words over or under the described word length.	The paper is 50 words over or under the described word length.	The paper is a few words over or under the described word length.	The paper is within the described word length.



### C. Engagement and Micro Skills Role-Play Rubric

Description	Initial	Emerging	Developed	Highly Developed
<b>Role-play Organization: Setting</b>	The setting and storyline are not believable or creative.	The setting and storyline are lacking in creativity and believability.	The story line is generally believable and creative. It lacks some depth in its implementation.	The setting and storyline are creative and believable
<b>Role-play Organization: Questions</b>	The questions used by the interviewer do not seem planned and lack basic qualities of a well implemented questions.	There are problems related to the planning and implementation of the interviewer's questions.	The general questions asked by the interviewer are well planned but have some problems with the implementation or getting at the client's story.	The questions used by the interviewer are well planned and implemented to tell the client's story
<b>Role-play Content: Flow of interview</b>	The interview is stutters and stammers and does not have any flow.	The interview only has a few parts of it that seem to flow.	There is a general flow to the interview, with a few minor hiccups.	There is a flow to the interview which elicits the necessary information.
<b>Role-play Content: Use of assessment tool</b>	The interviewer does not use their assessment as a tool for gathering information.	The interviewer is able to use their assessment as a tool for gathering information with some major difficulty.	The interviewer is able to use their assessment as a tool for gathering information with some minor difficulty.	The interviewer is able to use their assessment as a tool for gathering information from the client
<b>Micro Practice Skills: Nonverbal skills including eye contact, attentive listening, facial expressions, and body positioning</b>	No use of nonverbal skills.	Generally appropriate use of nonverbal skills with some major problems.	Generally appropriate use of nonverbal skills with some minor problems	Appropriate use of nonverbal skills
<b>Micro Practice Skills: Basic helping skills including warmth, empathy, and genuineness</b>	No use of basic helping skills.	Generally appropriate demonstration of basic helping skills with some major problems.	Generally appropriate demonstration of basic helping skills with some minor problems.	Appropriate demonstration of basic helping skills
<b>Micro Practice Skills: Social worker values including self-determination and empowerment of the client.</b>	No use of social work values.	Generally appropriate implementation of social work values with some major problems.	Generally appropriate implementation of social worker values with some minor problems.	Appropriate implementation of social worker values
<b>Micro Practice Skills: Various Techniques</b> (it is not necessary to include all of them)	No use of techniques in interviews.	Generally appropriate use of techniques in interviews with some major problems.	Generally appropriate use of techniques in interviews with some minor problems.	Appropriate usage of techniques in interviews.
<b>Engagement Skills: Use various engagement skills</b> (it is not necessary to include all of them)	No use of engagement techniques.	Generally appropriate usage of engagement techniques with some major problems.	Generally appropriate usage of engagement techniques with some minor problems.	Appropriate usage of engagement techniques

## D. Practice Behaviors Rubric

Description	Initial	Emerging	Developed	Highly Developed
<b>Apply knowledge of human behavior and the social environment [HBSE] and practice context to engage client</b>	Demonstrates lack of knowledge of HBSE and practice context through use of inappropriate strategies or questions.	Demonstrates some HBSE and practice knowledge, but interviewer also demonstrates 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.
<b>Use empathy to effectively engage client</b>	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.
<b>Use reflection to effectively engage client</b>	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 a number of closed questions but includes some open-ended questions. Begins to address client feelings. Has at least some ability to direct the conversation.	Utilizes primarily open-ended questions. Acknowledges client feelings and encourages the client to share thoughts.	Utilizes well-planned, open-ended questions that allow client to expand on thoughts and feelings. Reflects on the main ideas the client shares and gently directs the interview toward those themes.
<b>Use interpersonal skills to effectively engage client</b>	Communicates discomfort and/or disinterest through verbal and non-verbal 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. 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 also uses silence appropriately.