



College of Arts and Sciences

Social Work Department

Course Syllabus

SOWK 486: Theories of Practice I

Fall Semester of 2020

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Office Hours: By arrangement

Campus: Columbia Basin Campus

Hours: Monday's 5:30–8:15 PM

Location: Online - Zoom

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. Course 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 various micro client systems.

3. Relationship to Other Sequences and 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, this course starts with individuals, then SOWK 487 Theories of Practice II concentrates on working with groups. 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* (10th ed.) Boston: Cengage Learning.

B. Supplemental Texts

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association. <https://doi.org/10.1037/0000165-000>

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. <https://doi.org/10.1093/bjsw/bcq056>

De Jonge, P., & Miller, S. D. (1995). How to interview for client's strengths. *Social Work*, 40(6), 729–736. <https://doi.org/10.1093/sw/40.6.729>

5. Social Work Program Goals and Objectives

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

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

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

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. Upon successful completion of this course, students can 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 Human Cultures
2. Intellectual and Practical Skills
3. Personal and Social Responsibility
4. Integrative and Applied Learning

Competency (outcome)	Heritage University Goal(s)	Behavior (performance indicator)	Assessment Method(s)
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 engage diverse clients and constituencies effectively.	Role Play Video Rubric

7. Assessment and Grading Procedures

There are five different areas that students are graded on for SOWK 486. These include the following: synchronous class engagement and attendance, asynchronous class engagement, chapter reading quizzes, theory and practice integrative paper, and interviewing skills video role-play and reflection paper. Furthermore, there is an optional extra credit assignment available for students to complete regarding assessments and generalist practice.

See the following for more detailed information:

Assignment	Points	Percentage
Assignment 01: Synchronous Class Engagement and Attendance	75	15%
Assignment 02: Asynchronous Class Engagement	75	15%
Assignment 03: Chapter Reading Quizzes	50	10%
Assignment 04: Theory and Practice Integrative Paper	100	20%
Assignment 05a: Interviewing Skills Video Role-Play	100	20%
Assignment 05b: Interviewing Skills Reflective Paper	100	20%
TOTAL	500	100%
Assignment 06a [Extra Credit Assignment]: Individual Empathetic Communication Self-Evaluation Reflective Paper	25	5%
Assignment 06b [Extra Credit Assignment]: Evidence-Based Practice for Assessments or Generalist Practice	50	10%

A detailed description of each assignment is as follows:

Assignment 01: Synchronous Class Engagement and Attendance

Meta: *Points* 75 pts (20% of final grade); *Deadline* Each week's zoom class session; *Completion* via attendance taken by instructor.

Purpose: This class has an important synchronous component to it and assigning points to this provides incentive for students to be present and be on time.

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 related to the required reading. If you are unable to attend class, you can be excused by contacting the instructor.

Criterion for Success: Student will be present, on time, or have contacted the instructor for the class session.

Assignment 02: Asynchronous Class Engagement

Meta: *Points* 75 pts (20% of students final grade); *Deadline* each week this will be due and described in the weekly unit; In general posts are due by Friday of that week and any responses are due by Sunday of that week; *Completion* This assignment varies, see My Heritage units each week for details.

Purpose: Students are offered the asynchronous class engagement assignment to offset shorter online class periods and enhance learning and discussion periods.

Task: Each week there is an asynchronous task or activity. This task varies each week and is described in My Heritage under the unit for that week. Each of these assignments includes posting in FlipGrid, using the discussion forum in My Heritage, or to present a teach-back presentation. Description of each assignment in My Heritage and can be found in each weekly unit and in assignments.

Criterion for Success: Students will complete the assigned asynchronous task each week. Feedback and from the instructor will be completed by the following week. Feedback from the instructor will be provided within a week of the due date of the assignment.

Assignment 03: Chapter Reading Quizzes

Meta: *Points* 50 pts (12.5% of final grade); *Deadline* each week there is a reading from the textbook due prior to the start of class; *Completion* via My Heritage Assignments

Purpose: Students gain an added incentive to read and be prepared for class.

Task: During the semester, the instructor selects 100 questions about the required reading, making each question worth 0.5 points. The quiz is on My Heritage under the assignments. Each week that there is a reading out of the Hepworth et al. (2017) textbook the reading quiz is due before 5:30 prior to class that week.

Criterion for Success: Students correctly answer the questions in the quiz. Students are encouraged to discuss in class questions they got wrong to facilitate growth. Students receive feedback about the completed quiz and can see what they missed after the assignment deadline.

Assignment 04: Theory and Practice Integrative Paper

Meta: *Points* 100 pts (25% of final grade); *Deadline* Friday 10/09/20 at 11:55 PM; *Submission* via My Heritage assignments as an uploaded paper.

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

Task: Working in groups of two, students will author a paper that both describes a theory of practice and how a practitioner would implement it working with an individual client. Students may choose any general social work theory that they would like to discuss. Some major examples of this include systems theory, ecological perspective, strengths perspective, feminist perspective, and other theories out of human behavior and the social environment. Students should approach this paper creatively including the following minimum parts:

- APA formatting in both strong academic writing (e.g. tone, word choice, writing perspective) and paper style (paper sections, headers and footers, page layout, and spacing)
- Description of the theory examined using peer-reviewed academic journal articles (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.

Criterion for Success: Successful papers are evaluated using the APA Research Paper Rubric which includes the assessment of the paper content, APA formatting, spelling, grammar, timeliness, and length. Each paper should be between 1,250 and 1,500 words in length. Feedback from the instructor will be completed by no later than mid-term grades due by the faculty on 10/20/20 at 5:00 PM.

Assignment 05: Interviewing Skills Video Role-Play and Reflection Paper

Worth 200 points, or 40% of the student's final grade, the assessment assignment has two parts each worth 100 points. Used as a key assignment¹ For SOWK 486, the interviewing skills video role-play and reflection paper assignment has two distinct components. 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.

Assignment 05a: Interviewing Skills Video Role-Play

Meta: *Points* 100 pts (20% of student's final grade); *Deadline* Friday 11/13/20 by 11:55 PM; *Submission* Student's will post a forum that can be found in the assignments of MyHeritage.

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

Task: Students will work with a partner to record a 10 to 15-minute interview with a partner. The interview should be of an initial meeting with a social worker and a fictional client. Students have the

¹ The 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.

freedom to develop their own setting for the interview. 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:

- Students will record a 10 to 15-minute role-play with a classmate. There are two general formats students can complete this activity with. To complete this in-person, students would use a tripod or stable surface to record the role-play or for a distance version students would use zoom or another online meeting service to record a role-play.
- Each role-play will have three parts (a) introduce the role-play setting, (b) completion the client interview using listening and attending skills discussed and practiced in class, and (c) debrief with role-play with your partner.
- The intention is demonstrating your ability to use attentive listening, open ended questions, empathetic responding, and other skills. The focus is not on solving the persons problem or difficulties.
- Each of the three parts can be done 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, and (b) The things that could have been improved, and (c) any suggestions or feedback from your partner.
- After completing the first interview, switch roles and do another 10 to 15-minute role play following the same format.
- Save the video to a cloud service that will allow you to share a link or embed the video on My Heritage. Most 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. Additionally, your video can also be saved to OneDrive, Dropbox, Google Drive, or any cloud sharing that allows you to share a link to the video as a way of submitting the assignment.
- Share the link to the video (or embed the video) on My Heritage in the appropriate forum. Make sure to provide a brief description of what you are sharing (e.g. who is in it, what the setting is).
- You may watch other students video presentations; replies are not required for this discussion forum.

Criteria for Success: Each student will submit a video of themselves that demonstrates their use of interviewing skills. Grades will be based on the *Practice Behaviors Rubric* which evaluates students based on assess the CSWE competency six and the *Engagement and Micro Skills Role-Play Rubric* which evaluates students regarding the actual role-play video looking at content, organization, and skills. Feedback from the instructor will be completed by no later than Sunday 12/06/20.

Assignment 05b: Interviewing Skills Reflective Paper

Meta: *Points* 100 pts (25% of student's final grade); *Deadline* Friday 12/04/20 at 11:55 PM; *Submission* via Assignments section of My Heritage

Purpose: The *Interviewing skills Video Role-Play Reflective Paper* offers students a chance to reflect on the experience of their role-play after having watched themselves using a critical eye.

Task: The second component of this assignment is an individually authored reflective paper regarding the process. Students are to review the role-play recording they completed 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 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.

Criteria for Success: Students will submit a paper that demonstrates their ability to self-reflect and to write using strong academic writing skills. Grades assigned based on the reflective paper rubric. Feedback will be provided with final grades which are due by the instructor no later than 12/16/20 at 5:00 PM.

Assignment 6: Extra Credit Assignment Options

The faculty for this course offer students two different opportunities for extra credit. The first is a smaller assignment for evaluating your own communication style and use of empathetic conversation through a reflective paper. The second is a more intensive research paper looking into evidence-based assessment practices or generalist practice intervention for social workers. These assignments are extra credit and not mandatory.

Assignment 6a: [Extra Credit] Empathetic Communication Self-Evaluation Reflective Paper

Meta: *Points* 25 pts (5% of total grade in extra credit); *Deadline* Sunday 11/15/2020 by 11:55 PM; *Submission* via My Heritage 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 that is 500 to 750 words in length. They will consider the empathetic communication scale described in Hepworth et al. (2017) pp. 104 - 108 and relate it to their own communication patterns.

- Report on what your communication patterns are.
- Discuss the empathetic communication scale and relate it to yourself.
- Plan for what you could to improve your empathetic communication.

Criteria for Success: Students will submit a paper that demonstrates strong academic writing and self-reflective skills. Paper are graded according to the reflective paper rubric.

Assignment 6b: [Extra Credit] Evidence-Based Practice for Assessments or Generalist Practice

Meta: *Points* 50 pts (10% of total grade in extra credit); *Deadline* Sunday 11/15/2020 by 11:55 PM; *Submission* via My Heritage Assignments as a file upload.

Purpose: The *Evidence-Based Practice for Assessments or Generalist Practice* paper gives students the opportunity to dive into literature related to social worker best practices for working with individuals. This task allows for student to demonstrate knowledge of practice behaviors they will need as future social workers.

Task: 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 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. 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.

Criteria for Success: Students will submit a paper that demonstrates academic skills of describing research found in peer-reviewed journal articles. They will be able to demonstrate scientific writing skills.

Letter Grade	Percentage	GPA	Description
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 (2020) 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 Policy," 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 classwork 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. However, if I do not hear from you, the Heritage University (n.d.) 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" ("Attendance," para. 2). Before 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 for 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). 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 AM – 8 PM and Fridays 8 AM – 5 PM and is located in the Kathleen Ross, snjm Center. 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 help if needed. Please ask for assistance as soon as possible. Early intervention makes success much more attainable. 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 the university catalog credit hour requirements (Heritage University, n.d.). 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 education 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
 Email: 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	08/24/20	Theories of Practice I, Course Introduction; Academic Learning and Writing		A-02: Asynchronous Class Engagement Group Introduction due Sunday 08/30/20 at 11:55 PM <i>via Flipgrid</i>
2	08/31/20	Social Work Perspectives, Frameworks, & Theories	Green and McDermott (2010) and De Jonge and Miller (1995)	A-02: Asynchronous Class Engagement Diving into Theories discussion forum with an initial post due Friday 09/04/20 at 11:55 PM and two replies due Sunday 09/06/20 at 11:55 PM <i>via My Heritage Class Forums</i>
3	09/07/20	Holiday - Labor Day No Synchronous Class Session		A-02: Asynchronous Class Engagement Why I want to be a social worker due Sunday 09/13/20 at 11:55 PM <i>via flipgrid</i>
4	09/14/20	Direct Social Work Practice	Hepworth et al. (2017) chapters one and two	A-02: Asynchronous Class Engagement the NASW Code of Ethics and Me discussion forum with an initial post due Friday 09/18/20 at 11:55 PM and two replies due Sunday 09/20/20 at 11:55 PM <i>via My Heritage Class Forums</i>

				A-03: Reading Quiz for chapters one and two is due at 5:30 PM before class <i>via My Heritage</i>
5	09/21/20	How Do We Help	Hepworth et al. (2017) chapters three and four.	A-02: Asynchronous Class Engagement How you are looking forward developing rapport with your clients due Sunday 09/27/20 at 11:55 PM <i>via flipgrid</i> A-03: Reading Quiz for chapters three and four is due at 5:30 PM before class <i>via My Heritage</i>
6	09/28/20	Communication Skills	Hepworth et al. (2017) chapters five and six	A-02: Asynchronous Class Engagement Communication Skills Teach Back Video Post by Friday 10/02/20 at 11:55 PM and two replies by Sunday 10/04/20 at 11:55 PM <i>via my Heritage Course Forums</i> A-03: Reading Quiz for chapters five and six is due at 5:30 PM before class <i>via My Heritage</i>
7	10/05/20	Counterproductive Communication	Hepworth et al. (2017) chapter seven	A-02: Asynchronous Class Engagement How I have had counterproductive communication due Sunday 10/11/20 at 11:55 PM <i>via flipgrid</i> A-03: Reading Quiz for chapter seven is due at 5:30 PM before class <i>via My Heritage</i> A-04: Theory and Practice Integrative Paper due Friday 10/09/20 at 11:55 PM <i>via My Heritage</i>
8	10/12/20	Assessments	Hepworth et al. (2017) chapters eight and nine	A-02: Asynchronous Class Engagement No assignment, time to prepare for synchronous class presentation week 9 about what to assess for within a group. A-03: Reading Quiz for chapters eight and nine is due at 5:30 PM before class <i>via My Heritage</i>

9	10/19/20	Assessments Continued		<p>A-02: Asynchronous Class Engagement No assignment, time to prepare for synchronous class presentation.</p> <p>Midterm Grades Due Tuesday 10/20/20 at 5:00 PM <i>by the instructor</i></p>
10	10/26/20	Planning	Hepworth et al. (2017) chapters 12 and 13	<p>A-02: Asynchronous Class Engagement How I plan due Sunday 11/01/20 at 11:55 PM <i>via flipgrid</i></p> <p>A-03: Reading Quiz for chapters 12 and 13 is due at 5:30 PM before class <i>via My Heritage</i></p>
11	11/02/20	Effecting Change	Hepworth et al. (2017) chapter 17 and 18	<p>A-02: Asynchronous Class Engagement Addressing barriers to change discussion forum with an initial post due Friday 11/06/20 at 11:55 PM and two replies due Sunday 11/08/20 at 11:55 PM <i>via My Heritage Class Forums</i></p> <p>A-03: Reading Quiz for chapters 17 and 18 is due at 5:30 PM before class <i>via My Heritage</i></p>
12	11/09/20	Holiday - Veterans Day No Synchronous Class		<p>A-05a: Interviewing Skills Video Role-Play is due Friday 11/13/19 at 11:55 PM <i>link to be submitted via My Heritage Forum</i></p> <p>[Extra Credit Assignments] A-06a Empathetic Communication Self-Evaluation Reflective Paper and A-06b: Evidence-Based Practice for Assessments or Generalist Practice are due Sunday 11/15/20 <i>via My Heritage</i></p>
13	11/16/20	Guest Presentation by Judy Dirks, LMHC regarding Mindful Clinicians		<p>A-02: Asynchronous Class Engagement What I can do to be the best social worker 11/22/20 at 11:55 PM <i>via flipgrid</i></p>
14	11/23/20	Evaluation and Termination	Hepworth et al. (2017) chapter 19	<p>A-02: Asynchronous Class Engagement What worked and did not work for the class 11/29/20 at 11:55 PM <i>via flipgrid</i></p>

A-03: Reading Quiz for chapter 19 is due at 5:30 PM before class *via My Heritage*

15	11/30/20	Advocacy	Hepworth et al. (2017) chapter 14	A-02: Asynchronous Class Engagement Public policy or social societal problem discussion forum with an initial post due Friday 12/04/20 at 11:55 PM and two replies due Sunday 12/06/20 at 11:55 PM <i>via My Heritage Class Forums</i> A-03: Reading Quiz for chapter 14 is due at 5:30 PM before class <i>via My Heritage</i> A-05b: Interviewing Skills Reflection Paper is due Friday 12/04/20 at 11:55 PM <i>via My Heritage</i>
Finals Week	12/07/20	Semester Celebration		Final Grades Due Wednesday 12/16/20 at 5:00 PM <i>by Instructor</i>

16.Reference

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association. <https://doi.org/10.1037/0000165-000>

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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 four – theory and practice integrative paper and assignment 6-b – [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 and assignment 06a – empathetic communication self-evaluation 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 05a – 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
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.)
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

Description	Initial	Emerging	Developed	Highly Developed
				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.
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.

B. 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.

C. Engagement and Micro Skills Role-Play Rubric

Description	Initial	Emerging	Developed	Highly Developed
Role-play Organization: Setting	The setting and storyline are not believable or creative.	The setting and storyline are lacking in creativity and believability.	The storyline is generally believable and creative. It lacks some depth in its implementation.	The setting and storyline are creative and believable.
Role-play Organization: Questions	The questions used by the interviewer do not seem planned and lack the basic qualities of well-implemented inquiries.	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.
Role-play Content: Flow of interview	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.
Role-play Content: Use of an assessment tool	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 significant 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.
Micro Practice Skills: Nonverbal skills including eye contact, attentive listening, facial expressions, and body positioning	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
Micro Practice Skills: Basic helping skills including warmth, empathy, and genuineness	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
Micro Practice Skills: Social worker values, including self-determination and empowerment of the client.	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
Micro Practice Skills: Various Techniques (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.
Engagement Skills: Use various engagement skills (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
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 use of inappropriate strategies or questions.	Demonstrates some HBSE and practice knowledge, but the 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.
Use empathy to engage 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 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 a number of closed questions but include some open-ended questions. It 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 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 effectively engage client.	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 also uses silence appropriately.