



COLLEGE OF ARTS AND SCIENCES

SOCIAL WORK DEPARTMENT

Course Syllabus

SOWK 487W: Theories of Practice II

Spring Semester 2020

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Office Hours: By arrangement

Campus: Columbia Basin Campus

Hours: Wednesdays 5:30-8:15 PM

Location: CBC Campus – SWL 108

1. Course Description and Prerequisites

Generalist social work practice with mezzo systems. Knowledge and methods to bring about planned change with families, natural networks, groups, and practice skills in group process. Offered Spring semester. This course is limited to students with Junior standing, acceptance into the BSW Program, or permission of the program or department chair.

The following is a listing of specific course prerequisites: SOWK 486W.

2. Course Purpose

The purpose of SOWK 487 is to teach practical skills that students can take with them in working with groups and families. It focuses on both therapeutic groups and task groups. Most of the weeks there are opportunities for students to practice facilitating groups with their classmates and or various group activities that students can take with them.

3. Relationship to Other Sequences and/or Other Courses

SOWK 487 is a practice class focused on teaching skills for effecting changes in clients in groups and families. 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 prospective.

4. Texts and Study Aids

- A. Required text: **Title:** Handbook of Social Work with Groups
Editor(s): Charles D. Garvin, Lorraine M. Gutierrez, Maeda J. Galinsky
Edition: 2nd Ed.
Publication Date: 06/27/2017
ISBN: 1462530613, 9781462530618
Publisher: Gilford Publications
- B. Supplements: **Title:** Publication Manual of the American Psychological Association
Author(s): American Psychological Association
Edition: 7th Edition
Publication Date: 10/01/2019
ISBN: 1433832178, 978-1433832178
Publisher: American Psychological Association

C. Required readings: Readings for weeks 11 and 12 are as follows:

Chovil, N. (2009, April) Engaging families in child & youth mental health: A review of best, emerging, and promising practices. Retrieved from <http://www.forcesociety.com/sites/default/files/Engaging%20Families%20in%20Child%20&%20Youth%20Mental%20Health.pdf>

Prest, L., & Protinsky, H. (1993) Family systems theory: A unifying framework for codependence. *American Journal of Family Therapy*, 21(4), pp. 352-360.
<https://doi.org/10.1080/01926189308251005>

5. Social Work Program Goals and Objectives

The social work program derives its goals from the programs mission statement. 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 Educational Policy and Accreditation Standards (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 University designed the curriculum of the social work program with competencies as outcomes to assess student growth. 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. They are:

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

Competency (outcome)	Heritage University Goal(s)	Behavior (performance indicator)	Assessment Method(s)
CSWE (2015) competencies four: Engage in Practice-informed Research and Research-informed Practice	Goal Two: Intellectual and Practical Skills Goal Four: Integrative and Applied Learning	Use and translate research evidence to inform and improve practice, policy, and service delivery. Engage with Individuals, Families, Groups, Organizations, and Communities	Research Paper to Inform Group Practice
CSWE (2015) competency eight: Intervene with Individuals, Families, Groups, Organizations, and Communities	Goal Two: Intellectual and Practical Skills Goal Four: Integrative and Applied Learning	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;	Research Paper to Inform Group Practice

7. Assessment and Grading Procedures

Faculty grade students through three different assignments that on for SOWK 487. These include the following: in-class participation, research paper to inform group practice, and the group facilitation activity. Furthermore, there is an optional extra credit assignment that is available for students to complete regarding culturally competent social work practice or participate in a therapeutic group.

Assignment	Points	Percentage
Assignment 01: In-Class Participation	100	25%
Assignment 02: Research Paper to Inform Group Practice	100	25%
Assignment 03: Group Facilitation Activity		
<i>Assignment 03a - Informal Class Presentation</i>	50	12.5%
<i>Assignment 03b - Group Member Feedback</i>	50	12.5%
<i>Assignment 03c Reflective Paper</i>	100	25%
TOTAL	400	100%
<i>Assignment 04 [Extra Credit]: Evidence Based Practices for Culturally Competent Social Work</i>	40	10%
<i>Assignment 05 [Extra Credit]: Group Participation</i>	20	5%

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. Students should come to class having completed assigned readings and be ready to participate in an informed, yet informal, discussion. The instructor assigns grades for in-class participation based on class attendance and partaking in discussions and activities. The faculty will deduct points for unexcused tardiness or absences.

Assignment 02: Research Paper to Inform Group Practice

Worth 100 points, or 25% of the student's final grade, the research paper to inform group practice is the Key Assignment¹ for SOWK 487. Students are to upload the final paper to My Heritage no later than 11:55 PM on Sunday 03/08/20. The instructor will include the final grades in mid-term feedback. Researchers are continually investigating what makes services effective. Social workers in generalist practice do not always utilize the research to enhance the services they provide. The purpose of this assignment is to learn to apply knowledge gained by reading peer-reviewed journal articles and other quality sources of information.

The CSWE (2015) describes nine different competency areas for social work students. This assignment is designed to offer students the opportunity to demonstrate competency in subsections of two of these areas of competency. The first one is competency four, which states “Engage in Practice-informed Research and Research-informed Practice” (p. 8). Specifically, it will look at and evaluate the student's ability to “use and translate research evidence to inform and improve practice, policy, and service delivery” (p. 8). The assignment will also be used to review the student's ability to “Intervene with Individuals, Families, Groups, Organizations, and Communities” (p. 9), which is the eighth competency described by the CSWE. The distinct practice behavior in examining interventions students will be assessed according to their ability to “apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies” (p. 9).

Assignment Instructions

Working individually, students will complete a research paper regarding a facilitated treatment group. It is helpful for the student to select a group that they might be interested in providing in the future. The group can be on almost any topic. For instance, you may choose to research chemical dependency, sex offender treatment, sexual abuse recovery, grief and loss, parenting children with special needs, homeless teens, etc. The final paper will be 1,250 to 1,500 words in length. It should be written using APA format and strong academic and professional writing skills. A title page, abstract, written article, and reference page are all to be included. The paper will include a minimum of four sources that provide guidance for facilitating your group topic. At least two articles must be from peer-reviewed sources.

The final paper should include the following information:

- Discussion, synthesis, and analysis of the findings of the research
- Examination how the research findings relate to each other, it is helpful to look for themes in the articles and base your paper around those themes
- Use of examples about how the information provided should be applied to practice with groups
- Understanding of how to apply the information to knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies

This paper will be graded according to the research and intervention practice behavior rubric and the APA research paper rubric. The competencies will be assessed through the Practice Behaviors Rubric.

Assignment 03: Group Facilitation Activity

Worth 200 Points, the group facilitation activity is an opportunity for students to practice their skills at group work. Working in small groups, students will plan to facilitate a group, implement the group, and author a reflective paper regarding the experience. While students may choose to find their own location to facilitate their group, the Boys and Girls Club has expressed a willingness to host students facilitating the groups in the past. The chosen group content should not be overly deep and will come from a cognitive behavioral group work framework. The group can be therapeutic in

¹ 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.

nature, but the content will be more instructional in nature. The purpose of the assignment is to give students the opportunity to practice facilitating a group. The grade will be based on the following:

Assignment 03a - Informal Class Presentation: 50 points can be earned from an informal presentation which will take place during week nine (03/11/20). As a group, students will share with their classmates what their plan is to implement their group (i.e. when and where), and what the content that they are going to do for their groups. These presentations should not be longer than five minutes. Students will be graded on as 0 = no plan, 25 = has a plan and appears moderately prepared, and 50 points has a plan and appears prepared to facilitate the group.

Assignment 03b - Group Member Feedback: 50 points can be earned by submitting a feedback form on how your group members did during their facilitation of the group. This feedback should also be shared with the partners to receive feedback about their facilitation. Grades are pass / fail and based only on having submitted the feedback. The actual content of the feedback does not affect student grades but demonstrates participation in the facilitation and gives feedback to their group members. Students turn in their feedback by completing the online form located at <https://campiacob.wufoo.com/forms/group-facilitation-feedback-form/> and it will be submitted no later than Sunday 04/26/20 at 11:55 PM. One for each group member will need to be completed.

Assignment 03c - Reflective Paper: Worth 100 points, the reflective paper is an opportunity for each group member to reflect on their experience. The papers should be 500-750 words in length and will be graded based on the reflective paper rubric. Reflective papers should still follow the page formatting and tone of a research paper but should use first person voice. The reflective paper is to be submitted on Friday 04/24/20 before 11:55pm.

Assignment 04 [Extra Credit]: Cultural Competency and Group Work Opportunities

The faculty for this course offer students two different opportunities for extra credit during this course. The first is a smaller assignment for attending a therapeutic group and drafting a reflective paper regarding the experience. The second is a more intensive research paper looking into culturally competent practices in social work. These assignments are extra credit, and are not mandatory assignments. They are to be submitted no later than Friday 05/01/20 at 11:55 PM on My Heritage. Grades for the assignment will be included in the submission of final course grades, which are required to be posted no later than 05/12/20. 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.

Assignment 04a – Therapeutic Group Participating and Reflective Paper

The student would participate in a therapeutic group and write about their experience. The group would be attending an AA or something similar offered in the community. After attending and observing the group, the student will write a short reflective paper, approximately 500 to 750 words in length. The paper will be graded according to the reflective paper rubric included in the syllabus.

Assignment 04b – Evidence Based Practices for Culturally Competent Social Work Research Paper

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 grading guidelines as described in the syllabus. This paper is a review of evidence-based cultural competency practices 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 describe the following:

- Description of the evidence-based practice being reviewed
- Review of the evidence presented in scholarly sources regarding the practice
- Implications the practice has for social work or for practitioners
- Strengths and limitations of the practice

This paper will be graded according to the APA research paper rubric.

Grading Procedures

Final grades will be assigned as follows:

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 (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. 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). 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

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>

14. Tentative Schedule

Week	Date	Content to be covered and mode (lecture, class discussion, presentations, case studies, etc.)	Reading Assignment/ Preparation for Class	Due Dates
1	01/15/20	Introduction to Theories of Practice II		
2	01/22/20	Theoretical and Philosophical Foundations to Groups part I	Garvin, Gutierrez, and Galinsky (2017) Chapters 1-3	
3	01/29/20	Theoretical and Philosophical Foundations to Groups part II	Garvin et al. (2017) Chapters 4-6	
4	02/05/20	The Mutual Aid Model	Garvin et al. (2017) Chapter 7	
5	02/12/20	Cognitive Behavioral Group Work	Garvin et al. (2017) Chapter 8	
6	02/19/20	Group Work Approaches Related to Purpose	Garvin et al. (2017) Chapters 9-11	
7	02/26/20	Group Work Approaches Related to Setting I	Garvin et al. (2017) Chapters 13-16	
8	03/04/20	- Informal Class Presentation Due During Class Week 08 Group Work Approaches Related to Setting II	Garvin et al. (2017) Chapters 17, 19, and 22	Assignment 03a: Informal Class Presentation Due Wednesday 03/04/20 during class Assignment 02: Research Paper to Inform Group Practice due Sunday 03/08/20

				by 11:55 PM on My Heritage
9	03/11/20	No Class -- Spring Break		
10	03/18/2020	Group Work Approaches Related to Setting III	Garvin et al. (2017) 18, 20-21, and 23	Midterm Tentatively Grades Due Tuesday 03/17/20
11	03/25/2020	Work with Families I	Chovil (2009)	
12	04/01/2020	Working with Families II	Prest and Protinsky (1993)	
13	04/08/2020	Online Day – No Physical Class Uses of technology to create groups	Garvin et al. (2017) Chapter 33	Online discussion forum posts due Friday 04/10/20 by 11:55 PM on My Heritage Online discussion forum replies due Sunday 04/12/20 by 11:55 PM on My Heritage
14	04/15/2020	Group Work in Organizations and Community Settings I	Garvin et al. (2017) Chapters 24 & 26	
15	04/22/2020	Group Work in Organizations and Community Settings II	Garvin et al. (2017) Chapters 27 & 28	Assignment 03c: Reflective Paper due Friday 04/24/20 before 11:55 PM on My Heritage Assignment 03b: Group Member Feedback due Sunday 04/26/20 before 11:55 PM through email form
16	04/29/2020	Group Work Research and Evaluation	Garvin et al. (2017) Chapters 29, 31-32	Assignment 04 [Extra Credit]: Cultural Competency and Group Work Opportunities due by Friday 05/01/20 at 11:55 PM on My Heritage
Finals Week	05/06/2020	Potluck and End of the Year Celebration		Final Grades are due 5:00 PM on 05/12/20 by the Instructor

15. Reference

- American Psychological Association. (2009). Publication manual of the American Psychological Association (6th 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>

- Chovil, N. (2009, April) Engaging families in child & youth mental health: A review of best, emerging and promising practices. Retrieved from <http://www.forcesociety.com/sites/default/files/Engaging%20Families%20in%20Child%20&%20Youth%20Mental%20Health.pdf>
- Garvin, C. D., Gutierrez, L. M., Galinsky, M. J. (2017) Handbook of social work with groups (2nd Ed.). New York: Gilford Publications
- Heritage University. (2015a). Academic policies: Academic honesty. Retrieved from 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/CreditHourPolicy.aspx>
- Prest, L., & Protinsky, H. (1993) Family systems theory: A unifying framework for codependence. American Journal of Family Therapy, 21(4), pp. 352-360.

16. Appendices

The appendices include the APA research paper rubric, the reflective paper rubric, and the practice behaviors rubric.

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 two – *Research Paper to Inform Group Practice* and assignment four – *[Extra Credit Assignment] Evidence Based Practices for Culturally Competent Social Work*.

Description	Initial	Emerging	Developed	Highly Developed
Paper Content: General Content (<i>relevant, legitimate, and follows syllabus topics</i>)	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 (<i>logical order, smooth transitions, and logical reasoning</i>)	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 (<i>compelling and interesting writing</i>)	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 (<i>preferred terminology, formally written, and appropriate use of first person</i>)	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.)

Description	Initial	Emerging	Developed	Highly Developed
APA Formatting: Page Format (paper sections, headers and footers, page layout, and spacing)	The paper has more than four problems related to APA formatting.	The paper has three or four problems related to APA formatting.	The paper has one or two problems related to APA formatting.	The paper has no found problems related to APA formatting. The paper includes a title page, an abstract if required by the syllabus, a title at the beginning of the paper, and a reference page. The headings for these pages are correctly labeled. The paper is double-spaced. It is formatted according to the Publication Manual 7 th edition.
APA Formatting: Reference List (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.
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 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.
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

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 three C – *Group Facilitation Activity Reflective Paper*.

Description	Initial	Emerging	Developed	Highly Developed
Paper Content: General Content (<i>relevant, legitimate, and follows syllabus topics</i>)	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 (<i>logical order, smooth transitions, and logical reasoning</i>)	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 (<i>compelling and interesting writing</i>)	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 (<i>appropriate for academic writing, and appropriate use of first person</i>)	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.
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.

D. Practice Behaviors Rubric

The practice behaviors rubric is used to assess the CSWE competency four and eight for assignment two - *Research Paper to Inform Group Practice*.

Description	Initial	Emerging	Developed	Highly Developed
Use of peer-reviewed evidence-based research.	The sources used do not come from peer-reviewed journals or other more highly academic sources.	One or two of the sources used come from peer-reviewed journals or other more highly academic sources.	A few of the sources used come from peer-reviewed journals or other more highly academic sources.	All of the sources come from come from peer-reviewed journals or other more highly academic sources.
Translating research evidence to informed discussion regarding practice and service delivery.	The students paper has research included in it, but it is not used throughout the paper. The paper only includes one or two direct quotes from these papers. The majority of their paper is written using the students own ideas.	The students paper paper is made up of a great many direct quotes from the research material investigated. It has limited use of paraphrasing and or the content of their paper does not directly relate that research to practice and service delivery.	The paper has a balanced mix of direct quotations and paraphrasing. It discusses practice and service delivery to a limited extent.	The paper synthesizes research. The majority of the paper is taken up by paraphrasing this research and directly discussing how it can relate to service delivery. It potentially has one or two direct quotes for parts that are useful to be implemented as a direct quote.
Apply knowledge of human behaviors and social environment [HBSE] or other multidisciplinary theoretical frameworks to interventions with clients and constituencies	There is no inclusion of theories from HBSE or other multidisciplinary theoretical frameworks.	Themes from theories are included in the paper (e.g. discussion of looking at strengths) but no relation to the broader theory or how that their gets applied to interventions.	A theory related to HBSE or other multidisciplinary theoretical frameworks is directly discussed, and there is limited discussion of how the theory should be applied. The paper lacks a concrete description of what the theory is or how it should be implemented.	The paper clearly discusses at least one theory from HBSE ² or other multidisciplinary theoretical frameworks in depth and applies it to the content. A discussion of the theory, how it is implemented, and how it could be applied is present.
Apply knowledge of person-in-environment to interventions with clients and constituencies	Person-in-environment aspects are not included in the discussion regarding the intervention.	Themes from person-in-environment are included in the discussion regarding the interventions, but the discussion lacks the direct look at theories related to an ecological perspective.	The paper includes direct discussion of the ecology and needs of clients in their paper, but lacks some of the concrete application or description of the theoretical frameworks.	The paper discusses ecology and needs and how the topic can affect various parts of a client or constituent's life. Discussion shows evidence of the author's ability to take an ecological perspective ³ .

² These theories of HBSE are not limited to the following, but include strengths perspective, ecological perspective, feminist perspective, and systems theory.

³ The fit of the person in the environment (especially their biology, individual psychology, and social connections) and how those parts connect with the environment especially in aspects related to interface, interdependence, transaction, and energy, adaptation, and coping.