Heritage University
College of Arts and Sciences
Social Work Department
Course Syllabus
SOWK 487: Theories of Practice II
Fall Semester of 2021

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Office Hours: By arrangement

Campus: Columbia Basin Campus
Hours: Wednesday from 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

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 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 Texts

Garvin, C. D., Gutierrez, L. M., & Galinsky, M. J (Editors). (2017). *Handbook of Social Work with Groups (2nd Ed.)*. The Guilford Press.

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 5 and 6 of the course)

Chovil, N. (2009). Engaging families in child & youth mental health: A review of best, emerging and promising practices. *The F.O.R.C.E. Society for Kids' Mental Health*, 44 pages. https://www.nctsn.org/resources/engaging-families-child-youth-mental-health-review-best-emerging-and-promising-practices

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

5. Social Work Program Goals and Objectives

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

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

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)
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

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, family treatment modalities research project which includes a group paper and presentation, and a research paper to inform group practice. Furthermore, there is an optional extra credit assignment available for students to complete regarding reflecting on participation in a group and evidence-based practices for culturally competent social work.

See the following for more detailed information:

Assignment	Points	Percentage
A-01: Synchronous Class Engagement and Attendance	50	12.5%
A-02: Asynchronous Class Engagement	50	12.5%
A-03a: Family Treatment Modality Research Paper	100	25%

A-03b: Family Treatment Modality Research Presentation	100	25%
A-04: Research Paper to Inform Group Practice	100	25%
TOTAL	**400**	**100%**
A-05a [EC]: Group Participation Reflective Paper	*20*	*5%*
A-05b [EC]: Evidence-Based Practices for Culturally Competent Social Work	*40*	*10%*

A detailed description of each assignment is as follows:

Assignment 01: Synchronous Class Engagement and Attendance

Meta: *Points* 50 pts (12.5% 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 an 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* 50 pts (12.5% of 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 week there is an assignment selected from the following: posting a short Flip Grid video discussing a topic, using the discussion forum in My Heritage to discuss a chosen topic, 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: Family Treatment Modalities Research Project

The family treatment modalities research project is worth 50% of the student's final grade. Students will be placed into groups of three or four peers to complete a research project regarding an evidence-based treatment modality for family and or marital therapy. Students may select any intervention, the following are examples of empirically supported family therapeutic interventions: Jim Alexander's Functional Family Therapy, Howard Liddle's Multidimensional Family Therapy, Scott Henggler's

Multisystemic Therapy, Jose Szapocznik's Brief Strategic Family Therapy, and Attachment-Based Family Therapy. This project contains two separate assignments. Firstly, a research article will be written jointly by the group and will be worth 100 points. Secondly, an in-class group presentation will be completed worth another 100 points.

Assignment 03a: Family Treatment Modality Research Paper

Meta: *Points* 100 points (25% of final grade); *Deadline* Sunday 02/28/21 at 11:55 PM; *Completion* via My Heritage Assignments

Purpose: The purpose of this paper is for students to be able to collaboratively work on researching a given topic to understand the empirical evidence around a specific modality of family treatment. It is also hoped that students will improve their ability to find and understand peer-reviewed research journals and use scholarly writing techniques.

Task: In the peer groups, students will be required to complete research and submit an article regarding a chosen treatment method. The paper is to be written using APA both regarding the use of strong academic writing along with proper formatting. The paper should include information regarding at least the following components:

- Description and history of the treatment modality
- Treatment implementation and common techniques
- Research findings regarding efficacy
- Strengths and limitations of the selected treatment

Criterion for Success: The paper should be approximately 1,500 to 1,750 words in length. Grades for this will be assessed according to the APA research paper grading guidelines as described in the syllabus. Grades for the assignment will be included in the submission of midterm grades, which are tentatively required to be posted no later than 03/17/21 at 5:00 PM by the instructor.

Assignment 03b: Family Treatment Modality Research Presentation

Meta: *Points* 100 points (25% of final grade); *Deadline* 03/17/21 during class; *Completion* Students will complete their group presentations during class.

Purpose: The Family Treatment Modality Research Presentation opens up a suitable occasion for students to practice making a scholarly presentation and discussion regarding scholarly topics.

Task: Using the same small groups and topical information chosen for the family treatment modality research paper, students will prepare a 10–15-minute presentation regarding the chosen topic during the zoom class session.

Criterion for Success: Students will present their chose topic.

Assignment 04: Research Paper to Inform Group Practice

Meta: *Points* 100 pts (25% of final grade); *Deadline* Friday 04/23/21 at 11:55 PM; *Completion* Submit an individual paper via My Heritage Assignments which is connected to Chalk and Wire

Purpose: The Research Paper to Inform Group Practice is used as a Key Assignment[1] for SOWK 487. Research regarding what makes services effective is constantly being conducted. However, social workers in generalist practice don't 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 Council on Social Work Education [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).

Task: 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 1,500 to 1,750 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 the knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies

Criterion for Success: 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.

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[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. Furthermore, it is meant to be a tool for students, as it is included in the student's online portfolio on Chalk and Wire.

Assignment 05 [Extra Credit]: Group Work and Cultural Competency Opportunities

The faculty for this course offers students two different opportunities for extra credit during this course. The first is a smaller assignment for attending a therapeutic or task 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. Grades for the assignment will be included in the submission of final course grades, which are required to be posted no later than 05/12/21 at 5:00 PM. 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 05a –Group Participation and Reflective Paper

Meta: *Points* 20 extra credit points (5% of final grade); *Deadline* Sunday at 04/04/21 at 11:55 PM; *Completion* submission via assignments on My Heritage

Purpose: Offer students an assignment to earn extra credit points where they are able to reflect on participation in a group and reflect on the experience through the lens of social work.

Task: The student would participate in a therapeutic or task group and write about their experience. The group would be attending an AA or something similar offered in the community. Due to the COVID-19 Pandemic, online group options are acceptable. As well, the group can be a task group especially a policy-related group (such as a school board meeting). After attending and observing the group, the student will write a short reflective paper.

Criterion for Success: The reflective paper will be approximately 500 to 750 words in length. The paper will be graded according to the reflective paper rubric included in the syllabus.

Assignment 05b – Evidence-Based Practices for Culturally Competent Social Work Research Paper

Meta: *Points* 40 extra credit points (10% of final grade); *Deadline* Sunday at 04/04/21 at 11:55 PM; *Completion* submission via assignments on My Heritage

Purpose: Offer students an assignment to earn a higher amount of extra credit points where they delve further into evidence-based practices and literature related to cultural competence.

Task: This paper is a review of evidence-based cultural competency practices for social workers. Students may choose from any given cultural practice to base their research on (some examples could range from how social workers use eye contact in working with clients to best practices for working with a Muslim client). 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

Criterion for Success: The paper should be written in APA format both regarding the use of strong academic writing along with proper formatting. The paper should be approximately 1,250 to 1,500 words in length. This paper will be graded according to the APA research paper rubric.

The letter grade to GPA score for this class follows a +/- format and is enumerated s 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 (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	01/13/21	Theories of Practice II, Course Introduction	Course Syllabus	**A-02: Asynchronous Class Engagement** Group Introduction due Sunday 01/17/21 at 11:55 PM *via Flipgrid*

Week	Date	Content	Reading Assignment	Due Dates
2	01/20/21	Theoretical and Philosophical Foundations to Groups part I	Garvin, Gutierrez, and Galinsky (2017) Chapters 1-3	**A-02: Asynchronous Class Engagement** Description of characteristic of a population due Friday 01/22/21 at 11:55 PM and two replies due Sunday 01/24/21 at 11:55 PM *via My Heritage Class Forums*
3	01/27/21	Theoretical and Philosophical Foundations to Groups part II	Garvin et al. (2017) Chapters 4-6	**A-02: Asynchronous Class Engagement** How what are small practical ways we can be empowering due Sunday 01/31/21 at 11:55 PM *via Flipgrid*
4	02/03/21	Work with Families I	Chovil (2009)	**A-02: Asynchronous Class Engagement** Introspective of family systems with an initial post due Friday 02/05/21 at 11:55 PM and two replies due Sunday 02/07/21 at 11:55 PM *via My Heritage Class Forums*
5	02/10/21	Working with Families II	Prest and Protinsky (1993)	**A-02: Asynchronous Class Engagement** What types of roles do we see in ourselves due Sunday 02/14/21 at 11:55 PM *via Flipgrid*
6	02/17/21	The Mutual Aid Model	Garvin et al. (2017) Chapter 7	**A-02: Asynchronous Class Engagement** Local community mutual aid groups Post by Sunday 02/21/21 at 11:55 PM with no replies required *via my Heritage Course Forums*
7	02/24/21	Cognitive Behavioral Group Work	Garvin et al. (2017) Chapter 8	**A-02: Asynchronous Class Engagement** Thinking errors teach-back video with an initial post due Friday 02/26/21 at 11:55 PM and two replies due Sunday 02/28/21 at 11:55 PM *via My Heritage Class Forums* **A-03a: Family Treatment Modality Research Paper** due Sunday 02/28/21 at 11:55 PM *via My Heritage Assignments*

Week	Date	Content	Reading Assignment	Due Dates
8	03/03/21	Group Work Approaches Related to Purpose	Garvin et al. (2017) Chapters 9-11	**A-02: Asynchronous Class Engagement** Experiences where something similar to psychoeducation has been impactful for you due Sunday 03/07/21 at 11:55 PM *via Flipgrid*
9	03/10/21	Spring Break		
10	03/17/21	Family Treatment Modalities Presentations and uses of technology to create groups	Garvin et al. (2017) Chapter 33	**A-02: Asynchronous Class Engagement** Discussion forums (2) regarding technology and groups with an initial posts due Friday 03/19/21 at 11:55 PM and two replies due Sunday 03/21/21 at 11:55 PM *via My Heritage Class Forums* **A-03b: Family Treatment Modality Research Presentation** due Wednesday 03/17/21 during class zoom session. **Midterm Grades Due** Wednesday 03/17/21 at 5:00 PM *by the instructor*
11	03/24/21	Group Work Approaches Related to Setting I	Garvin et al. (2017) Chapters 13-16	**A-02: Asynchronous Class Engagement** types of groups with involuntary client's discussion forum with an initial post due Friday 03/26/21 at 11:55 PM and two replies due Sunday 03/28/21 at 11:55 PM *via My Heritage Class Forum*
12	03/31/21	Group Work Approaches Related to Setting II	Garvin et al. (2017) Chapters 17, 19, and 22	**A-02: Asynchronous Class Engagement** Your experiences and connections to groups due Sunday 04/04/21 at 11:55 PM *via Flipgrid* **[Extra Credit Assignments] A-05a – Therapeutic Group Participating and Reflective Paper and A-05b – Evidence-Based Practices for Culturally Competent Social Work Research Paper** are due Sunday 04/04/21 at 11:55 PM *via My Heritage*

Week	Date	Content	Reading Assignment	Due Dates
13	04/07/21	Group Work Approaches Related to Setting III	Garvin et al. (2017) 18, 20-21, and 23	**A-02: Asynchronous Class Engagement** Populations that might be challenging for you to work with due Sunday 04/11/21 at 11:55 PM *via Flipgrid*
14	04/14/21	Group Work in Organizations and Community Settings I	Garvin et al. (2017) Chapters 24 & 26	**A-02: Asynchronous Class Engagement** Experience using writing center for A-04 paper forum with an initial post due Friday 04/16/21 at 11:55 PM no replies are required *via My Heritage Class Forums*
15	04/21/21	Group Work in Organizations and Community Settings II	Garvin et al. (2017) Chapters 27 & 28	**A-02: Asynchronous Class Engagement** How do you see yourself as a leader 04/25/21 at 11:55 PM *via Flipgrid* **A-04: Research Paper to Inform Group Practice** is due Friday 04/23/21 at 11:55 PM *via Chalk and Wire Assignment on My Heritage*
16	04/28/21	Group Work Research and Evaluation	Garvin et al. (2017) Chapters 29, 31-32	**A-02: Asynchronous Class Engagement** Complete course evaluations
Finals Week	05/05/21	End of year celebration		**Final Grades Due** Wednesday 05/12/21 at 5:00 PM *by Instructor*

16. Reference

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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. Research and Intervention Practice Behavior Rubric

The practice behaviors rubric is used to assess the CSWE competency four and eight for assignment two - Research Paper to Inform Group Practice. It is used *Assignment 04 -Research Paper to Inform Group Practice*.

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

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				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. Research and Intervention Practice Behavior 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 end 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].
Apply knowledge of other multidisciplinary theoretical frameworks interventions with clients and constituencies	Knowledge regarding other multidisciplinary theoretical frameworks are not included in the discussion regarding the intervention.	Knowledge regarding other multidisciplinary theoretical frameworks are somewhat included in the discussion regarding the intervention.	Knowledge regarding other multidisciplinary theoretical frameworks are generally included in the discussion regarding the intervention.	Knowledge regarding other multidisciplinary theoretical frameworks are included in the discussion regarding the intervention.

[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.