Heritage University

SOWK 487w (2): Theories of Practice II (3 credits)
Spring 2026, Heritage at CBC

Instructor	**Dr. Jacob Campbell, Ph.D., LICSW**	
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Land Acknowledgement

Heritage University occupies its home on the traditional lands of the Yakama People. These ancestral homelands are the Yakama, Palouse, Pisquouse, Wenatshapam, Klikatat, Klinquit, Kow- was-say-ee, Li-ay-was, Skin-pah, Wish-ham, Shyiks, Ochechotes, Kah-milt-pa, and Se-ap-cat, who today are represented by the Confederated Tribes and Bands of the Yakama Nation (Treaty of 1855) and, whose relationship with this land continues to this day. Heritage University, grounded in the vision of the two Yakama women founders, respects Indigenous peoples as traditional guardians of the lands and the enduring relationship that exists between Indigenous peoples and their traditional territories. We offer gratitude for the land itself, for those who have stewarded it for generations, and for the opportunity to study, learn, work, and be in community on this land. We acknowledge that our university's history, like many others, is fundamentally tied to the first colonial developments in the Yakima Valley. Finally, we respectfully acknowledge and honor past, present, and future Indigenous students who will journey through this home called Heritage University.

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

Course Description

The course description is generalist social work practice with microsystems. Knowledge and methods to bring about planned change with families, natural networks, groups, and practice skills in group process. Offered Spring semester. Prerequisite(s): SOWK 486W. Limited to majors.

Course Purpose
The purpose of SOWK 487 is to teach practical skills students can take with them in working with groups and families. It focuses on working with families and both therapeutic groups and task groups.

Most weeks, students have opportunities to practice facilitating groups with their classmates or group activities they can take with them.

Relationship to Other Sequences and Other Courses

Heritage University requires BASW students to follow a sequence of three practice courses. Each class focuses on a different level of intervention. First, SOWK 486 is related to interventions at the micro level and focuses on working with individuals. Second, SOWK 487 addresses mezzo practice, considering interventions with families and groups. Third, SOWK 488 considers macro practice and skills for working with communities.

Competencies, Performance Indicators, Assessment Methods

In adult education, providing the context of the content you are teaching helps the learner understand the expectations on them. The social work program has identified goals and objectives that students are expected to achieve, and the Council on Social Work Education (CSWE, 2022) has identified competencies and practice behaviors that are integral to social work education. We assess these through key assignments throughout the BSW program curriculum and in students' practicum settings. They are identified as follows:

Social Work Program Goals and Objectives

Heritage University School of Social Work has the following goals:

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

Assignment Assessment Methods, Practice Behaviors, and Competencies

In the *Educational Policy and Accreditation Standards* (EPAS), the CSWE (2022) defines competence as "the ability to integrate and apply social work knowledge, values, skills, and cognitive and affective processes to practice situations in a culturally responsive, purposeful, intentional, and professional manner to promote human and community well-being" (p. 7). Competence is "informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations" (p. 7).

The nine competencies identified in the 2022 EPAS are:

1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
4. Engage in Practice-Informed Research and Research-Informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

The social work program has developed the curriculum with competencies as outcomes. Most required courses identify a specific competency for students to demonstrate and be assessed by faculty through a key assignment. The content of the course also introduces and develops related competencies and behaviors. This class does not have one of these key assignments.

Texts, Materials, and Technology

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

Supplements

Technology
Access to a laptop (PC, MacBook, etc.) or desktop and reliable internet access will be needed. Laptops can be checked out from the library (Unfortunately, iPads, tablets, and Chrome books are not laptops. See Staff in the Donald K. North Library to check out a laptop). Our Learning Management System (LMS), MyHeritage, will be used to communicate ideas/instructions and upload assignments. Your faculty member will help you.

Supplemental Texts
The content of this course includes the textbook but is supplemented with many different texts. The professor will provide links to download the PDF of all these articles on MyHeritage on the course page. The required content for this course is outlined in the course schedule, and complete reference list entries are listed in the reference section of this syllabus. One supplemental text student might desire to purchase includes the American Psychological Association (APA, 2020) and their style guide. This is not required, and the publishers offer a valuable and compressive website with the necessary information to follow the style expectations. However, if students prefer a physical book to use as a reference in styling their writing, they might benefit from purchasing it.

Assignments and Grading

Grade Scale:
The grade scale table lists the assigned letter grade, its corresponding percentages, and its GPA.

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

I grade students on five different assignments for SOWK 487. In-class participation and reading engagement/check-in questions are assigned each week. Students also work in groups to present information about family treatment modalities. Students go into the community to facilitate a group. Finally, there is a research paper for students to demonstrate their ability to translate practice from research. Beyond the required work for this class, students have two extra credit opportunities, which include a reflective essay about participation in a group and a research paper about culturally competent social practices.

This table delineates the assignments, their point value, and the percentage of the overall class grades.

Assignment	Points	Percentage
A-01: Class Engagement and Attendance	50	10%
A-02: Reading Engagement and Check-in Questions	75	15%
A-03: Family Treatment Modality Research Presentation	100	20%
A-04: Community Group Facilitation Activity		
A-04a: Group Intervention Pitch	25	5%
A-04b: Group Member Feedback	50	10%
A-04c: Reflective Paper	100	20%
A-05: Research Paper to Inform Group Practice	100	20%
TOTAL	**500**	**100%**
A-06a [EC]: Group Participation Reflective Paper	25	5%
A-06b [EC]: Evidence-Based Practices for Culturally Competent Social Work	50	10%

Course Assignments Descriptions

I have described each assignment with meta-information on implementation, the purpose, the specific tasks students are expected to complete, and the criteria used to assess it.

Assignment 01: Class Engagement and Attendance

Meta: *Points* 50 pts (10% of final grade); *Deadline* Each week for in-person sessions; *Completion* via attendance taken by instructor and documentation during class.

Purpose: This class environment is designed to provide students with the skills necessary for working with groups and families. Synchronous class time offers the opportunity to practice and demonstrate these skills.

Task: Attend the weekly class session. Students should prepare for class by reading the relevant text material. Preparedness facilitates participation in an informed yet informal conversation about the required reading. Students should also be willing to engage in practice activities during the class session. The instructor can excuse students who are unable to attend. The instructor makes recorded class sessions available via MyHeritage.

Success: Students will be present, on time, or have contacted the instructor for the class session. Students will fully engage in class activities and discussion

Assignment 02: Reading Engagement and Check-in Questions

Meta: *Points* 75 pts (15% of final grade); *Deadline* 5:30 PM before class each week; students will complete the reading engagement and check-in questions for the week's course material. *Completion* via MyHeritage Assignments

Purpose: Students can confirm reading and learning from the textbook and other supplementary materials.

Task: Each week, there are questions related to the required readings. The content of these questions varies from multiple choice questions about content to soliciting the student's thoughts and ideas about the topic. Each week's questions are worth five points.

Success: Students correctly answer the questions in the quiz or complete the check-in questions. Students are encouraged to discuss questions they got wrong in class to facilitate growth. Students receive feedback about the completed quiz and can see what they missed after the assignment deadline. For written answer questions, students can expect to have them reviewed by the instructor and grades updated by the following week's class period.

Assignment 03: Family Treatment Modality Research Presentation

Meta: *Points* 100 pts (20% of final grade); *Deadline* Wednesday 03/04/26 during class; *Completion* Students will complete their group presentations during class.

Purpose: This assignment aims for students to research a given topic collaboratively to understand the empirical evidence around a specific modality of family treatment. Students will improve their ability to find and understand peer-reviewed research journals and use scholarly writing techniques. The presentation opens up a suitable occasion for students to practice making an academic presentation and discussing scholarly topics.

Task: Students will be placed into groups of three or four peers to complete a research project regarding an evidence-based treatment modality for family 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.

The presentation's content would follow a format similar to a written article discussing a therapeutic intervention. It should include at least the following:

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

The presentation should take approximately 10–15 minutes. There is no set minimum number of articles you should draw from (but it should be in the range of 5-10).

Success: Students will provide an informative presentation about the therapeutic intervention. See *Appendix A Family Treatment Modality Research Informative Presentation Rubric* for grading information. I include grades for the assignment in the midterm grades submission, which must be posted by the instructor by Wednesday, 03/25/26 at 5:00 PM.

Assignment 04: Group Facilitation Activity

Worth 175 points or 35% of the student's final grade, the community group facilitation activity is an opportunity for students to practice their skills in implementing group work. Students will plan and implement group intervention in a community setting, working in small teams. Each member will also author a reflective paper about the experience. Students can determine the location of their group. In previous years, students have often facilitated groups at the Boys and Girls Club, in the Bridges Program within the Pasco School District, a community center, an assisted living facility, and others. Please follow up with the instructor if students need support finding a location. The group's content should not be overly deep and come from a psychoeducational framework. The group can be therapeutic in nature, but the content should be more instructional. The other team members can help as co-facilitators, but each member should have time to facilitate the group. Most often, this requires members to go and facilitate groups over multiple days. The assignment has three graded parts: the group intervention pitch, group member feedback, and a reflective paper.

Assignment 04a: Group Intervention Pitch

Meta: *Points* 25 pts (5% of final grade); *Deadline* Wednesday 03/25/26 during class; *Completion* Informal presentation during class.

Purpose: The purpose of the pitch is to provide a deadline for planning the group intervention for the student and for the instructor to feel confident in the student's plan.

Task: Each group will make a short informal pitch for the group they plan to facilitate during the 10th-week class session. As a group, students will share with their classmates their plan to implement their group (i.e., when and where) and the content they will do for their groups. These presentations should be at most five minutes.

Success: Students will have a plan for facilitating their group. I grade students following 0 = no plan, 12.5 = has a plan and appears moderately prepared, and 25 points for has a plan and appears ready to facilitate the group.

Assignment 04b: Group Member Feedback

Meta: *Points* 50 pts (10% of final grade); *Deadline* Monday 05/04/26 by 8:00 AM *Completion* via Microsoft Form - https://forms.office.com/r/NpK9YSD0Aq

Purpose: This task provides a formalized occasion to observe and provide feedback on group members' facilitation skills.

Task: Students will go to the Microsoft Form and provide feedback for each group member (through separate submissions). The instructor will email these submissions to their recipient. The actual content of the input does not affect student grades but demonstrates participation in the facilitation and gives feedback to their group members.

Success: Students will submit meaningful feedback for each group member. Grades are pass/fail based only on whether the student submits feedback to their group members.

Assignment 04c – Facilitation Reflective Paper

Meta: *Points* 100 pts (20% of final grade); *Deadline* Monday 05/11/26 8:00 AM *Completion* via an upload in assignments on MyHeritage

Purpose: Reflecting on an experience can be valuable in demonstrating learning and increasing critical thinking skills.

Task: Students will write a reflective paper discussing their experience facilitating the group. The reflections do not need to discuss other members' performance or activity. Reflective essays should still follow a research paper's page formatting and tone but should use first-person voice.

Success: Students will submit a paper that reflects on their experience. See *Appendix B Reflective Paper Rubric*. The document should be 500-750 words in length. Students should submit the paper on time, have good grammar, and be professionally formatted.

Assignment 05: Research Paper to Inform Group Practice

Meta: *Points* 100 pts (20% of final grade); *Deadline* Monday 04/27/26 at 08:00 AM; *Completion* Turnitin via Assignments on MyHeritage.

Purpose: This assignment is designed for students to demonstrate their ability to apply knowledge gained by reading peer-reviewed journal articles and other quality sources of information.

Task: Working individually, students will complete a research paper regarding a facilitated treatment group. It is helpful for the student to select a group 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. Students should use strong academic and professional writing skills based on the APA style guide. A title page, abstract, written article, and reference page are all included. The paper will consist of at least four sources that guide facilitating your group topic. At least two journal 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 of 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

Success: Students will be assessed on their ability to demonstrate effective scholarly writing and practice behaviors. For information, see *Appendix C Research and Intervention Practice Rubric*. Grades will be included in the final grade, which the instructor must submit by Wednesday, 05/20/26, at 5:00 PM. Students can also earn ten extra credit points by demonstrating that they worked with the tutoring services at the Academic Skills Center to review their papers before final submission. Documentation can be emailed to the instructor.

Assignment 06 [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 minor 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.

Assignment 06a: Group Participation and Reflective Paper

Meta: *Points* 25 extra credit points (5% of final grade); *Deadline* Monday 05/11/26 at 08:00 AM; *Completion* submission via Turnitin assignments on MyHeritage.

Purpose: Offer students an assignment to earn extra credit points where they can reflect on participation in a group and 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 attend an AA meeting or something similar offered in the community. It can also be a task group, especially a policy-related group (such as a school board meeting). After attending and observing the group, the student would write a short reflective paper.

Success: The reflective paper will be approximately 500 to 750 words. For more information, see *Appendix B Reflective Paper Rubric*.

Assignment 06b: Evidence-Based Practices for Culturally Competent Social Work Research Paper

Meta: *Points* 50 extra credit points (10% of final grade); *Deadline* Monday 05/11/26 at 08:00 AM; *Completion* submission via Turnitin using assignments on MyHeritage.

| **Purpose**: | Offer students an assignment to earn more extra credit points where they delve further into evidence-based practices and literature related to cultural competence. |

| **Task**: | This paper reviews evidence-based cultural competency practices for social workers. Students may choose from any cultural practice on which to base their research (examples could range from how social workers use eye contact in working with clients to best practices for working with a Muslim client). However, 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 practitioners
- Strengths and limitations of the practice

| **Success**: | The paper should be written in APA format using strong academic writing and proper formatting. See *Appendix D APA Research Paper Rubric* for more information. The report should be approximately 1,250 to 1,500 words in length. This paper will be graded according to the APA research paper rubric. |

Course Guidelines and Expectations

Description of course expectations

Students are expected to engage in self-reflection and consider their own biases. During the synchronous class sessions, students should come prepared, having reviewed the content, with a mindset of experimentation and a willingness to try new approaches. Students are expected to submit their assignments on time and use high-quality writing and ethical writing practices.

Description of Assignment Types

Participation and engagement in this course are the most significant assignments. Students will complete a scholarly presentation in class to show their ability to engage with the literature and a research paper. The community practice in facilitating a group is for students to use the skills they are learning in class in a real-world setting before their practicum experience. The extra credit assignment options include another reflective paper and a research paper.

Designated Style

Writing for this course will use the American Psychological Association (APA) style guide. While optional for this course, their seventh edition style guide is listed as a recommended supplemental textbook for students.

Course Schedule

The planned course schedule is as follows:

Week	Date	Content	Reading Assignment	Due Dates
1	1/19 - 1/25 **Class 1/21**	Theories of Practice II, Course Introduction	Course Syllabus	**A-02: Reading Engagement W-01** due on Monday (1/26) via MyHeritage Assignments
2	1/26 - 2/1 **Class 1/28**	Understanding and Assessing Families	Read Hepworth et al. (2022) Chapter 10	**A-02: Reading Engagement W-02** due before class via MyHeritage Assignments
3	2/2 - 2/8 **Class 2/4**	Enhancing Relationships and Working with Families	Read Hepworth et al. (2022) Chapter 15	**A-02: Reading Engagement W-03** due before class via MyHeritage Assignments
4	2/9 - 2/15 **Class 2/11**	Further Practices for Engaging with Families	Read Chovil (2009), Anderson-Butcher et al. (2004), and watch Administration for Children and Families (2015)	**A-02: Reading Engagement W-04** due before class via MyHeritage Assignments and Optional **Zoom Movie Watch Party for Red Without Blue** (Sebold et al., 2007) TBD
5	2/16 - 2/22 **Class 2/18**	From Families to Groups and Culturally Competent Social Work Practice	Read Asakura (2016) and Watch Sebold et al. (2007)	**A-02: Reading Engagement W-05** due before class via MyHeritage Assignments
6	2/23 - 3/1 **Asynchronous**	Online Facilitated Groups	Read Cabiati (2021) and Barak et al. (2008)	**A-02: Reading Engagement W-06** and and **A-01: Asynchronous Engagement and Participation** due Monday (3/2) via MyHeritage Assignments
7	3/2 - 3/8 **Class 3/4**	Student presentations and Empowerment Groups in Social Work	Read Washington Coalition of Sexual Assault Programs (2014) Section 1	**Mid Term Course Evaluations** via MyHeritage CourseEval and **A-02: Reading Engagement W-07** due before class via MyHeritage Assignments and **A-03: Family Treatment Modality Research Presentation** is due Wednesday (3/4) during class
8	3/9 - 3/15 **Class 3/11**	Understanding Social Work Groups	Read Hepworth et al. (2022) Chapter 11	**A-02: Reading Engagement W-08** due before class via MyHeritage Assignments
9	3/16 - 3/22 **No Class**	Spring Break		

Week	Date	Content	Reading Assignment	Due Dates
10	3/23 - 3/29 **Class 3/25**	Theoretical Frameworks and Facilitating Social Work Groups and Student presentations	Read Hepworth et al. (2022) Chapter 16	**Midterm Grades** submitted by Instructor Wednesday (3/25) by 55 PM and **A-02: Reading Engagement W-10** due before class via MyHeritage Assignments and **A-04a: Group Intervention Pitch** is due Wednesday (3/25) during class
11	3/30 - 4/5 **Class 4/1**	Treatment Groups: Examples of CBGW, DBT, and Psychoeducation	Read Rizvi et al. (2013), Rose (2004), and Roffman (2004)	**A-02: Reading Engagement W-11** due before class via MyHeritage Assignments
12	4/6 - 4/12 **Class 4/8**	Mutual Aid Groups	Read Schwartz (2005), Shulman (2014), and Rosenwald and Baird (2020)	**A-02: Reading Engagement W-12** due before class via MyHeritage Assignments
13	4/13 - 4/19 **Class 4/15**	The "How To" of Running a Group	Read Washington Coalition of Sexual Assault Programs (2014) Section 2	**A-02: Reading Engagement W-13** due before class via MyHeritage Assignments
14	4/20 - 4/26 **Class 4/22**	Groups with Youth and Social Skill Instruction	Read Kumm et al. (2021) and Jones et al. (2021)	**A-02: Reading Engagement W-14** due before class via MyHeritage Assignments and **A-05: Research Paper to Inform Group Practice** due on Monday, (4/27) at 08:00 AM via Turnitin in MyHeritage Assignments
15	4/27 - 5/3 **Class 4/29**	Interdisciplinary Teams: Group Work in Organizations and Community Settings	Read Bronstein (2003) and Nancarrow et al. (2013)	**A-02: Reading Engagement W-15** due before class via MyHeritage Assignments and **A-04b: Group Member Feedback** is due by Monday (5/4) at 8:00 AM via Microsoft Form

Week	Date	Content	Reading Assignment	Due Dates
16	5/4 - 5/10 **Class 5/6**	Group Work Research and Evaluation	Read Teufel-Shone et al. (2018) and MacDonald (2012)	**A-02: Reading Engagement W-16** due before class via MyHeritage Assignments and **A-04c: Reflective Paper** and **A-06a and A-06b: Course Extra Credit Options** are due Monday (5/11) at 11:55 PM via MyHeritage Assignments
End of Course	5/11 - 5/17 **Special Class 5/13**	Joined Class Session End of Year Potluck Wrap-Up, Final Grading, and Course Evaluations		**Course Evaluations** via MyHeritage CourseEval and **Final Grades** submitted by Instructor Wednesday (5/20) by 5 PM

Attendance

Regular attendance and class participation are expected and considered essential for successful academic work. Heritage regularly updates its full attendance policy available in the current catalog: Attendance Policy. Remember that Heritage University Student Affairs is ready to help solve problems that interfere with attending class. Email them at studentaffairs@heritage.edu.

Reasonable Accommodation for Religious Holidays

Consistent with Heritage University's mission and values and pursuant to RCW 28B.137.010 as amended, and Substitute Senate Bill 5166, HU allows student reasonable absences for reasons of faith or for organized activities conducted under the auspices of a religious denomination, church, or religious organization. The student requesting an excused absence for reasons of faith must submit the Request for Absence for Reasons of Faith Form to their instructor(s) at least two (2) weeks prior to the beginning of the semester in which the absence is anticipated to occur. The form is located on the Student Forms page under the Students Tab in MyHeritage. Full policy and procedures are located in the current catalog under Academic Policies, Attendance.

Support and Resources

Tutoring at the Academic Skills Center [Log into MyHeritage before using links]
The ASC has in-person and online appointments, drop-in services also both in-person and online. To view our schedule, or make an in-person or online appointment, visit the ASC page on MyHeritage under Student Services. To learn more about any of these services, call the ASC at (509) 865-8517 or email us ASC@heritage.edu.

Library

The librarians are here to assist you! Use the online chat on the HU Library Website. For research and general assistance, feel free to stop by, call a reference librarian at (509) 865-8520, or email Library@heritage.edu.

Credit Hour Requirements

Federal regulations require that all courses follow the Heritage University definition of a credit hour as described in HU Policy. For the current policy, see the catalog entry credit hour policy.

Online Course Exchange Appeals Process

Online Course Exchange students who wish to appeal an instructor's or facilitator's decision or request assistance with academic issues (such as requesting an incomplete or an extension) should contact HU's Online Course Exchange Liaison at Acadeum@heritage.edu.

Academic Honesty

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

Campus Security & Safety

In an emergency, call 911. If you need campus security assistance between 8 a.m. and 5 p.m., please call 509-865-8555 or ext. 8555 from any campus landline or email: CampusSecurity@heritage.edu. For a list of Campus Security services and Crisis Response Steps, see the Safety and Security webpage.

Accommodations

For information about student disability services on campus, please visit the Office of Disability Services (ADA) | Heritage University webpage or email Officeofdisabilityservices@heritage.edu.

Safe Attendance Reminder

Heritage University is committed to providing a safe and healthy environment for all students, staff, and faculty. Our goal is to mitigate the potential for transmission of communicable diseases, including COVID-19, in our environment.

Anyone experiencing symptoms of viral illness, such as fever or chills, cough, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea, should stay home and see medical attention. Anyone known to have a close exposure to COVID-19 should wear a mask and follow CDC guidelines for isolation and precautions.

In addition, Heritage University community members must be prepared to "Mask When Asked." Individuals can require that people who enter their offices wear masks. Faculty can require that students mask in their classrooms. Students who need to have their classmates mask can request that themselves or speak to the Vice President for Student Affairs to ask for support. Our collective commitment to health and wellbeing of all members of the community is essential and appreciated.

References

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Appendix

A. Family Treatment Modality Research Informative Presentation Rubric

The *Family Treatment Modality Research Informative Presentation Rubric* assesses the quality of a presentation based on organization, content, and delivery. The organization evaluates the alignment with audience needs, topic accuracy, factual information, and logical flow. Content is assessed on the depth of the treatment modality's history, implementation details, efficacy research, and strengths and limitations. Delivery includes using attractive, clear, and additive visual aids, adherence to time limits, and proper citation.

B. Reflective Paper Rubric

The *Reflective Paper Rubric* evaluates the quality of a written assignment based on content, organization, and professionalism. Content is assessed for relevance, credibility, logical reasoning, and compelling writing. The organization evaluates the logical flow, transitions, and grouping of themes. Professionalism includes tone, adherence to APA formatting, grammar, and spelling. Additional criteria include timeliness and ensuring submission within deadlines and length.

C. Research Paper to Inform Group Practice Rubric

The *Research Paper to Inform Group Practice Rubric* evaluates papers based on their integration of peer-reviewed evidence, application of research to practice, and use of theoretical frameworks. High-quality papers use exclusively peer-reviewed sources and effectively synthesize research into discussions about practice and service delivery. They thoroughly apply knowledge from human behavior and the social environment (HBSE), person-in-environment perspectives, and other multidisciplinary frameworks to interventions.

D. APA Research Paper Rubric

The APA Research Paper Rubric evaluates assignments based on content, organization, APA formatting, and professionalism. Content is assessed for relevance, adherence to syllabus topics, and the use of credible sources to develop arguments. The organization focuses on logical flow, smooth transitions, and compelling writing. APA formatting is evaluated in tone, page layout, reference lists, and in-text citations, with high standards for proper style and accuracy. Professionalism includes attention to grammar, spelling, timeliness, and adherence to word length requirements.

Syllabus Form Updated 5-27-2025 (MJ)

Appendix A Family Treatment Modality Informative Presentation Rubric

Description	Initial	Emerging	Developed	Highly Developed
Presentation Organization: (audience, topic, accuracy, and logical sequence)	Zero to one of the four assessed areas fit the highly developed standards listed in the rubric.	At least two of the four assessed areas fit the highly developed standards listed in the rubric.	At least three assessed areas fit the highly developed standards listed in the rubric.	**Audience:** The presentation targets a scholarly audience with limited subject knowledge. **Topic:** accurately follows the requirements described in the syllabus. **Accuracy:** The information provided is factual and brought from scholarly sources. **Logical Sequence:** The presentation follows a logical and goal-oriented sequence that provides sufficient context for the audience.
Presentation Content: (description and history of the treatment modality)	There is no discussion of the development of the treatment modality.	The presenters mention its development and history without providing meaningful details.	The presentation offers a description of the development of the treatment modality. The intervention creators are mentioned.	The presentation provides a meaningful description of the history and development of the treatment modality. It helps place it in the context of other treatment options. The intervention's creators are discussed.
Presentation Content: (treatment implementation and common techniques)	There is no discussion of the implementation and common techniques.	The implementation process or the standard techniques are at least mentioned.	The implementation details are described in enough detail to show the general focus of the intervention. Many of the strategies or techniques are described.	The stages or steps a clinician goes through to implement the intervention are outlined in detail. Many of the strategies or techniques are explained. Some methods are demonstrated or taught to the listeners to provide a real-world application.
Presentation Content: (research findings regarding efficacy)	There is no discussion or inclusion of research findings.	There is little explanation of the efficacy of the intervention. The effectiveness is based on only one study.	The presenters discuss at least two studies and the effectiveness of the treatments. The presentation lacks some of the vital information from the studies.	The presenters provide an insightful understanding of the effectiveness of the intervention. A few studies are used to provide the basis for efficacy. The presenters offer key elements of the studies (context, format, participants, outcomes, etc.)

Description	Initial	Emerging	Developed	Highly Developed
Presentation Content: (strengths and limitations of the selected treatment)	There is no discussion of the strengths or limitations of the treatment.	There is little information provided regarding strengths and limitations.	The strengths are briefly described in general terms, without using case examples. The limitations are generic.	There is a detailed discussion of the strengths of the given intervention. Potential population and uses are described. The limitations of the interventions are also described. Limitations should include a discussion of what researchers have defined as needing more research regarding this intervention.
Presentation Content: (references)	References are not provided or discussed during the presentation.	There appears to be some attempt to describe the sources of information provided.	The presentation includes a reference list that generally looks like APA format.	The presentation slides include in-text citations identifying the sources of information throughout the presentation. The end of the presentation includes a reference list with citation entries in APA format. During the presentation delivery, the speaker will refer to the studies and their authors where appropriate.
Presentation Delivery: Visual Aids (quantity, attractiveness, clear, and additive)	Zero or one of the four assessed areas fits the highly developed standards listed in the rubric.	At least two of the four assessed areas fit the highly developed standards listed in the rubric.	At least three of the four assessed areas fit the highly developed standards listed in the rubric.	**Quantity**: There are enough slides used in the presentation to provide a visual aid for the information required. **Attractiveness**: the slides are visually appealing. A theme is in the presentation. **Clarity**: The slides are easy to read and do not contain too much text. **Additive**: The visuals used in the presentation are appropriate and enhance the message.
Presentation Deliver: Length (assigned time limits)	The presentation delivery is more than 10 minutes shorter or longer than the assigned time.	The presentation delivery is more than 5 minutes shorter or longer than the assigned time.	The presentation delivery is over 2 minutes shorter or longer than the assigned time.	The presentation is within the assigned time limits.

Appendix 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/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 cannot connect the research to a broader understanding of the study area.	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 presented information	The paper's content 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's content is presented in a logical order. Themes and ideas are presented in the paper use smooth transitions. The argument being presented in the paper uses logical reasoning and are based on presented research-based evidence.
Paper Content: General Feel (compelling and interesting writing)	The paper content is difficult to read. There is a lack of variation in vocabulary and writing techniques.	The paper content is readable. There is limited variation in writing techniques and vocabulary.	The paper content is interesting. There is some variation in writing techniques and vocabulary.	The paper content is written in a way that is compelling and encourages the reader to continue to read. There is a variance in writing techniques and vocabulary that is used to introduce topics.
Professionalism: Tone (appropriate for academic writing, and appropriate use of first-person)	The paper inappropriately uses first-person in multiple instances. There are multiple examples of colloquial phrases and or informal manners of writing. The topics are not clearly identified or described. There are many problems with APA writing conventions and style.	There are a couple of uses of first-person. The paper has much of it that is written more formally and follow the APA writing conventions.	The paper is predominantly written using the third person, with one slip into inappropriately used first person. Colloquial phrases are limited in their use, and the paper is generally written formally. Most of the APA writing conventions are used.	The paper does not use colloquial phrases, and topics are clearly described in a way that the reader can understand. The paper appropriately uses APA writing conventions (i.e., numbers, quotes, abbreviations, etc.).

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

Appendix C Research Paper to Inform Group Practice Rubric

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 student's 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 student's 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.

Description	Initial	Emerging	Developed	Highly Developed
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 [1] 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 [2].
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

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

Description	Initial	Emerging	Developed	Highly Developed
				these pages are correctly labeled. The paper is double-spaced.
APA Formatting: Reference List (reference style and formatting)	The reference list does not look like it follows the APA formatting, or it completely lacks in a reference list.	The reference list has some entries that do not fit into the APA reference entry formats. There are many problems with formatting errors.	The reference list generally looks like a properly formatted reference list. There are some minor errors related to missing pieces of information or formatting issues (potential problems with italics, periods, and or commas).	The reference list looks like an APA reference list (i.e., double spaced, hanging indent, author's names are correctly formatted). The reference list includes proper use of italics, and appropriate information is included in each of the entries with proper formatting. The appropriate type of reference list entry is used for each reference.
APA Formatting: In-Text Citation (inclusion of style and formatting)	The paper is lacking in in-text citations. Any citations that are used do follow the APA formatting.	The paper includes limited information that should be cited, but no in-text citations are included. There are errors in formatting the citations.	The paper in-text citations in all required parts. There are some more minor errors in the formatting of the citations or missing necessary information. The citations generally looks like APA in-text citations.	In-text citations are used in all parts of the paper that are 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.
The paper follows the assignment requirements.	Does not follow the assignment description.	Somewhat follows the assignment description, but significant errors exist.	Follows the assignment description and requirements but has minor errors.	Closely follows the assignment description and requirements.

Appendix D APA Research Paper Rubric

Description	Initial	Emerging	Developed	Highly Developed
Paper Content: General Content (relevant, legitimate, and follows syllabus topics)	The paper does not match the assignment description or includes false and or misleading information.	The paper tangentially follows the course syllabus but misses some of the major aspects of the assignment directly. It presents mostly relevant facts but lacks the ability to connect the research to a broader understanding of the study area.	The paper appears to fit within the course syllabus 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.

Description	Initial	Emerging	Developed	Highly Developed
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's 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 these pages are correctly labeled. The paper is double-spaced.
APA Formatting: Reference List	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	The reference list generally looks like a properly formatted reference list. There are some minor errors related	The reference list looks like an APA reference list (i.e., double spaced, hanging indent, author's names are

Description	Initial	Emerging	Developed	Highly Developed
(reference style and formatting)		entry formats. There are many problems with formatting errors.	to missing pieces of information or formatting issues (potential problems with italics, periods, and or commas).	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 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.