Heritage University

SOWK 530 (0): Foundation of Social Work Practice I (3 Credits)
Fall 2025, Online/Toppenish

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

Office Hours	**Toppenish Campus** *Office*: Simpkins Hall, Office 2124 *Drop-in*: Tuesday's 10-11 AM	**Tri-Cities Regional Site** *Office*: 2nd Floor Office 4209 *Drop-in*: Wednesday's 2-3 PM
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Dates	This course takes place primary online, with weekly content completed asynchronously. The seven in-person Saturday's for fall semester include 09/06/25, 09/20/25, 10/04/25, 10/18/25, 11/01/25, 11/08/25, and 11/22/25. Synchronous sessions for this course take place 10:15 AM-11:45 in RAU 1701.

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.

Course Description

This course provides students with the knowledge and skills for Generalist Social Work Practice with micro and mezzo systems. Utilizing foundational theoretical frameworks for social work, students will learn to bring about planned change with individuals and client-identified family systems. Practice in interpersonal skills, engagement, assessment, intervention, and evaluation will be incorporated throughout the course.

Relationship to Other Sequences and Other Courses

(SOWK 530) **Foundations of Social Work Practice I** provide students with generalist social work practice with micro and mezzo systems, and equips them with interpersonal skills during the

engagement, assessment, intervention, and evaluation processes. (SOWK 535) **Human Behavior in the Social Environment** provides students with an understanding of human behavior across the lifespan in a social context. Students learn about the person-in-environment theory to identify clients' strengths, barriers, and effective interventions in this course. (SOWK 537) **Social Work Practice in a Diverse Society** introduces the impact culture, racism, and oppression on human experiences and how these constructs influence practice at the micro, mezzo, and macro levels. These three courses strengthen development of the cognitive and affective processes needed to advance knowledge and skills while building a foundation of values essential to social work practice.

MSW Program Goals
- To prepare students with knowledge, values, skills, cognitive and affective processes.
- To prepare students with advanced skills in social policy, research, culturally tailored interventions, and organizational and community leadership to enhance social functioning and alleviate poverty, oppression, and injustices.
- To prepare students to improve people's lives; alleviate biopsychosocial concerns; empower individuals, families, groups, organizations, and communities; and achieve social justice.

Competencies, Performance Indicators, Assessment Methods

In the *Educational Policy and Accreditation Standards* (EPAS), the Council on Social Work Education (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. The EPAS recognizes a holistic view of competence; that is, the demonstration of 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 Master of Social Work Program's curriculum focuses upon the preparation of social work students for professional social work practice. Students acquire and develop the nine social work competencies that identify the knowledge, values, skills, cognitive and affective processes that are subsequently demonstrated in practice with diverse populations of individuals, families, groups, organizations, and communities within a complex multicultural society.

What will I do in this class? (Class Learning Assignment)	What knowledge/skills will I gain? (Specialized Practice Behaviors)	How does this work apply? (CSWE 2022 Competency)
Interview Skill Video Role-Play & Reflective Paper	a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.	Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.

Texts, Materials, and Technology

Text(s)

Direct Social Work Practice: Theory and Skills (11ᵗʰ ed.)

Author: Hepworth, D. H., Vang, P. D., Blakey, J. M., Schwalbe, C., Evans, C., Rooney, R. H., Rooney, G. D., & Strom, K.

ISBN   Paper Back: 978-0357630594

                 eBook: 978-0357711361

Edition/ Copyright: 11ᵗʰ Edition 2023

Publisher: Cengage Learning

Supplements

Technology

Students require access to a computer (PC, MacBook, etc.) or a desktop; reliable internet access is also necessary. Students can check out laptops from the library. Unfortunately, iPads, tablets, and Chromebooks are not laptops. Our Learning Management System (LMS), MyHeritage, will communicate ideas and instructions, as well as upload assignments. Your faculty member will help you.

Resources

There are a few resources that can be helpful for students to access during this course, including our profession's code of ethics, library guides, and some open-access resources.

Content	Link
Code of Ethics	NASW Code of Ethics
Social Work Library Guides	• Native Americans and Social Work • Latinos and Social Work
Other	Open Educational Resources (OER)

Assignments and Grading

Grade Scale:

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

There are five different significant assignments for SOWK 530. Participation and engagement are completed each week through forum discussions and during in-person classes for each of the seven Saturday class sessions. Weeks with reading from the textbook have an associated quiz. Students record themselves doing a role-play, demonstrating interviewing skills, and write a reflective paper about the experience. They also authored a research paper focused on family treatment modalities.

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

Assignment	Points	Percentage
A-01: Asynchronous Participation and Engagement	125	25%
A-02: Synchronous Participation and Engagement	35	7%
A-03: Chapter Reading Quizzes	50	10%
A-04: Interviewing Skills Demonstration and Reflection		
A-04a: Interviewing Skill Video Role-Play	100	20%
A-04b: Interviewing Skills Reflective Paper	90	18%
A-05: Family Treatment Modality Research Paper	100	20%
TOTAL	**500**	**100%**

Course Assignments Descriptions

Each assignment is described using some meta-information, a description of the purpose, the specific tasks students are expected to complete, and the criteria used to assess the assignment.

Assignment 01: Asynchronous Participation and Engagement

Meta: *Points* 125 pts (25% of final grade) or 8.33 pts per week; *Deadline* Completion of all expected tasks in the forums before 08:00 AM on Monday of each week; *Completion* via MyHeritage Forums;

Purpose: The forums are students' place to reflect on their learning and experiences, share new ideas, and engage with their peers. They are designed for students to engage in

dialogue to promote learning of social work knowledge, values, skills, and cognitive and affective processes.

Task: Each week, a set of forums will be available for students to participate in. Expect to spend three hours per week (for fully asynchronous weeks) and one and a half hours during the weeks when there are Saturday class sessions. The weekly unit on MyHeritage will specify the number of replies and expectations for students to follow that week. The quality of your writing, depth of reflection, and application of scholarship are all essential considerations in developing your replies. Students are encouraged to engage in conversation within the forum, but all replies, whether directed at a peer or responding to the general forum's prompts, should be additive to the overall conversation and provide substantive and meaningful perspectives. While students have the entire week to complete all of the required replies, the expectation is that at least one reply be posted in the forums by Wednesday, and half of the needed replies are completed before Saturday. Engaging early in the forums allows students to contribute meaningfully to the conversation and gives peers time to respond to their ideas.

Success: Students will review the assignments in MyHeritage and make at least the minimum required number of replies following the expectations set out for that week. The content of their replies should be of high quality. Unless specified in the forums, there is no specific word count, but meaningful replies are likely at least a few paragraphs.

A-02: Synchronous Participation and Engagement

Meta: _Points_ 35 pts (10% of final grade) or 5 pts each session; _Deadline_ Each of the seven identified Saturday class sessions; _Completion_ via attendance and documentation taken by instructor during class;

Purpose: The in-person class environment is structured to support students' development of practical skills for working with individuals, families, and groups. The synchronous class sessions provide opportunities for lecture, real-time discussions with peers, and eminently demonstration and practice of these skills.

Task: Students should come to class having completed the assigned readings and having begun engaging in the online forums. Students are expected to be fully prepared to participate in class and ready to practice their direct practice skills.

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

Assignment 03: Chapter Reading Quizzes

Meta: _Points_ 50 pts (10% of final grade) with 100 questions over the semester, each worth 0.5 pts; _Deadline_ Each week, when there are readings from Hepworth et al. (2023), a quiz is due by Saturday at 8 AM; _Completion_ via MyHeritage Assignments;

Purpose: Reading the textbook for this course is highly important for students to gain a fuller understanding of the content. Lectures will sometimes draw from topics discussed in

the textbook, but they are not exhaustive. It is due before the in-class session, as activities and discussions will often build on concepts discussed in the textbook.

Task: Students will complete an online quiz about the reading using the MyHeritage course page. During the semester, the instructor selects 100 questions about the required reading, making each question worth 0.5 points. The questions are all multiple choice and geared to ensuring the class materials are read.

Success: Students correctly answer the questions in the quiz. 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.

Assignment 04: Interviewing Skills Demonstration and Reflection

Worth 190 points, or 48% of the student's final grade, the assignment has two parts. They are key assignments for SOWK 530 used to assess students' implementation of competency six. The role-play allows the student to engage as a social worker conducting an interview. The reflective paper provides a space to self-critique your engagement and interviewing skills and consider what you might do to engage across system levels.

Assignment 04a: Interviewing Skills Role-Play

Meta: Points 100 pts (20% of final grade); Deadline Monday 10/13/25 at 08:00 AM; Completion via Anthology accessible through MyHeritage Assignments;

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

Task: Students will work with a partner to record a 10 to 15-minute interview. The interview should be a role-play of an initial meeting between a social worker and a fictional client. Students have the freedom to develop their settings for the interview. This assignment is designed to offer the student the opportunity to demonstrate engagement, the sixth competency described by the Council on Social Work Education (CSWE). The following is the language used in the 2022 education and policy standards (EPAS):

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

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

organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and

b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies. (p. 11)

The following are the instructions for this assignment:

- Students will record a 10 to 15-minute role-play with a classmate. To complete this, students should use a tripod or stable surface to record the role-play with a cell phone or other recording device.
- Each student's role-play will have three parts (1) introduce the role-play setting, (2) complete the client interview using listening and attending skills discussed and practiced in class, and (3) debrief the role-play with your partner.
- The intention is to demonstrate your ability to use attentive listening, open-ended questions, empathetic responding, and other skills. The focus is not on solving the person's problem or difficulties.
- Students can do each of the three parts with the camera rolling. During the debrief with your partner, discuss (a) the things that you said/did that helped the other person feel comfortable and open up, (b) the things that you could have improved, and (c) any suggestions or feedback from your partner.
- After completing the first interview, switch roles and do another 10 to 15-minute role play following the same format.
- Each student should upload their final video as the interviewer to the Anthology Portfolio for the instructor's assessment.
- Your video may be too large to upload to Anthology Portfolio and may need to be compressed. Appendix D provides step-by-step directions with screenshots for how to reduce the file size of your video.

Success: Each student will submit a video of themselves that demonstrates their use of interviewing skills. Grades will be based on the *Interview Skill Video Role-Play and Competency 6 Practice Behavior Rubric*, which evaluates students based on the CSWE competency six.

Assignment 04b: Interviewing Skills Reflective Paper

Meta: *Points* 90 pts (18% of final grade); *Deadline* Monday 11/13/25 at 08:00 AM; *Completion* via Anthology accessible through MyHeritage Assignments;

Purpose: The *Interviewing Skills Reflective Paper* offers students a chance to reflect on the experience of their role-play after having watched themselves using a critical eye, increasing students' self-reflection. Students also share strategies for engagement at non-demonstrated levels.

Task: After students have completed their role-play and had an opportunity to review their performance, they will individually author a reflective paper describing their experience and what they learned. Papers should be between 750 and 1000 words long, formatted using the APA 7th edition style guide. Abstracts are optional, and if your paper does not cite any sources, there is no need for a reference page. Students must include the following in their writing:

- **Areas of Strengths**: The paper should discuss your areas of strength demonstrated in the role-play. For example, "I used attentive body language because I leaned in slightly and maintained eye contact." Be specific about what went well. Include quotes from either party.
- **Areas for Improvement**: The paper should also discuss your areas for improvement. Again, be specific and use concrete language. State how you will work on these skills.
- **Strategies for Engagement**: Student role-plays include engagement with an individual. Explain what you did to engage with your client, and detail strategies for each additional level of intervention (e.g., family, groups, organizations, and community).

Success: Students will submit a paper demonstrating their ability to self-reflect, propose engagement strategies at every level, and write using strong academic writing skills. Grades are assigned based on the *Interview Skill Reflective Paper and Competency 6 Practice Behavior Rubric*.

Assignment 05: Family Treatment Modality Research Paper

Meta: <u>Points</u> 100 pts (20% of final grade); <u>Deadline</u> Monday 12/01/25 at 08:00 AM; <u>Completion</u> via MyHeritage Assignments.

Purpose: This assignment aims for students to research a given topic 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 research paper opens up a suitable occasion for students to practice their scholarly writing skills.

Task: Working individually, students will complete a research paper regarding an evidence-based treatment modality for working with families and or couples. 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. 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 to be included. The following are the expected components:

- **Introduction**: Your paper starts with the title of your paper, and without an additional heading, you should start introducing the context of your paper. You should start by explaining the topic you are considering in a broad manner. This might include identifying the needs of families and couples and explaining the rationale behind the intervention you selected.
- **History of the Treatment Modality**: You should discuss the intervention's history, including when it was developed and introduced, who the creator(s) of the intervention were, and the context of its development.
- **Treatment Implementation and Common Techniques**: Evidence-based interventions typically involve a series of stages or steps that clinicians follow to implement the intervention. Describe the general process of implementing the modality and give a description of the techniques or strategies used. Provide examples of how a social worker would implement them in practice.
- **Research Findings Regarding Efficacy**: Describe some of the evidence bases of the intervention. Detail at least three studies that showcase its efficacy. Describe some of the key elements (e.g., context, format, participants, outcomes) and results of the studies.
- **Strengths and Limitations**: Report on the strengths and limitations of the given intervention.

Success: Students will be assessed on their ability to demonstrate effective scholarly writing. For information, see *Family Treatment Modality Research Paper Rubric*. Students can also earn ten extra credit points toward their final paper grade 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.

Course Guidelines and Expectations

Description of course expectations

This class is practice-focused and includes online and in-person components. 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. In the forums, students are expected to provide in-depth and considered discussions relating to their learning and experience in a dialogue with their peers.

Description of Assignment Types

The most significant portion of students' grades is based on a two-part assignment, *Interviewing Skills Demonstration and Reflection*. This project involves students demonstrating their ability to implement engagement skills, reflecting on their experience, and identifying potential strategies for other system levels. Asynchronous engagement and participation in online forums are another significant activity used in this class. Each week, students will reply to posted forums and engage in learning focused discussions with their peers. As students read the textbook, they take online quizzes each week to confirm their understanding of the material. During the in-person class sessions, students also earn a grade for fully engaging in the session.

Designated Style

Students should follow the American Psychological Association (APA, 2020) style guide for all writing done in this course. While optional for this course, their seventh edition style guide can be a valuable asset to support student scholarship.

Course Schedule

The planned course schedule is as follows:

Week	Date	Content	Reading Assignment	Due Dates
1	8/25 - 8/31 **Asynchronous**	Introduction to Foundations of Social Work Practice, Academic Writing, and Direct Social Work Practice	Course Syllabus; Hepworth et al. (2023) Chapters 01 and 02	**A-03 Reading Quiz** Ch 01& 02 due Saturday (8/30) at 8 AM via Assignments and **A-02 W-01 Asynchronous Engagement** due Monday (9/1) at 8 AM via Forums
2	**9/1 - 9/7 Class 9/6**	How we help and engagement	Hepworth et al. (2023) Chapters 03 and 04	**A-03 Reading Quiz** Ch 03 & 04 due Saturday (9/6) at 8 AM via Assignments and **A-02 W-02 Asynchronous Engagement** due Monday (9/8) at 8 AM via Forums
3	9/8 - 9/14 **Asynchronous**	Communication skills	Hepworth et al. (2023) Chapters 05 and 06	**A-03 Reading Quiz** Ch 05 & 06 due Saturday (9/13) at 8 AM via Assignments and **A-02 W-03 Asynchronous Engagement** due Monday (9/15) at 8 AM via Forums
4	**9/15 - 9/21 Class 9/20**	Practice with communication skills and interpersonal skills	Hepworth et al. (2023) Chapter 07	**A-03 Reading Quiz** Ch 07 due Saturday (9/20) at 8 AM via Assignments and **A-02 W-04 Asynchronous Engagement** due Monday (9/22) at 8 AM via Forums
5	9/22 - 9/28 **Asynchronous**	Assessments	Hepworth et al. (2023) Chapter 08	**A-03 Reading Quiz** Ch 08 due Saturday (9/27) at 8 AM via Assignments and **A-02 W-05 Asynchronous Engagement** due Monday (9/29) at 8 AM via Forums
6	**9/29 - 10/5 Class 10/4**	Practice with assessments	Hepworth et al. (2023) Chapter 09	**A-03 Reading Quiz** Ch 09 due Saturday (10/4) at 8 AM via Assignments and **A-02 W-06 Asynchronous Engagement** due Monday (10/6) at 8 AM via Forums

Week	Date	Content	Reading Assignment	Due Dates
7	10/6 - 10/12 **Asynchronous**	How to understand and assess functioning in diverse families and cultural contexts	Hepworth et al. (2023) Chapter 10	**Mid Term Course Evaluations** via MyHeritage CourseEval, **A-03 Reading Quiz** Ch 10 due Saturday (10/11) at 8 AM via Assignments, **A-02 W-07 Asynchronous Engagement** due Monday (10/13) at 8 AM via Forums, and **A-04a Interviewing Skills Role-Play** due Monday (10/13) via Anthology
8	**10/13 - 10/19 Class 10/18**	How to enhance relationships and working with families and diversity, equity, and inclusion & Home Visits	Hepworth et al. (2023) Chapter 15	**A-03 Reading Quiz** Ch 15 due Saturday (10/18) at 8 AM via Assignments and **A-02 W-08 Asynchronous Engagement** due Monday (10/20) at 8 AM via Forums
9	10/20 - 10/26 **Asynchronous**	Social work groups	Hepworth et al. (2023) Chapter 11	**A-03 Reading Quiz** Ch 11 due Saturday (10/25) at 8 AM via Assignments, **Midterm Grades** submitted by Instructor Wednesday (10/22) by 5 PM, and **A-02 W-09 Asynchronous Engagement** due Monday (10/27) at 8 AM via Forums
10	**10/27 - 11/2 Class 11/1**	Practice with Social Work Groups	Hepworth et al. (2023) Chapter 16	**A-03 Reading Quiz** Ch 16 due Saturday (11/1) at 8 AM via Assignments, **A-02 W-10 Asynchronous Engagement** due Monday (11/3) at 8 AM via Forums, and **A-04b: Interviewing Skills Reflective Paper** due Monday (11/3) at 8 AM via Week 11 Forum
11	**11/3 - 11/9 Class 11/8**	Planning how to develop goals and implement change-oriented strategies	Hepworth et al. (2023) Chapters 12 and 13	**A-03 Reading Quiz** Ch 12 & 13 due Saturday (11/8) at 8 AM via Assignments and **A-02 W-11 Asynchronous Engagement** due Monday (11/10) at 8 AM via Forums
12	11/10 - 11/16 **Asynchronous**	Effecting change: additive empathy/interpretation, confrontation	Hepworth et al. (2023) Chapter 17	**A-03 Reading Quiz** Ch 17 due Saturday (11/15) at 8 AM via Assignments and **A-02 W-12 Asynchronous Engagement** due Monday (11/17) at 8 AM via Forums
13	**11/17 - 11/23 Class 11/22**	Practice skills for a social worker to effect change and manage the barriers to change	Hepworth et al. (2023) Chapters 18	**A-03 Reading Quiz** Ch 18 due Saturday (11/22) at 8 AM via Assignments and **A-02 W-13 Asynchronous Engagement** due Monday (11/24) at 8 AM via Forums

Week	Date	Content	Reading Assignment	Due Dates
14	11/24 - 11/30 **Asynchronous**	Self-reflection, personal growth, and gratitude	See Weekly Course Unit	**A-02 W-14 Asynchronous Engagement** due Monday (11/31) at 8 AM via Forums and **A-05 Family Treatment Modality Research Paper** due Monday (12/1) at 8 AM via Assignments
15	12/1 - 12/7 **Asynchronous**	Evaluation and termination	Hepworth et al. (2023) Chapters 19	**A-03 Reading Quiz** Ch 19 due Saturday (11/22) at 8 AM via Assignments and **A-02 W-15 Asynchronous Engagement** due Monday (12/8) at 8 AM via Forums
End of Course		Wrap-Up, Final Grading, and Course Evaluations		**Course Evaluations** via MyHeritage CourseEval and **Final Grades** submitted by Instructor Wednesday (12/17) 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 students 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 at 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 AM and 5 PM, 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 seek 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 well-being of all members of the community is essential and appreciated.

References

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

Council on Social Work Education. (2022). 2022 EPAS: Educational policy and accreditation standards for baccalaureate and master's social work programs. https://www.cswe.org/accreditation/policies-process/2022epas/

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

Appendix

A. Interviewing Skill Video Role-Play and Competency 6 Practice Behavior Rubric

The rubric used to assess the *A-04a: Interviewing Skills Video Role-Play*, and it is focused on evaluating CSWE's (2022) competency six and related practice behaviors. This includes applying social knowledge and engagement skills through empathy, reflection, and interpersonal skills.

B. Interviewing Skill Reflective Paper and Competency 6 Practice Behavior Rubric

A-04b: Interviewing Skills Reflective Paper is evaluated using this rubric. Students' attention to identifying how they would engage with all systems related to CSWE's (2022) competency six is assessed in this paper. Papers are also reviewed based on their reflection, general formatting, organization, and adherence to the assignment requirements.

C. Family Treatment Modality Research Paper Rubric

The *Family Treatment Modality Research Paper Rubric* assesses the quality of a submitted research paper based on the paper's organization, the content of the paper, and the inclusion of intervention history, implementation, research basis, strengths, and limitations. Having a paper that engages in effective scholarship and follows the assignment requirements is also required. This rubric is used to assess the *A-05 Family Treatment Modality Research Paper*.

D. Compress a Video to Reduce the File Size (Desktop Computer)

A help document that lists step-by-step instructions for how to compress a video for upload to Anthology Portfolio for *A-04a Interviewing Skills Video Role-Play*.

Syllabus Form Updated 5-27-2025 (MJ)

Appendix A: Interviewing Skill Video Role-Play and Competency 6 Practice Behavior Rubric

Description	Initial	Emerging	Developed	Highly Developed

Competency 6: Engage with Individuals, Families, Groups, Organizations, and/or Communities.
    a. Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
    b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.				

Engages with client and applies knowledge of human behavior (HB) and person-in-environment (PIE), as well as interprofessional conceptual frameworks, to engage with clients and constituencies	Demonstrates minimal knowledge of HB, PIE, and practice context through use of inappropriate strategies or question.	Demonstrates some HB, PIE and Practice knowledge, but interviewer also demonstrates some misunderstanding.	Demonstrates fundamental understanding of HB and PIE and practice context knowledge, but may have some gaps in applying appropriate strategies.	Utilizes strategies, to include choice of language, level of assertiveness, etc., that are appropriate for the client based on HB, PIE and interprofessional conceptual frameworks.
Use empathy to engage	Communicates judgmental statements during the interview and does not help the client to feel understood.	Demonstrates beginning skills at empathy, but has lapses that communicate judgment of the client or create an atmosphere that is too formal to build trust.	Demonstrates a sufficient amount of empathy and understanding. There are very few statements that might be perceived as judgmental.	Demonstrates empathy and understanding throughout the entire client interaction. Refrains from statements that might be perceived as judgmental.
Use reflection to engage	Does not create a flow from one question to the next. Asks primarily closed questions. Jumps from topic to topic without regard for themes.	Asks a number of closed questions, but includes some open-ended questions. Begins to address client feelings. Has at least some ability to direct the conversation.	Utilizes primarily open-ended questions. Acknowledges client feelings and encourages the client to share thoughts.	Utilizes well-planned, open-ended questions that allow client to expand on thoughts and feelings. Reflects on the main ideas the client shares and gently directs the interview toward those themes.

Description	Initial	Emerging	Developed	Highly Developed
Use interpersonal skills to engage	Communicates discomfort and/or disinterest through verbal and nonverbal behavior.	Demonstrates some basic verbal and nonverbal communication skills, but is not yet able to communicate warmth and genuineness to the client.	Elements of the interview clearly communicate warmth and genuineness, although there may be lapses. A few attending and communications techniques are included. Conversation flows fairly well.	Communicates basic helping skills to the client from the greeting and throughout verbally and nonverbally. Demonstrates a combination of attending skills. Has the ability to keep momentum in the conversation, and also uses silence appropriately.

Appendix B: Interviewing Skill Reflective Paper and Competency 6 Practice Behavior Rubric

Description	Initial	Emerging	Developed	Highly Developed

Competency 6: Engage with Individuals, Families, Groups, Organizations, and/or Communities.
    a.   Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
    b. Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.				

Demonstrates ability to engage with all systems	Describes strategies for two or fewer systems that do not differentiate based on HB, PIE, and interprofessional conceptual frameworks	Describes strategies for one to three systems that differentiate based on HB, PIE, and interprofessional conceptual frameworks	Describes strategies for all systems but may have gaps in ability to differentiate use of strategies using HB, PIE, and interprofessional conceptual frameworks.	Describes strategies for all systems (families, groups, organizations, and communities) that are appropriate for engagement. Differentiates use of strategies based on HB, PIE, and interprofessional conceptual frameworks.
General Assignment Requirements				
Reflection	The paper lacks any substantive reflection on the role-play completed.	There are general reflections related to strengths and areas for improvement, but they are unactionable and don't appear thoughtfully considered.	The reflections included in the paper include both strengths and areas for improvement, but they appear more surface level and provide only general details about their practice.	The reflections included in the paper explore both areas of strengths and areas for personal improvement. There is a clear eyed view into the completed role-play providing meaningful personal evaluation. The student is able include specific details and relate them to practice.
Organization, Clarity, and APA Formatting	The reflection lacks clear organization; tone is informal or inappropriate for a policy audience; citations and references are missing.	Some organization is evident but ideas may be disjointed; tone is uneven or somewhat unprofessional; several APA citation errors are present.	The brief is generally well-organized with a mostly professional tone; minor APA formatting errors are present but do not detract significantly from clarity.	The reflection is clearly and logically organized with a consistently professional, action-oriented tone; APA citations and references are accurate and properly formatted throughout.
Following assignment requirements	Does not follow the assignment description.	Somewhat follows the assignment description, but significant problems exist.	Follows the assignment description and requirements but has minor problems.	Closely follows the assignment description and requirements.

Appendix C: Family Treatment Modality Research Paper Rubric

Description	Initial	Emerging	Developed	Highly Developed
Papers Organization: (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.
Paper Content: (description and history of the treatment modality)	There is no discussion of the development or historical context of the treatment modality.	The paper does not provide meaningful details about the intervention's development and history.	The paper offers a description of the development of the treatment modality. The intervention creators are mentioned. It lacks discussion of the treatment in the context of other interventions.	The paper 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 and how the intervention was developed is fully explained.
Paper Content: (treatment implementation and common techniques)	There is no discussion of the implementation and common techniques.	There is limited discussion of the implementation process or the standard techniques. It lacks details about how a clinician uses the modality.	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 submitted paper would be enhanced with more detailed discussion or real-world implementation details.	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 have examples or scenarios so it clear how to implement the techniques.
Paper 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 discussed is based on only one study.	At least two studies and the effectiveness of the treatments. Most of the vital information for each study is provided. The presentation lacks some of the key descriptive information from the study is discussed.	The presenters provide an insightful understanding of the effectiveness of the intervention. Three or more studies are used to provide the basis for efficacy. Key elements of the studies (context, format, participants, outcomes, etc.) are detailed in the discussion.

Description	Initial	Emerging	Developed	Highly Developed
Paper 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.
Scholarship, Clarity, and APA Formatting	The paper lacks clear scholarship; tone is informal or inappropriate for an academic audience; citations and references are missing.	Some engagement with schoarship is evident but ideas may be disjointed; tone is uneven or somewhat unprofessional; several APA citation errors are present.	The paper is generally well-organized with a mostly professional tone; minor APA formatting errors are present but do not detract significantly from clarity.	The paper is clearly and logically organized with a consistently professional, action-oriented tone; APA citations and references are accurate and properly formatted throughout.
Following assignment requirements	Does not follow the assignment description.	Somewhat follows the assignment description, but significant problems exist.	Follows the assignment description and requirements but has minor problems.	Closely follows the assignment description and requirements.

# Appendix D: Compress a Video to Reduce the File Size (Desktop Computer)

This help page will show you how to compress your video file into a smaller, more manageable format. Since Anthology Portfolio does not provide video compression tools, we recommend Handbrake™, as it is free to download, easy to use, and available for both Mac and Windows users.

Step 1: Download Handbrake™

To download Handbrake™ go to handbrake.fr/downloads.php and select the option for your Operating System. Once the application is downloaded to your computer, install it and then open it.

Step 2: Open Handbrake™ and Select your Video File
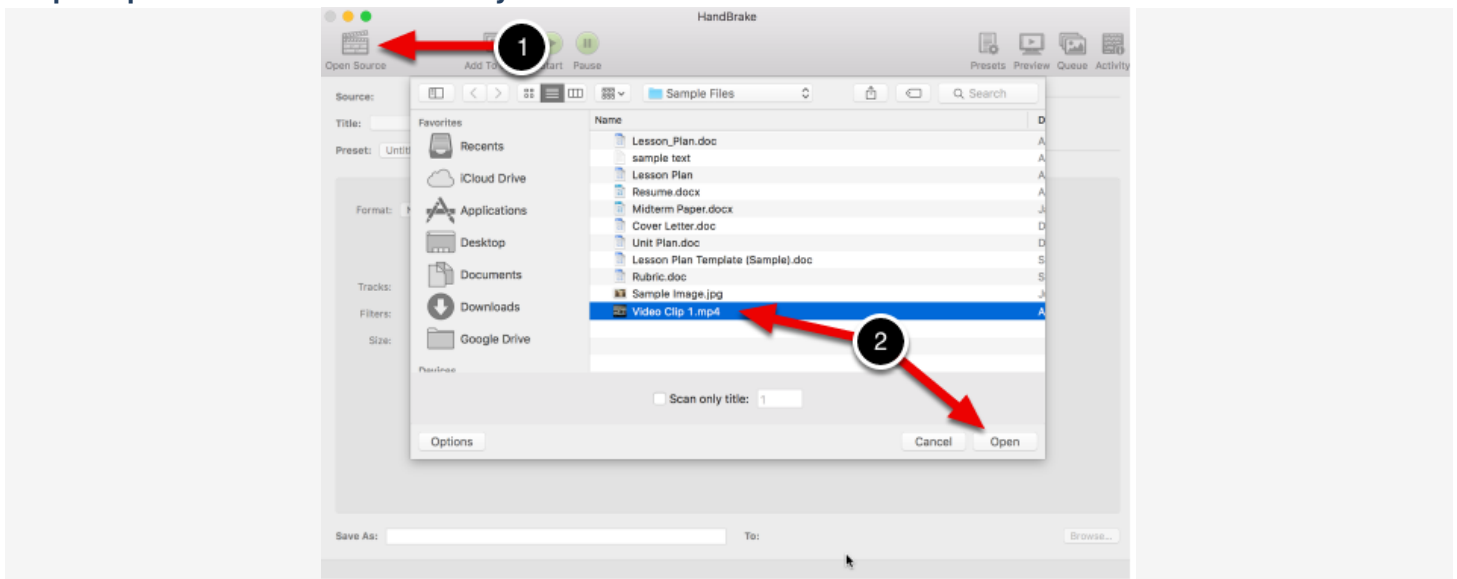
1. The option to select a video file should automatically appear when you first open Handbrake™. If this option does not appear, click the **Open Source** icon located at the top left corner of the Handbrake™ window.
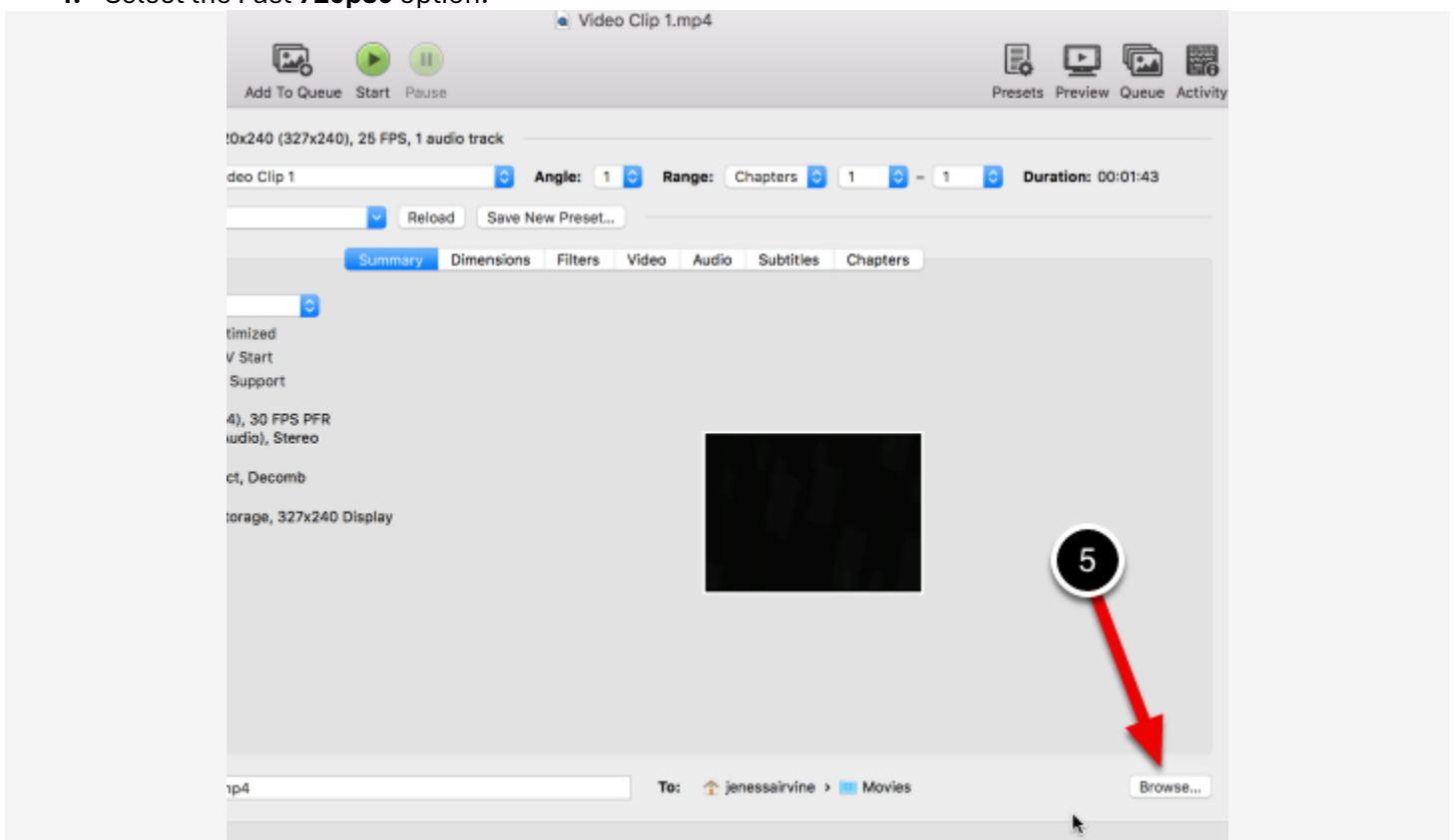2. Select the video file from your computer and click **Open**.

Step 3: Select the Output Type and Destination for Saving
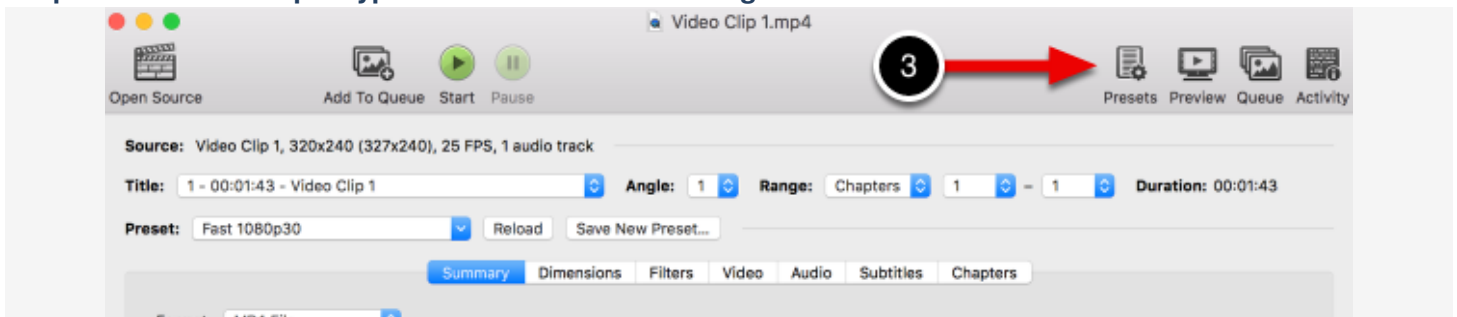
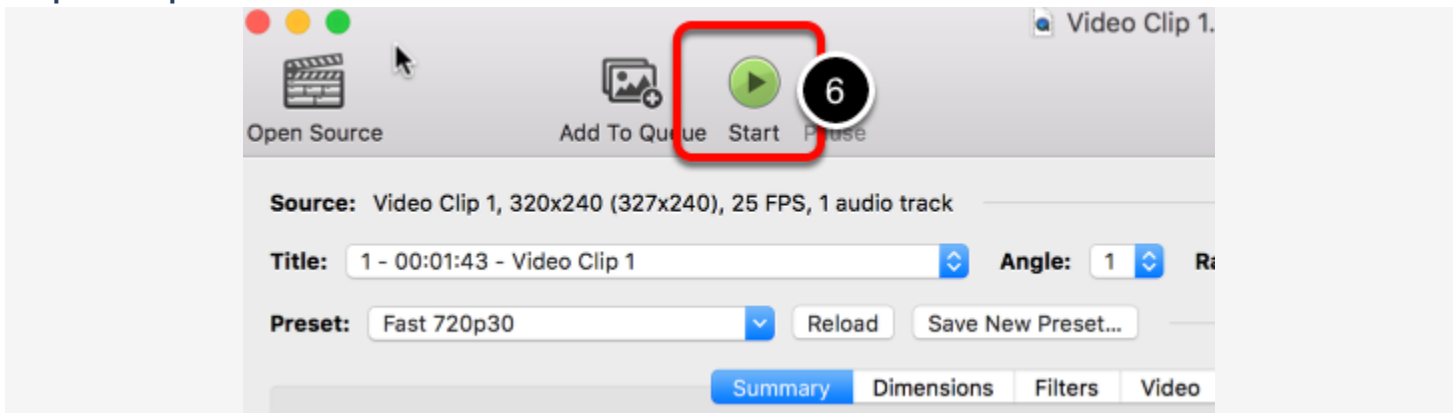3. Select the **Presets** option at the window's top right corner.
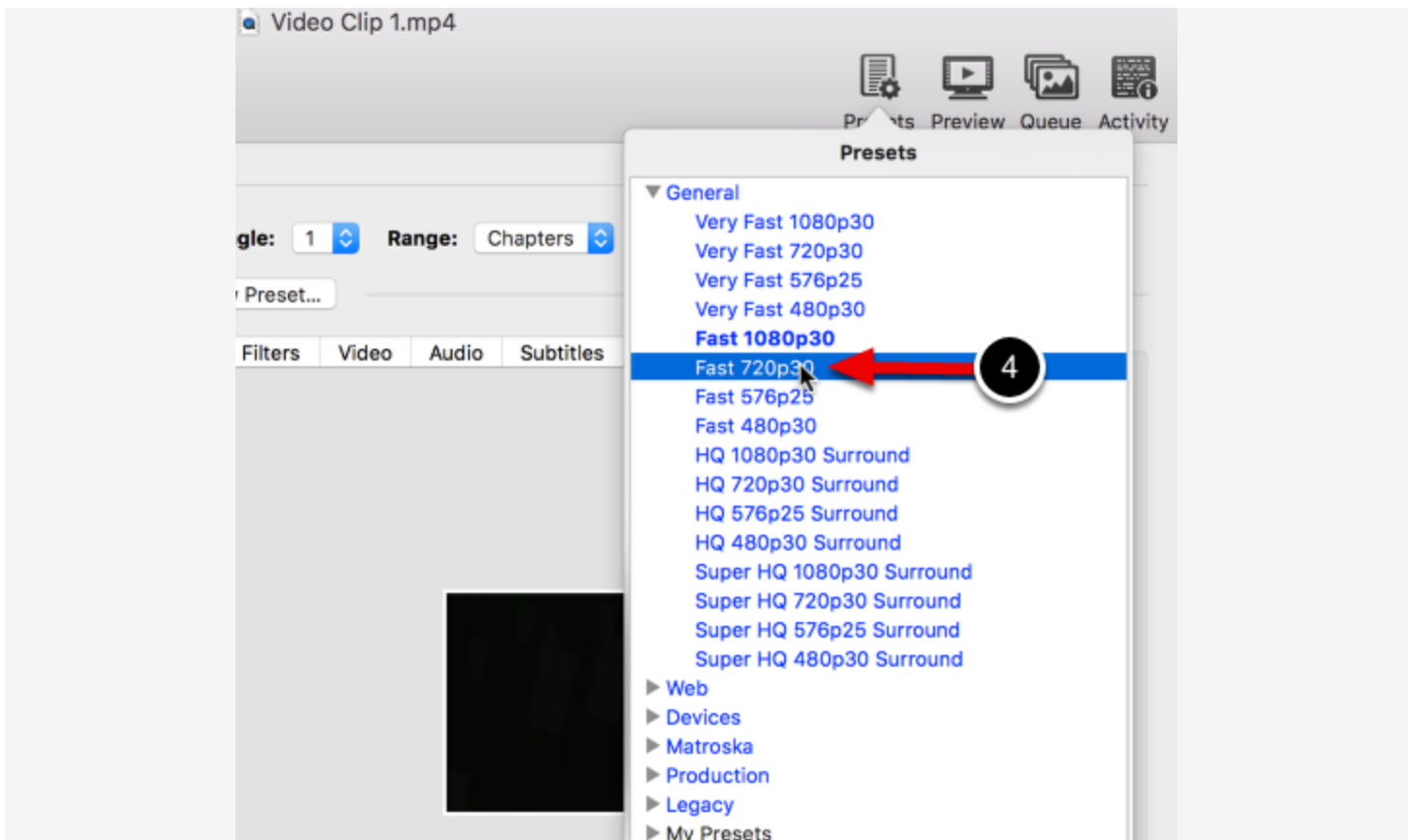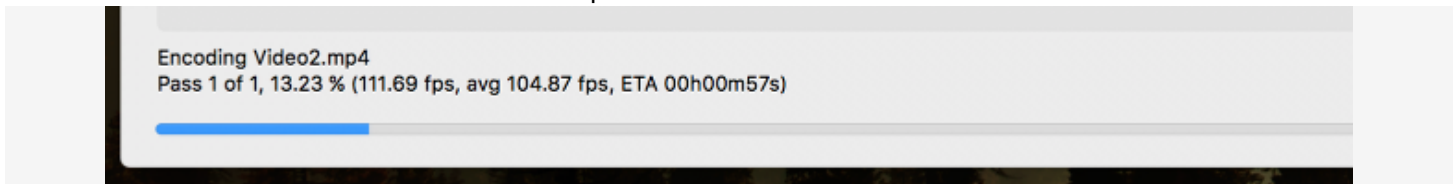
4. Select the Fast **720p30** option.

5. Click the **Browse** button at the bottom right corner of the window. A browsing window will open on your computer. Select the location on your computer where you would like to save the new compressed file.
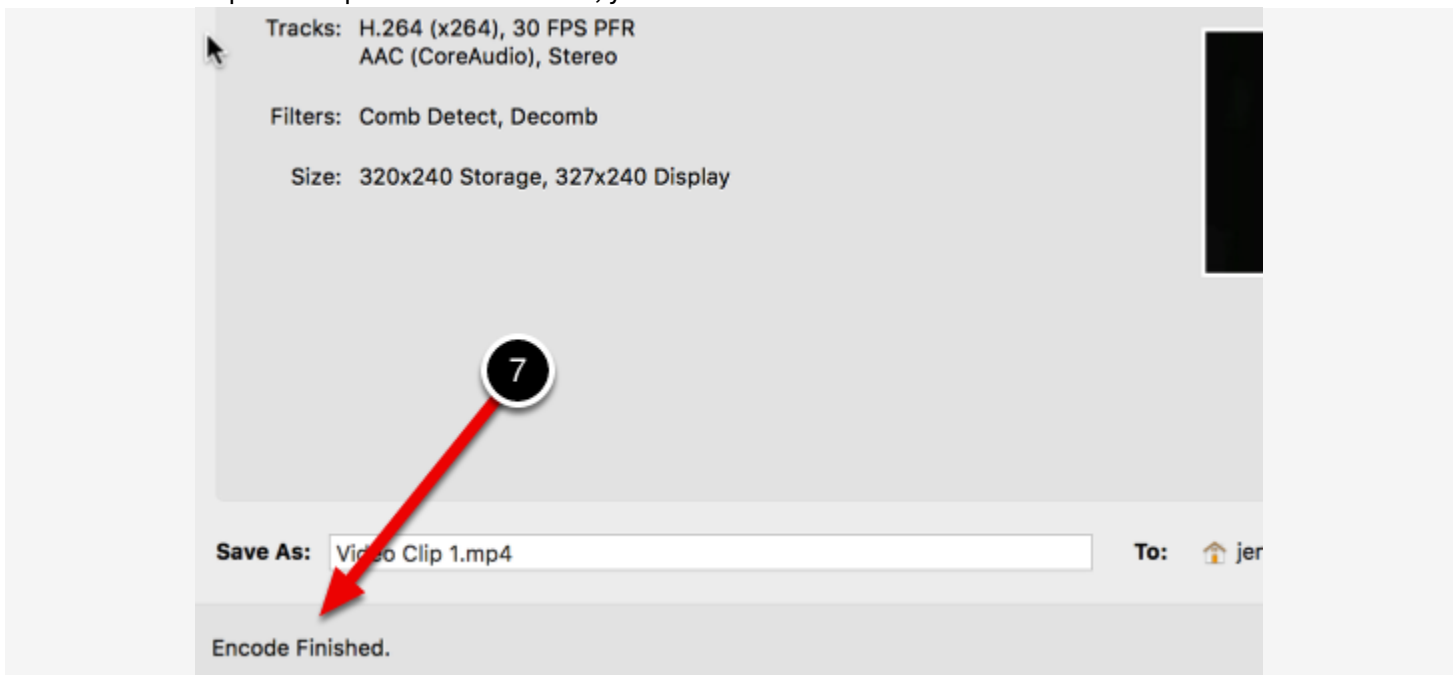
Step 4: Compress Video

6. Click the **Start** button located at the top of the Handbrake™ window.

Once the compression process has started, you will see its status at the bottom of the HandBrake™ window.

7. When the compression is finished, the "Encode Finished" message appears at the bottom of the window.

Is the video not Small Enough?

Try compressing again using the **Fast 480p30** option to reduce the size further.