



SOWK 596 (1): Advanced Practicum II (4 credits)

Spring 2026, Online/Heritage at Toppenish

Instructor	Dr. Jacob Campbell, Ph.D., LICSW		
Office Hours	Toppenish Campus Office: Simpkins Hall, Office 2124 <i>Drop-in:</i> Tuesdays 2-3 PM	Tri-Cities Regional Site Office: 2 nd Floor Office 4209 <i>Drop-in:</i> Wednesdays 2-3 PM	
	Weekly office hours are available for drop-in via Zoom or in-person. Other times available by arrangement. Schedule available at https://vsp.ink/now .		
Phone	(509) 392-1056	Email	campbell_j@heritage.edu
Dates	No in person class session		

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

Field education provides the student with advanced generalist practice opportunities to demonstrate the nine social work competencies at all system levels. Students are given opportunities to apply knowledge gained from advanced course work and to integrate theory and practice in professional situations. At least 250 hours of placement are required. The course is graded as Pass/No Pass.

Relationship to Other Sequences and Other Courses

Students will continue **SOWK 596 Advanced Practicum II** in the Spring semester to apply knowledge gained from advanced course work and to integrate theory and practice in professional situations. Students will demonstrate the nine enhanced and extended social work competencies at all levels. Practicum placements challenge students to demonstrate advanced knowledge and skills with the support of the Agency Practicum Supervisor. Students continue the integration of theory and practice in the advanced seminar courses. Students will concurrently take **SOWK 591 Advanced Seminar II** to

critically reflect on theory, ethics, values, skills, knowledge, and cognitive and affective processes that shape social work practice.

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 MSW program curriculum and in students' practicum settings. They are identified as follows:

MSW Program Goals and Objectives

The MSW Program has the following goals for our students:

1. To prepare students with knowledge, values, skills, cognitive and affective processes.
2. 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.
3. To prepare students to improve people's lives; alleviate biopsychosocial concerns; empower individuals, families, groups, organizations, and communities; and achieve social justice.

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 MSW Program has taken these competencies and designed associated advanced generalist practice behaviors. The content of the course also introduces and develops related competencies and behaviors. Students who complete this course will have demonstrated the competencies listed in the table below.

What will I do in this class? (Class Learning Assignment)	What knowledge/skills will I gain? (Practice Behaviors)	How does this work apply? (CSWE 2022 Competency)
Final Learning Contract Evaluation	<ul style="list-style-type: none"> a. Examine policy and research related to the impact of racism, oppression, violence, and historical trauma to inform ethical practice. b. Assess culturally responsive advanced decision-making models to address ethical issues and dilemmas in practice with Latinx, Indigenous, and agricultural communities. 	Competency 1: Demonstrate Ethical and Professional Behavior
Final Learning Contract Evaluation	<ul style="list-style-type: none"> a. Utilize policy analysis skills to inform policy formulation practices and policy implementation effects on oppressed and marginalized populations, including rural and tribal communities. b. Organize legislative policy advocacy with individuals, families, groups, organizations, communities to advance human rights and social, economic, and environmental justice. 	Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice
Final Learning Contract Evaluation	<ul style="list-style-type: none"> a. Identify internalized racial bias to reflect and critique personal history, power, position, privilege, and opportunities for change b. Utilize social work methods and models to dismantle structurally racist and unjust practices and policies. 	Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
Final Learning Contract Evaluation	<ul style="list-style-type: none"> a. Apply a practice-informed research design that is culturally responsive for individuals, families, groups, organizations, and communities. b. Analyze research-informed results to apply culturally responsive practices at all levels. 	Competency 4: Engage in Practice Informed-Research and Researched-Informed Practice

What will I do in this class? (Class Learning Assignment)	What knowledge/skills will I gain? (Practice Behaviors)	How does this work apply? (CSWE 2022 Competency)
Final Learning Contract Evaluation	<ul style="list-style-type: none"> a. Examine social policies at local, state, tribal, and federal levels to provide best practice recommendations. b. Assess social policy theory in the context of practice with diverse client populations and prepare recommendations for policy change. 	Competency 5: Engage in Policy Practice
Final Learning Contract Evaluation	<ul style="list-style-type: none"> a. Evaluate cultural factors which build meaningful engagement with diverse client populations. b. Utilize a variety of culturally responsive engagement methods to promote healing and wellbeing. 	Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Final Learning Contract Evaluation	<ul style="list-style-type: none"> a. Evaluate advanced assessment methods with diverse individuals, families, groups, organizations, and communities. b. Adapt advanced assessment methods through modification of questions, formats, and measurements that reflect diverse cultural contexts. 	Competency 7: Assess with Individuals, Families, Groups, Organizations, and Communities
Final Learning Contract Evaluation	<ul style="list-style-type: none"> a. Select culturally responsive interventions with individuals, families, groups, organizations, and communities. b. Apply culturally tailored interventions across client populations. 	Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Final Learning Contract Evaluation	<ul style="list-style-type: none"> a. Demonstrate group facilitation skills to build trust with organizations and communities. b. Evaluate intervention results across client populations based on well-being and quality of life outcomes. 	Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Texts, Materials, and Technology

Text(s)

Social Work Department (2026). *Practicum manual*. Heritage University

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

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	<ul style="list-style-type: none">• Native Americans and Social Work• Latinos and Social Work
Other	Open Educational Resources (OER)

Assignments and Grading

I evaluate students based on four ongoing assignments for SOWK 596. There are no grades, only documentation of a satisfactory submission for each assignment. This table delineates the assignments for this course.

Assignment

250 (500 total) Advanced Practicum Hours

Monthly Practicum Hours Log

Weekly Supervision

Final Learning Contract Evaluation

Course Assignments Descriptions

I have described each assignment 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.

Advanced Practicum Hours

Meta: *Completion* via review of monthly practicum hour logs and the collaborative review of the Mid-Point Learning Contract Evaluation

Purpose: The practicum is one of social work's signature pedagogies and gives real-world experience to apply social work knowledge to practice.

Task: Students will complete 250 hours at their practicum agency during the second advanced generalist semester, to complete a total of 500 hours.

Success: Students will follow the requirements described in the practicum manual and successfully implement their learning contract.

Monthly Practicum Hours Log

Meta: *Deadline* Submission before 5:00 PM on the 15th of each month; Completion via MyHeritage Assignments.

Purpose: Documentation of practicum hours completed each month.

Task: Students will log practicum hours and submit the signed electronic copy by the 15th of each month. The practicum supervisor must sign the monthly practicum hours sheet. Submission of the monthly practicum hours is through MyHeritage and is required to complete this course. Students are advised to keep a copy of their completed hours.

Success: Students will submit their log before the monthly deadline, and their supervisor will sign it.

Weekly Supervision:

Meta: *Completion* monitored via faculty communication with the supervisor and review of the monthly practicum hour logs.

Purpose: Supervision is vital to social workers' growth and professional development.

Task: Students will participate in scheduled weekly supervision with their practicum supervisor. Supervision length is at least an hour per week and includes a review of competencies and behaviors, learning contract tasks/activities, and provides the opportunity for self-reflection and feedback.

Success: Students should be diligent about ensuring they have their supervision meetings scheduled with their supervisor. Supervision should be noted on the monthly hour logs and in the journals. Students are encouraged to prepare an agenda for supervision and take notes, helping keep supervision productive and meaningful.

Final Learning Contract Evaluation

Meta: *Deadline* Students are encouraged to start scheduling mid-point evaluations after they have completed at least 460 practicum hours. *Completion* via a joint meeting with the supervisor, student, and faculty to rate each aspect of the learning contract.

Purpose: The learning contract provides a specific structure to set goals and complete those goals related to each of the specified practice behaviors.

Task: The student's learning contract identifies tasks for each specialized practice behavior that students will do at their practicum to demonstrate competency. The Final

Learning Contract Evaluation reviews all the practice behaviors and rates their goal completion. The evaluation meeting should take place before completion of the required 250 hours. Students must receive a score of three or higher on every practice behavior.

Success: Students will receive satisfactory ratings on their learning contract review.

Grade Scale:

This is a Pass/No Pass course where students are required to complete the following satisfactorily:

Letter Grade	Percentage	GPA	Description
P	N/A	N/A	Pass
NP	N/A	0.0	No Pass

Course Guidelines and Expectations

Description of course expectations

There is no class time for this course. Students are expected to follow the practicum manual, the expectations of their practicum placement, and their learning contract.

Description of Assignment Types

Students record their hours, general tasks, and supervision in their monthly hour log and validate it with their supervisor's signature. Students continue to implement their learning contract developed during SOWK 595 Advanced Practicum I. Before the end of the semester, a final site visit will be scheduled to conduct the Final Learning Contract Evaluation, during which each task will be rated.

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

A course schedule is not required for this course as students will be in a practicum setting. The practicum placements require 250 hours during the fall semester and 250 hours during the spring semester, for a minimum of 500 hours in the Advanced Generalized Practice year. This is roughly 16-17 hours of practicum per week for the 15 weeks of course instruction. Practicum will begin in the first week of classes. Please refer to the academic calendar for dates. If students plan to attend practicum before or after the semester starts, they should seek approval from their practicum instructor and supervisor.

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

- 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/>

Syllabus Form Updated 5-27-2025 (MJ)