

A photograph showing a row of wooden chairs in a lecture hall or classroom setting. The chairs are arranged in a single row, facing towards the right side of the frame. The lighting is warm and focused on the chair in the foreground, while the others in the background are blurred.

Jacob Campbell, Ph.D LICSW  
Heritage University  
Spring 2025

# Theories of Practice II

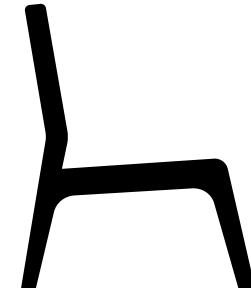
## Working with Groups and Families

SOWK 487

Photo by [Qin Fan](#) on [Unsplash](#)

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 class is facilitated at Heritage at Columbia Basin College (CBC) in Pasco, Washington, 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.



## Land Acknowledgment



X-Files: The Walk  
Season 03 Episode 7

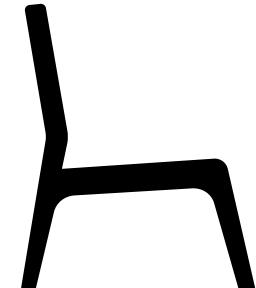
# **Agenda**

## **Introduction to Theories of Practice II**

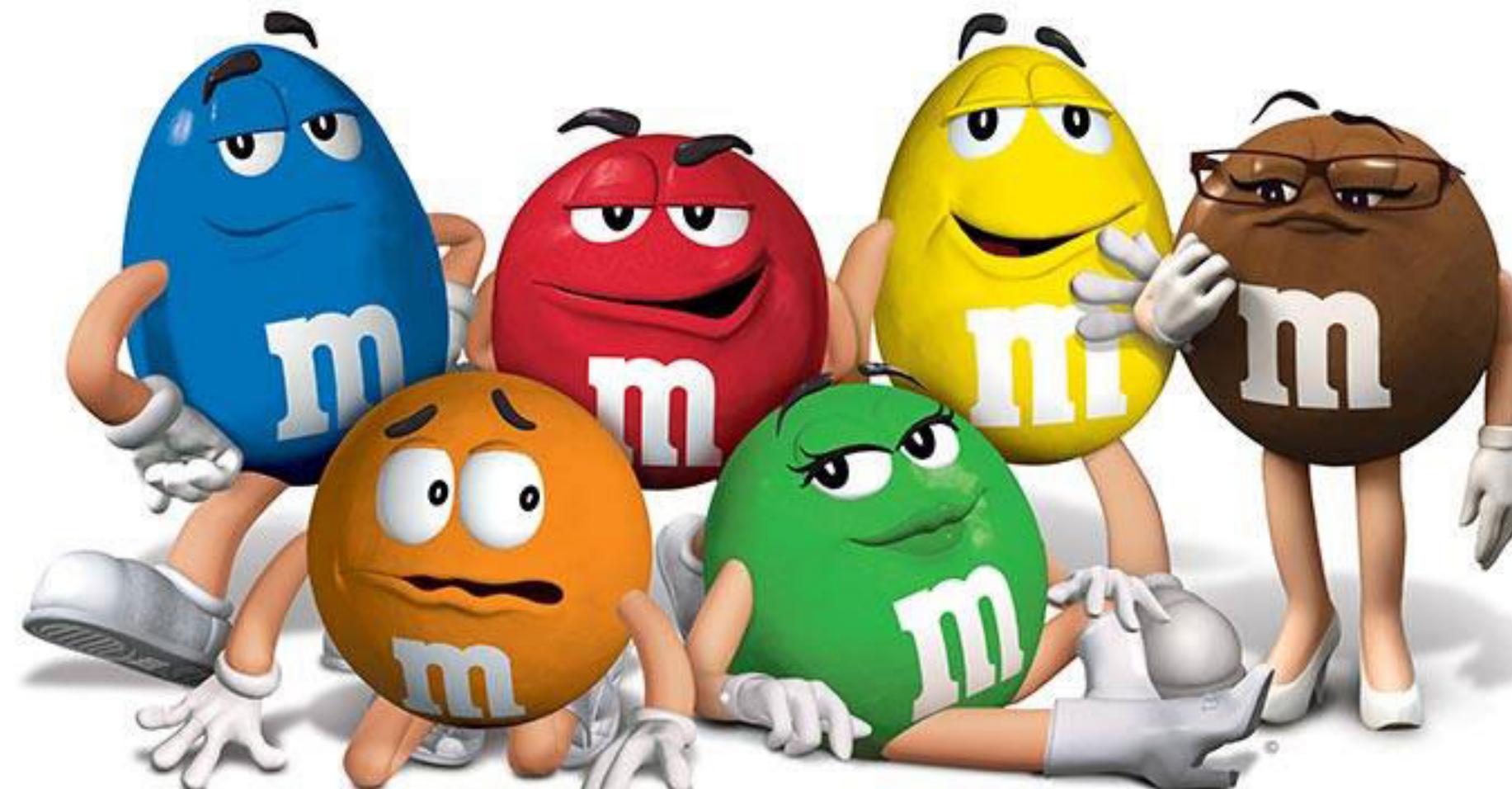
Initial activity

Discuss class

Review syllabus



# How was your break?



**Red:** favorite activity done during break

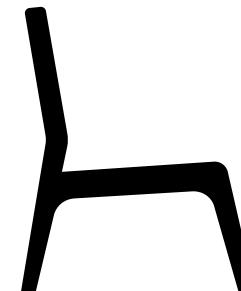
**Green:** favorite food eaten over the holidays

**Yellow:** favorite movie or TV show

**Orange:** tradition that is unique to your family

**Brown:** something you are looking forward to this year

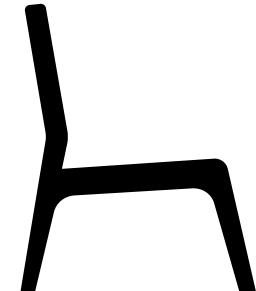
**Blue:** wild cards



# Managing Expectations

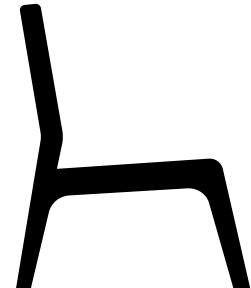
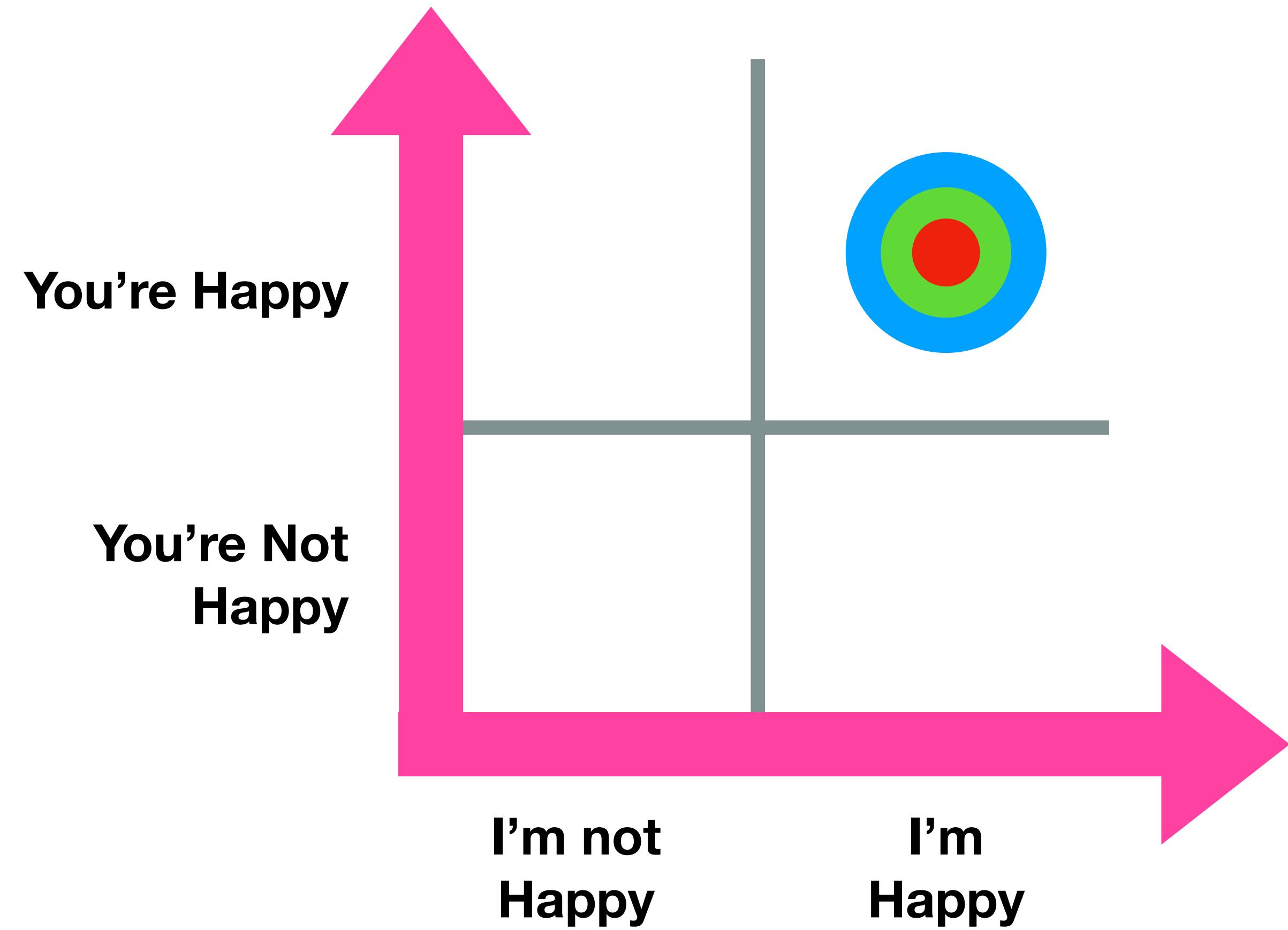
## How we can both be happy

What are your  
expectations?



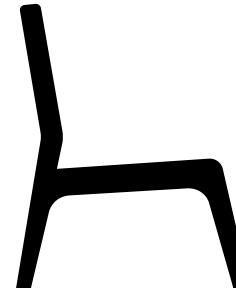
# Managing Expectations

How we can both be happy



# Reviewing Syllabus

## Part by part



Jacob Campbell, Ph.D. LICSW at Heritage University



### SOWK 487w (2): Theories of Practice II (3 credits)

Spring 2025, Tri-Cities

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

**Office Hours:** [See Schedule](#)

**Office Location:** Tri-Cities and Toppenish Campus

**Course Hours:** Wednesdays 5:30 – 8:15 PM

**Email:** [campbell\\_j@heritage.edu](mailto:campbell_j@heritage.edu)

**Cell Phone:** (509) 392-1056

**Class Location:** SWL 106

#### 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

SOWK 487w Spring 2025



# SOWK 487

## Theories of Practice II

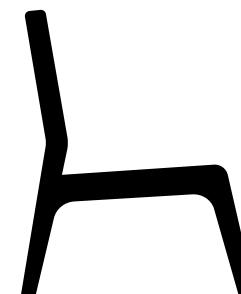
**Connecting theories to practice for  
working with groups (therapeutic and  
task) and with families**

# Competencies & Objectives

(Council on Social Work Education, 2022)

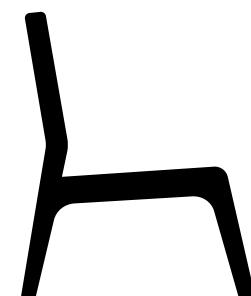
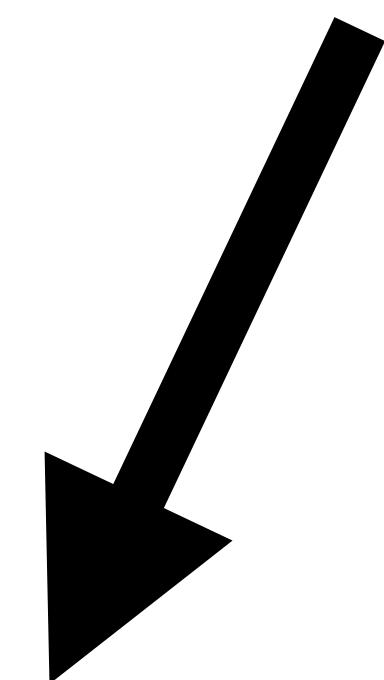
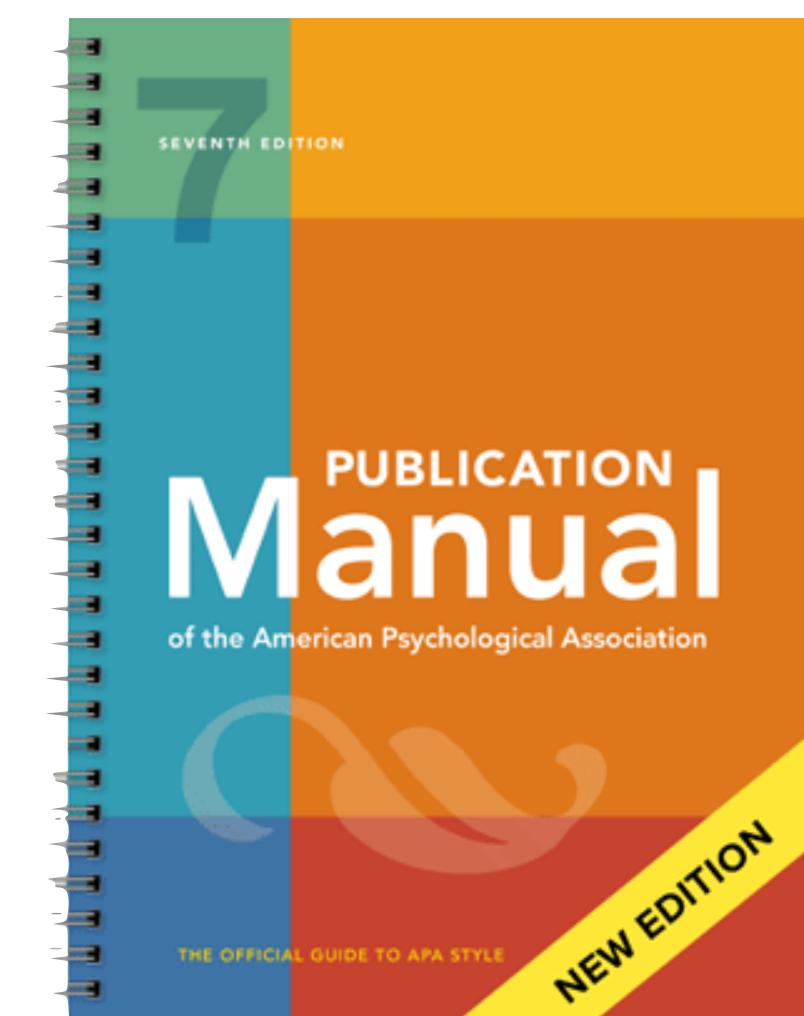
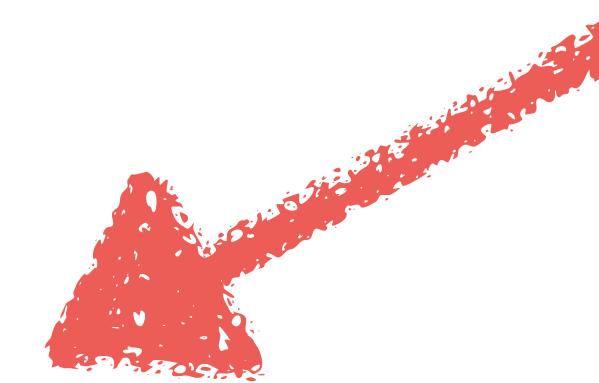
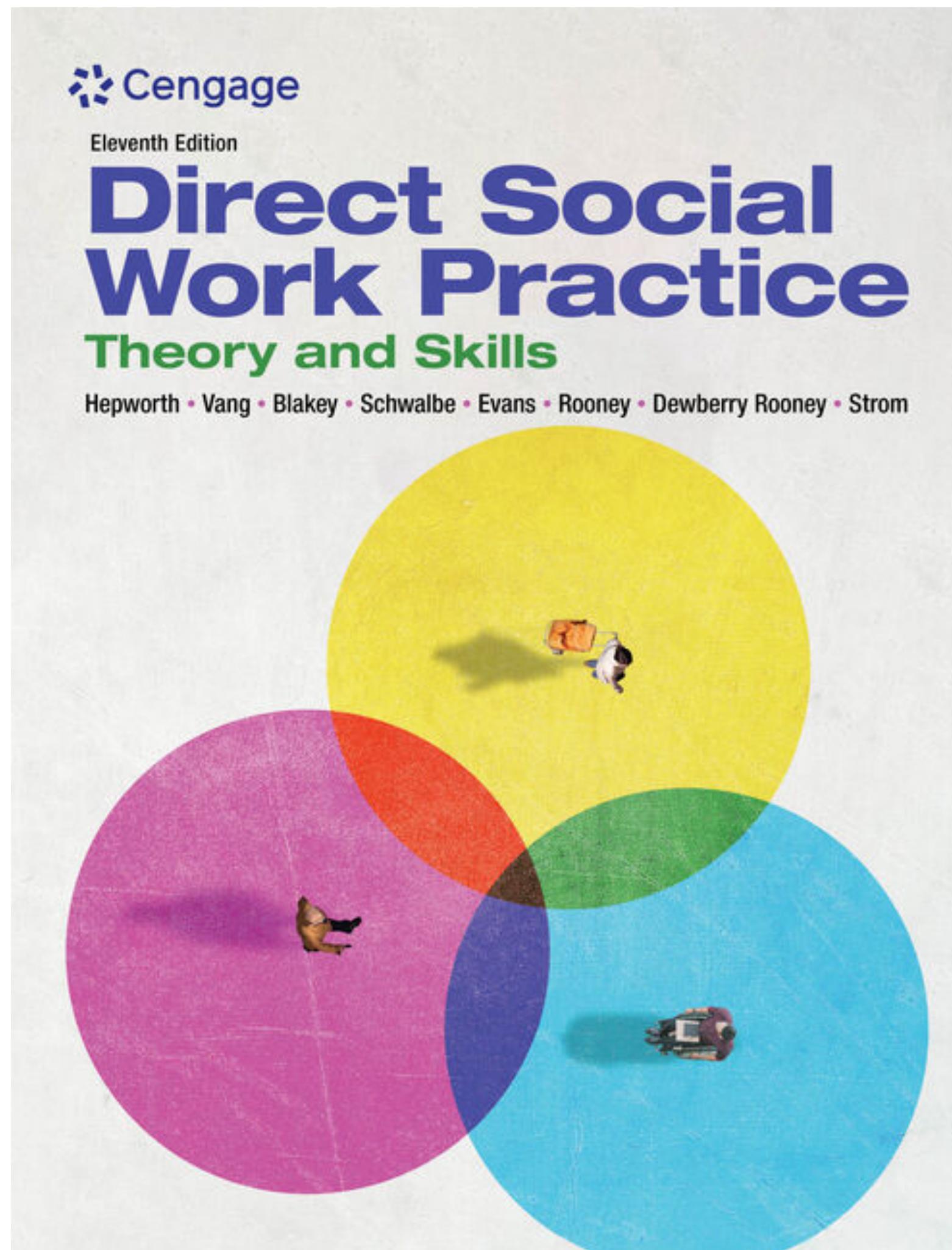
## Focus of this course and the program

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



# Helpful Resources

Text Book

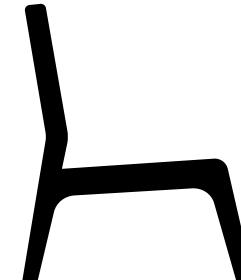


- Mutual support groups for long-term recipients of TANF
  - It takes a village: Applying a social ecological framework of resilience in working with LGBTQ youth
  - Fostering empowerment in online support groups
  - A model for interdisciplinary collaboration.
  - Social workers helping each other during the COVID-19 pandemic: Online mutual support groups
  - Engaging families in child & youth mental health: A review of best, emerging and promising practices
  - Navigating SEL from the inside out: Looking inside & across 33 leading SEL programs. A practical resource for schools and OST providers. Preschool & elementary focus
  - Social skills practice strategy opportunities for students with EBD
  - Understanding participatory action research: A qualitative research methodology option
- Ten principles of good interdisciplinary team work
  - An overview of dialectical behavior therapy for professional psychologists.
  - Chapter 9 - Psychoeducational Groups
  - Chapter 7 - Cognitive-behavioral group work
  - An integrated trauma-informed, mutual aid model of group work
  - The group work tradition and social work practice
  - Case study 7-1: A mutual-aid support group for persons with AIDS in early substance abuse recovery
  - Supporting new community-based participatory research partnerships.
  - Circle of hope: A guide for conducting psychoeducational support groups (2nd ed.)



# Readings this Semester

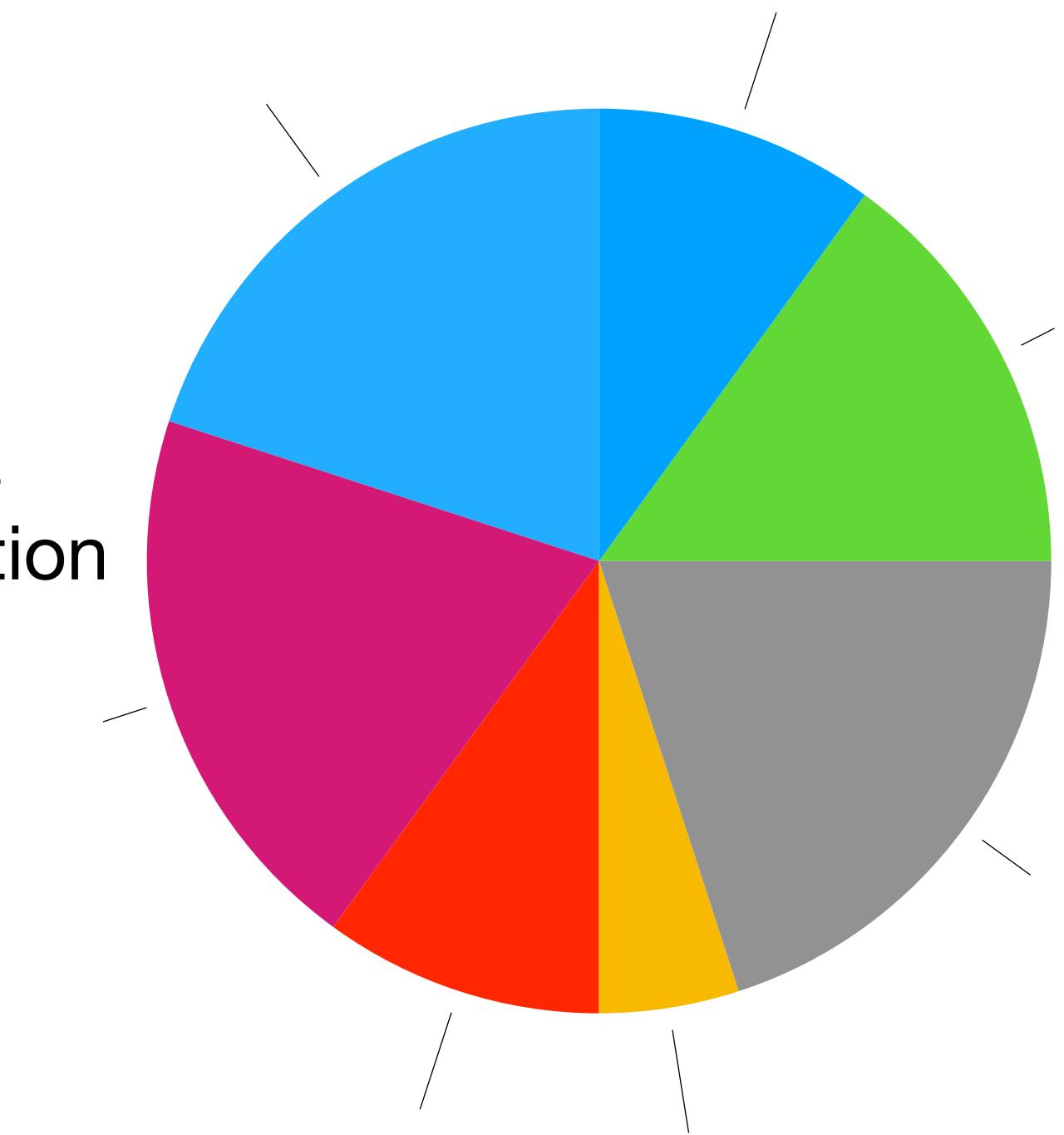
SOWK 487w Spring 2025



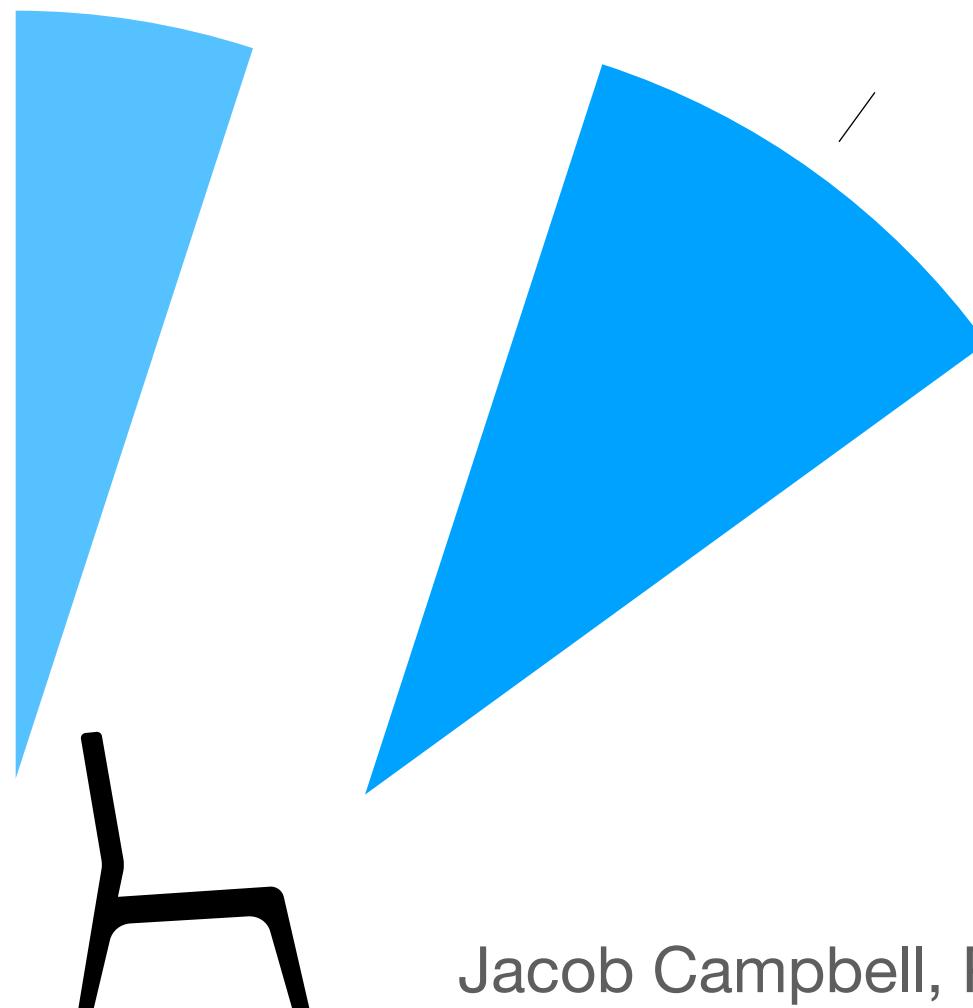
# Assignments Points

## Break down of all the assignments this semester

- A-01: Class Engagement and Attendance
- A-02: Reading Engagement and Check-in Questions
- A-03: Family Treatment Modality Research Presentation
- A-04a: Group Intervention Pitch
- A-04b: Group Member Feedback
- A-04c - Reflective Paper
- A-05: Research Paper to Inform Group Practice



- A-06a [EC]: Group Participation Reflective Paper
- A-06b [EC]: Evidence-Based Practices for Culturally Competent Social Work



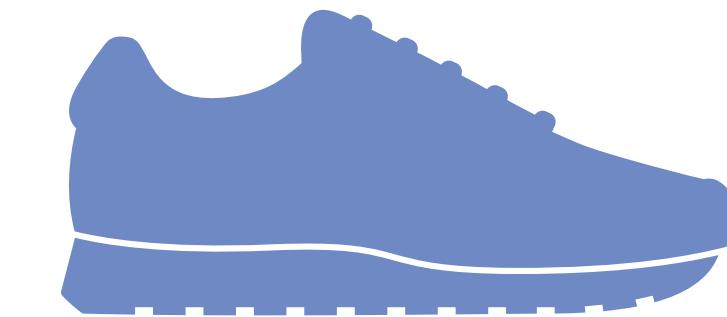
# Format of the Class



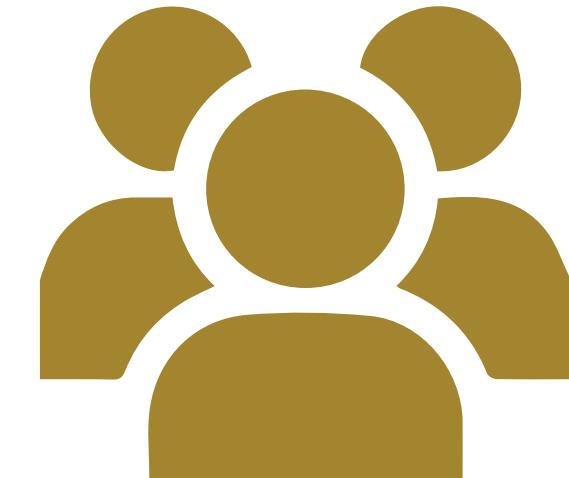
Large Group  
Discussion



Role-Play &  
Practice



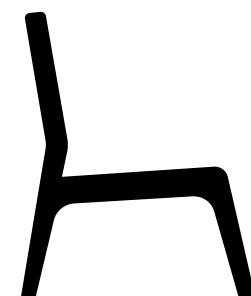
Group  
Activities



Small Group  
Discussion



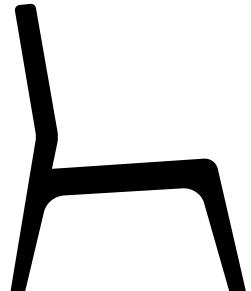
Lecture  
Format



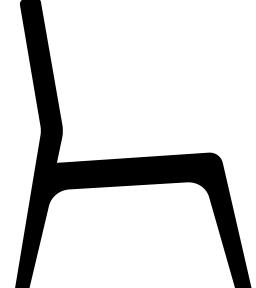
# Content of Class

**Family**

**Group**



What is  
the plan  
anyways?



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# Tentative Schedule

S	M	T	W	T	F	S
			😎			
			😎			
			😎			
			😎			

**NEVER  
HAVE I  
EVER...**

Selecting  
members for  
group projects



**Pikachu, I Choose You!**

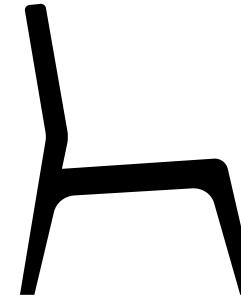
# Information Sections

- Attendance
- Library
- Credit Hour Requirements



# **Academic Honesty**

**Who's information is this?**

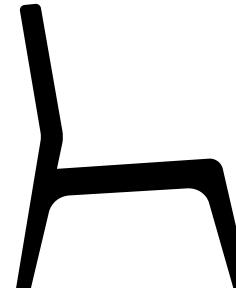


# Information Sections

- Campus Security & Safety
- Accommodation Policy

# Rubrics

	Initial	Emerging	Developed	Highly Developed
Content Area			x	
Content Area				x
			1	1



Don't forget to do your reading engagement and check-in questions for this week. Next week's reading is Chapter 10 in the Hepworth text.

