

A photograph of a row of modern, light-colored wooden chairs in a room with warm, golden-brown lighting. The chairs are arranged in a line, receding into the background. The focus is sharp on the chair in the foreground, while the others are slightly blurred.

Jacob Campbell, Ph.D LICSW
Heritage University
Spring 2026

Theories of Practice II

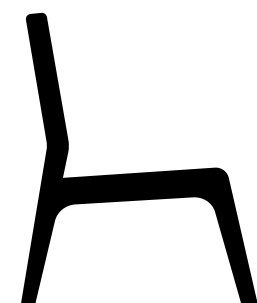
Working with Groups and Families

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, Piquouse, 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.





X-Files: The Walk
Season 03 Episode 7

Week 1 Agenda and Learning Objectives

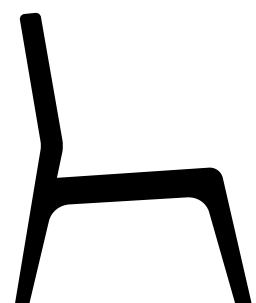
Introduction to Theories of Practice II

Initial activity

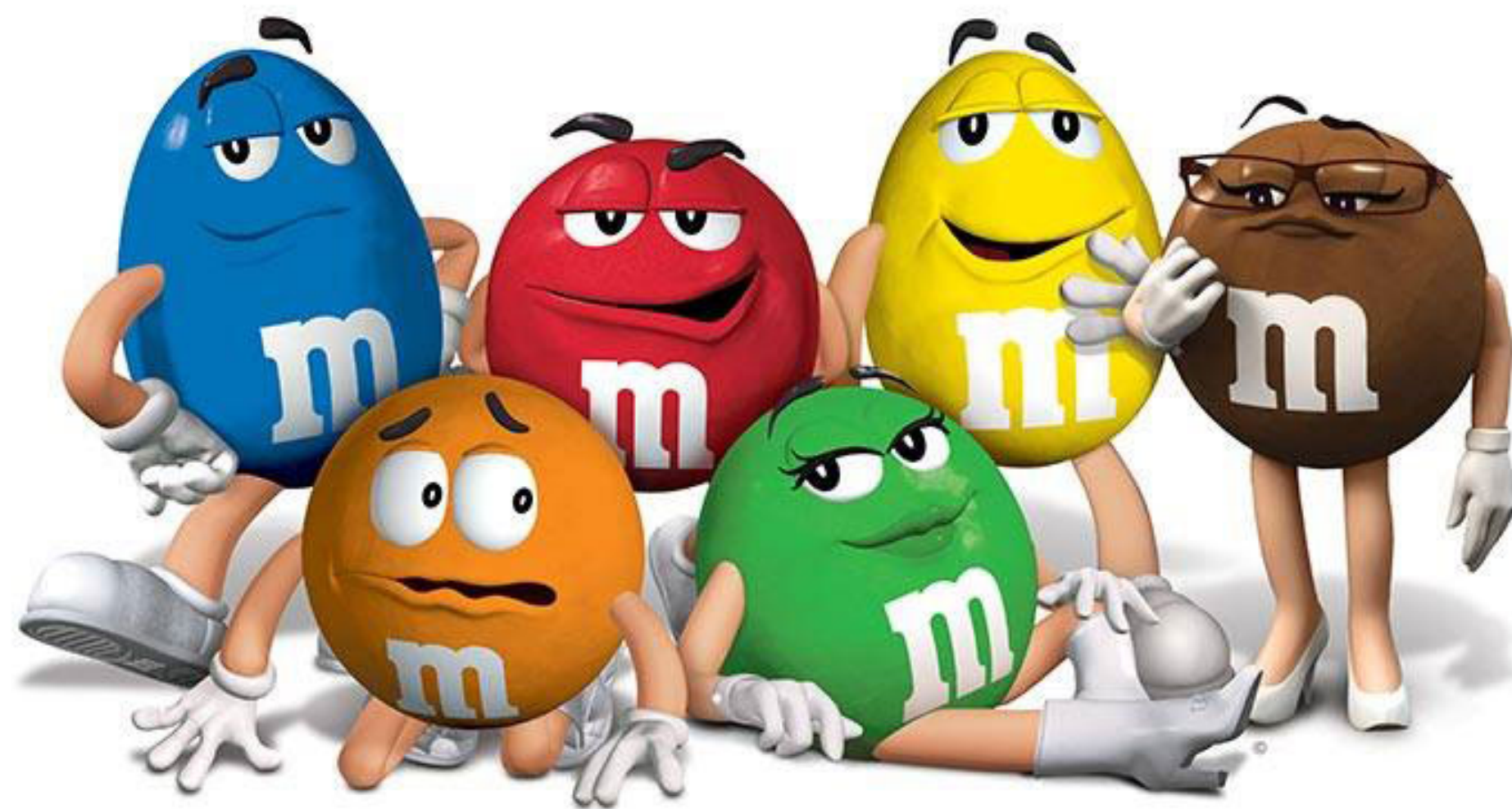
Discuss class

Review syllabus

- Understand the SOWK 487w course and its expectations for the semester.
- Experience two group icebreaker activities that could be used in their own groups
- Determine teams for group assignments



How was your break?



Red: favorite activity done during break

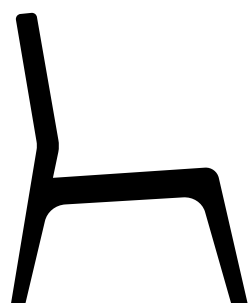
Green: favorite food eaten over the holidays

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

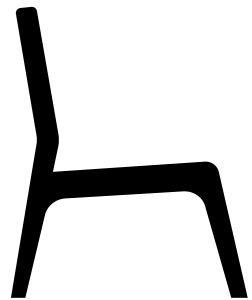


Managing Expectations

How we can both be happy

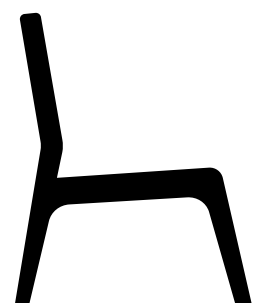
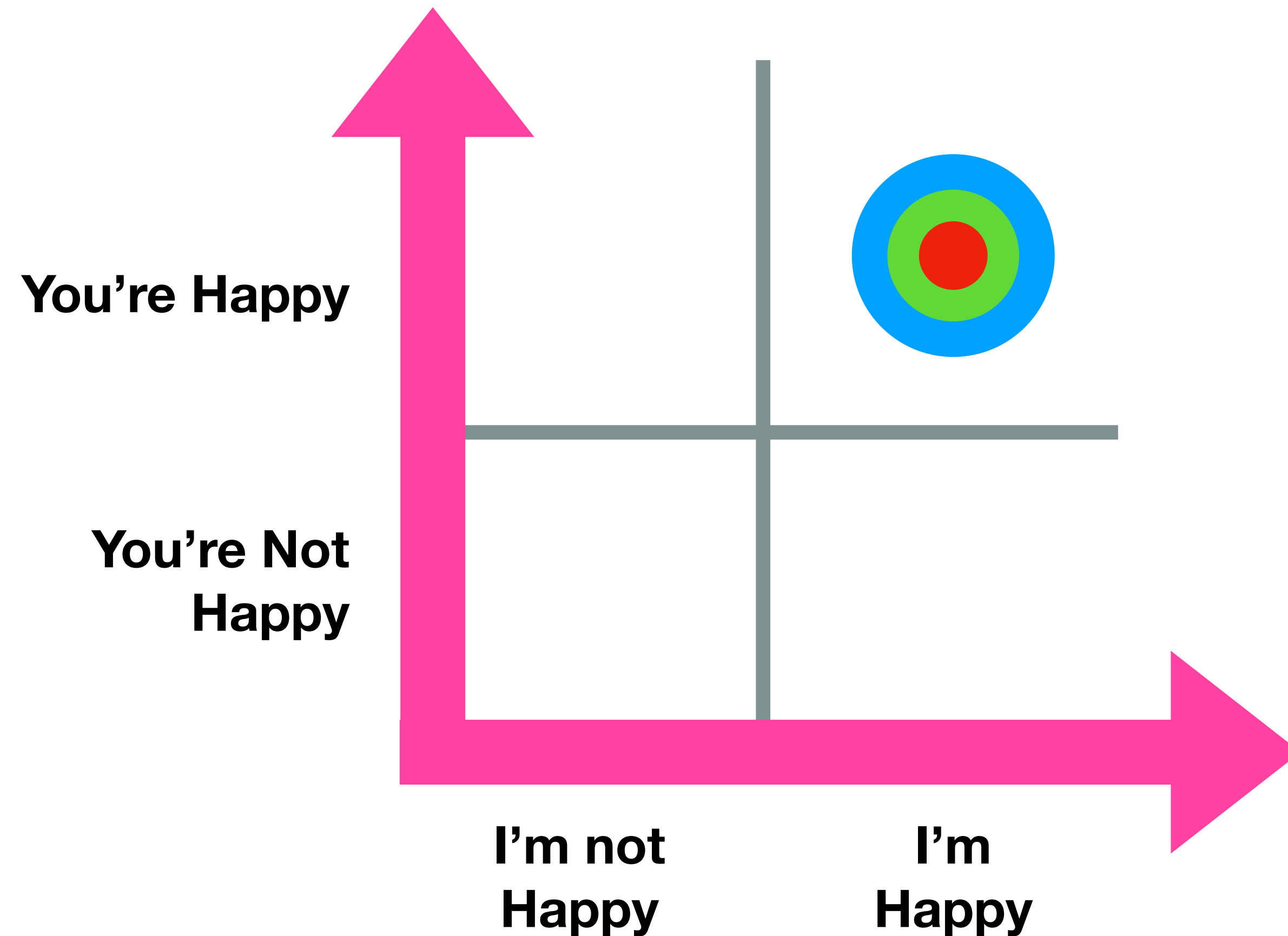


What are your
expectations?



Managing Expectations

How we can both be happy



BRAVING

(Brown, 2019; Brown 2021)

The acronym **BRAVING** breaks down trust into seven elements: **B**oundaries, **R**eliability, **A**ccountability, **V**ault, **I**ntegrity, **N**onjudgment, and **G**enerosity.

Boundaries

Setting boundaries is making clear what's okay and what's not okay, and why.

Reliability

You do what you say you'll do. At work, this means staying aware of your competencies and limitations so you don't overpromise and are able to deliver on commitments and balance competing priorities.

Accountability

You own your mistakes, apologize, and make amends.

Vault

You don't share information or experiences that are not yours to share. I need to know that my confidences are kept, and that you're not sharing with me any information about other people that should be confidential.

Integrity

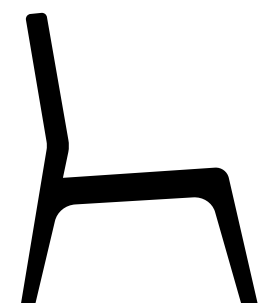
Choosing courage over comfort; choosing what's right over what's fun, fast, or easy; and practicing your values, not just professing them.

Nonjudgment

I can ask for what I need, and you can ask for what you need. We can talk about how we feel without judgment.

Generosity

Extending the most generous interpretation to the intentions, words, and actions of others.



Reviewing Syllabus

Part by part

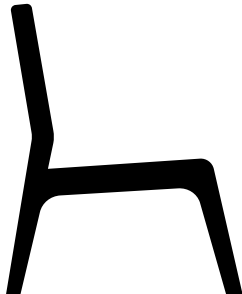


SOWK 487w (2): Theories of Practice II (3 credits)
Spring 2026, Heritage at CBC

Instructor	Dr. Jacob Campbell, Ph.D., LICSW	
Office Hours	Toppenish Campus Office: Simpkins Hall, Office 2124 Drop-in: Tuesdays 2-3 PM	Tri-Cities Regional Site Office: 2 nd Floor Office 4209 Drop-in: 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	Wednesdays from 5:30 PM to 8:15 PM in RM SWL-208	

Land Acknowledgement

Heritage University occupies its home on the traditional lands of the Yakama People. These ancestral homelands are the Yakama, Palouse, Piquouse, 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





SOWK 487

Theories of Practice II

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

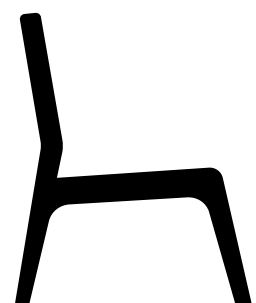


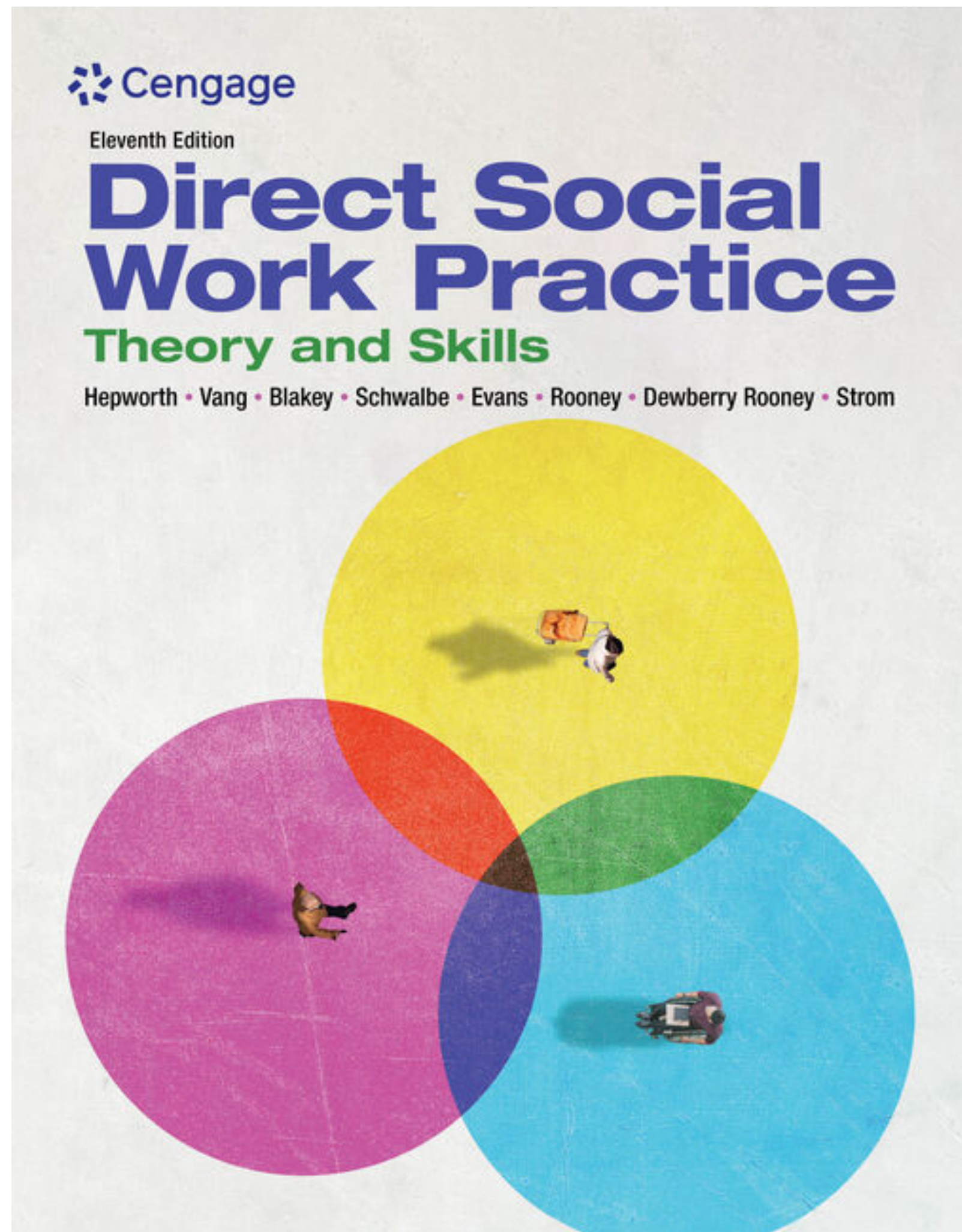
(Council on Social Work Education, 2022)

Competencies & Objectives

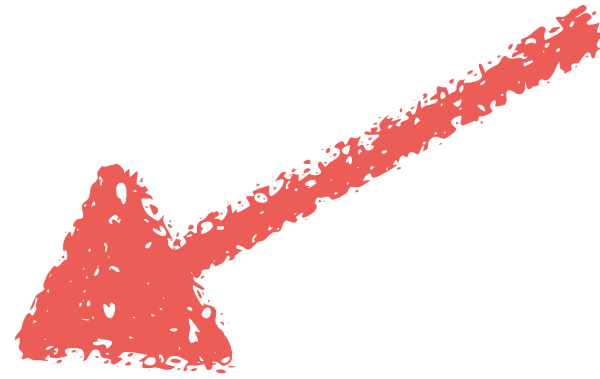
Focus of this course and the program

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

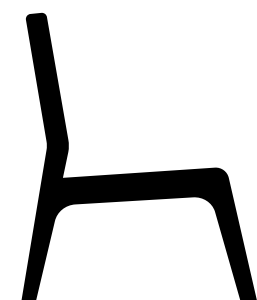
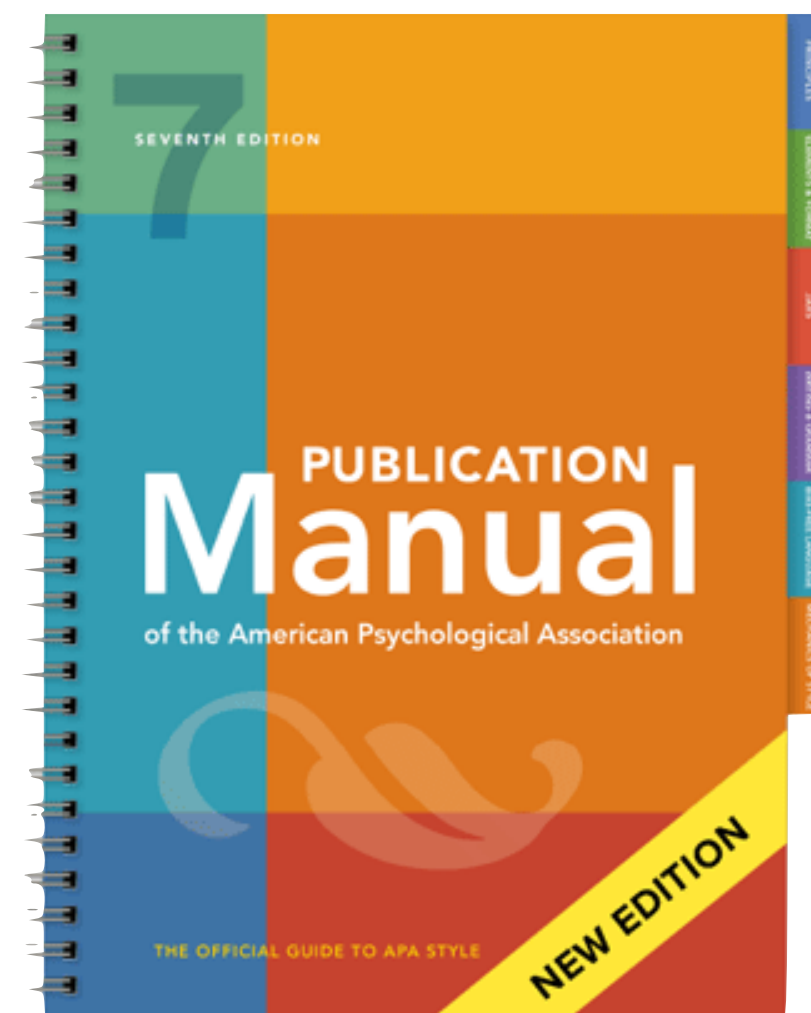
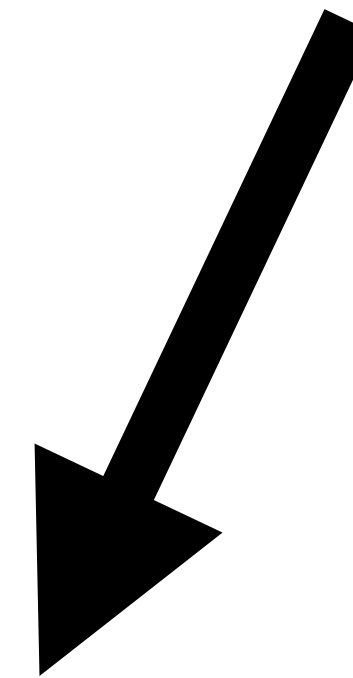




Text Book

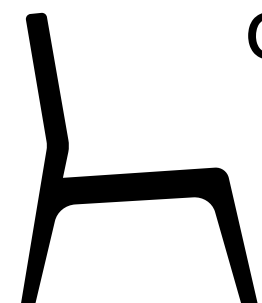


**Helpful
Resources**



- 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

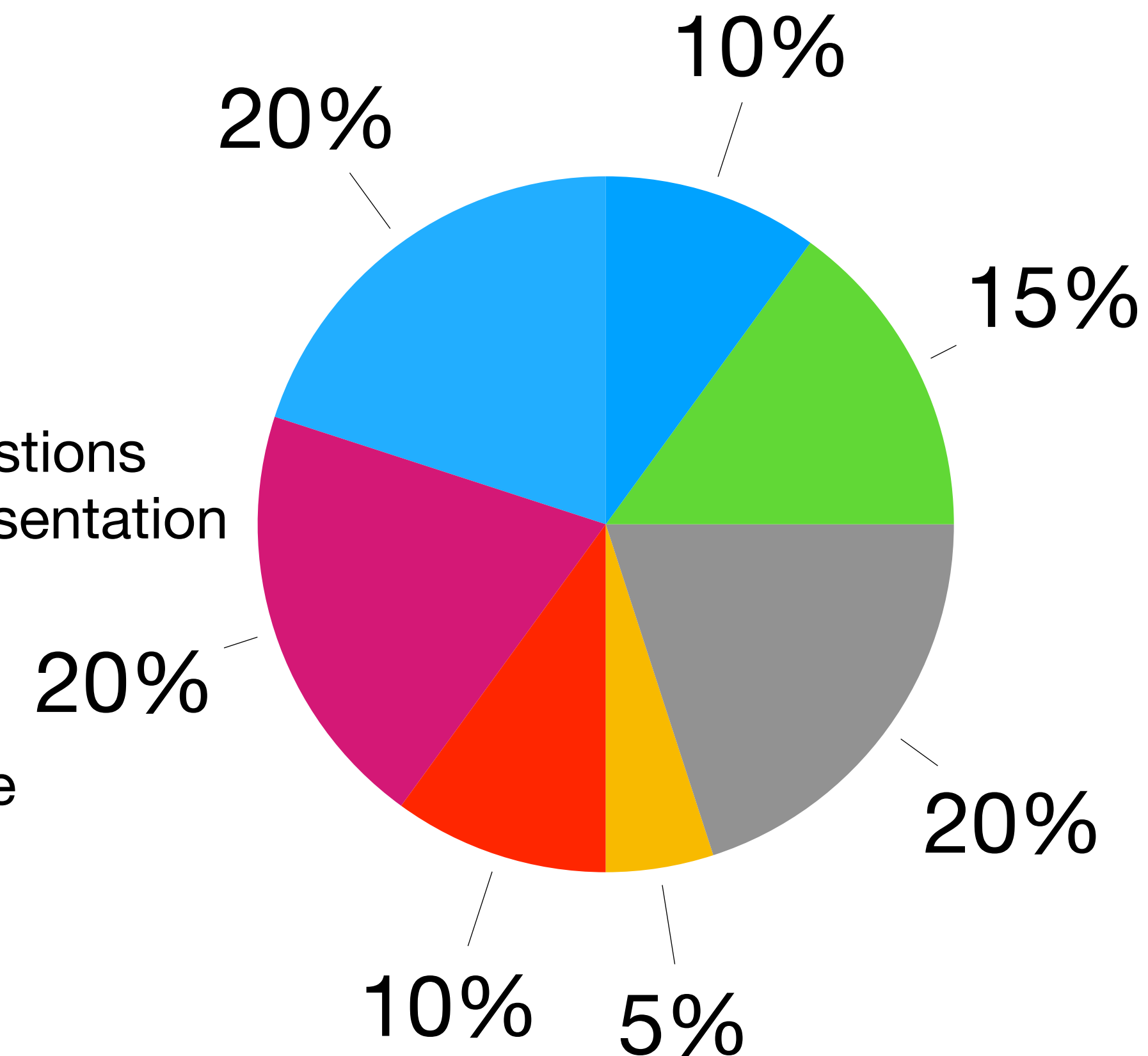
- Ten principles of good interdisciplinary team work
- An overview of dialectical behavior therapy for professional psychologists.
- Chapter 9 - Psychoeducational Groups
- Chapter 7 - Cognitive-behavioral group work
- An integrated trauma-informed, mutual aid model of group work
- The group work tradition 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.)



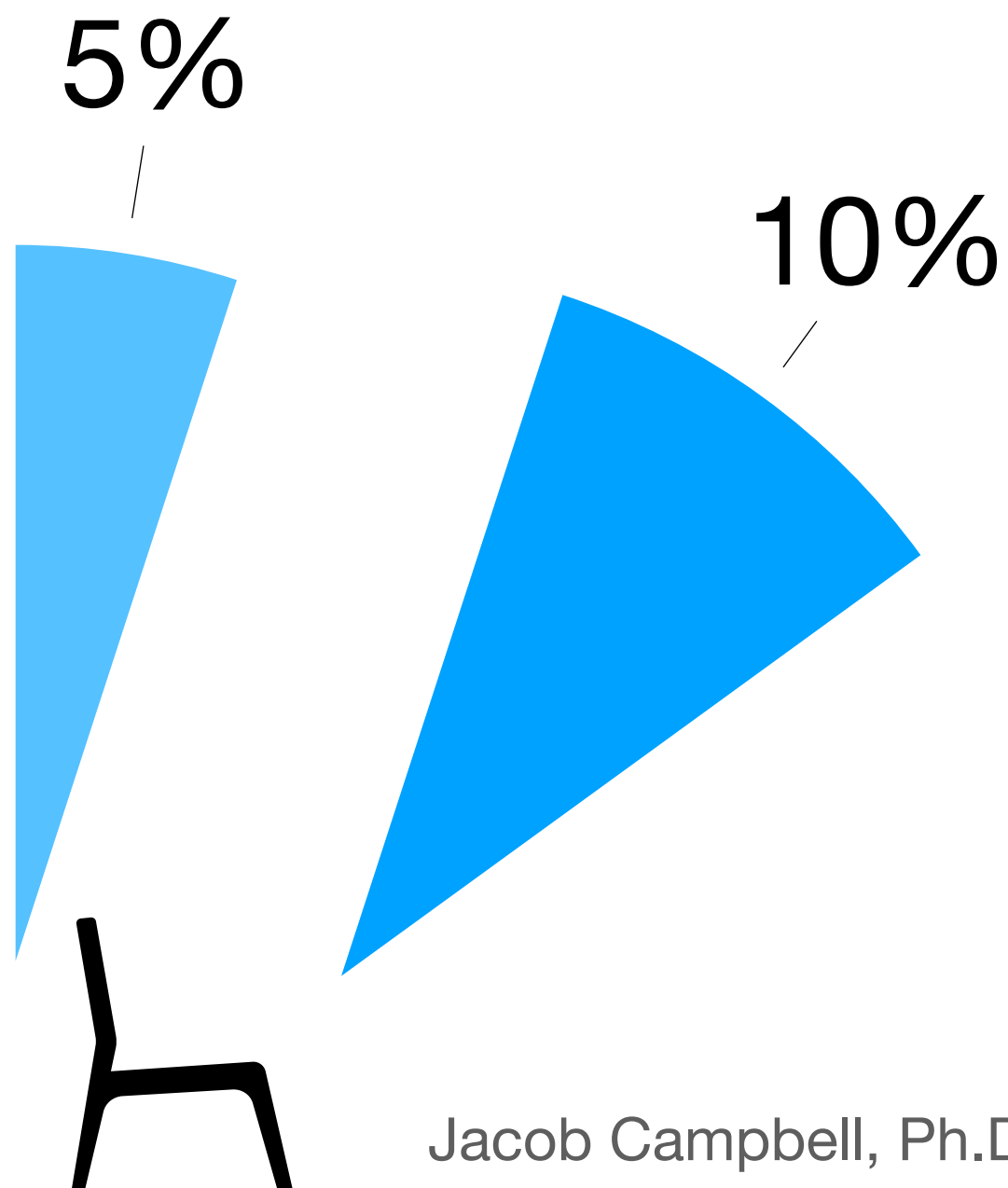
Assignments Points

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



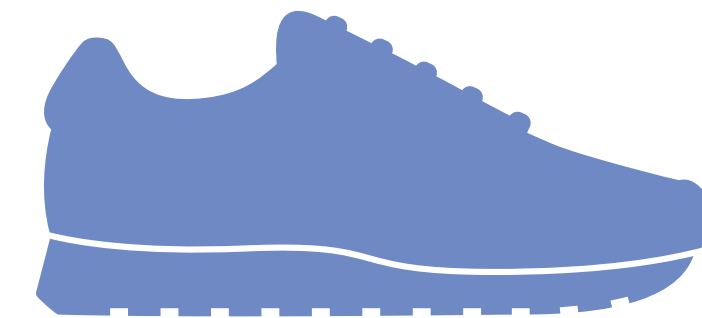
Format of the Class



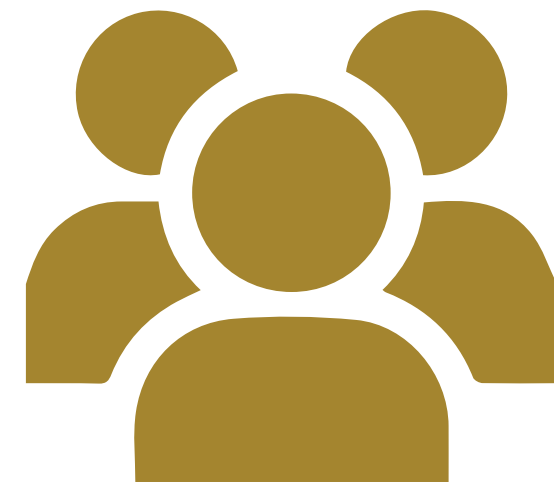
Large Group Discussion



Role-Play & Practice



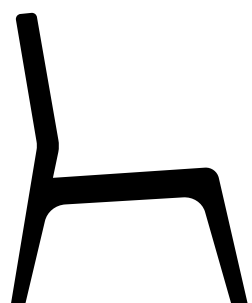
Group Activities



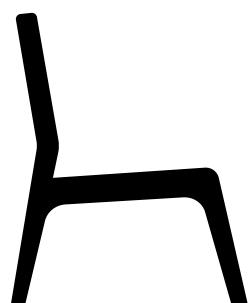
Small Group Discussion



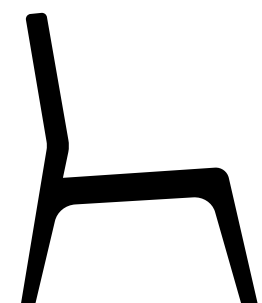
Lecture Format



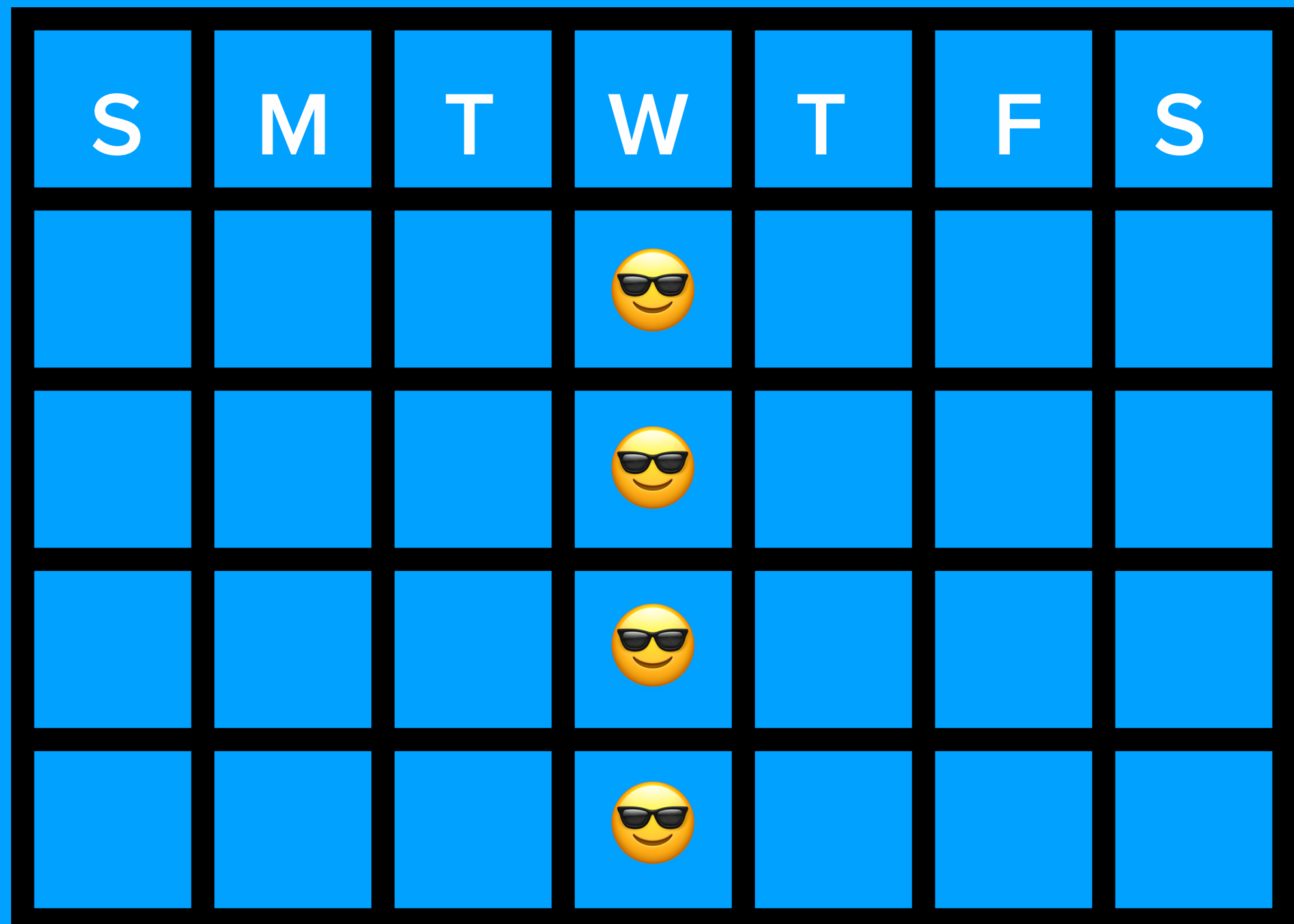
Content of Class



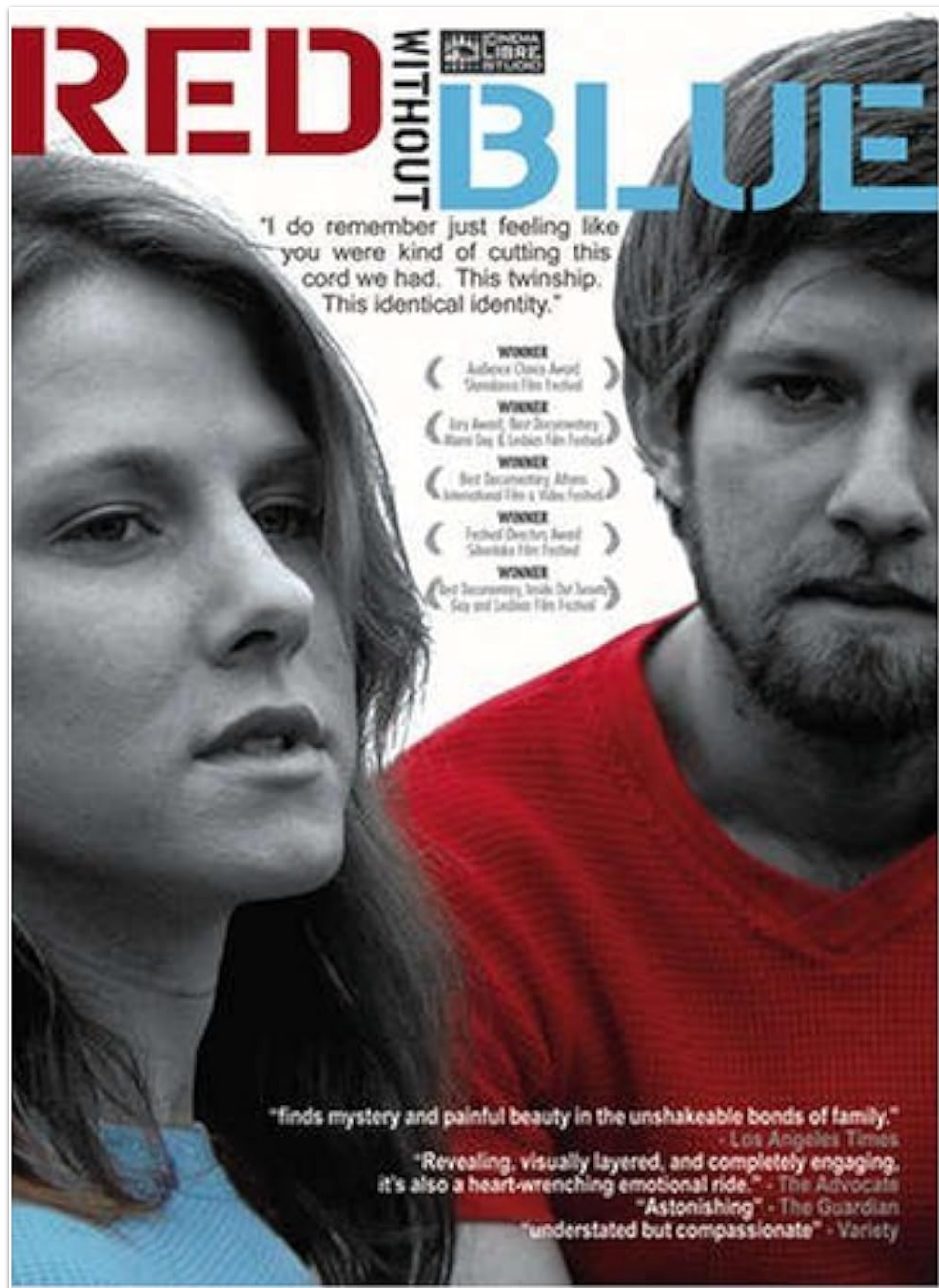
**What is
the plan
anyways?**



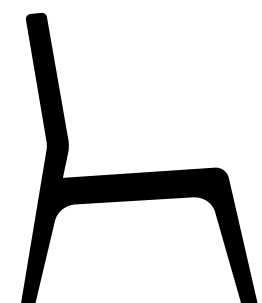
Tentative Schedule

A blue rectangular area representing a calendar page. At the top center, there is a black circle representing a punch hole. Below the punch hole is a 5x7 grid of squares. The top row of the grid contains the letters S, M, T, W, T, F, S. The fourth column (labeled 'W') contains four yellow smiley face emojis with sunglasses in the second, third, fourth, and fifth rows.

S	M	T	W	T	F	S
			😎			
			😎			
			😎			
			😎			



Planning A Movie Watch Party





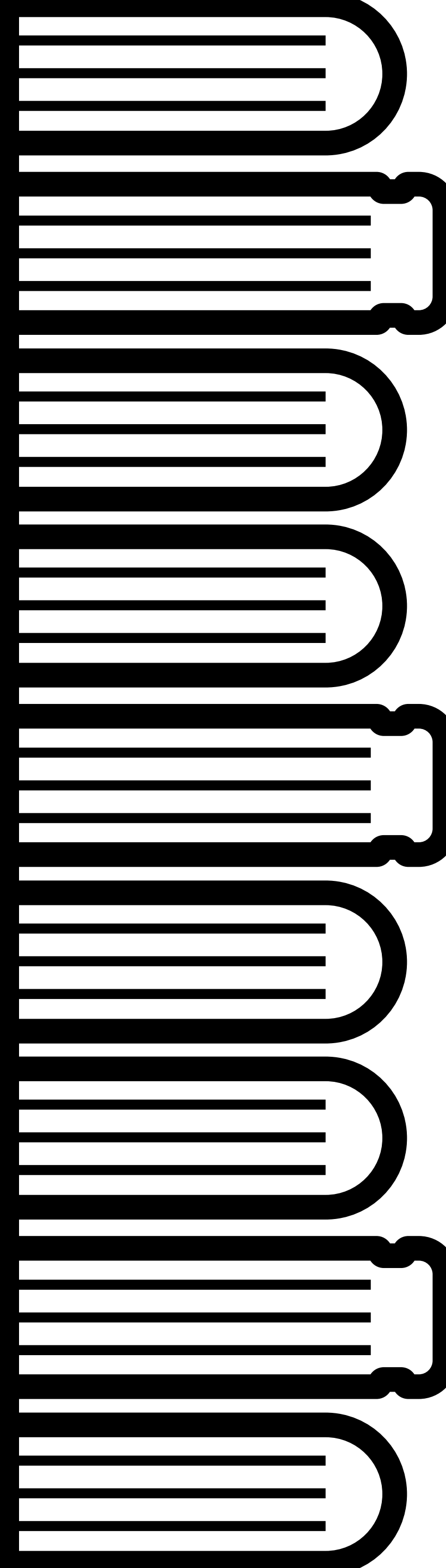
Selecting
members for
group projects



Pikachu, I Choose You!

Information Sections

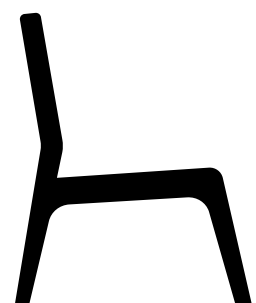
- Attendance
- Library
- Credit Hour Requirements





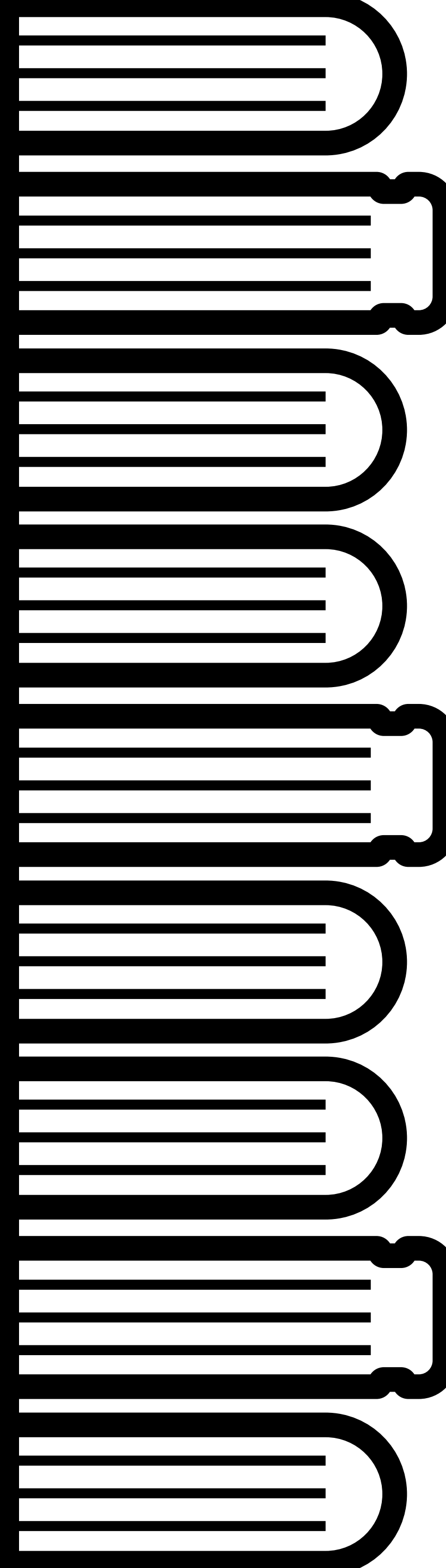
Academic Honesty

Who's information is this?



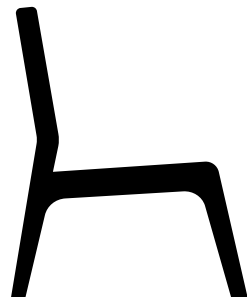
Information Sections

- 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.

