

Jacob Campbell, Ph.D LICSW
Heritage University
Spring 2025

Theories of Practice II

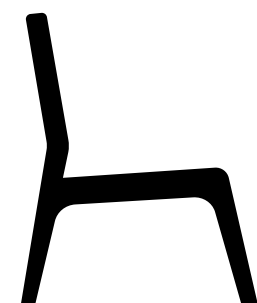
Working with Groups and Families

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, 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

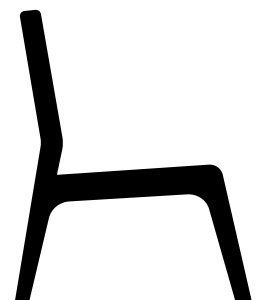
Agenda

Introduction to Theories of Practice II

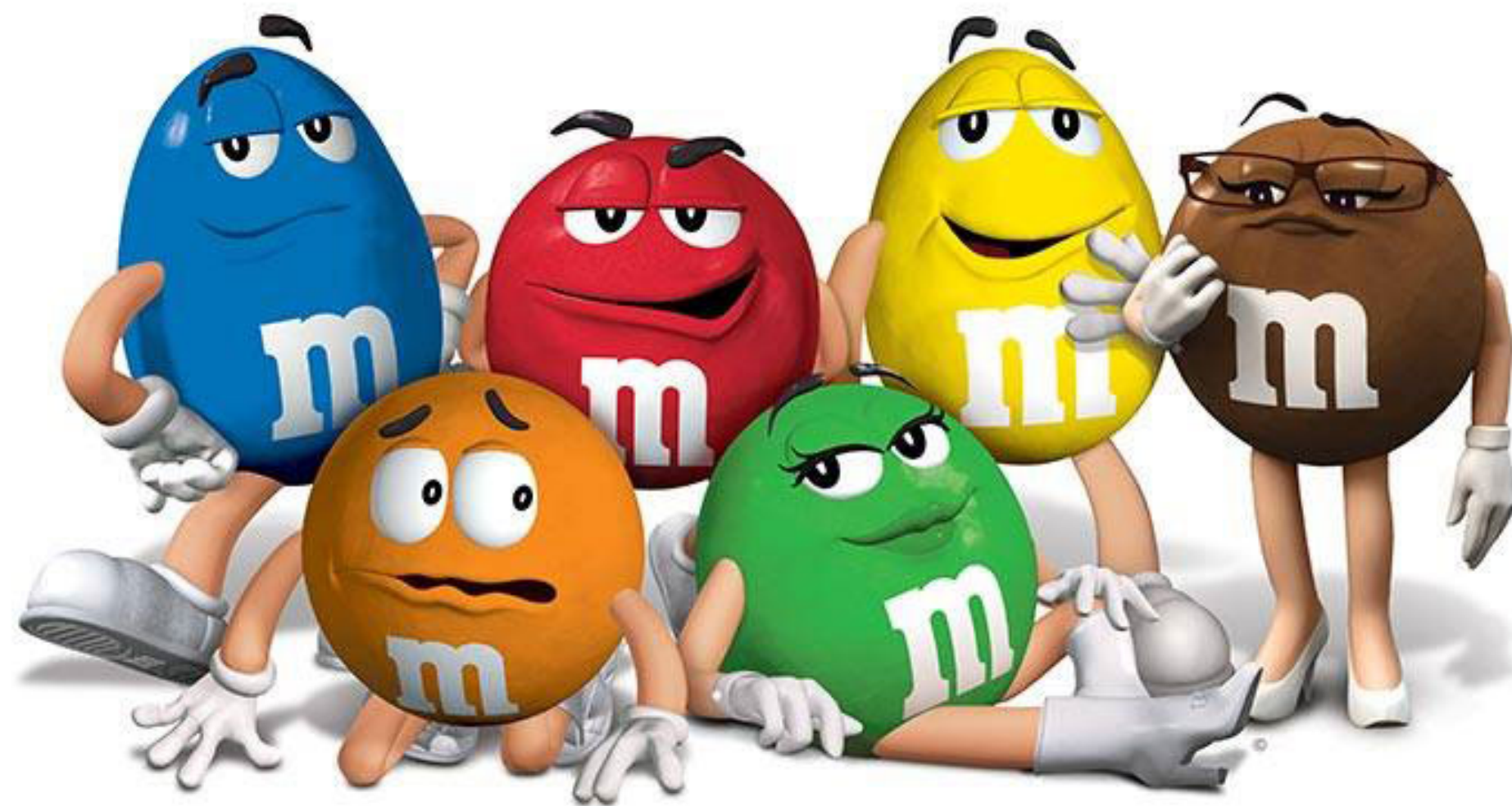
Initial activity

Discuss class

Review syllabus



How was your break?



Red: favorite activity done during break

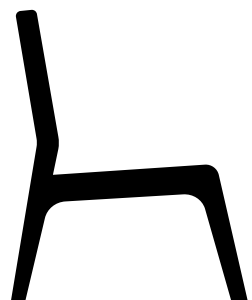
Green: favorite food eaten over the holidays

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

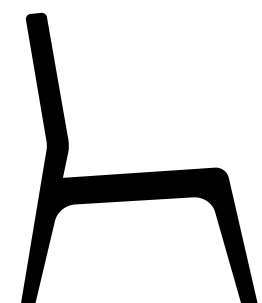


Managing Expectations

How we can both be happy

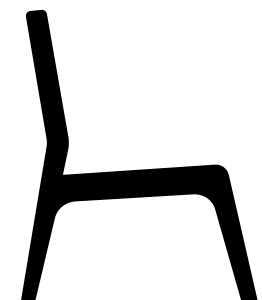
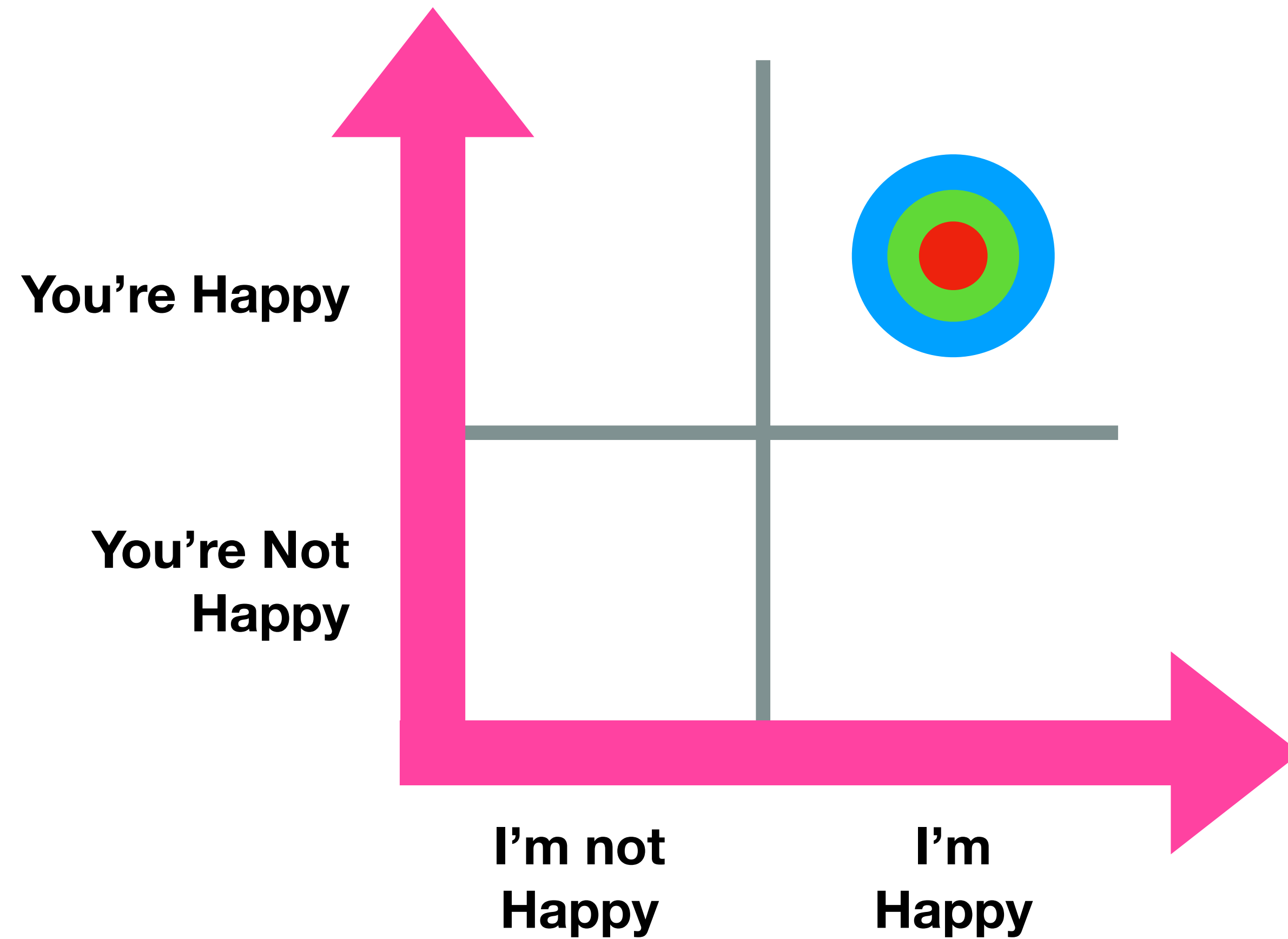


What are your
expectations?



Managing Expectations

How we can both be happy



Reviewing Syllabus

Part by part



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

Cell Phone: (509) 392-1056

Class Location: SWL 106

Course Description

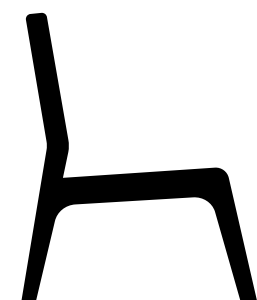
The course description is generalist social work practice with microsystems. Knowledge and methods to bring about planned change with families, natural networks, groups, and practice skills in group process. Offered Spring semester. Prerequisite(s): SOWK 486W. Limited to majors.

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 487 Theories of Practice II

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

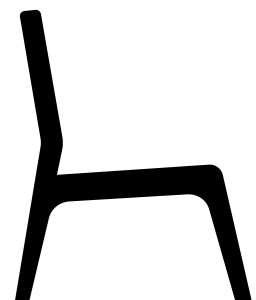


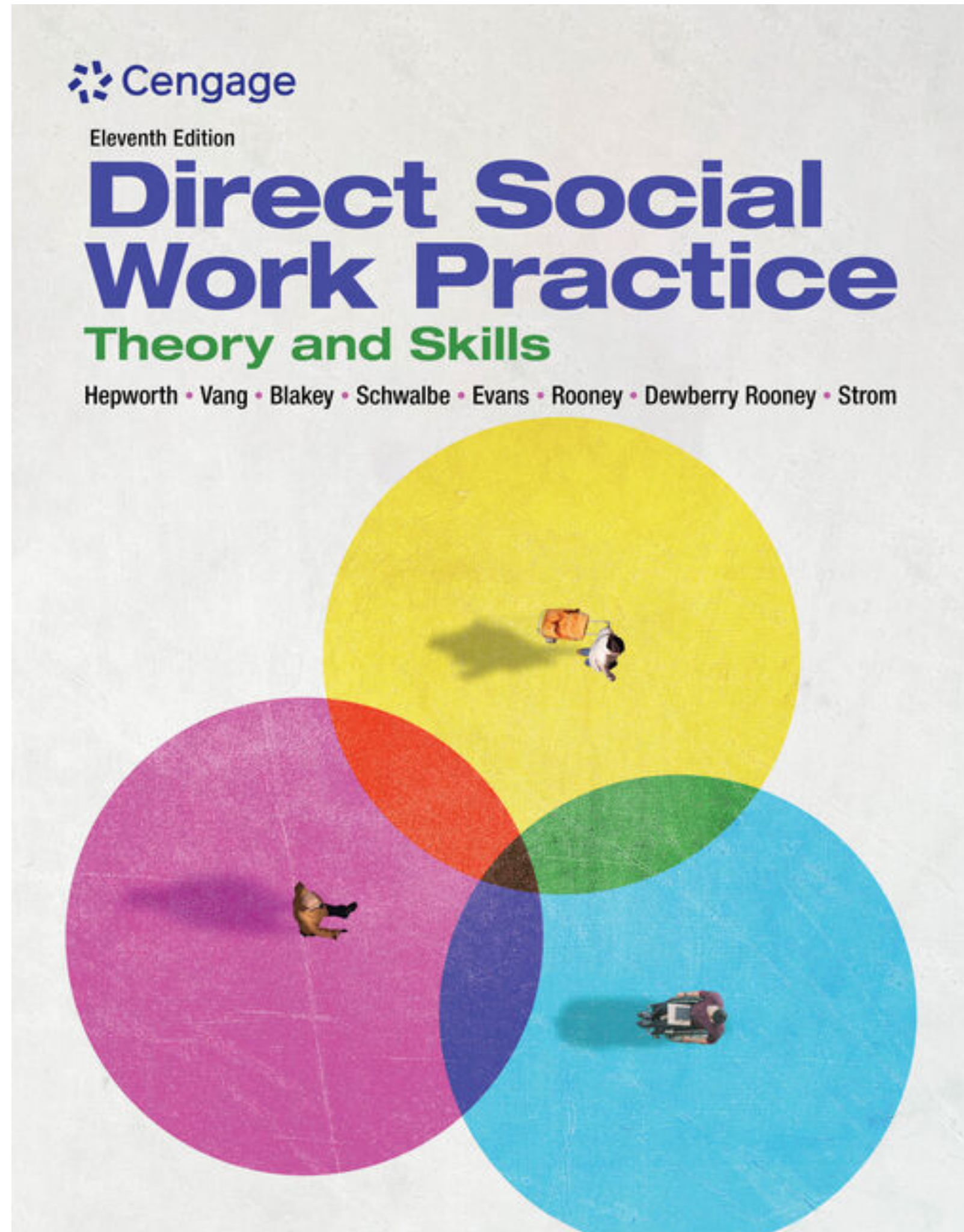
(Council on Social Work Education, 2022)

Competencies & Objectives

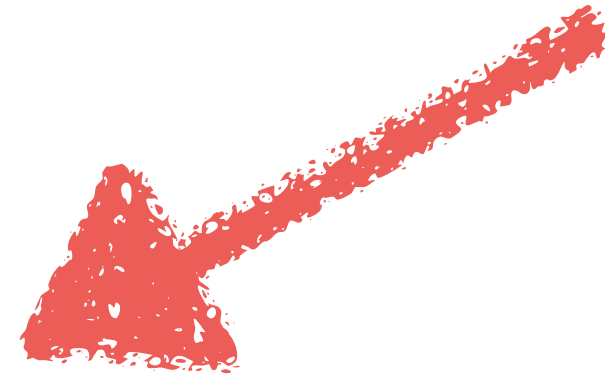
Focus of this course and the program

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

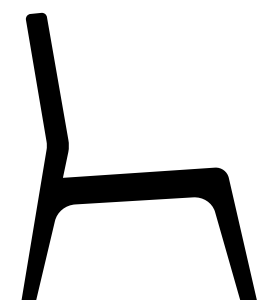
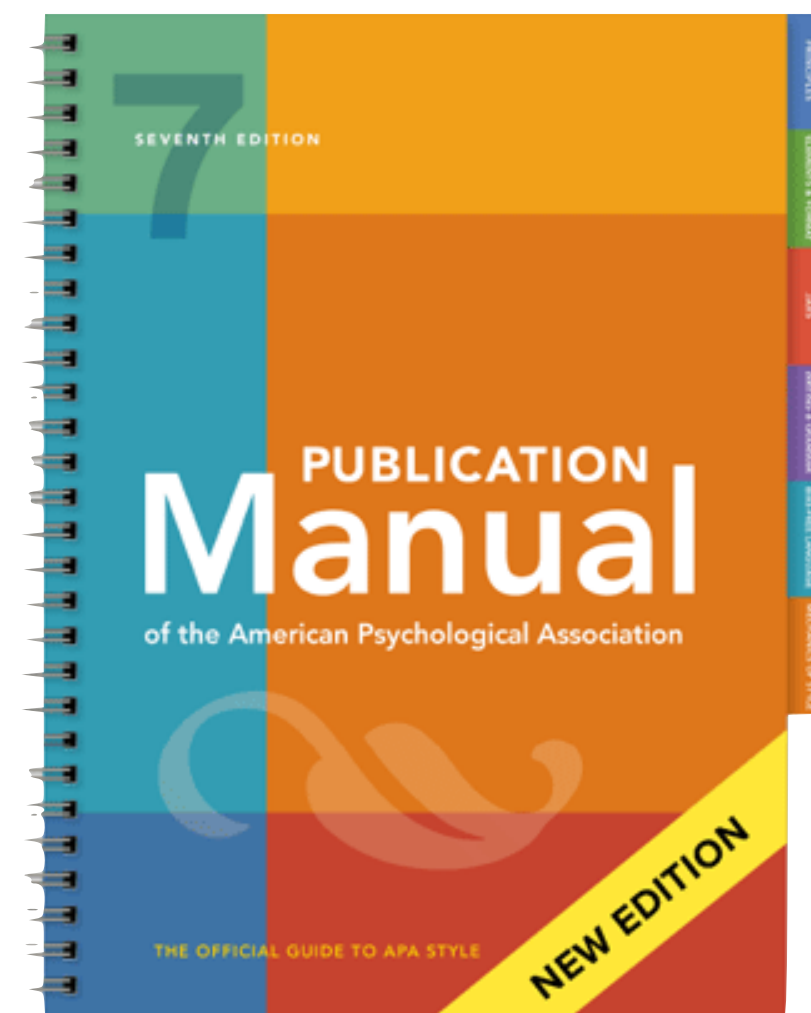
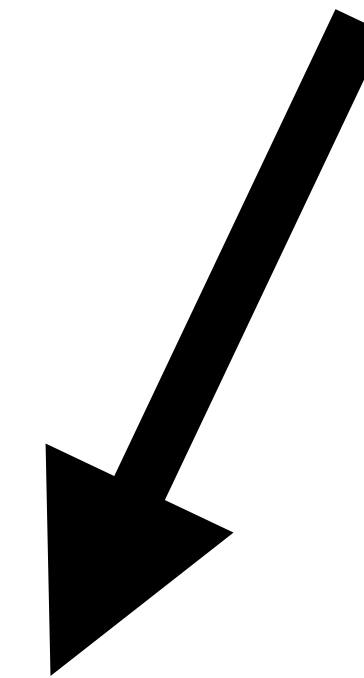




Text Book

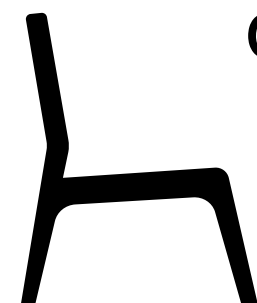


Helpful Resources



- 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

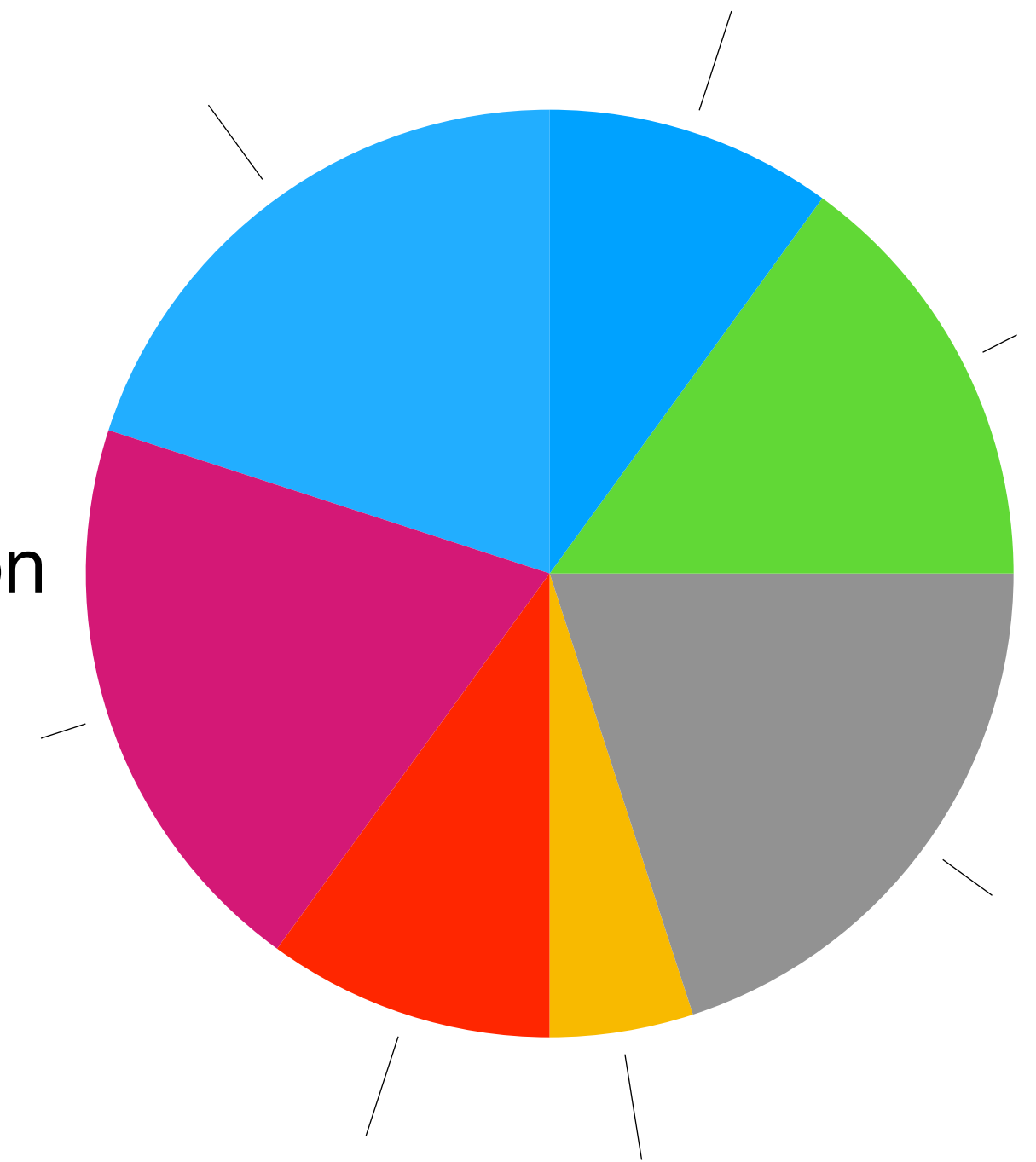
- Ten principles of good interdisciplinary team work
- An overview of dialectical behavior therapy for professional psychologists.
- Chapter 9 - Psychoeducational Groups
- Chapter 7 - Cognitive-behavioral group work
- An integrated trauma-informed, mutual aid model of group work
- The group work tradition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



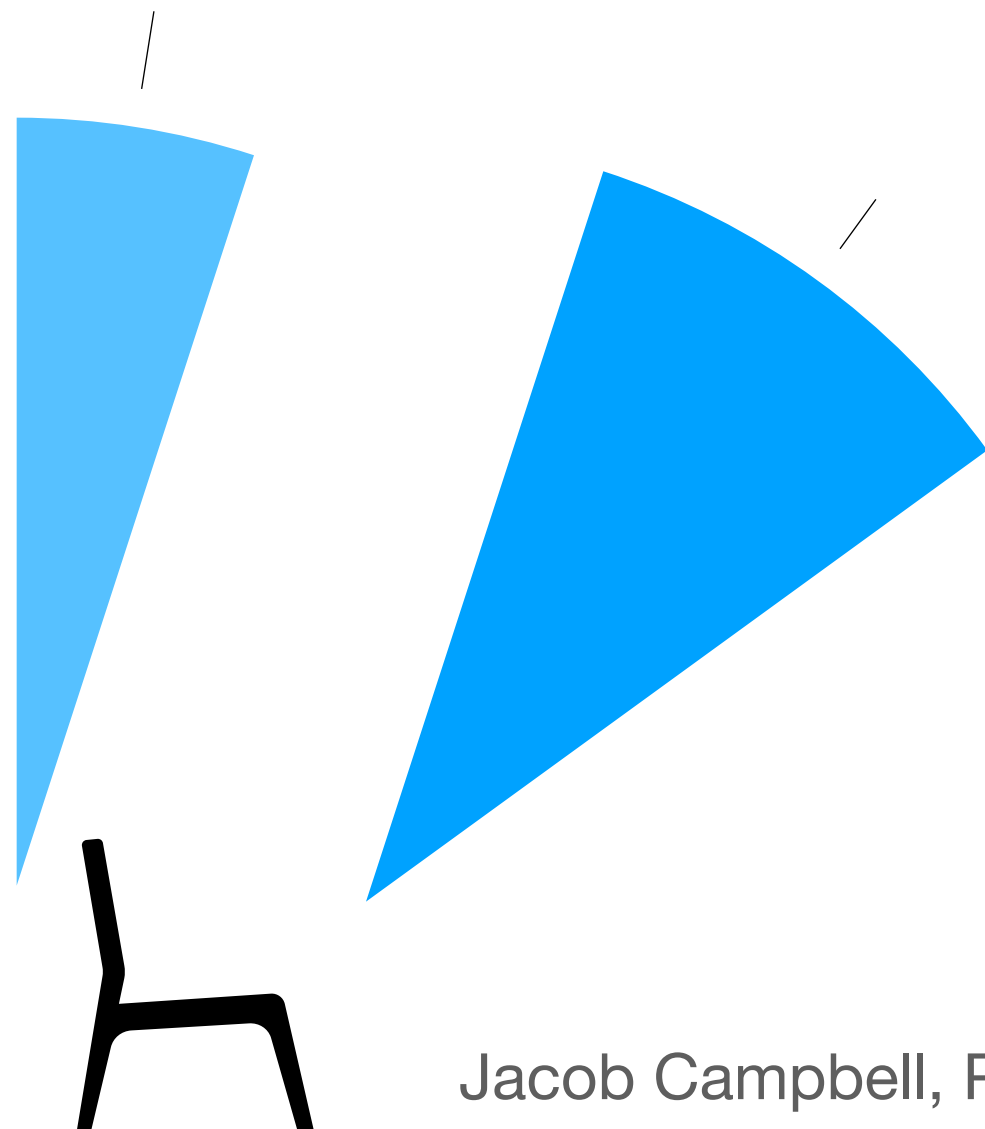
Assignments Points

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



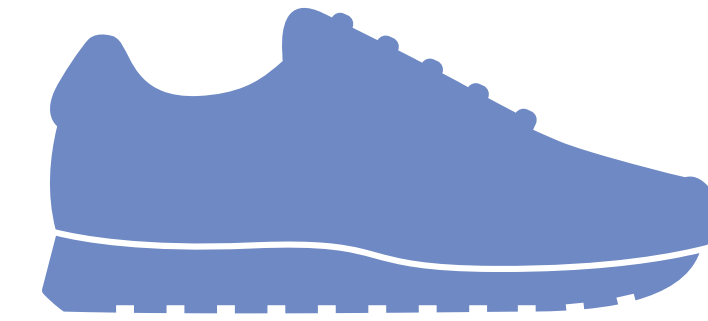
Format of the Class



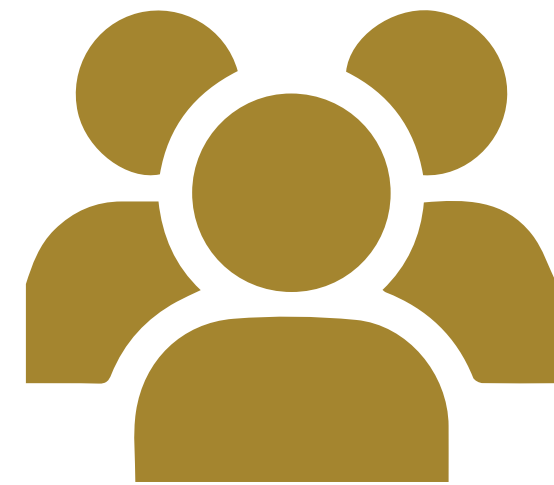
Large Group Discussion



Role-Play & Practice



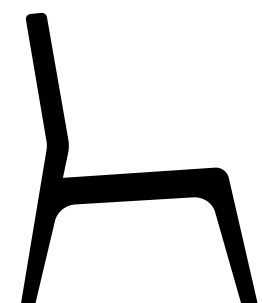
Group Activities



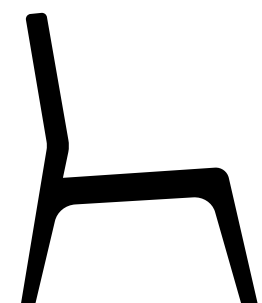
Small Group Discussion



Lecture Format



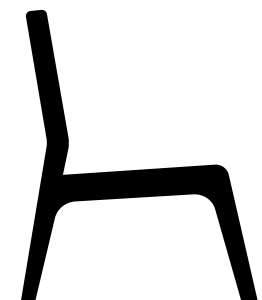
Content of Class



Tentative Schedule

**What is
the plan
anyways?**

S	M	T	W	T	F	S
			😎			
			😎			
			😎			
			😎			



**NEVER
HAVE I
EVER...**

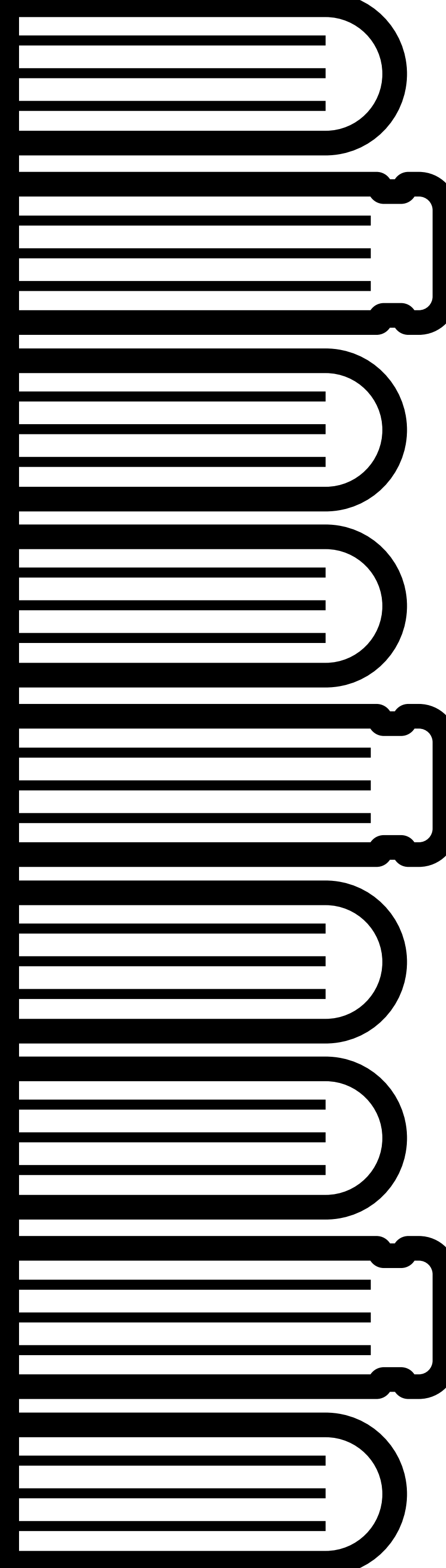
Selecting
members for
group projects



Pikachu, I Choose You!

Information Sections

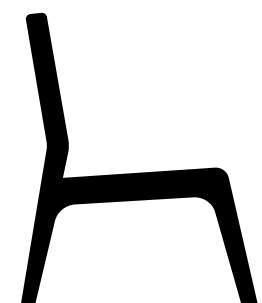
- Attendance
- Library
- Credit Hour Requirements





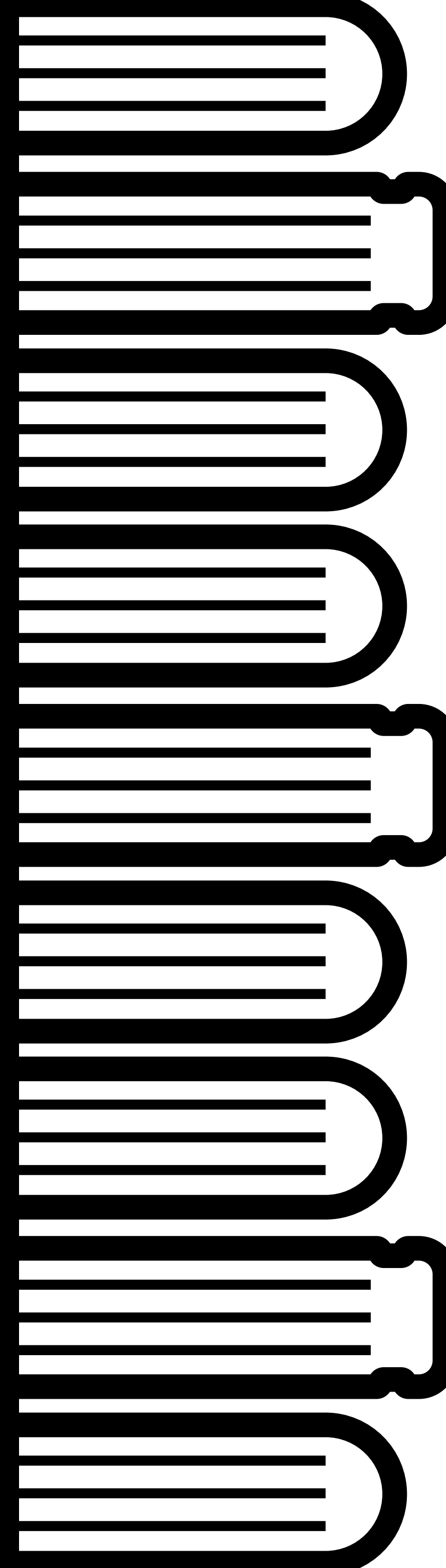
Academic Honesty

Who's information is this?



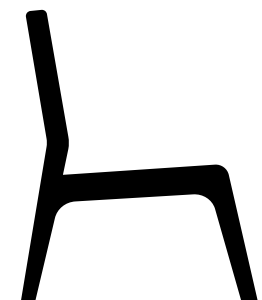
Information Sections

- 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.

