



Jacob Campbell, Ph.D LICSW  
Heritage University  
Spring 2024

# Theories of Practice II

Working with Groups and Families

SOWK 487





X-Files: The Walk  
Season 03 Episode 7

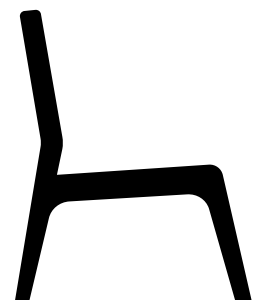
# Agenda

## Introduction to Theories of Practice II

Initial activity

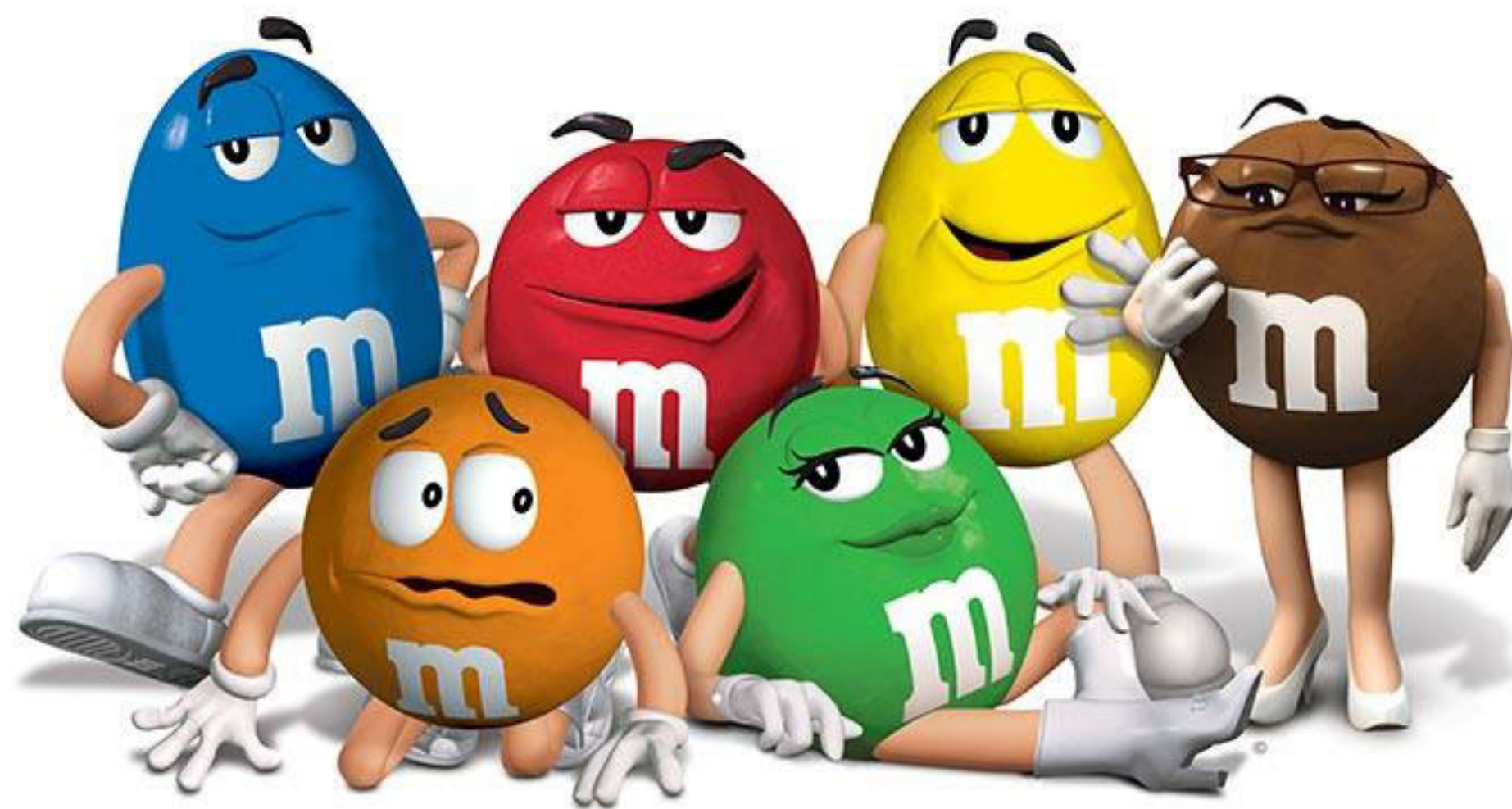
Discuss class

Review syllabus





# How was your break?



**Red:** favorite activity done during break

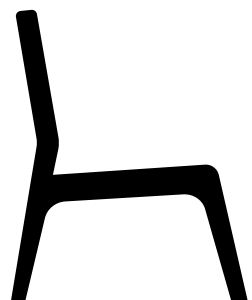
**Green:** favorite food eaten over the holidays

**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

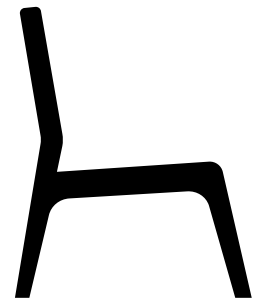


# Managing Expectations

How we can both be happy

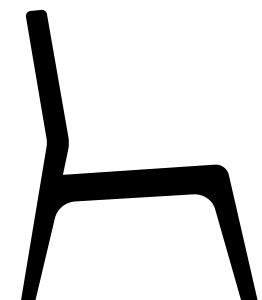
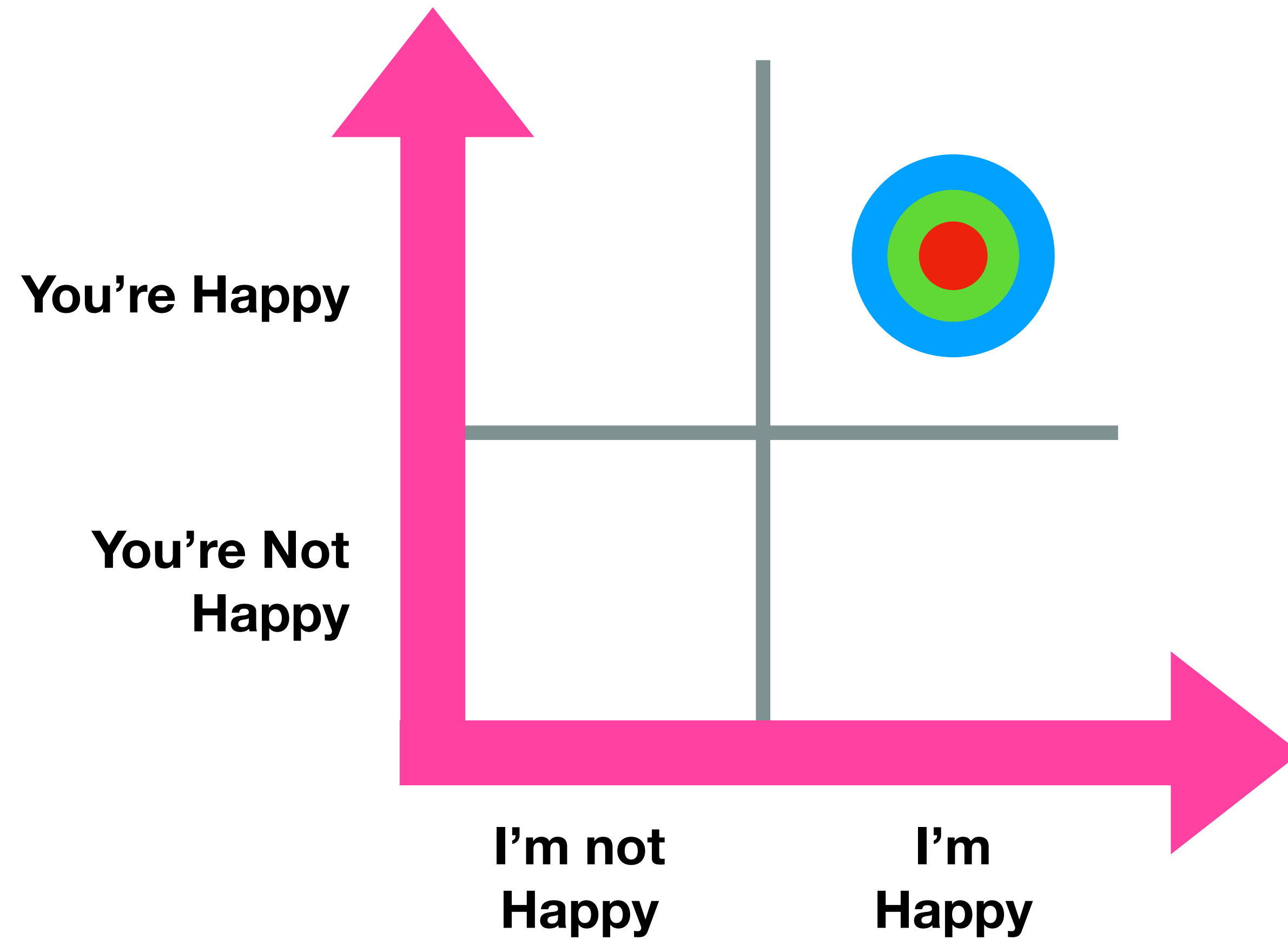


What are your  
expectations?



# Managing Expectations

How we can both be happy



# Reviewing Syllabus

## Part by part



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

Spring 2024, Heritage at CBC

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

**Office Hours:** By Arrangement

**Office Location:** By Arrangement

**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 114

### Course Description

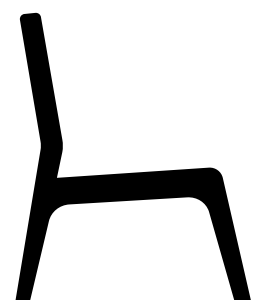
The course description is generalist social work practice with microsystems. Knowledge and methods to bring about planned change with families, natural networks, groups, and practice skills in group process. Offered Spring semester. Prerequisite(s): SOWK 486W. Limited to majors.

### 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 one is focused on a different level of intervention. First, SOWK 486 is related to interventions at the micro level and focuses on working with individuals. Second, SOWK 487 addresses mezzo practice, considering interventions with families and groups. Third, SOWK 488 considers macro practice and skills for working with communities.



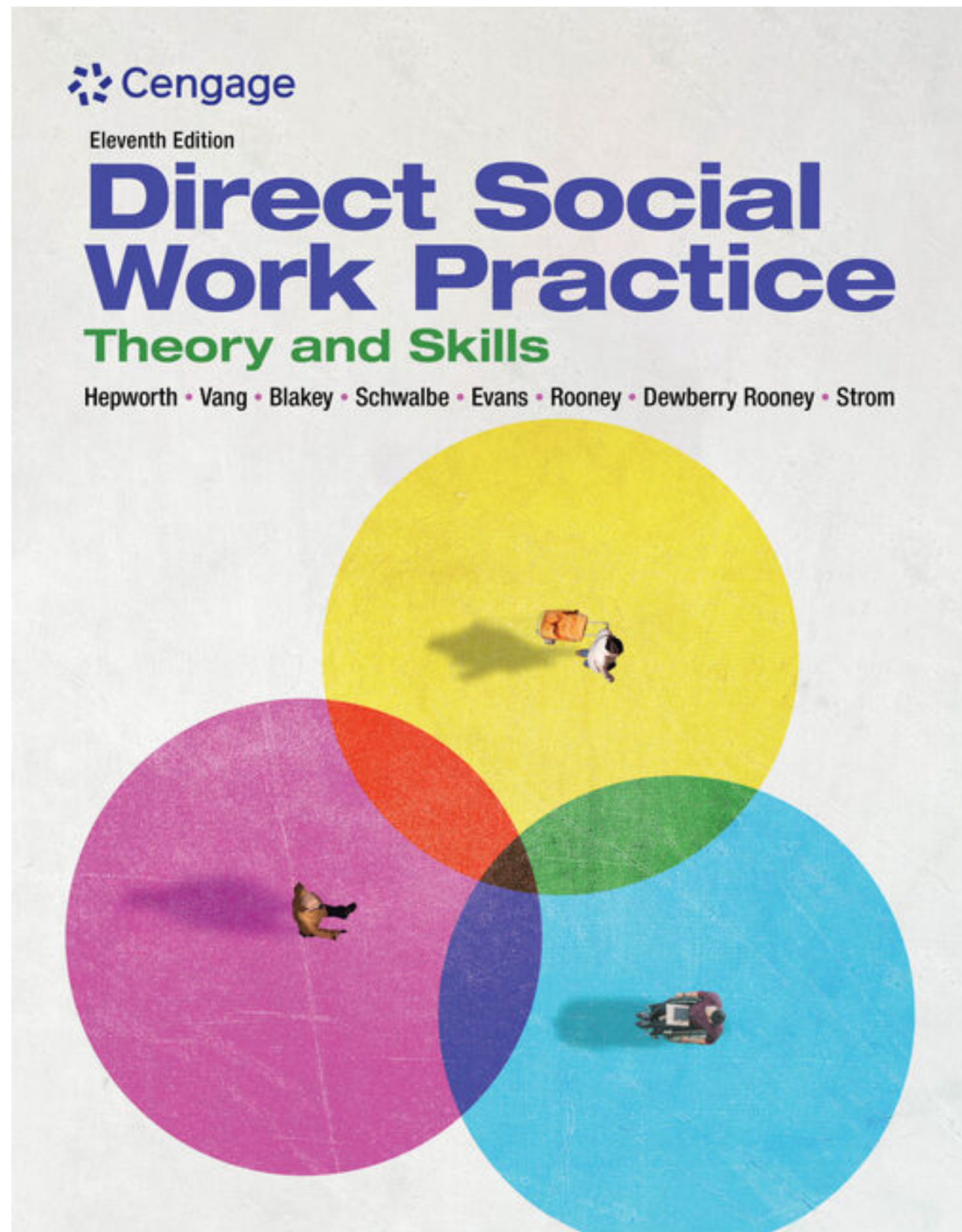




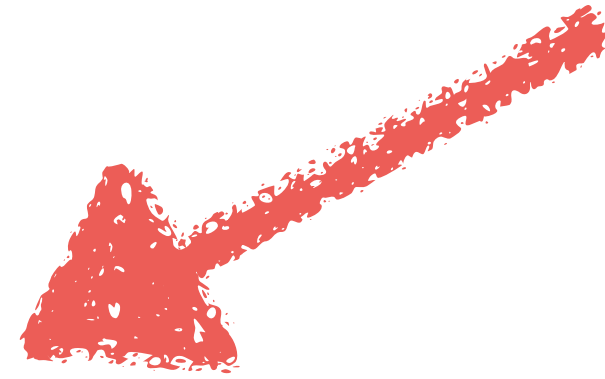
# **SOWK 487 Theories of Practice II**

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

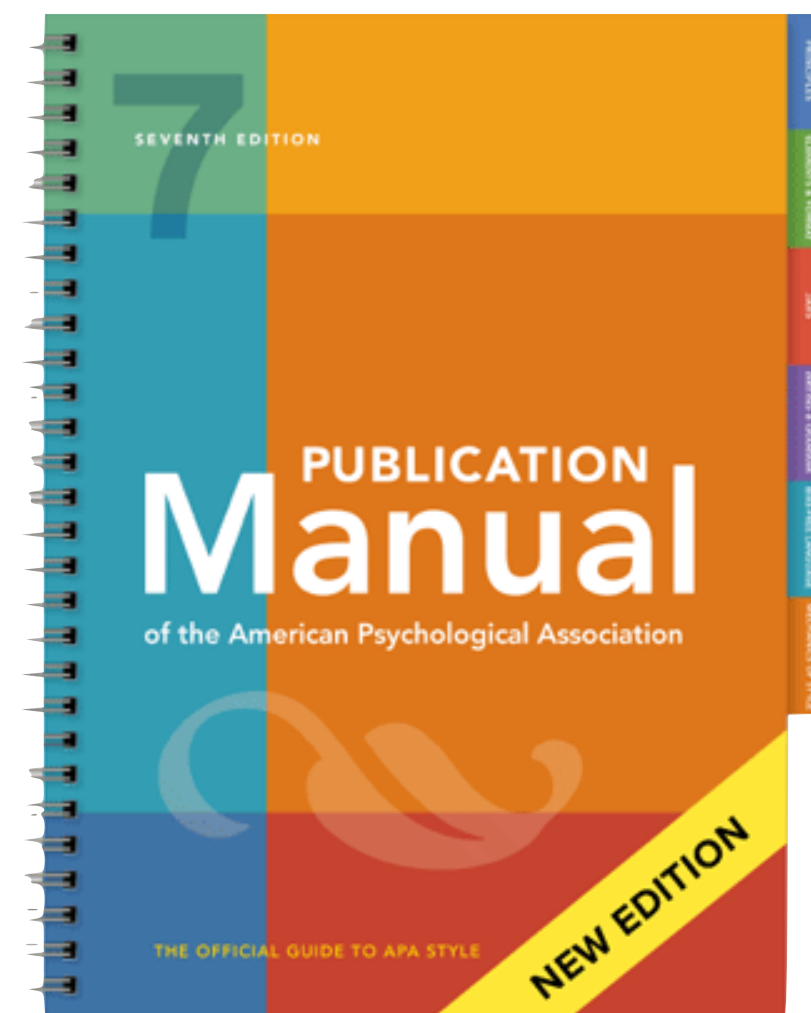
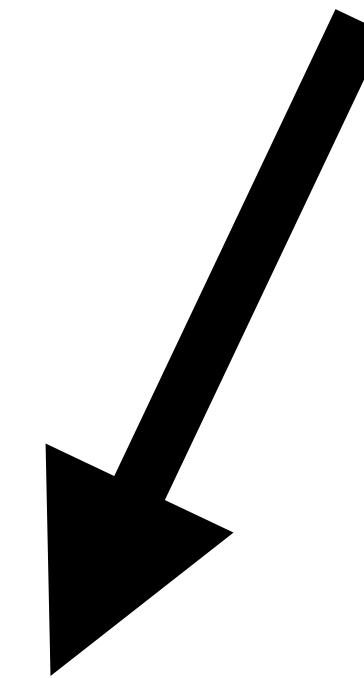




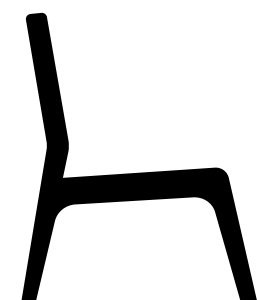
**Text Book**



**Helpful Resources**

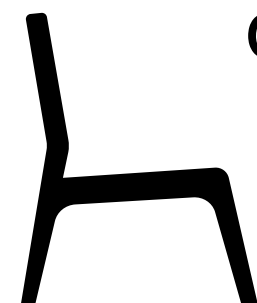


**APA  
STYLE**



- 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.)

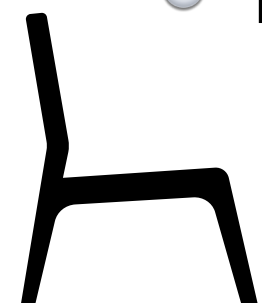




# Competencies & Objectives

## Focus of this course and the program

- Demonstrate Ethical and Professional Behavior
- Engage Diversity and Difference in Practice
- Advance Human Rights and Social, Economic, and Environmental Justice
- Engage in Practice-informed Research and Research-informed Practice
- Engage in Policy Practice
- Engage with Individuals, Families, Groups, Organizations, and Communities
- Assess Individuals, Families, Groups, Organizations, and Communities
- Intervene with Individuals, Families, Groups, Organizations, and Communities
- Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities



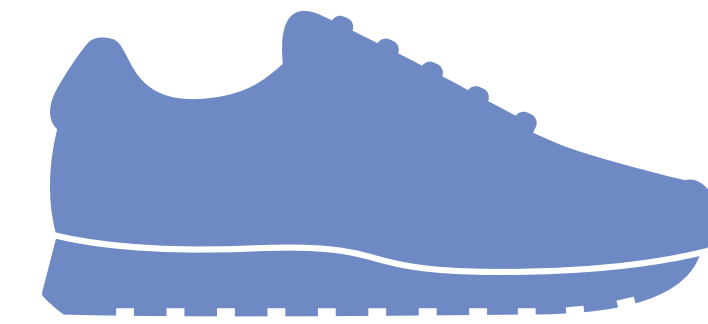
# Format of the Class



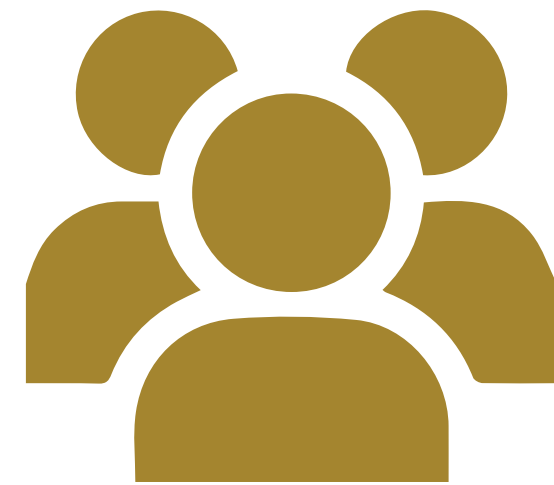
Large Group Discussion



Role-Play & Practice



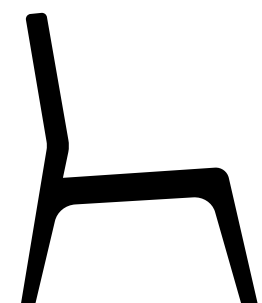
Group Activities



Small Group Discussion

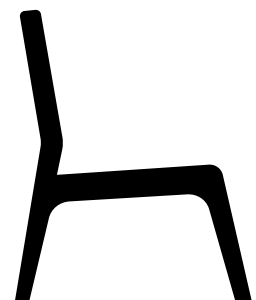


Lecture Format





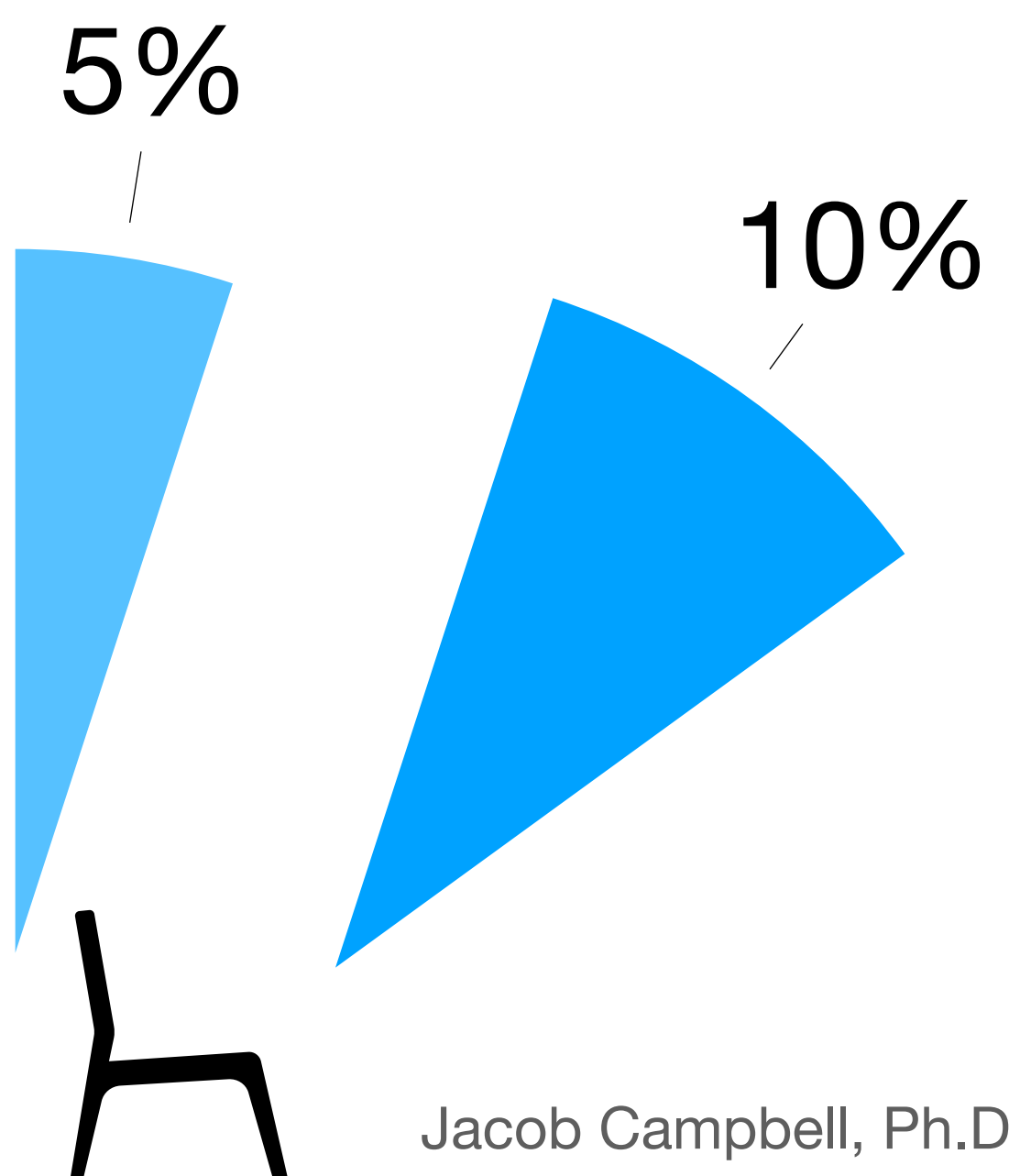
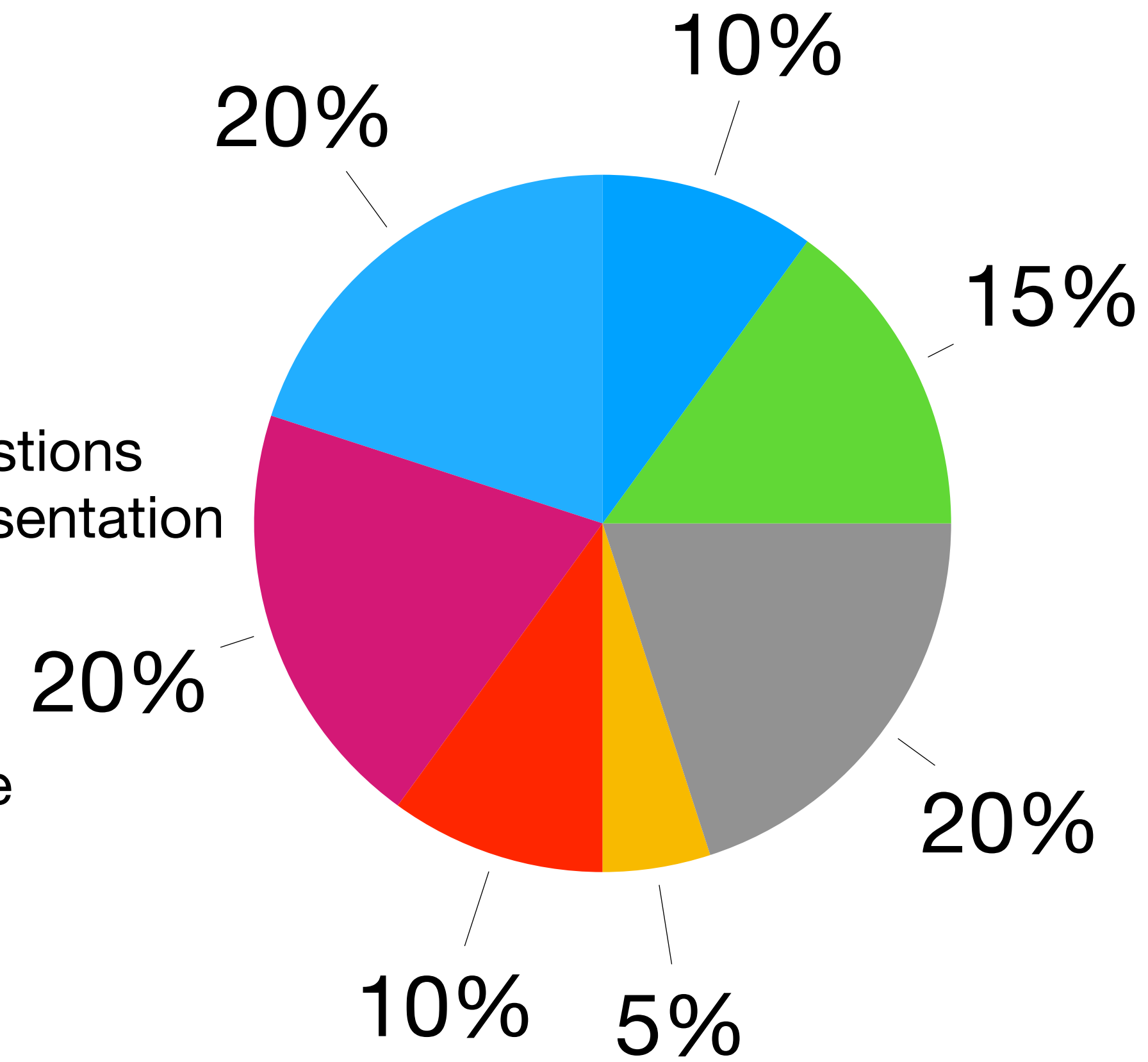
# Content of Class



# 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



**NEVER  
HAVE I  
EVER...**

Selecting  
members for  
group projects



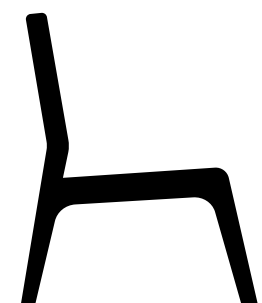
**Pikachu, I Choose You!**





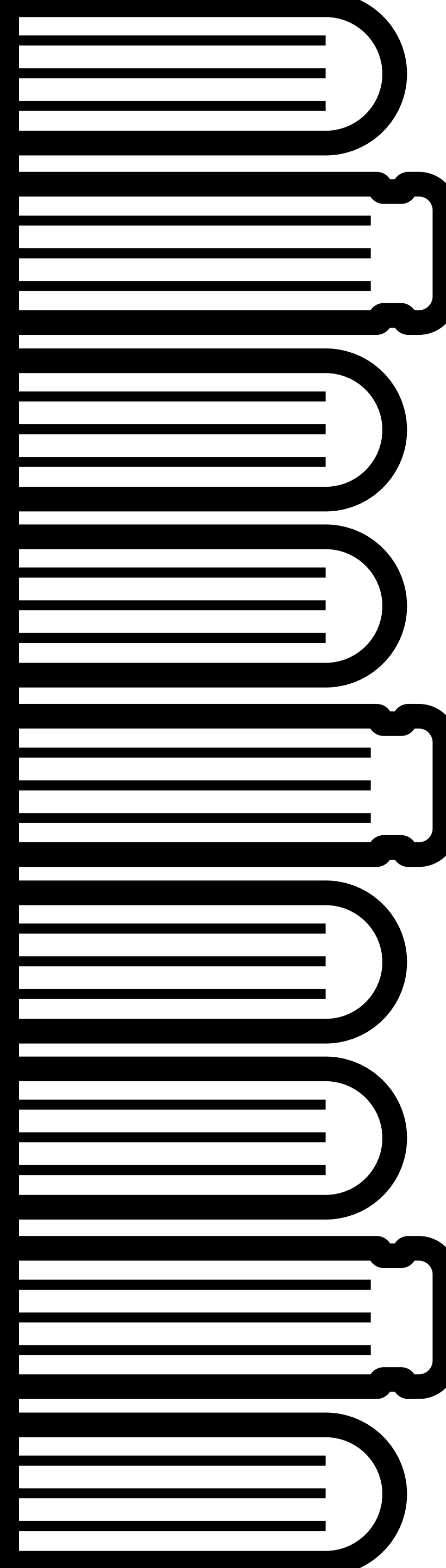
# **Academic Honesty**

**Who's information is this?**



# Information Sections

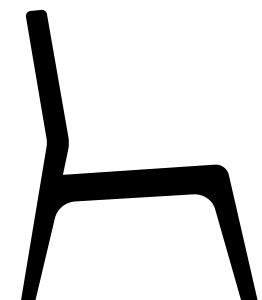
- Attendance
- Library
- Credit Hour Requirements
- Campus Security & Safety
- Accommodation Policy



# Tentative Schedule

**What is  
the plan  
anyways?**

S	M	T	W	T	F	S
			😎			
			😎			
			😎			
			😎			





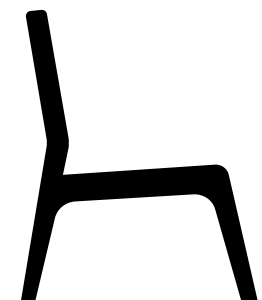
# Appointments & Questions

I'm very reachable



# Rubrics

	Initial	Emerging	Developed	Highly Developed
<b>Content Area</b>			X	
<b>Content Area</b>				X
			1	1



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

