A green metal toolbox with a red suitcase in the background. The toolbox is the central focus, showing signs of wear and a latch. The red suitcase is partially visible behind it.

SOWK 486:

JACOB CAMPBELL, PH.D. LICSW

FALL 2023 AT HERITAGE UNIVERSITY

THEORIES OF PRACTICE I

Direct Social Work Practice for Working with Individuals



HOME MAKEOVER

Minions Short

Social work is a diverse field, and while we might not have to work with criminal masterminds like Gru, it's my hope that this course will give us the skills to follow up with clients of all types.

Jacob Campbell, Ph.D., LICSW
Heritage University



SOWK 486w
Fall 2023

AGENDA

Getting to know each other

Cooperative agreements and norms

The look and feel of this learning environment

Academic writing



INSTRUCTOR INTRODUCTION

- Educational Experience
- Work History
- Outside Practice
- Interests



CALL ME JACOB

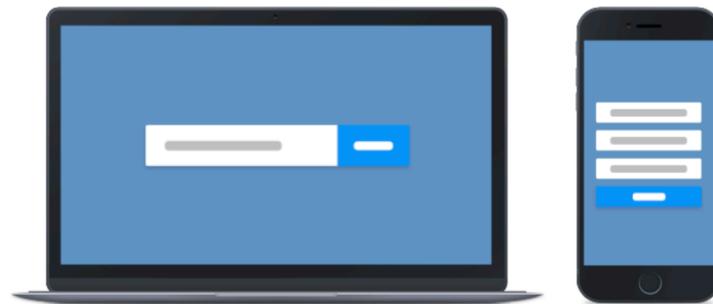
He, Him, His



PollEv.com/campjacob

POLL EVERYWHERE

Join by Web



- 1 Go to **PollEv.com**
- 2 Enter **CAMPJACOB**
- 3 Respond to activity

Join by Text



- 1 Text **CAMPJACOB** to **37607**
- 2 Text in your message

Are you planning on continuing your education with an MSW?

Absolutely an MSW for me



I think I will be fine with just my BA in Social Work.



What is an MSW?



What are you most excited about for this upcoming year?

Nobody has responded yet.

Hang tight! Responses are coming in.

What is your greatest worry for the upcoming school year?

Nobody has responded yet.

Hang tight! Responses are coming in.

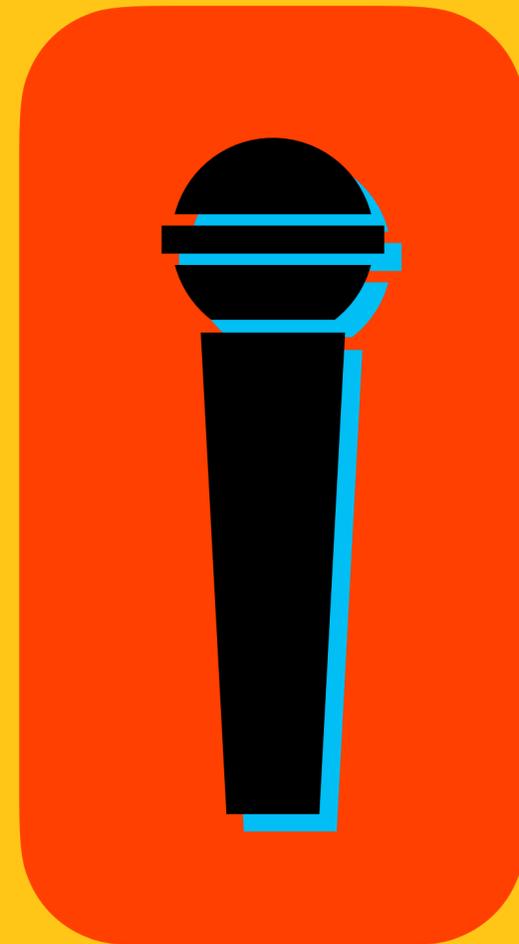
PEER INTERVIEWS

Name

Family or work information

Hopes for future career

Secret talent, hobby, or interesting fact

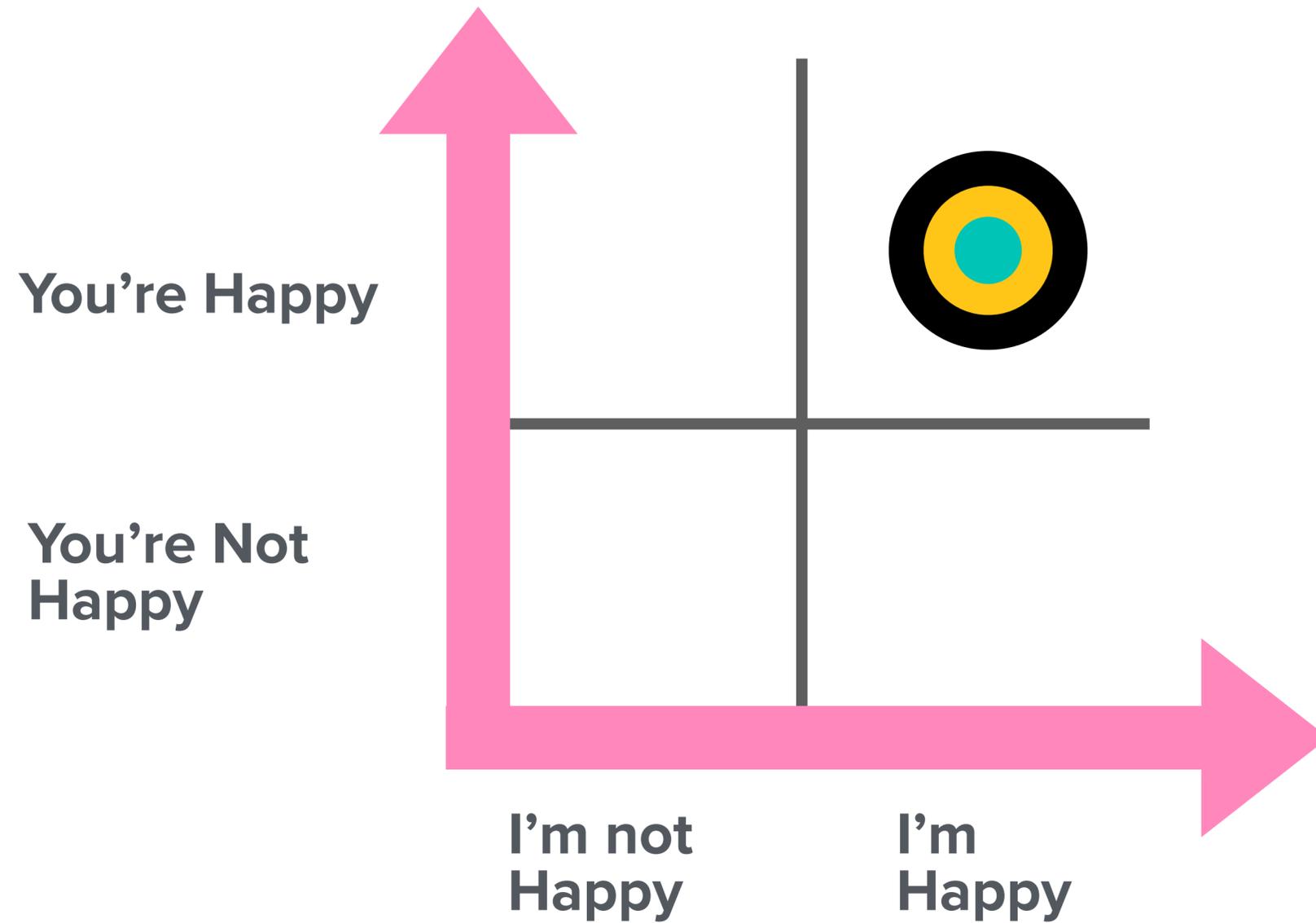


MANAGING EXPECTATIONS

**What are your
expectations?**



MANAGING EXPECTATIONS





SOWK 486w (1): Theories of Practice I (3 credits)

Fall 2023, 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

Cell Phone: (509) 392-1056

Class Location: SWL 108

Course Description

Generalist social work practice with microsystems. Knowledge and methods to bring about planned change with individuals and client-identified family systems practice in interpersonal skills. Offered Fall semester. Limited to majors Prerequisite(s): limited to majors or permission of program chair.

Course Purpose

This course emphasizes professional knowledge, values, skills, cognitive, and affective processes required for generalist practice with individuals. In addition, the class gives attention to various interprofessional conceptual frameworks. Some examples of these include such as systems theory, ecological perspective, and the strengths perspective. Finally, students address competencies for the beginning level practitioner necessary for successful intervention with various micro-client systems.

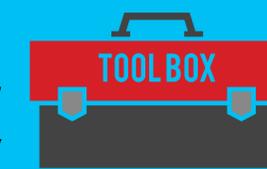
Relationship to Other Sequences and Other Courses

SOWK 486w is a practice class focused on teaching skills for effecting changes in individual clients. It is considered a “w” class because it is writing-focused. During a student’s time in the social work program, there are three theories of practice courses. Each one focuses on a different level of interaction. First, this course starts with individuals, then SOWK 487 Theories of Practice II concentrates on working with groups.

REVIEWING SYLLABUS

Long and in-depth, but a useful document!

Jacob Campbell, Ph.D., LICSW
Heritage University



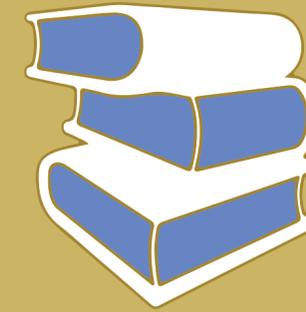
SOWK 486w
Fall 2023

Implement skills related to communication skills and effecting change.



Practice

Theory



Learn about generalist social work theories for working with individuals.

COMPETENCIES & OBJECTIVES



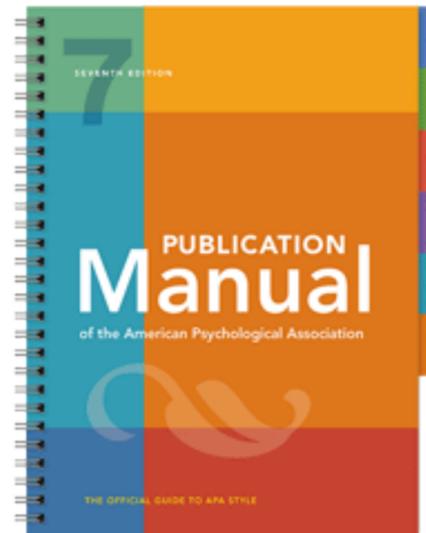
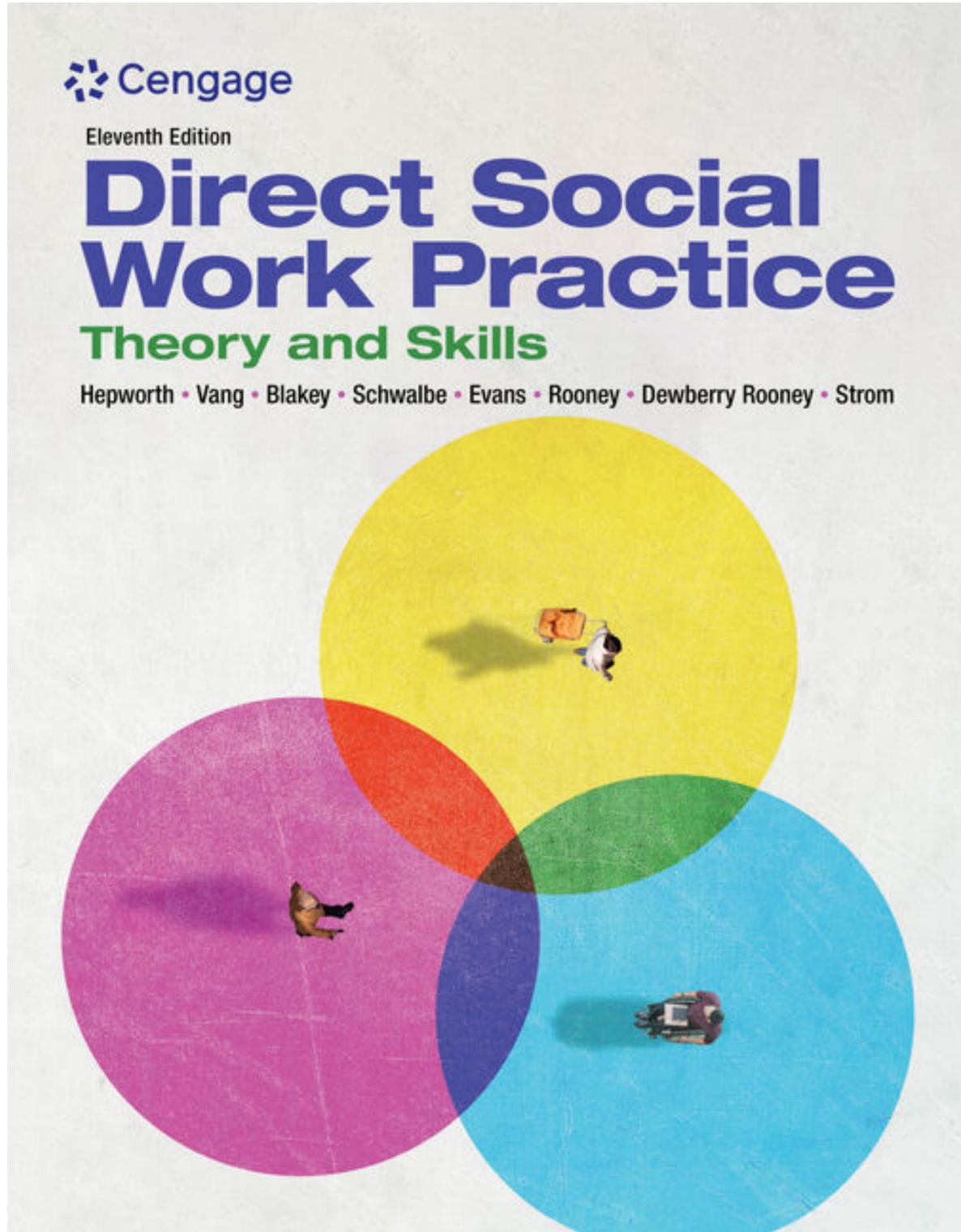
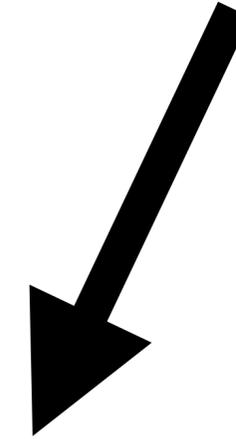
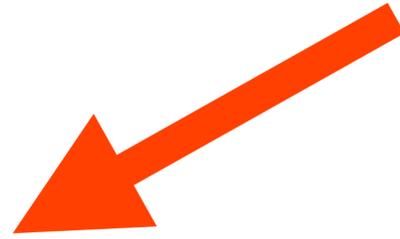
COUNCIL ON SOCIAL WORK EDUCATION

- Demonstrate Ethical and Professional Behavior
- Advance Human Rights and Social, Racial, Economic, and Environmental Justice
- Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
- 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



Helpful Resources

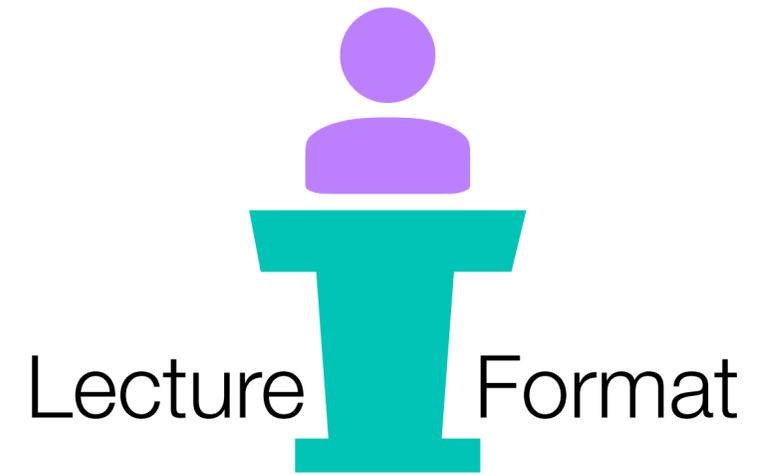
Text Book



FORMAT OF THE CLASS



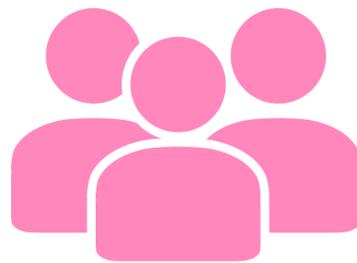
Large Group
Discussion



Lecture Format



Lab
Days



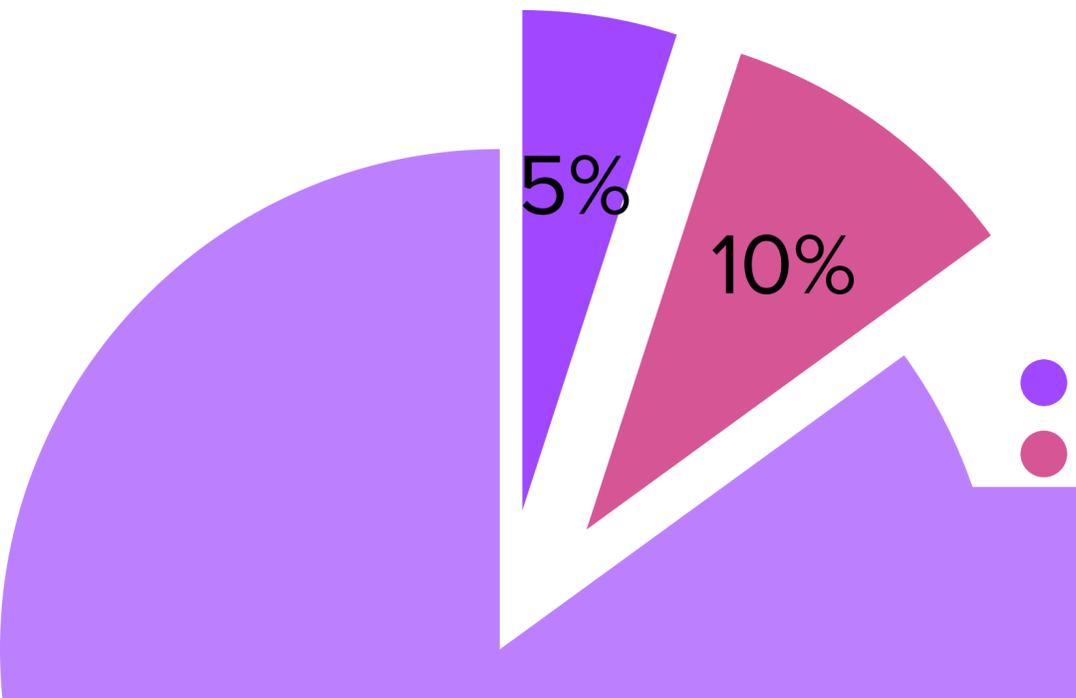
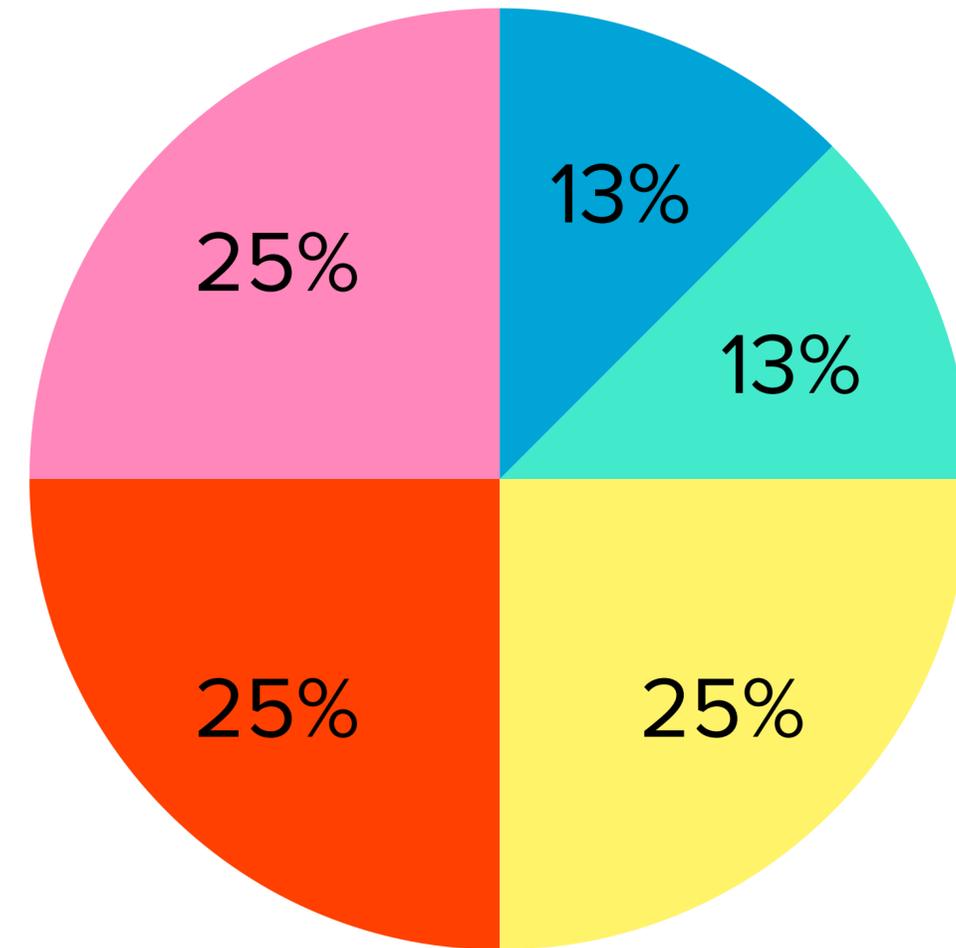
Small Group
Discussion



Role-Play &
Practice

ASSIGNMENTS POINTS

- A-01: Class Engagement and Attendance
- A-02: Chapter Reading Quizzes
- A-03: Theory and Practice Integrative Paper
- A-04a: Interviewing Skills Video Role-Play
- A-04b: Interviewing Skills Reflective Paper



Extra Credit Options

- A-06a: Individual Empathetic Communication Self-Evaluation Reflective Paper
- A-06b: Evidence-Based Practice for Assessments or Generalist Practice



TENTATIVE SCHEDULE



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INFORMATION

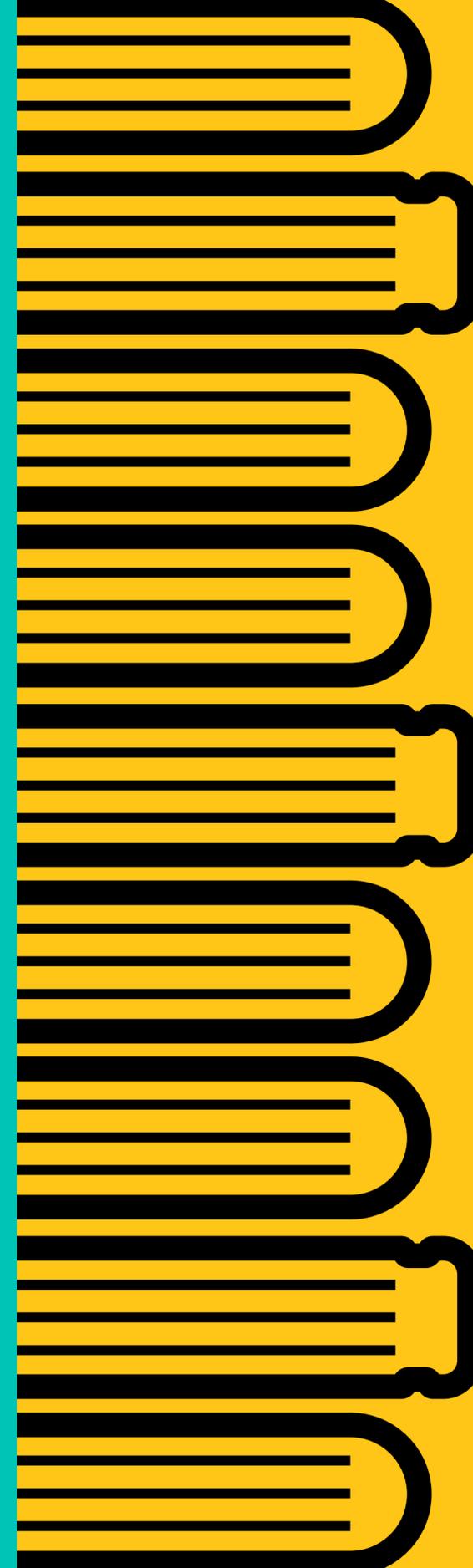
Attendance

Library

Credit Hour Requirements

Campus Security & Safety

Accommodation Policy



WHO'S INFORMATION IS THIS?

ACADEMIC HONESTY



USING ARTIFICIAL INTELLIGENCE

ACADEMIC HONESTY

What are
appropriate
uses versus
inappropriate?



STUDENT WORK



APPOINTMENTS & QUESTIONS



RUBRICS

	Initial	Emerging	Developed	Highly Developed
Content Area			X	
Content Area				X
			1	1



ACADEMIC WRITING AND SUPPORT



SAVE THE WORK YOU DO

**SAVE ARTICLES
YOU READ**



Bookends
For macOS



**SAVE PAPERS
THAT YOU
WRITE**

**SAVE NOTES YOU TAKE
ABOUT A TOPIC**

[[Connected Topic]]

[[Connected Topic]]

[[Connected Topic]]



2 EXAMPLES

APA
STYLE

7th Edition

Student Paper Setup Guide

This guide will help you set up an APA Style student paper. The basic setup directions apply to the entire paper. Annotated diagrams illustrate how to set up the major sections of a student paper: the title page or cover page, the text, tables and figures, and the reference list.

Basic Setup

Seventh edition APA Style was designed with modern word-processing programs in mind. Most default settings in programs such as Academic Writer, Microsoft Word, and Google Docs already comply with APA Style. However, you may need to make a few adjustments before you begin writing.

- **Margins:** Use 1-in. margins on all sides of the page (top, bottom, left, and right).
- **Font:** Use a legible font. Many fonts are acceptable, including 11-point Calibri, 11-point Arial, 12-point Times New Roman, and 11-point Georgia. The default font of your word-processing program is acceptable.
- **Line spacing:** Use double-spacing for the entire paper (including block quotations and the reference list). Do not add blank lines before or after headings. Do not add extra spacing between paragraphs.
- **Paragraph alignment and indentation:** Align paragraphs of text to the left margin. Leave the right margin ragged. Do not use full justification. Indent the first line of every paragraph of text 0.5 in. using the tab key or the paragraph-formatting function of your word-processing program.
- **Page numbers:** Put a page number in the top right corner of every page, including the title page or cover page, which is page 1. Student papers do not require a running head on any page.

Sample Papers 61

Sample Student Paper

1

Guided Imagery and Progressive Muscle Relaxation in Group Psychotherapy

student title page, 2.3

Hannah K. Greenbaum
Department of Psychology, The George Washington University
PSYC 3170: Clinical Psychology
Dr. Tia M. Benedetto
October 1, 2019

2

paper title, 2.4, 2.27, Table 2.1, Figure 2.4

group author, 9.11

parenthetical citation of a work with two authors, 8.17

italics to highlight a key term, 6.22

parenthetical citation of a work with one author, 8.17

repeated citation needed, 8.1

use of first person, 4.16

narrative citation in parenthetical running text, 8.11

Guided Imagery and Progressive Muscle Relaxation in Group Psychotherapy

A majority of Americans experience stress in their daily lives (American Psychological Association, 2017). Thus, an important goal of psychological research is to evaluate techniques that promote stress reduction and relaxation. Two techniques that have been associated with reduced stress and increased relaxation in psychotherapy contexts are guided imagery and progressive muscle relaxation (McGuigan & Lehrer, 2007). *Guided imagery* aids individuals in connecting their internal and external experiences, allowing them, for example, to feel calmer externally because they practice thinking about calming imagery. *Progressive muscle relaxation* involves diaphragmatic breathing and the tensing and releasing of 16 major muscle groups; together these behaviors lead individuals to a more relaxed state (Jacobson, 1938; Trakhtenberg, 2008). Guided imagery and progressive muscle relaxation are both cognitive behavioral techniques (Yalom & Leszcz, 2005) in which individuals focus on the relationship among thoughts, emotions, and behaviors (White, 2000).

Group psychotherapy effectively promotes positive treatment outcomes in patients in a cost-effective way. Its efficacy is in part attributable to variables unique to the group experience of therapy as compared with individual psychotherapy (Bottomley, 1996; Yalom & Leszcz, 2005). That is, the group format helps participants feel accepted and better understand their common struggles; at the same time, interactions with group members provide social support and models of positive behavior (Yalom & Leszcz, 2005). Thus, it is useful to examine how stress reduction and relaxation can be enhanced in a group context.

The purpose of this literature review is to examine the research base on guided imagery and progressive muscle relaxation in group psychotherapy contexts. I provide overviews of both guided imagery and progressive muscle relaxation, including theoretical foundations and historical context. Then I examine guided imagery and progressive muscle relaxation as used on their own as well as in combination as part of group psychotherapy (see Baider et al., 1994, for more). Throughout the review, I

ELEMENTS & FORMAT





STYLE AND GRAMMAR GUIDELINES ▾

PRODUCTS ▾

INSTRUCTIONAL AIDS

BLOG



[Home](#) > [Style and Grammar Guidelines](#)

Style and Grammar Guidelines

APA Style provides a foundation for effective scholarly communication because it helps writers present their ideas in a clear, concise, and inclusive manner. When style works best, ideas flow logically, sources are credited appropriately, and papers are organized predictably. People are described using language that affirms their worth and dignity. Authors plan for ethical compliance and report critical details of their research protocol to allow readers to evaluate findings and other researchers to potentially replicate the studies. Tables and figures present information in an engaging, readable manner.

The style and grammar guidelines pages present information about APA Style as described in the *[Publication Manual of the American Psychological Association, Seventh Edition](#)* and the *[Concise Guide to APA Style, Seventh Edition](#)*. Any updates to APA Style are noted on the applicable topic pages. If you are still using the sixth edition, helpful resources are available in the [sixth edition archive](#).

Looking for more style?



Get the 7th edition *[Publication Manual](#)* or *[Concise Guide](#)* for access to much more about APA Style.



**DON'T FORGET TO READ AND
SEND ME YOUR CONTACT INFO**

