

A row of modern, light-colored wooden chairs is arranged in a room with warm, golden lighting. The chairs are simple in design with curved backs and three legs. The background is softly blurred, showing more chairs and a dark wall.

Jacob Campbell, LICSW
Heritage University
Spring 2023

Theories of Practice II

Working with Groups and Families

SOWK 487



X-Files: The Walk
Season 03 Episode 7

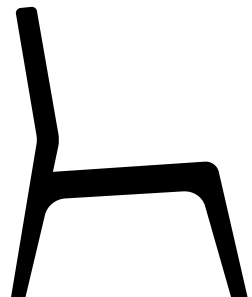
Agenda

Introduction to Theories of Practice II

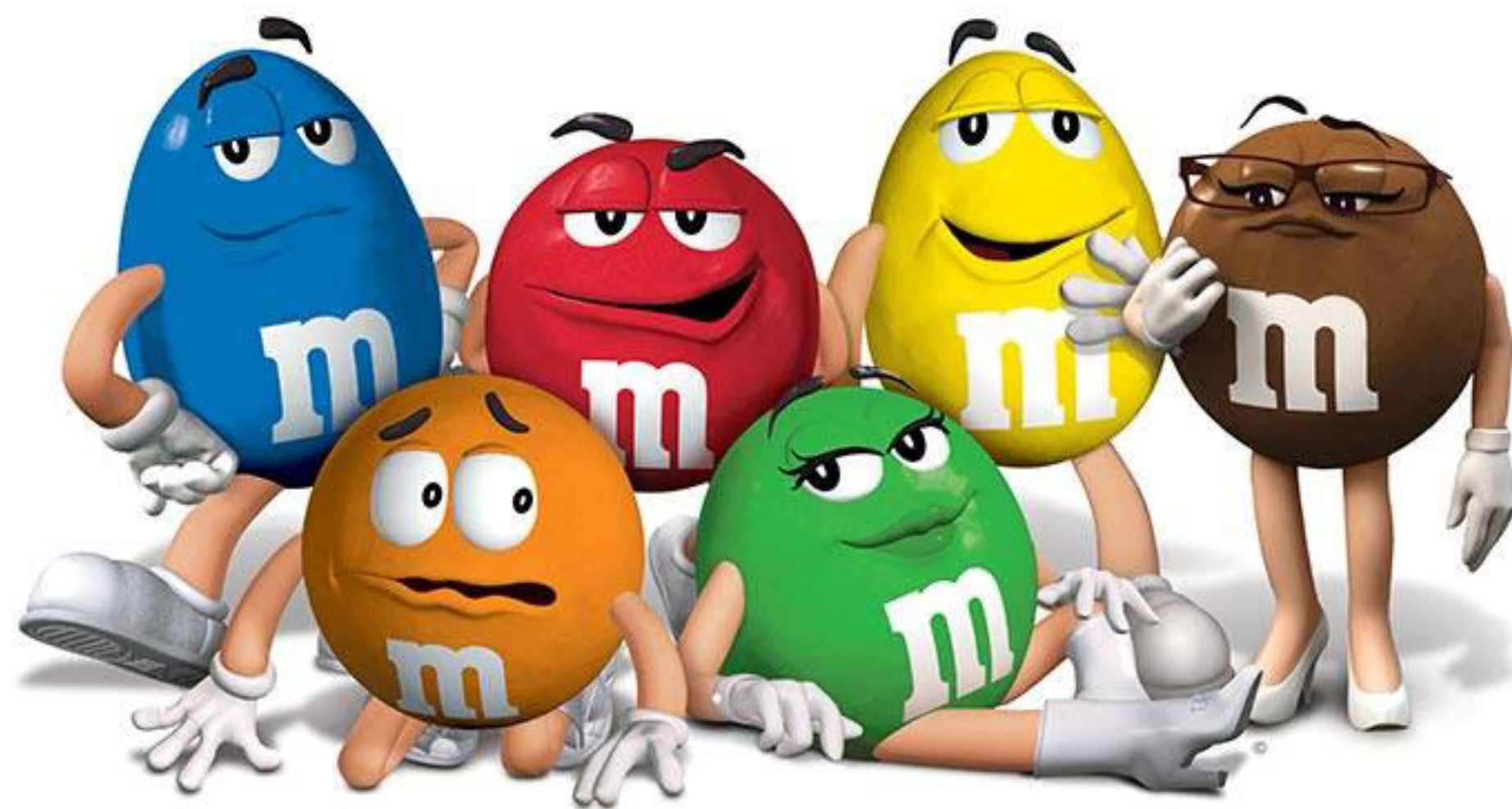
Initial activity

Discuss class

Review syllabus



How was your break?



Red: favorite activity done during break

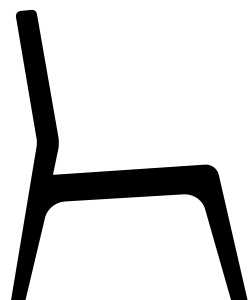
Green: favorite food eaten over the holidays

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

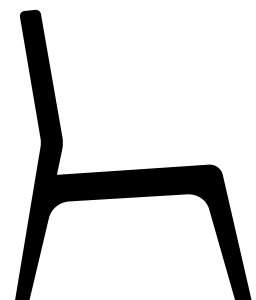


Managing Expectations

How we can both be happy

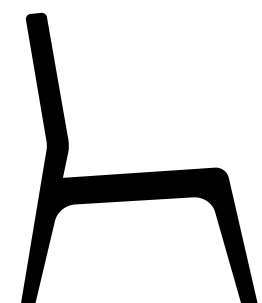
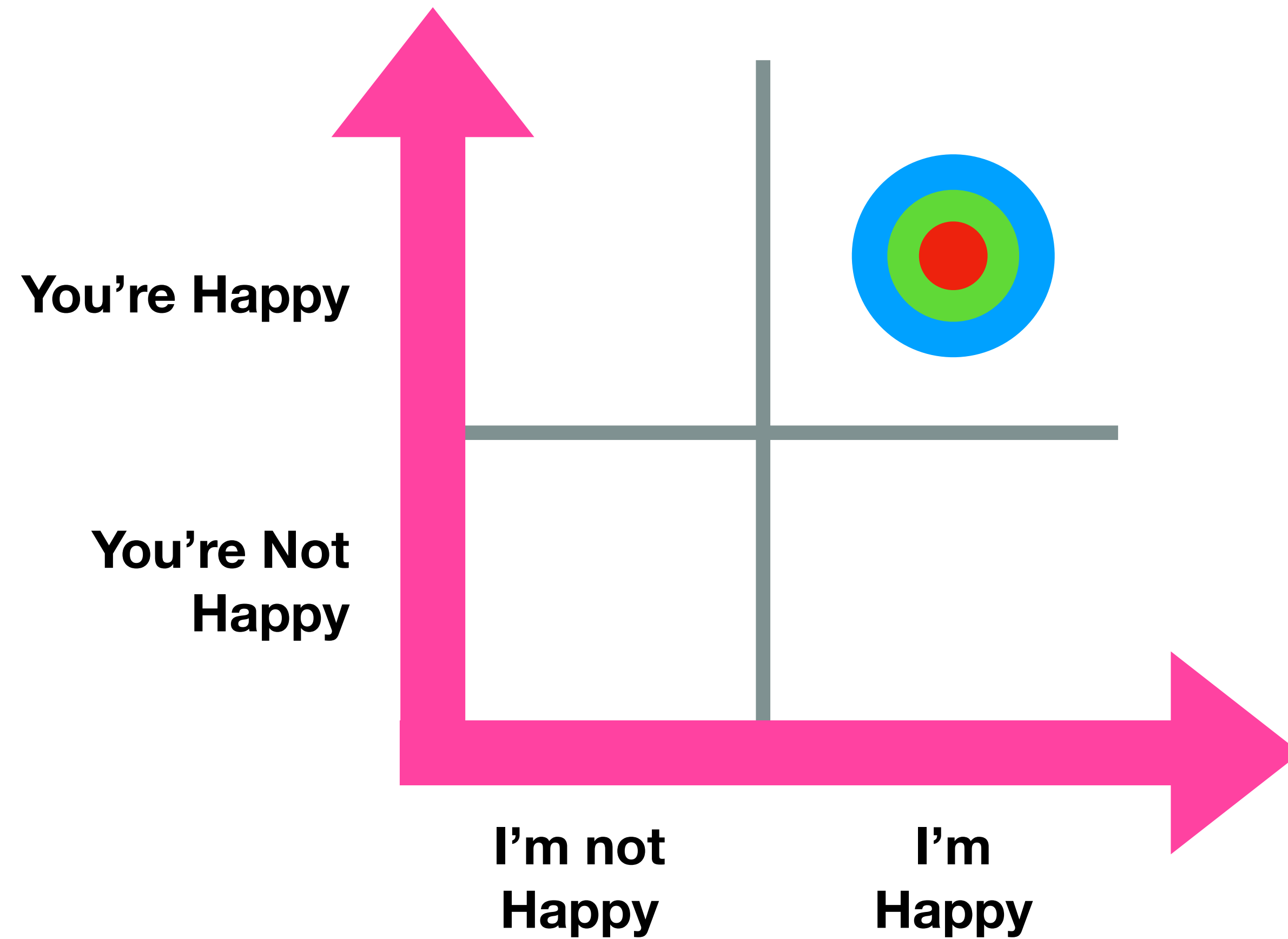


What are your
expectations?



Managing Expectations

How we can both be happy



Reviewing Syllabus

Part by part



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

Spring 2023, Heritage at CBC

Jacob Campbell, LICSW

Office Hours: By Arrangement

Office Location: None

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

Email: campbell_j@heritage.edu

Cell Phone: (509) 392-1056

Class Location: SWL 112

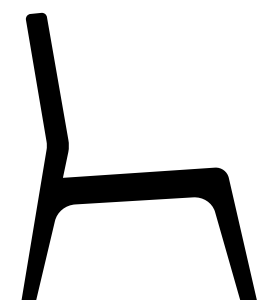
Course Description

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

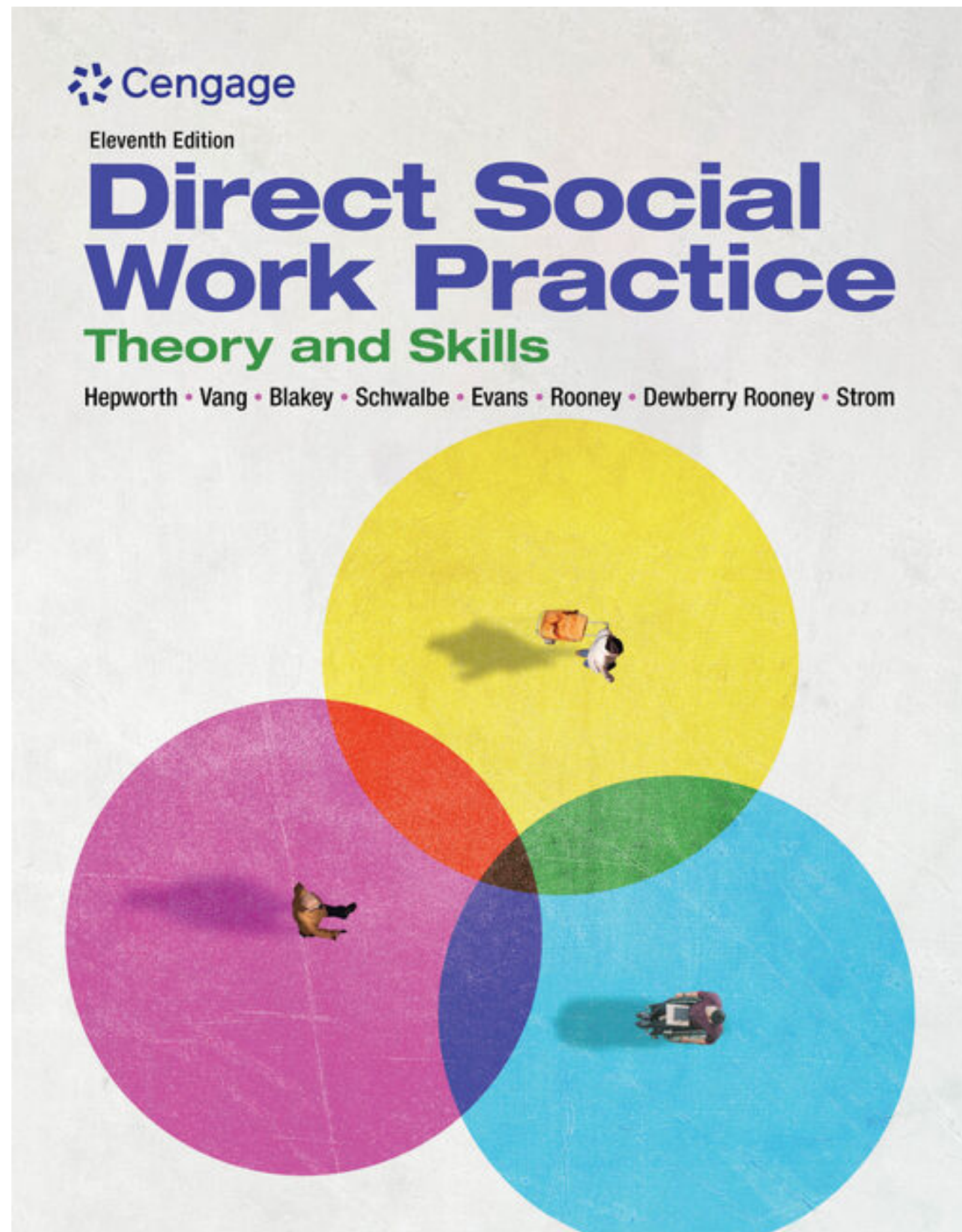




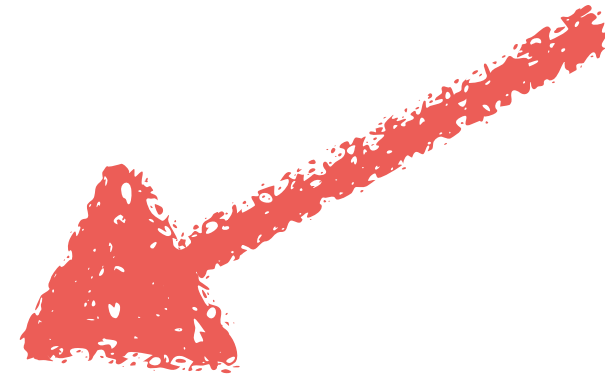
SOWK 487

Theories of Practice II

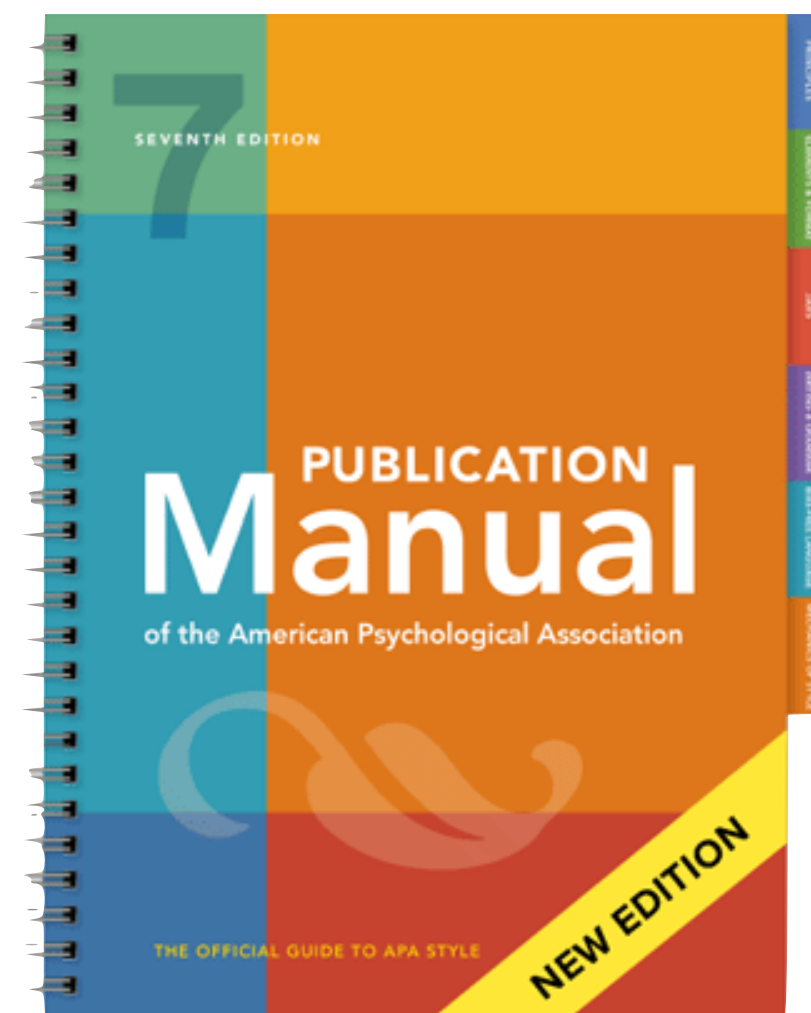
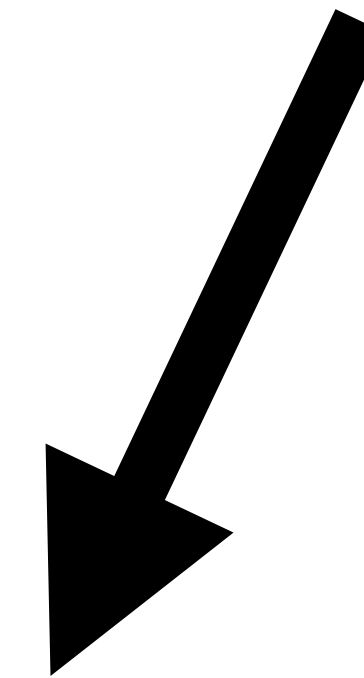
Connecting theories to practice for working with groups (therapeutic and task) and with families



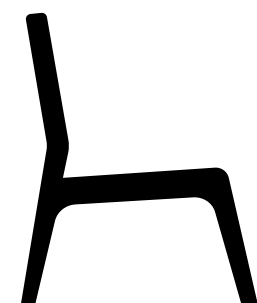
Text Book



Helpful Resources

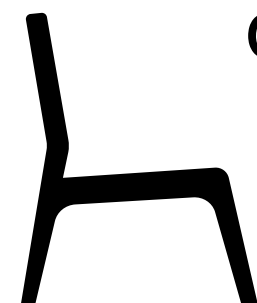


**APA
STYLE**



- 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

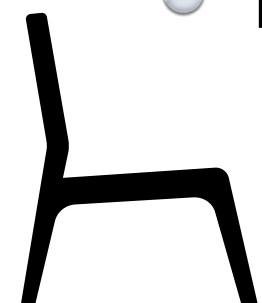
- Ten principles of good interdisciplinary team work
- An overview of dialectical behavior therapy for professional psychologists.
- Chapter 9 - Psychoeducational Groups
- Chapter 7 - Cognitive-behavioral group work
- An integrated trauma-informed, mutual aid model of group work
- The group work tradition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



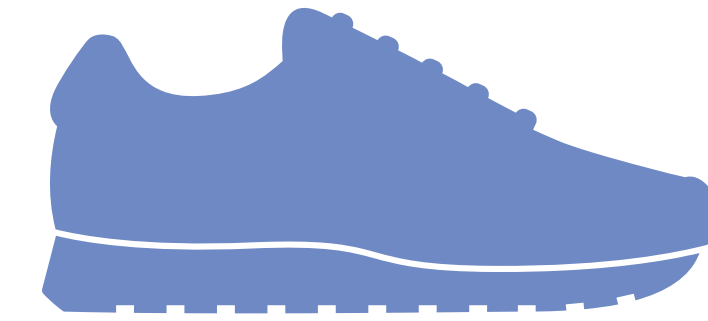
Format of the Class



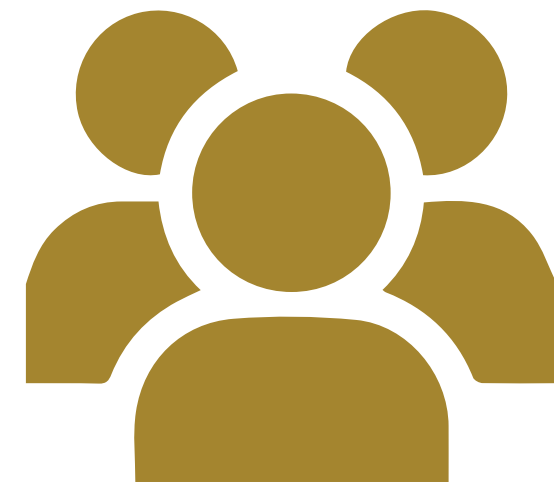
Large Group Discussion



Role-Play & Practice



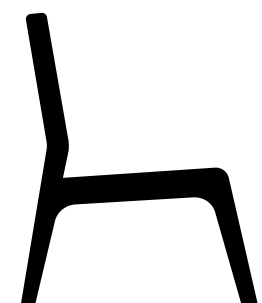
Group Activities



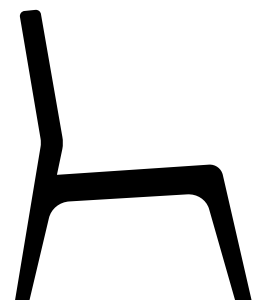
Small Group Discussion



Lecture Format



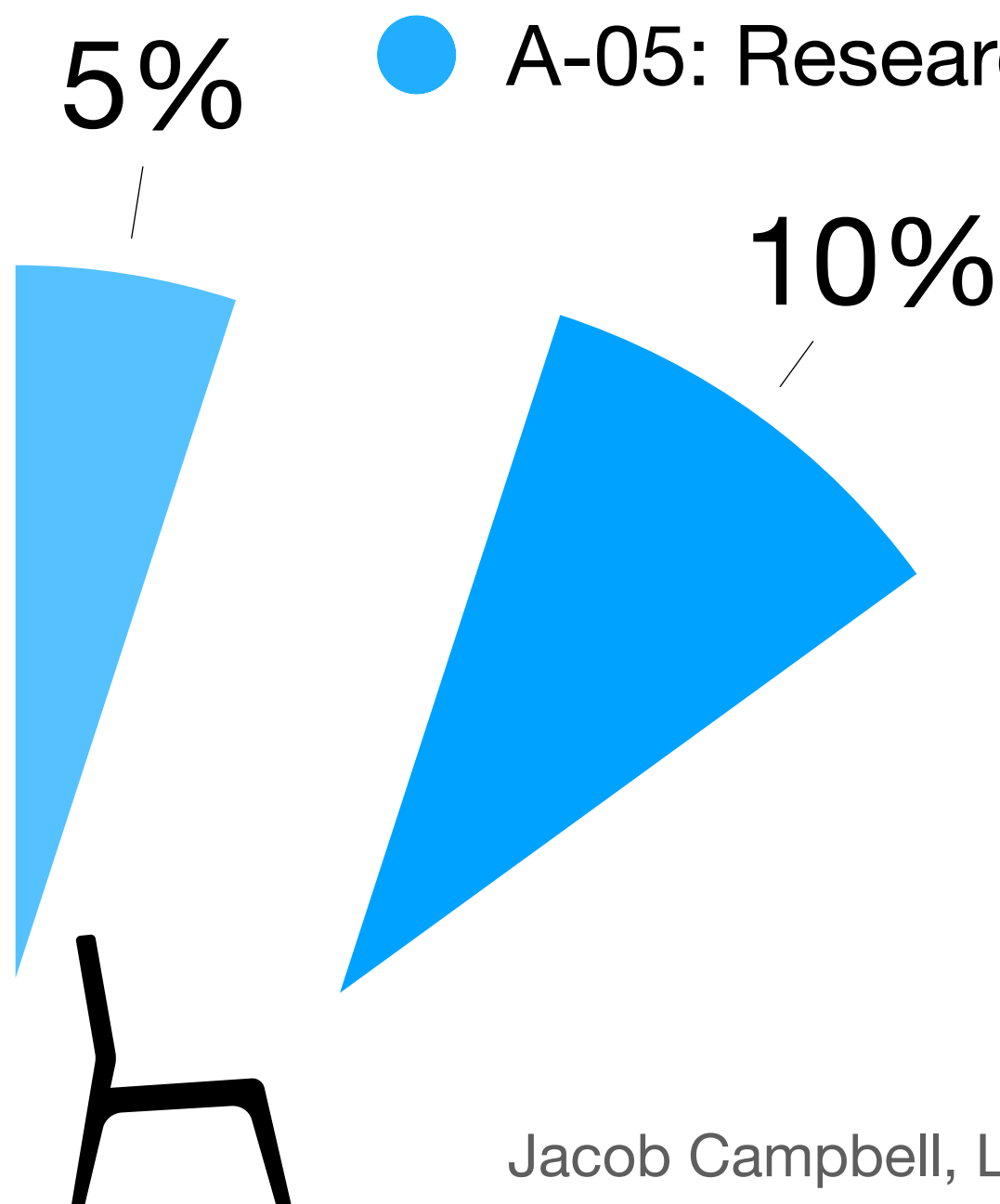
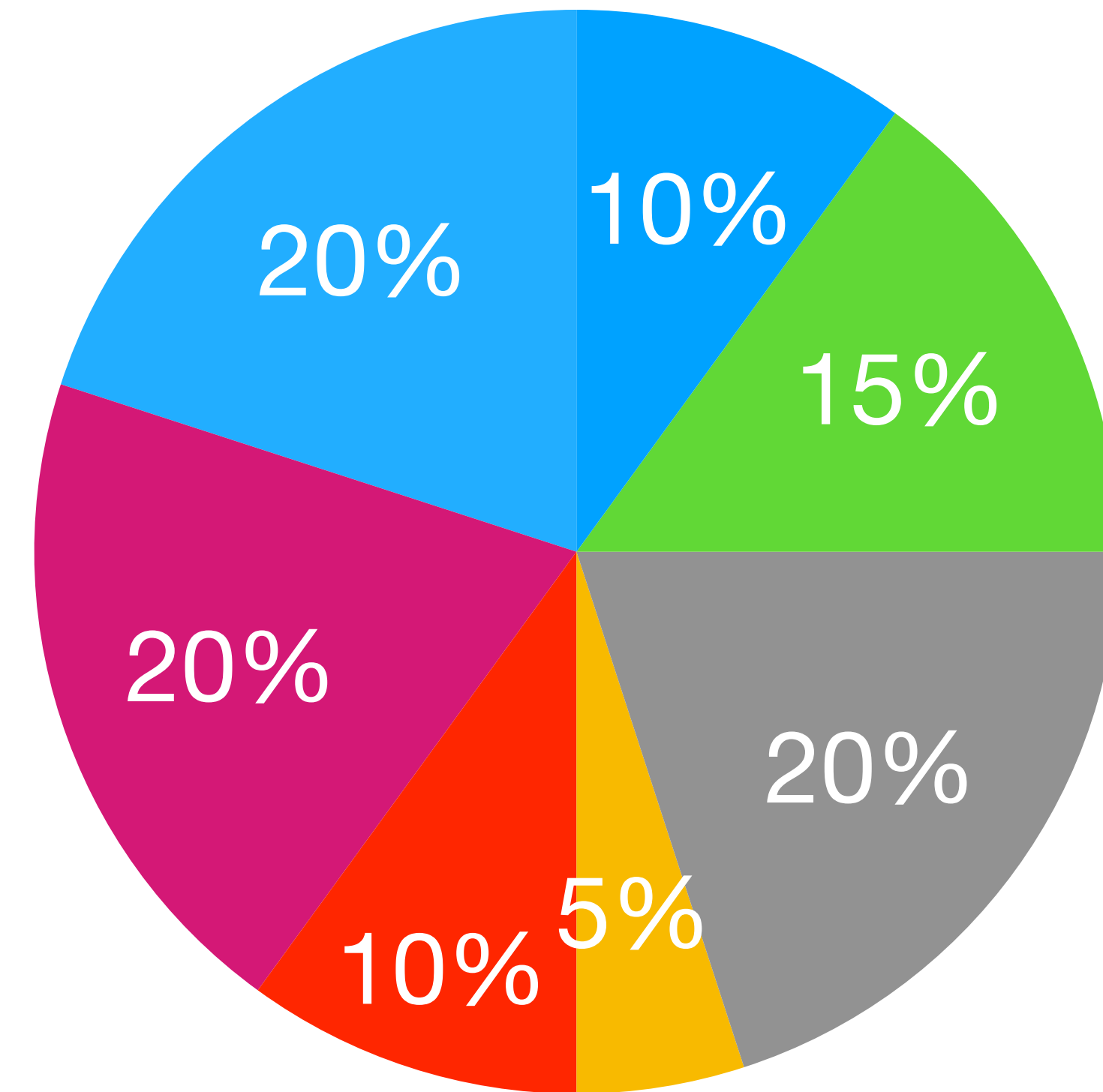
Content of Class



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

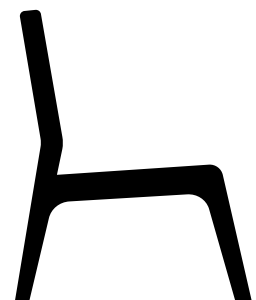


Pikachu, I Choose You!



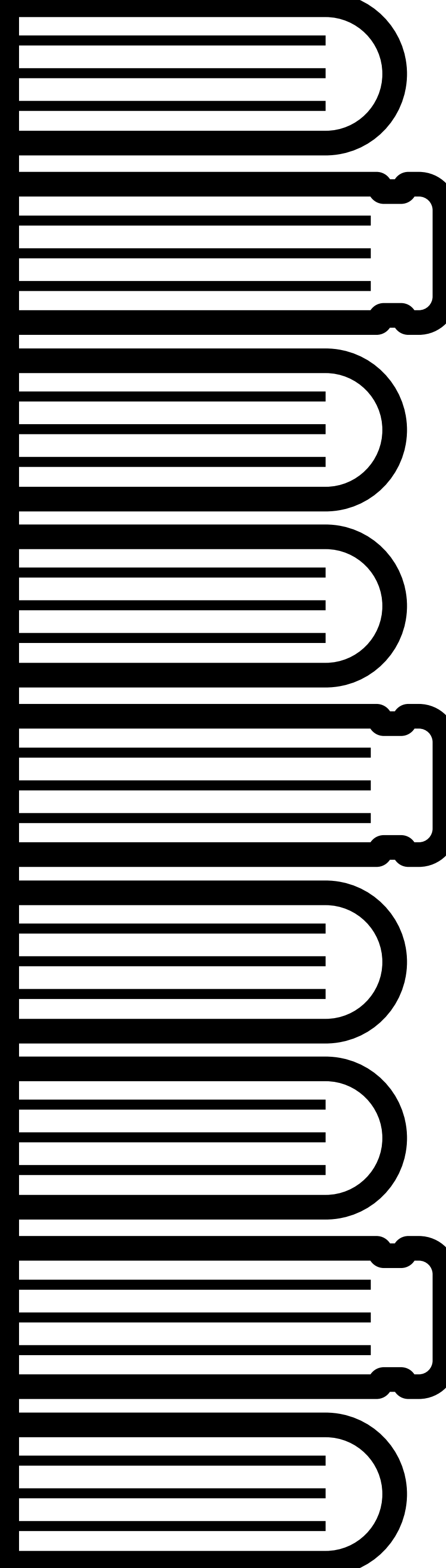
Academic Honesty

Who's information is this?



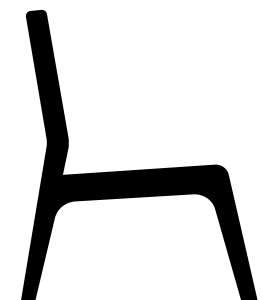
Information Sections

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



Tentative Schedule

**What is
the plan
anyways?**



S	M	T	W	T	F	S
			😎			
			😎			
			😎			
			😎			

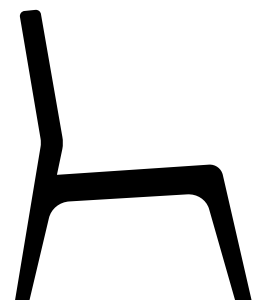
Appointments & Questions

I'm very reachable



Rubrics

	Initial	Emerging	Developed	Highly Developed
Content Area			X	
Content Area				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.

