



## **SOWK 590 (0): Advanced Seminar I (1 credit)**

**Fall 2025, Online/Toppenish**

Instructor	Dr. Jacob Campbell, Ph.D., LICSW		
Office Hours	<b>Toppenish Campus</b> Office: Simpkins Hall, Office 2124 Drop-in: Tuesday's 10-11 AM	<b>Tri-Cities Regional Site</b> Office: 2 <sup>nd</sup> Floor Office 4209 Drop-in: Wednesday's 2-3 PM	
	Weekly office hours are available for drop-in via <a href="#">Zoom</a> or in-person. Other times available by arrangement. Schedule available at <a href="https://vsp.ink/now">https://vsp.ink/now</a> .		
	Phone	(509) 392-1056	Email
Dates	The seven in-person Saturday's for fall semester include 09/06/25, 09/20/25, 10/04/25, 10/18/25, 11/01/25, 11/08/25, and 11/22/25. Synchronous sessions for this course take place 2:15 PM-3:45 PM in RAU 1701.		

### **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 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.

### **Course Description**

Advanced Seminar I is taken concurrently with Advanced Practicum I. This course allows the student an environment to apply advanced practicum experience to the program curriculum. Students are encouraged to critically reflect on theory, ethics, values, skills, knowledge, and cognitive and affective processes that shape social work practice. Designed as a supportive environment, students are encouraged to practice using peer supervision to manage both the challenges and successes in their practicum placement. This course is graded as Pass/No Pass. Prerequisite(s): Admission to the MSW program; **Co-requisite(s)**: Advanced Practicum I

### **Relationship to Other Sequences and Other Courses**

Students will begin **SOWK 590 Advanced Seminar I** in fall semester to critically reflect on theory, ethics, values, skills, knowledge, and cognitive and affective processes that shape social work practice. SOWK 590 will facilitate and encourage students to process experiences of practical application across the **micro, mezzo, and macro levels** of practice, fostering a holistic approach

to social work. Integral to seminar learning is the incorporation of **person-in-environment** as social work recognizes the interconnectedness of individuals within their social and cultural context. SOWK 590 will provide a space for students to deepen their understanding of **research-informed practice**, ensuring that their interventions are rooted in evidence-based methods. SOWK 590 will assist students in utilizing **strength and resiliency** to address individual challenges. This course is concurrently taken with **SOWK 595 Advanced Field Practicum I** to integrate theoretical concepts into practical applications, demonstrating the nine enhanced and expanded social work competencies across various levels. Throughout practicum placements, students will be tasked with showcasing advanced knowledge and skills with the guidance and support of their agency practicum supervisor.

## MSW Program Goals

- To prepare students with knowledge, values, skills, cognitive and affective processes.
- To prepare students with advanced skills in social policy, research, culturally tailored interventions, and organizational and community leadership to enhance social functioning and alleviate poverty, oppression, and injustices.
- To prepare students to improve people's lives; alleviate biopsychosocial concerns; empower individuals, families, groups, organizations, and communities; and achieve social justice.

## Competencies, Performance Indicators, Assessment Methods

In the *Educational Policy and Accreditation Standards* (EPAS), the Council on Social Work Education (CSWE, 2022) defines competence as “the ability to integrate and apply social work knowledge, values, skills, and cognitive and affective processes to practice situations in a culturally responsive, purposeful, intentional, and professional manner to promote human and community well-being. The EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations” (p. 7).

The nine competencies identified in the 2022 EPAS are:

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

The Master of Social Work Program's curriculum focuses upon the preparation of social work students for professional social work practice. Students acquire and develop the nine social work competencies that identify the knowledge, values, skills, cognitive and affective processes that are subsequently demonstrated in practice with diverse populations of individuals, families, groups, organizations, and communities within a complex multicultural society.

What will I do in this class? (Class Learning Assignment)	What knowledge/skills will I gain? (Specialized Practice Behaviors)	How does this work apply? (CSWE 2022 Competency)
Attendance and In Class Participation  Weekly Reflective Journal	a. Examine policy and research related to the impact of racism, oppression, violence, and historical trauma to inform ethical practice.  b. Assess culturally responsive advanced decision-making models to address ethical issues and dilemmas in practice with Latinx, Indigenous, and agricultural communities.	<b>Competency 1:</b> Demonstrate Ethical and Professional Behavior

## Texts, Materials, and Technology

### Text(s)

**Heritage University MSW Practicum Manual**

Author: HU Department of Social Work

### Supplements

#### Technology

Students require access to a computer (PC, MacBook, etc.) or a desktop; reliable internet access is also necessary. Students can check out laptops from the library. Unfortunately, iPads, tablets, and Chromebooks are not laptops. Our Learning Management System (LMS), MyHeritage, will communicate ideas and instructions, as well as upload assignments. Your faculty member will help you.

#### Resources

There are a few resources that can be helpful for students to access during this course, including our profession's code of ethics, library guides, and some open-access resources.

Content	Link
Code of Ethics	<a href="#">NASW Code of Ethics</a>
Social Work Library Guides	<ul style="list-style-type: none"> <li>• <a href="#">Native Americans and Social Work</a></li> <li>• <a href="#">Latinos and Social Work</a></li> </ul>
Other	<a href="#">Open Educational Resources (OER)</a>

## Assignments and Grading

I grade students on two ongoing assignments for SOWK 590. This table delineates the assignments, their point value, and the percentage of the overall class grades.

Assignment	Points	Percentage
A-01: In-Class Participation and Engagement	315	60%
A-02: Weekly Reflective Journals	210	40%
<b>TOTAL</b>	<b>525</b>	<b>100%</b>

## Course Assignments Descriptions

I have described each assignment using some meta-information, a description of the purpose, the specific tasks students are expected to complete, and the criteria used to assess the assignment.

### Assignment 01: In-Class Participation and Engagement

- Meta:** *Points* 315 pts (60% of final grade) with 45 pts each session; *Deadline* Selected Saturday session sessions for in-person class; *Completion* via attendance taken by instructor and documentation during class.
- Purpose:** This class is designed as a supportive environment where students reflect on their practice learning through an in-person group and engage in meaningful discussion of social work knowledge.
- Task:** Attendance is part of the student's final grade. **Students are required to attend a minimum of six of seven in-person seminar sessions.** If a student anticipates or an unavoidable absence occurs, communicate with faculty as soon as possible to discuss options for partial credit. Options may include student access to an audio or video recording of the missed seminar session.
- Success:** Students will be present, on time, or have contacted the instructor for the class session. Students will fully engage in the practice learning reflection group, mindfulness activity, and student-led discussion.

### Assignment 02: Weekly Reflective Journals

- Meta:** *Points* 210 pts (40% of final grade) with 14 points each week; *Deadline* Submission by 08:00 AM on Monday each week; *Completion* via MyHeritage Assignments.
- Purpose:** The weekly journals provide a structure to ensure students reflect on their practice and apply advanced practice knowledge. The journal is also a record that they can refer to in preparing for their mid-point and final practicum evaluations.
- Task:** Journal entries should be written each day of practicum attendance. Students will reflect on the purpose of their practicum activities. The journal should align with tasks and competencies, documenting not only completed activities and observations but also tentative hypotheses or new insights gained. In their journals, students should consider both the transferable skills they are developing and the agency-specific skills they are utilizing. They may also include feedback from their agency practicum supervisor. It is important not to include clients' names or any details that could compromise client confidentiality.
- Success:** Journals are submitted on time weekly through MyHeritage. The journal's content demonstrates sincere reflection and pointed connections to the CSWE competencies.

## Grade Scale:

This is a Pass/No Pass Course. To earn a passing grade, students are required to:

- Attend and participate in at least 6 out of 7 advanced seminar classes per semester

- Earn at least 80% of points from weekly reflective journals
- Earn at least 80% on any other assignments

Letter Grade	Percentage	GPA	Description
P	80 to 100	N/A	Pass
NP	0 to 79.99	0.0	No Pass

## Course Guidelines and Expectations

### Description of course expectations

This class is a facilitated group, so students are expected to adhere to the group norms, which will be developed cooperatively by their classmates and instructor. Students are also expected to attend and participate actively during class sessions. Furthermore, students must submit their journal entries weekly before the deadline.

### Description of Assignment Types

Participation and engagement is the most significant aspect of this class. During in-person class sessions, there will be a facilitated reflection on practicum learning, a mindfulness activity, and a student-led discussion topic. Students will also submit a weekly journal entry to My Heritage.

### Designated Style

Students should follow the American Psychological Association (APA, 2020) style guide for all writing done in this course. While optional for this course, their seventh edition style guide can be a valuable asset to support student scholarship.

## Course Schedule

The planned course schedule is as follows:

Week	Date	Content	Reading Assignment	Due Dates
1	8/25 - 8/31 <b>Asynchronous</b>	Introduction to Advanced Seminar I and Information Regarding Practicum Manual, Learning Contracts, and Syllabus, and Student Led Discussions (SLED)	MSW Practicum Manual, Course Syllabus	<b>A-02 Reflective Journal W-01</b> due 8 AM Monday (9/1) via MyHeritage Assignments
2	<b>9/1 - 9/7</b> <b>Class 9/6</b>	Practice Learning Reflection Group Development; SLED: Safety & Well Being, Self-Care		<b>A-02 Reflective Journal W-02</b> due 8 AM Monday (9/8) via MyHeritage Assignments
3	9/8 - 9/14 <b>Asynchronous</b>			<b>A-02 Reflective Journal W-03</b> due 8 AM Monday (9/15) via MyHeritage Assignments
4	<b>9/15 - 9/21</b> <b>Class 9/20</b>	Practice Learning Reflection Group SLED: Self-Care and Burnout Prevention		<b>A-02 Reflective Journal W-04</b> due 8 AM Monday (9/12) via MyHeritage Assignments
5	9/22 - 9/28 <b>Asynchronous</b>			<b>A-02 Reflective Journal W-04</b> due 8 AM Monday (9/29) via MyHeritage Assignments

Week	Date	Content	Reading Assignment	Due Dates
6	<b>9/29 - 10/5</b> <b>Class 10/4</b>	Practice Learning Reflection Group; SLED: Restorative Justice Practices		<b>A-02 Reflective Journal W-05</b> due 8 AM Monday (10/6) via MyHeritage Assignments
7	10/6 - 10/12 <b>Asynchronous</b>			<b>A-02 Reflective Journal W-07</b> due 8 AM Monday (10/13) via MyHeritage Assignments and <b>Mid Term Course Evaluations</b> via MyHeritage CourseEval
8	<b>10/13 - 10/19</b> <b>Class 10/18</b>	Practice Learning Reflection Group; SLED: Intersectionality and Identity		<b>A-02 Reflective Journal W-08</b> due 8 AM Monday (10/20) via MyHeritage Assignments
9	10/20 - 10/26 <b>Asynchronous</b>			<b>Midterm Grades</b> submitted by Instructor Wednesday (10/22) by 5: PM and <b>A-02 Reflective Journal W-09</b> due 8 AM Monday (10/27) via MyHeritage Assignments
10	<b>10/27 - 11/2</b> <b>Class 11/1</b>	Practice Learning Reflection Group; SLED: Community Organizing & Activism		<b>A-02 Reflective Journal W-10</b> due 8 AM Monday (11/03) via MyHeritage Assignments
11	<b>11/3 - 11/9</b> <b>Class 11/8</b>	Practice Learning Reflection Group; SLED: Cultural Competence in Practice		<b>A-02 Reflective Journal W-11</b> due 8 AM Monday (11/10) via MyHeritage Assignments
12	11/10 - 11/16 <b>Asynchronous</b>			<b>A-02 Reflective Journal W-12</b> due 8 AM Monday (11/17) via MyHeritage Assignments
13	<b>11/17 - 11/23</b> <b>Class 11/22</b>	Practice Learning Reflection Group; SLED: Ethical Considerations in Social Media Use		<b>A-02 Reflective Journal W-13</b> due 8 AM Monday (11/24) via MyHeritage Assignments
14	11/24 - 11/30 <b>Asynchronous</b>			<b>A-02 Reflective Journal W-14</b> due 8 AM Monday (12/1) via MyHeritage Assignments
15	12/1 - 12/7 <b>Asynchronous</b>			<b>A-02 Reflective Journal W-15</b> due 8 AM Monday (12/8) via MyHeritage Assignments
End of Course		Wrap-Up, Final Grading, and Course Evaluations		<b>Course Evaluations</b> via MyHeritage CourseEval and <b>Final Grades</b> submitted by Instructor Wednesday (12/17) by 5 PM

## Attendance

Regular attendance and class participation are expected and considered essential for successful academic work. Heritage regularly updates its full attendance policy available in the current catalog: [Attendance Policy](#). Remember that Heritage University Student Affairs is ready to help solve problems that interfere with attending class. Email them at [studentaffairs@heritage.edu](mailto:studentaffairs@heritage.edu).

### Reasonable Accommodation for Religious Holidays

Consistent with Heritage University's mission and values and pursuant to RCW 28B.137.010 as amended, and Substitute Senate Bill 5166, HU allows students reasonable absences for reasons of faith or for organized activities conducted under the auspices of a religious denomination, church, or religious organization. The student requesting an excused absence for reasons of faith must submit the Request for Absence for Reasons of Faith Form to their instructor(s) at least two (2) weeks prior to the beginning of the semester in which the absence is anticipated to occur. The form is located on the Student Forms page under the Students Tab in MyHeritage. Full policy and procedures are located in the current catalog under [Academic Policies, Attendance](#).

## Support and Resources

### Tutoring at the Academic Skills Center [Log into MyHeritage before using links]

The ASC has in-person and online appointments, drop-in services also both in-person and online. To view our schedule, or make an in-person or online appointment, visit the ASC page on MyHeritage under Student Services. To learn more about any of these services, call the ASC at (509) 865-8517 or email us at [ASC@heritage.edu](mailto:ASC@heritage.edu).

### Library

The librarians are here to assist you! Use the online chat on the [HU Library Website](#). For research and general assistance, feel free to stop by, call a reference librarian at (509) 865-8520, or email [Library@heritage.edu](mailto:Library@heritage.edu).

### Credit Hour Requirements

Federal regulations require that all courses follow the Heritage University definition of a credit hour as described in HU Policy. For the current policy, see the catalog entry [credit hour policy](#).

### Online Course Exchange Appeals Process

Online Course Exchange students who wish to appeal an instructor's or facilitator's decision or request assistance with academic issues (such as requesting an incomplete or an extension) should contact HU's Online Course Exchange Liaison at [Acadeum@heritage.edu](mailto:Acadeum@heritage.edu).

## Academic Honesty

Heritage University students have the responsibility to adhere to academic honesty in all their educational endeavors. Faculty has the responsibility to model academic honesty and to prevent, detect, and confront students who violate it. See [Academic Honesty Policy](#) and [Academic Honesty Procedure Diagram](#).

## Campus Security & Safety

In an emergency, call 911. If you need campus security assistance between 8 AM and 5 PM, please call 509-865-8555 or ext. 8555 from any campus landline or email [CampusSecurity@heritage.edu](mailto:CampusSecurity@heritage.edu). For a list of Campus Security services and Crisis Response Steps, see the [Safety and Security webpage](#).

## Accommodations

For information about student disability services on campus, please visit the [Office of Disability Services \(ADA\) | Heritage University](#) webpage or email [Officeofdisabilityservices@heritage.edu](mailto:Officeofdisabilityservices@heritage.edu).

## Safe Attendance Reminder

Heritage University is committed to providing a safe and healthy environment for all students, staff, and faculty. Our goal is to mitigate the potential for transmission of communicable diseases, including COVID-19, in our environment.

Anyone experiencing symptoms of viral illness, such as fever or chills, cough, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea, should stay home and seek medical attention. Anyone known to have a close exposure to COVID-19 should wear a mask and follow [CDC guidelines](#) for isolation and precautions.

In addition, Heritage University community members must be prepared to “Mask When Asked.” Individuals can require that people who enter their offices wear masks. Faculty can require that students mask in their classrooms. Students who need to have their classmates mask can request that themselves or speak to the Vice President for Student Affairs to ask for support. Our collective commitment to health and well-being of all members of the community is essential and appreciated.

## References

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). American Psychological Association.  
<https://doi.org/10.1037/0000165-000>

Council on Social Work Education. (2022). 2022 EPAS: Educational policy and accreditation standards for baccalaureate and master’s social work programs.  
<https://www.cswe.org/accreditation/policies-process/2022epas/>

Syllabus Form Updated 5-27-2025 (MJ)