



SOWK 591 (1): Advanced Seminar II (1 credit)

Spring 2026, Online/Heritage at Toppenish

Instructor	Dr. Jacob Campbell, Ph.D., LICSW		
Office Hours	Toppenish Campus Office: Simpkins Hall, Office 2124 Drop-in: Tuesdays 2-3 PM	Tri-Cities Regional Site Office: 2 nd Floor Office 4209 Drop-in: Wednesdays 2-3 PM	
	Weekly office hours are available for drop-in via Zoom or in-person. Other times available by arrangement. Schedule available at https://vsp.ink/now .		
Phone	(509) 392-1056	Email	campbell_j@heritage.edu
Dates	This class takes place on selected Saturdays from 12:45 PM to 2:15 PM in Petrie Hall RM 1113. Dates include 01/24/26, 02/07/26, 02/21/26, 03/07/26, 03/28/26, 04/11/26, 04/25/26.		

Land Acknowledgement

Heritage University occupies its home on the traditional lands of the Yakama People. These ancestral homelands are the Yakama, Palouse, Pisuouse, 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 is taken concurrently with Advanced Practicum II. This course allows the student an environment to apply advanced field 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 field placement. This course is graded as Pass/No Pass.

Relationship to Other Sequences and Other Courses

In the Spring semester, students take **SOWK 591 Advanced Seminar II** to critically reflect on theory, ethics, values, skills, knowledge, and cognitive and affective processes that shape social work practice. SOWK 591 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 591 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 591 will assist students in utilizing **strength and resiliency** to address individual challenges. This course is concurrently taken with **SOWK 596 Advanced Field Practicum II** 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.

Competencies, Performance Indicators, Assessment Methods

In adult education, providing the context of the content you are teaching helps the learner understand the expectations on them. The social work program has identified goals and objectives that students are expected to achieve, and the Council on Social Work Education (CSWE, 2022) has identified competencies and practice behaviors that are integral to social work education. We assess these through key assignments throughout the MSW program curriculum and in students' practicum settings. They are identified as follows:

MSW Program Goals and Objectives

The MSW Program has the following goals for our students:

1. To prepare students with knowledge, values, skills, cognitive and affective processes.
2. 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.
3. To prepare students to improve people's lives; alleviate biopsychosocial concerns; empower individuals, families, groups, organizations, and communities; and achieve social justice.

Assignment Assessment Methods, Practice Behaviors, and Competencies

In the *Educational Policy and Accreditation Standards* (EPAS), the 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" (p. 7). 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 social work program has developed the curriculum with competencies as outcomes. Most required courses identify a specific competency for students to demonstrate and be assessed by faculty through a key assignment. The MSW Program has taken these competencies and designed associated advanced generalist practice behaviors. The content of the course also introduces and develops related competencies and behaviors. Students who complete this course will have demonstrated the competencies listed in the table below.

What will I do in this class? (Class Learning Assignment)	What knowledge/skills will I gain? (Practice Behaviors)	How does this work apply? (CSWE 2022 Competency)
Attendance, in-class participation, and weekly reflective journals	<ol style="list-style-type: none"> 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. 	Competency 1: Demonstrate Ethical and Professional Behavior

Texts, Materials, and Technology

Text(s)

Social Work Department (2026). *Practicum manual*. Heritage University

Supplements

Technology

Access to a laptop (PC, MacBook, etc.) or desktop and reliable internet access will be needed. Laptops can be checked out from the library (Unfortunately, iPads, tablets, and Chrome books are not laptops. See Staff in the Donald K. North Library to check out a laptop). Our Learning Management System (LMS), MyHeritage, will be used to communicate ideas/instructions and upload assignments. Your faculty member will help you.

Supplemental Texts

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	NASW Code of Ethics
Social Work Library Guides	<ul style="list-style-type: none"> • Native Americans and Social Work • Latinos and Social Work

Other	Open Educational Resources (OER)
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Assignments and Grading

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

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

Course Assignments Descriptions

I have described each assignment with meta-information on implementation, the purpose, the specific tasks students are expected to complete, and the criteria used to assess it.

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 at least six of the 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 they can refer to when preparing for their midpoint 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 and new insights. 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 were developed cooperatively by their classmates and instructor during the Fall semester. Students are also expected to attend and actively participate in class sessions, sharing about their learning and seeking feedback about potential interventions with their clients. In each class session, some students are assigned to facilitate a student-led discussion about a selected topic. Each day during the students' practicum, they are to reflect on their learning and document the activities they are engaging in in their reflective journal. Students are to submit their reflective journals each week, before the deadline.

Description of Assignment Types

Participation and engagement are the most significant aspects 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	1/19 - 1/25 Class 1/24	Introduction to Advanced Seminar II; Practice Learning Reflection Group;	MSW Practicum Manual, Course Syllabus	A-02 Reflective Journal W-01 due 8 AM Monday (1/26) via MyHeritage Assignments
2	1/26 - 2/1 Asynchronous			A-02 Reflective Journal W-02 due 8 AM Monday (2/2) via MyHeritage Assignments
3	2/2 - 2/8 Class 2/7	Practice Learning Reflection Group; SLED: Practicum Supervision and Supervision Agendas		A-02 Reflective Journal W-03 due 8 AM Monday (2/9) via MyHeritage Assignments
4	2/9 - 2/15 Asynchronous			A-02 Reflective Journal W-04 due 8 AM Monday (2/16) via MyHeritage Assignments
5	2/16 - 2/22 Class 2/21	Practice Learning Reflection Group; SLED: Integrated Approach		A-02 Reflective Journal W-05 due 8 AM Monday (2/23) via MyHeritage Assignments
6	2/23 - 3/1 Asynchronous			A-02 Reflective Journal W-06 due 8 AM Monday (3/2) via MyHeritage Assignments
7	3/2 - 3/8 Class 3/7	Practice Learning Reflection Group; SLED: Planned Changed Process (Engagement/Assessment)		A-02 Reflective Journal W-07 due 8 AM Monday (3/9) via MyHeritage Assignments and Mid Term Course Evaluations via MyHeritage CourseEval
8	3/9 - 3/15 Asynchronous			A-02 Reflective Journal W-08 due 8 AM Monday (3/16) via MyHeritage Assignments
9	3/16 - 3/22 No Class	Spring Break		
10	3/23 - 3/29 Class 3/28	Practice Learning Reflection Group; SLED: Critical Thinking		Midterm Grades submitted by Instructor Wednesday (3/25) by 5 PM A-02 Reflective Journal W-10 due 8 AM Monday (3/30) via MyHeritage Assignments
11	3/30 - 4/5 Asynchronous			A-02 Reflective Journal W-11 due 8 AM Monday (4/6) via MyHeritage Assignments
12	4/6 - 4/12 Class 4/11	Practice Learning Reflection Group; SLED: Cultural Competence in Practice		A-02 Reflective Journal W-12 due 8 AM Monday (4/13) via MyHeritage Assignments

Week	Date	Content	Reading Assignment	Due Dates
13	4/13 - 4/19 Asynchronous			A-02 Reflective Journal W-13 due 8 AM Monday (4/20) via MyHeritage Assignments
14	4/20 - 4/26 Class 4/25	Practice Learning Reflection Group; SLED: Continued Development (Professional and Self)		A-02 Reflective Journal W-14 due 8 AM Monday (4/27) via MyHeritage Assignments
15	4/27 - 5/3 Asynchronous			A-02 Reflective Journal W-15 due 8 AM Monday (5/4) via MyHeritage Assignments
16	5/4 - 5/10 Asynchronous			A-02 Reflective Journal W-16 due 8 AM Monday (5/11) via MyHeritage Assignments
End of Course	5/11 - 5/17 Asynchronous	Wrap-Up, Final Grading, and Course Evaluations		Course Evaluations via MyHeritage CourseEval and Final Grades submitted by Instructor Wednesday (5/20) 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.

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 student 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 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.

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.

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 a.m. and 5 p.m., please call 509-865-8555 or ext. 8555 from any campus landline or email: 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.

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 see 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 wellbeing 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)