



SOWK 590 (1): Advanced Seminar I (1 credit)

Fall 2026, Online/Heritage at Toppenish

Instructor	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
Dates	This class takes place on selected Saturdays from 12:45 PM to 2:15 PM in Petrie Hall, RM 1116. Dates include 08/29/26, 09/12/26, 09/26/26, 10/10/26, 10/17/26, 11/07/26, 11/21/26.		

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 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 the 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 the person-in-environment perspective, as social work recognizes the interconnectedness of individuals within their social and cultural contexts. 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 their strengths and resilience to address individual challenges. This course is taken concurrently with SOWK 595 Advanced Field Practicum I to integrate theoretical concepts into practical applications and demonstrate 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, and Assessment Methods

In adult education, providing context for the content you teach helps learners understand the expectations placed on them. The social work program has established goals and objectives that students are expected to achieve, and the Council on Social Work Education (CSWE, 2022) has defined competencies and practice behaviors for 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 for faculty to assess through a key assignment. The MSW Program has taken these competencies and designed associated advanced generalist practice behaviors. 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 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.	Competency 1: Demonstrate Ethical and Professional Behavior

Texts, Materials, and Technology

Text(s)

Heritage University Department of Social Work. Heritage University MSW Practicum Manual.

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. See staff in the Donald K. North Library to check out a laptop. Our Learning Management System (LMS), MyHeritage, will communicate ideas and instructions, as well as upload assignments. Your faculty member will help you. Practicum documents, including the learning contract and weekly reflective journals, are submitted through the Experiential Learning Cloud (ELC).

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	• Native Americans and Social Work • Latinos and Social Work
Other	Open Educational Resources (OER)

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%
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 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.
- 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 the ELC.

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 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 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 the ELC. 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

Students must meet both criteria to earn a Pass. The scale below reflects how that grade is recorded.

Letter Grade	Percentage	GPA
P	80 to 100	N/A
NP	0 to 79.99	0.0

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 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 the ELC.

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, the seventh edition style guide can be a valuable asset in supporting student scholarship.

Course Schedule

The planned course schedule is as follows:

Week	Date	Content	Reading Assignment	Due Dates
01	8/24 - 8/30 Class 8/29	Introduction to Advanced Seminar I and Information Regarding Practicum Manual, Learning Contracts, and Syllabus, and Student Led Discussions (SLED); Practice Learning Reflection Group Development	MSW Practicum Manual, Course Syllabus	A-02 Reflective Journal W-01 due 8 AM Monday (8/31) via the ELC
02	8/31 - 9/6 Asynchronous			A-02 Reflective Journal W-02 due 8 AM Monday (9/7) via the ELC
03	9/7 - 9/13 Class 9/12	Practice Learning Reflection Group; SLED: Safety & Well Being, Self-Care		A-02 Reflective Journal W-03 due 8 AM Monday (9/14) via the ELC
04	9/14 - 9/20 Asynchronous			A-02 Reflective Journal W-04 due 8 AM Monday (9/21) via the ELC
05	9/21 - 9/27 Class 9/26	Practice Learning Reflection Group; SLED: Self-Care and Burnout Prevention		A-02 Reflective Journal W-05 due 8 AM Monday (9/28) via the ELC
06	9/28 - 10/4 Asynchronous			A-02 Reflective Journal W-06 due 8 AM Monday (10/5) via the ELC
07	10/5 - 10/11 Class 10/10	Practice Learning Reflection Group; SLED: Restorative Justice Practices		A-02 Reflective Journal W-07 due 8 AM Monday (10/12) via the ELC and Mid Term Course Evaluations via MyHeritage CourseEval
08	10/12 - 10/18 Class 10/17	Practice Learning Reflection Group; SLED: Intersectionality and Identity		A-02 Reflective Journal W-08 due 8 AM Monday (10/19) via the ELC
09	10/19 - 10/25 Asynchronous			Midterm Grades submitted by Instructor Wednesday (10/21) by 5 PM and A-02 Reflective Journal W-09 due 8 AM Monday (10/26) via the ELC
10	10/26 - 11/1 Asynchronous			A-02 Reflective Journal W-10 due 8 AM Monday (11/2) via the ELC
11	11/2 - 11/8 Class 11/7	Practice Learning Reflection Group; SLED: Community Organizing & Activism		A-02 Reflective Journal W-11 due 8 AM Monday (11/9) via the ELC

Week	Date	Content	Reading Assignment	Due Dates
12	11/9 - 11/15 Asynchronous			A-02 Reflective Journal W-12 due 8 AM Monday (11/16) via the ELC
13	11/16 - 11/22 Class 11/21	Practice Learning Reflection Group; SLED: Cultural Competence in Practice		A-02 Reflective Journal W-13 due 8 AM Monday (11/23) via the ELC
14	11/23 - 11/29 Asynchronous			A-02 Reflective Journal W-14 due 8 AM Monday (11/30) via the ELC
15	11/30 - 12/6 Asynchronous			A-02 Reflective Journal W-15 due 8 AM Monday (12/7) via the ELC
End of Course		Wrap-Up, Final Grading, and Course Evaluations		Course Evaluations via MyHeritage CourseEval and Final Grades submitted by Instructor Wednesday (12/16) 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.

Class sessions are recorded for students and can be viewed afterward. Students who are unable to attend class should notify me beforehand, for whatever reason. Missing one Saturday class session may be excused for any reason (across my classes, I allow no more than 20% of sessions to be excused). Absences beyond this are discussed individually, but students should be aware that excessive absences can result in class failure or administrative withdrawal.

Reasonable Accommodation for Religious Holidays

Consistent with Heritage University's mission and values and pursuant to reasonable accommodation for religious holidays (2019), 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) within two (2) weeks of 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 offers in-person and online appointments and drop-in services, 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.

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 have the responsibility to model academic honesty and to prevent, detect, and confront students who violate it. See the [Academic Honesty Policy](#) and the [Academic Honesty Procedure Diagram](#).

When you submit your work, you take on full responsibility for everything you include in that assignment, no matter how it was produced. Students' writing is expected to be their own, and sources should be ones they have access to and have read. I use tools such as Turnitin to indicate how much of a student's writing is likely AI-generated and whether increased scrutiny is needed when reviewing the submission. Using AI tools or relying on methods that do not involve direct reading and engagement with the material you are citing can introduce problems. Issues such as incorrect language, plagiarism, bias, errors, incorrect/fabricated references, or misleading content can all constitute violations of academic honesty.

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.

Students who qualify for accommodations are encouraged to follow the process, but you don't need formal accommodations to communicate your needs to me. I believe in and implement general universal accommodations throughout my classes. I am open to modifications throughout the class to help students gain the necessary social work knowledge, values, skills, and cognitive and affective processes that are taught and evaluated in this course. One lens I use to consider potential changes and adaptations is the content's underlying rationale. Any changes to assignment modalities must still fulfill the designed purpose.

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/>
- Reasonable accommodation for religious holidays, RCW 28B.137.010 (2019). <https://app.leg.wa.gov/RCW/default.aspx?cite=28B.137.010>
- Syllabus Form Updated 07-05-2026 (MJ)