AU Online Syllabus

SWK 6511: Clinical Social Work Practice

Course Information

- **Course Number**: SWK 6511
- **Location**: Online via Moodle
- **Meeting Time**: AU Online courses are asynchronous (e.g., do not require virtual meetings) unless otherwise noted in the syllabus or class schedule. Instructors reserve the right to schedule virtual class meetings which are optional and recorded for students who are unable to attend.
- **Credit Hours:** 3.0 Semester Hours
- **Prerequisites**: SWK 6370

Course Overview

This course builds upon the generalist practice knowledge and skills acquired in the generalist year. The course will focus on the major clinical theories and methods essential to working in all clinical arenas of the social work practice field.

Course Materials

Required

Beck, J. S. (2020). *Cognitive behavior therapy: Basics and beyond* (3rd ed.)*. Guilford.
    ISBN 9781462544196

Glicken, M.D. (2017). A guide for writing for human service professionals (2nd ed.). Rowman & Littlefield. ISBN: 978-1538106204

Outcomes

By the end of this course students should be able to meet the following course competencies:
- Competency 4: Engage In Practice-informed Research and Research-informed Practice
- Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
- Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
- Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
- Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Description of Course Assignments

Discussion Forums (25 points each)

Students are expected to participate in all class discussion forums and demonstrate an understanding and mastery of assigned readings through active participation in the class

discussion forums and activities. Prepared participation includes reading the assigned materials and answering all discussion posts thoroughly, as well as responding to other learners with professional writing skills and netiquette.

- **Post requirements:** Your post must be at least 300 words. Discussion posts are due on **Thursdays** by 11:55 p.m. Central Time.
- **Reply to peers:** You will respond to 2 other learners' discussion posts. Each response to other learners must be at least 100 words and be a "discussion post." Responses stating, "great post," or "I agree" are not sufficient. All responses are due by **Sunday** each week by 11:55 p.m. Central Time.

Note: Anyone missing more than two class discussion forums will have their final grade lowered one letter grade. Please note that you will not see your classmates' messages until you create your initial post.

3 Paper Drafts (50 points each)

Students will submit draft sections of the Evidence-Based Practice Paper throughout the course for instructor feedback. See the class schedule for due dates. Drafts will be graded on required content present, effort and preparedness, citations and proper grammar, and critical thinking and growth. See rubrics for more specifics.

Evidence-Based Practice Paper (250 points)

You will apply evidence-based research and practice concepts learned throughout the course to a case at your internship. The professor is available to meet with you at any point to support this process, and workshops will be scheduled throughout the term.

Please disguise clinical information on the case study as well as within your group. Use a single initial, "Mr./Ms. Smith," or simple first names for children. If you do not have access to certain information or a current case, please discuss this with the professor within the first week of the term.

Please follow APA 7th edition style guidelines that include 12-point Times New Roman font, double-spaced, and one-inch margins. It is strongly recommended to use headings (noted in the outline) throughout your paper. A minimum of 5 outside, peer-reviewed sources (outside of class means professional journal articles not assigned in class) as well as in-class material. There are a number of resources available through the library to assist the students (including e-journals, search engines, and interlibrary and intercampus loan).

Outline of Evidence-Based Practice Paper

I. Introduction

1. Describe your agency
2. Describe the client's characteristics
3. Client history
4. Reason for referral
5. Culture/religion/community/privilege
6. Discuss at least two theories of human behavior and the social environment as they apply to engaging with your client. (Keep in mind you will be building on these theories throughout this paper and they need to help inform your assessment and interventions).

II.   Assessment

7. Assessments used for diagnosis (e.g., Beck's Depression Inventory, ADIS, RCMAS, Connor's, etc.).
8. Discuss how your two HBSE theories you introduced in the introduction help your ongoing assessment process with this client.
9. DSM-5 (APA, 2013) Diagnosis
10. Rationale for diagnosis (citing the DSM-5, APA, 2013)
11. Prognosis and relapse prevention

III.   Evidence-Based Practices

12. Logic, scientific inquiry, culturally informed practices, and ethical approaches for evaluation.
13. Use of evidence-based practice and the processes
14. Discern and translate quality evidence-based research
15. Discuss your process for locating quality research to inform your practice decisions.

VI. Interventions

16. Describe how your HBSE theories discussed in the introduction and assessment sections helped to inform your intervention.
17. SMART Goals
18. Duration of Intervention
19. Interventions of choice

V. Evaluation

20. Describe how you will evaluate the impact of your chosen intervention/s on client change (your pre-and post- assessment data)
21. Describe how you will use qualitative data (client feedback) to inform your conclusions.
22. Explain how you used theories to inform your process of evaluation.
23. Describe your ongoing evaluation process, which considers the client's contexts.

VI. Conclusion

24. Critically examine and summarize background, assessment, diagnosis, evidence-based practices, interventions, and evaluation.

VII. Reflection

25. Discuss the process of clinical engagement between you and your client.
26. Discuss your role within the professional environment.
27. Reflect on the use of supervision as it pertains to the case you described in this paper.
28. Discuss how your interprofessional collaboration strengthens the outcomes of the clinical interventions.
29. Describe how your personal experiences may have impacted your assessment and clinical

decision-making process.
30. Describe the importance of human relationships as it applies within the clinical context.
31. Discuss your contributions to the research base and life-long learning

Details by Section

I. **Introduction:** (Approximately 1-2 pages)

This section describes the agency and the client.

Describe your agency. Inform the reader where you work and what type of clients the agency serves. Explain the services offered/used with clients.

Provide a description of the client that includes standard characteristics such as age, sex, ethnicity, and family composition.

Provide the client's history, especially information on earlier life history. Include the details ordinarily incorporated in a clinical case study.

Describe the reason for seeking treatment and presenting concerns or symptoms.

Discuss the client's culture, how this may be affecting his/her development, and the considerations you need to make to be culturally competent (you should include at least one reference about cultural competence/humility, as relevant to this client).

Describe at least two human behavior and the social environment (HBSE) theories and describe how they apply to effectively engaging with your client. For example, if you are working with a client with an anxiety disorder discuss how HBSE theories help you to effectively understand your client, inform your ongoing assessment and the intervention process.

II. **Assessment:** (Approximately 2 pages)

In this section, you will diagnose your client. You will use the DSM-5 (APA, 2013) to apply diagnostic criteria about your client to the client's diagnosis to demonstrate that the client meets the criteria of that diagnosis.

Please also explain the assessments that were or will be used for diagnosis and why you chose them (e.g., Beck's Depression Inventory, ADIS, Connor's, etc.). Also, discuss the frequency of reassessment throughout your client's course of care and rationale (e.g., pre- and post-intervention as well as the during treatment, as it applies to your client and their needs).

Revisit your HBSE theories from your introduction and describe how they will help inform your ongoing assessment.

End this section with your client's prognosis. Describe the client's potential for recovery and relapse prevention and how you reached that conclusion.

III. **Evidence-based practices:** (Approximately 4-5 pages)

In this section, explicitly incorporate principles of logic (your decision-making process), scientific inquiry (how you located and examined the available research), and culturally informed (account for diversity, differences, and cultural humility), ethical approaches, and evaluation data (use NASW Code of Ethics, 2021) to appraise clinical practice and program outcomes.

As you complete this section, include information about how you will use the process of evidence-based practice to translate research findings into effective practice.
In this section, **include three or more citations/peer-reviewed articles** supporting your practice interventions from **BOTH peer-reviewed quantitative and qualitative research** methods determining your evaluation of clinical practice and program outcomes (how your program outcomes were met or not met by your clinical outcome).

Discern and translate quality evidence-based research for application to the process of decision-making in practice and program contexts. Please use the peer-reviewed research to assess the appropriateness of your clinical interventions as well has how they assessed the effectiveness of the treatment/intervention. Use the articles that you locate to discern and discuss these factors.

Discuss your process for locating quality research including quantitative and qualitative methods and how you used that evidence to inform your practice decisions as well as the number of articles you located, and the search terms you used for transparency. You may need to use professional journals in multiple fields. For example, if your case study is about a student who is a client in a school setting, your quantitative and qualitative research articles can derive from both mental health journals as well as education. If you are working with an older adult in a geriatric setting, your research should involve health care and mental health.

IV.   **Intervention(s):** (Approximately 2 pages)

You will also use informed decision-making identified in the evidence-based practice section to identify and justify your methods of intervention with the client. Using the example above, that would be CBT.

Determine a minimum of two goals and describe the objectives for each goal. Write S.M.A.R.T goals and objectives in an outline format. Each SMART goal needs to have a minimum of three objectives.

Decide on whether your intervention will be short or long term and give a rationale.

Using at least two or more peer-reviewed research articles, describe the interventions you would use, and how you believe this will help the client change and function more effectively. Be explicit about how your interventions are grounded in evidence, and how the specific approach/es selected are expected to facilitate treatment goal achievement.

Finally, describe how your HBSE theories help inform your interventions. For example, if your intervention is CBT, your HBSE theories will likely discuss behaviorism and cognitive development.

V.   **Evaluation:** (Approximately 1-2 pages)

Describe your ongoing evaluation process with your client, which considers the client's contexts.

Explain how you used clinical theories to inform your process of evaluation.

Describe how you will evaluate the impact of your chosen intervention/s on client change (your pre- and post-assessment data) (e.g., Beck's Depression Inventory as an ongoing assessment administered pre, post, and mid-treatment).

Describe how you will use qualitative data (client feedback) to inform your conclusions

VI.   **Conclusion**: (Approximately 1-2 pages)

Begin the conclusion by including a strong conclusion that reflects on your critical examination of your client and what outcomes you anticipate given their background, your assessment, the diagnosis, evidence-based practices, and interventions. A good rule-of-thumb is to include a 3-4 sentence summary for each of the sections.

VII. **Reflection**: (Approximately 3-4 pages)

Please begin this section with a discussion on the process of clinical engagement between you and your client. In terms of your work as a part of an interprofessional team, please discuss your role within the professional environment. Describe how supervision and your interprofessional collaboration strengthen the outcomes of the clinical interventions.
Describe how your personal experiences may have impacted your assessment and clinical decision-making process.

Describe the importance of human relationships as it applies within the clinical context.

Life-long learning- Discuss what steps you will take to remain current with the research and practices as it pertains to your client population (e.g., if you are working with a child with an anxiety disorder, then describe how you will remain current with research and practice for childhood anxiety disorders).

Contributions to the research base- how can you contribute your findings to the existing knowledge base while maintaining confidentiality. For example, you could share at an in-service or a professional conference the evidence-based process you took applying research to practice and the evaluation practice of assessing the effectiveness of interventions.

CBT Case (100 points)

Students will use what they have learned about CBT to assess and plan for intervention with the client presented. Students will explain why the client presented is a good candidate for CBT treatment, identify assessment measures that would be appropriate for use with this client, develop strategies for providing psychoeducation on diagnosis, and choose effective methods for thought modification of the client. See rubric for more grading information.

Family Case (100 points)

Students will use what they have learned about evidence-based family therapy to intervene with the family presented. Students will choose an appropriate model of family therapy and provide rationale, develop goals for treatment, identify which family members will participate in therapy, and

present a treatment plan including strategies for intervention. See rubric for more grading information.

Family Presentation (100 points)

Students will develop a presentation you can use to educate families on family life cycle transitions. Your audience is seeking to gain an understanding of what their stage consists of, including challenges, as well as how to successfully transition into this new stage. Consider what parents can do in this stage to help their family flourish. You will also include how family therapy can be helpful to the family during family life cycle transitions. Consider evidence-based interventions discussed throughout the course or discovered in your own research. You may use any form of presentation you can submit via Moodle (PowerPoint with voiceover, Video uploaded, You Tube Video Link, Prezi, Whiteboard Video etc.).

Survey of Self-Assessment on Nine CSWE Standards Assignment

Students will reflect on their personal development in the process of becoming a social worker compared to the nine core competencies identified by the Council on Social Word Education (CSWE). Learners will not always be a student in a classroom and this process of self-reflection is a practice I would encourage you to maintain throughout your career as a social worker. Making this part of your professional practice will help you embrace the core value of competence in your role as a social worker.

Class Schedule

Week	Learning Essentials	Assignments Due
Week 1	Evidence Based Readings provided in Moodle	• Discussion Forum #1 • Discussion Forum #2
Week 2	Beck, chapters 1-6 PowerPoints provided in Moodle.	• Discussion Forum #1 • Discussion Forum #2 • Draft: Introduction and Assessment Sections of Evidence-Based Practice Paper
Week 3	Beck, chapters 12-15 PowerPoints provided in Moodle.	• Discussion Forum #1 • CBT Case
Week 4	Beck, chapters 7-8, 16, 19--20 PowerPoints provided in Moodle.	• Discussion Forum #1 • Discussion Forum #2 • Draft: Evidence Based Practices and Intervention Sections of Evidence-Based Practice Paper • Midterm Course Evaluation
Week 5	Beck, chapter 22 DBT readings provided in Moodle	• Discussion Forum #1 • Discussion Forum #2
Week 6	Online readings and videos provided in Moodle.	• Discussion Forum #1 • Discussion Forum #2 • Draft: Evaluation, Conclusion and Reflection Sections of Evidence-Based Practice Paper

Week 7	Online readings and videos provided in Moodle.	• Discussion Forum #1 • Discussion Forum #2 • Evidence Based Practice Paper
Week 8	No assigned readings this week	• EBP Family Case • Family Presentations & Discussion • Survey of Self-Assessment on 9 CSWE Standards

If you are a student who will be graduating at the end of this term, please inform your instructor to discuss advanced deadlines for the final week of the course.

Teaching Methods/Class Format

Class Discussion Forums and Participation

- Theoretical and field concepts will be presented and critiqued as a means of establishing a common base of knowledge and information.

Assigned Readings and Video Clips

- Assigned reading materials will be used to facilitate the integration and application of new learning.

Electronic Technology Experiences

- Student will be required to use Moodle, shared documents, email, electronic databases, and the Internet for selected assignments to facilitate the development of the technological skills needed for social work practice.

Student Learning Assessment and Grading Policy

Grade Computation

Grades will be determined by your demonstration of understanding course content through completion of the following assignments:

Assignment	Points
Discussion Forums	12 forums x 25 points each = 300 points
Paper Drafts	3 x 50 points each = 150 points
Evidence Based Practice Paper	250 points
CBT Case	100 points
Family Case	100 points
Family Presentation and Discussion	100 points
Total	**1,000 points**

Aurora Grading Scale

Letter Grade	Percentage	Points
A	90-100%	900-1000
B	80-89%	800-899
C	70-79%	700-799
F	69% and below	0-699

Grading Criteria Rubric

Aurora University professors have adopted the following explanatory rubric for grades.

Grade	Definition
A	4 quality points per semester hour. Denotes performance that consistently exceeds expectations and demonstrates comprehensive understanding of the subject.
B	3 quality points per semester hour. Denotes performance that meets and at times exceeds expectations and indicates good preparation in the subject.
C	2 quality points per semester hour. Denotes performance that meets expectations and demonstrates adequate preparation in the subject.
F	0 quality points per semester hour. Failure. Denotes performance that consistently fails to meet expectations

Grading Deadlines

Grades are due for all graduating students by midnight on Thursday of Finals Week. Grades for all other students are due after Finals Week by Tuesday at noon. It is standard practice in the School of Social Work to complete grade submission by Monday night at 11:59pm to ensure all grades are submitted by the final deadline. Midterm and Final grades are submitted to WebAdvisor.

Course Policies

Moodle Use

The use of Moodle is governed by the University Computer Use Policy. See the A-Book for more information.

Attendance Policy

This course will be taught completely online. Consequently, participation is very different that face-to-face classes. You will be expected to participate via Moodle at least four out of seven days per week. Try not to miss more than two consecutive days to keep the discussion flowing. Each week starts on Monday morning and ends the following Sunday night at midnight CT, except for the last week which ends on Saturday. This course will maintain a high level of academic rigor. The online format will make the course more accessible, not "easier." Expect a significant amount of reading and writing in this course.

It is your responsibility to maintain a viable Internet connection. No excuses will be accepted for personal computer issues such as lost passwords, dead batteries, cable outages, or other technical glitches. Computers are available in the university library or your neighborhood library. Online help is available 24/7 through the Help Center through Learning House.

If you are new to Moodle and/or online learning, please enroll yourself in a free tutorial prior to the first day of course. Visit Orientation to AU Online lessons available at the top of the course in the green navigation bar. If you have never taken an online course, do not worry; no prior experience is necessary. It may take you a week to feel comfortable on Moodle.

Guidelines for Assignment Submission

Assignments must be submitted to the professor via Moodle on the given due date unless otherwise arranged. Emailing assignments to the instructor or faxing class assignments to the School of Social Work is **NOT** permitted.

If you are a student who will be graduating at the end of this term, please inform your instructor to discuss advanced deadlines for the final week of the course.

Late Work

Late work will generally not be accepted in this course. Requests for extensions may be submitted prior to the deadline. Requests for extensions will be approved or denied at the discretion of the instructor. Requests submitted less than 24 hours prior to, or after, the deadline, will only be considered in extreme circumstances. A penalty for late submission may be applied, at the discretion of the instructor.

Students may request an opportunity to revise an assignment where they have earned less than 80% of the points allotted for the assignment. The request must be made within 24 hours of the grade being posted, and the instructor must respond in writing if they approve this request. Revised and resubmitted work automatically loses 10% of the total point value of the assignment.

Typically, work submitted after the close of the last scheduled class session of the course will not be accepted for inclusion in the grade for that term. The instructor has the discretion to approve individual arrangements in the case of unique or catastrophic circumstances.

Final Exam Policy

The Final Exam is administered during the last week of the course, leaving time to complete it prior to the last day of the course.

Consequences for Cheating and Plagiarism

See the University Code of Conduct for more information.

Classroom Etiquette: Netiquette

In order to maintain a positive online environment for this class, everyone needs to follow the etiquette guidelines summarized below. All learners are expected to:

1. Show respect for the instructor and for other learners in the class.
2. Respect the privacy of other learners.
3. Express differences of opinion in a polite and rational way.
4. Maintain an environment of constructive criticism when commenting on the work of other

learners.

5. Avoid bringing up irrelevant topics when involved in group discussions or other collaborative activities.
6. Use appropriate grammar and structure in on-line communication.
7. Never use all caps since this is the equivalent of yelling in the online environment.

The following list summarizes the kind of behavior that is not acceptable. Items listed below are grounds for removal from the class. Learners should not:

1. Show disrespect for the instructor or for other learners in the class.
2. Send messages or comments that are threatening, harassing, or offensive.
3. Use inappropriate or offensive language.
4. Convey a hostile or confrontational tone when communicating or working collaboratively with other learners.

Policies for the School of Social Work

Deadline for Submission of Class Assignments

The policy of the school is that no work submitted after the close of the last scheduled class session of the course will be accepted for inclusion in the grade for that term. Only work submitted before the close of the final class session of the course in question will be considered. True emergencies may warrant an Incomplete (see "Policy Regarding Course Incompletes" below).

Policy Regarding Course Incompletes

Students are expected to complete all work before the final session of the class. Incompletes are not granted automatically. **A grade of "I" may be assigned only in cases of illness, accident, or other catastrophic occurrence beyond the student's control.** It is the responsibility of the student to request, in writing, an incomplete **prior to the end of the term** and to complete, with the instructor, using the University required, *Petition for Incomplete Grade* form. All work must be completed by the deadline specified by the instructor, which must be on or before the last day of the fourth week of classes in the next term, excluding summer session. Students who do not complete the *Petition for Incomplete Grade*, or who fail to complete the required work, will be assigned a grade of "F".

Professional Writing Standards

All printed work submitted to this professor should be prepared at a graduate standard of professional editing in accordance with the Publication Manual of the American Psychological Association (7th ed.). Therefore, allow sufficient preparation time for proofreading and correction of typing errors, misspellings, and grammatical errors.

The reason for this expectation is that professionals are often judged based upon the quality of their written work. Carelessness in spelling and editing suggests that there will also be mistakes in the substance of the work. Therefore, written work, which has misspellings and other editing problems, is likely to be graded down on this basis alone.

Note: If you need help with your writing skills, Aurora University's Academic Support Center (ASC) (contact ASC at 630-844-5520 or at Academic Support Center) may be able to assist you in improving them. The efforts you make will help you with your courses at AU as well as throughout your professional career because you will continue to be judged by other professionals on the basis of your written work.

Shared Client and Agency Information

In the classroom, students and professor will occasionally discuss clients and agencies. In these discussions, it is expected that information about clients and agencies should be disguised or eliminated, if clients could be identified, and that this information is to be held in confidence, within the bounds of the National Associate of Social Workers Code of Ethics. You must disguise the identity of clients in written assignments including changing the name of the client.

SSW Disposition Information

(FYI) Foundation and advanced courses have specific Council on Social Work education competencies to be assessed. Electives are not assessed by CSWE competencies.

The ultimate goal of the disposition process is awareness surrounding the progress toward becoming an exemplary social worker. The disposition framework is aligned to the CSWE and NASW standards, as well as Aurora University's Core Values. In order to support the development of dispositions, faculty and staff members will evaluate their students using this universal assessment. If a faculty/staff member issues a disposition form of "alert", the student will be notified and required to attend a disposition conference with the referring faculty/staff member. A student who receives a disposition of "concern" may be required to attend a disposition conference.

The School of Social Work faculty and staff will utilize the disposition form when **concerns pertaining to behaviors** arise. The forms will also be used **each semester in the following courses, as well as the foundation course for applicable specialization.**

- **MSW courses:** SWK 6150, SWK 6390, and SWK 6511

Academic Policies

Please see your Moodle course shell for the most recent Academic Policies.