Course Title: Interventions in Clinical Social Work
Course Number: SOWK 617

Course Prerequisite(s): Completion of all 500 level courses

Semester/Year:
Class Time: TBA by Section
Class Location: TBA by Section

Instructor: TBA by Section
Office Location: TBA by Section Instructor
Office Hours: TBA by Section Instructor
Phone: TBA by Section Instructor
Email: TBA by Section Instructor

COURSE DESCRIPTION
This course is an advanced concentration year practice elective. It is specifically designed to assist students to apply theoretical concepts to practice experience. Focus will be on using evidence-informed practice as tailored to meet individual client needs. A range of interventions with specific populations will be explored, relying on biopsychosocial principles of social work intervention.

The content of the course is presented both didactically and through case discussions, in which students are expected to be active participants. In keeping with the social work value of competence in practice and using research-informed practice, this course will emphasize the use of evidence-based practice and the critically evaluated application of research-informed interventions with diverse client systems. Because research on mental health problems is typically conducted using diagnostic criteria found in the DSM, the course topics will follow the organization of the DSM-V, though as social workers we recognize that the DSM relies heavily on a pathology-based medical model that rarely takes into account the environmental context of clients’ presenting concerns. Course content will focus on social work intervention to improve client well-being.

RELATIONSHIP TO OTHER COURSES:
This course is an elective for students in mental health or school specializations, though open to any MSW students.
LEARNING OBJECTIVES & EPAS RELATED COMPETENCIES
Through course materials and assignments, students are expected to demonstrate mastery of the following objectives, all of which are at the advanced practice level. At the conclusion of this course, each student shall demonstrate competency in:

2.1.3 Apply critical thinking to inform and communicate professional judgments.
Advanced PB: Demonstrate critical thinking by communicating their professional judgment using oral and written communication as appropriate to the practice setting.
Assignments: Class Presentation; Final Paper

2.1.6 Engage in research-informed practice and practice-informed research.
Advanced PB: Use practice experience with clients to inform the formulation of researchable questions to enable them to become more evidence-informed in selecting interventions, particularly with diverse and marginalized clients.
Assignments: Class Presentation; Final Paper

2.1.7 Apply knowledge of human behavior and the social environment.
Advanced PB: Select diverse theories of human behavior and the social environment to guide clinical practice.
Assignment: Final Paper

2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
2.1.10b Assessment
Advanced PB: Select and modify social work interventions based on ongoing assessment with their clients.
2.1.10c Intervention
Advanced PB: Demonstrate the use of specific and appropriate techniques for a range of presenting problems they have identified in their psychosocial assessment of the client.
2.1.10d Evaluation
Advanced PB: Evaluate the outcomes of their interventions and use this information to calibrate and modify their further work with their clients.
Assignments: Class Presentation; Final Paper

CRITERIA FOR GRADING
Grades are based upon criterion-referenced grading. The Description of Assignments section of this document reviews the specific points for each assignment. In general, letter grades are assigned using the criteria below:

1 The identified EPAS/PBs for the course may not be varied among sections for the same course. Assignments attached to specific EPAS/PBs are considered the standard assignments across all sections of the same course. Section Instructors may add additional topics/materials/assignments to their section, but they may not change the basic course topics/materials/assignments.
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<thead>
<tr>
<th>Letter Grade</th>
<th>Description</th>
<th>Grades and Values</th>
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</table>
| A            | Overall performance is **Exceptional** | A  4.00  96-100%  
A-  3.67  92-95% |
| B            | Overall performance is **Good** | B+  3.33  88-91%  
B  3.0   84-87%  
B-  2.67  80-83% |
| C            | Overall performance is **Acceptable.** Work meets basic expectations set by Instructor. A grade of C- requires that BSW and MSW students retake the course. | C+  2.33  76-79%  
C  2.0   72-75%  
C-  1.67  68-71% |
| D            | Overall performance is **Poor - student must retake course.** | D+  1.33  64-67%  
D  1.0   60-63% |
| F            | Overall performance is **Unsatisfactory - student fails course.** See Student Handbook. | F  0  Below 60% |
| I            | At the discretion of the section Instructor a temporary grade of **Incomplete** may be assigned to a student who, for a reason beyond the student’s control, has been unable to complete the required work in a course on time. The request signed by the student and the faculty member must be on approved and on file with the BSW or MSW Program Director when grades are submitted. See Student Handbook. |

**READING ASSIGNMENTS**
All reading assignments are listed in the “Course Schedule.” It is expected that students will come to class having read the materials and are prepared to discuss them. Students are encouraged to explore other resources if certain concepts are not understood. Supplemental readings may also be listed so students may explore the topic further.

**Required Texts:**


**Full-text online**
All required articles and many recommended articles for this course are available on the Loyola web page, Libraries, under *E-journals.* Many book chapters can be read in the Electronic Book Library (EBL), and can be located by searching for the book in Pegasus on the library homepage.

**Reserve**
The primary texts as well as other relevant supplementary books are on reserve for this course in Lewis Library.
DESCRIPTION OF ASSIGNMENTS
All assignments must be submitted prior to/or on the date indicated on the course syllabus. All assignments have mandatory due dates. Students may request a one week extension under extenuating circumstances. After one week if the assignment is not received, zero points will be assigned. Assignments submitted after those dates may receive an appropriate reduction in grade.

The total number of points for all the assignments and class activities is 100 points. The points are distributed as follows:

1. Class Presentation  Ongoing  40%
2. Final Paper  DUE Week 13  50%
3. Class participation  Ongoing  10%

Assignment One: Class Presentation

The purpose of this assignment is for students to demonstrate competence in thinking critically about intervention in clinical social work practice, identifying and evaluating practice-informed research for application to selected clinical problems. For this assignment, students will work with a partner to educate class members on an evidence-based practice for a particular mental health problem. This 30-minute Powerpoint presentation and lecture should include:

- A brief overview of the disorder, including diagnostic criteria, prevalence, comorbidity, heredity, etc. (5 min)
- A summary of research literature relevant to intervening with clients presenting with the particular mental health problem (e.g., panic disorder), including a discussion of the quality of the research included in the review. This summary will also critique the literature from a social work perspective (e.g., Does it fit with social work values and knowledge? Is it applicable to diverse populations? Are there policy issues that would improve service delivery or reduce need for services?) (10 min)
- A more detailed explanation of how to conduct one of the recommended interventions with this mental health problem (e.g., It is not enough to explain how to do cognitive-behavior therapy; students must specify how to do it specifically with someone who has panic disorder, identifying the specific cognitions that will be targeted for intervention and specific interventions that will be used with the client). Students will likely need to seek out clinical literature (e.g., as found in treatment manuals or books) in order to do this. (15 min)

DUE:  Ongoing throughout the semester  
Percent of Grade: 40%

Assignment Two: Final Paper

This paper is designed for students to demonstrate their ability to apply an evidence-based practice model to work with a particular client. Students will write a 10-15 page integrative paper detailing the process of assessment and intervention from a social work perspective with a client from their advanced field placement.
• Summary of presenting concern (including context, frequency, duration, impact on client system, etc).
• Summary of client context and relevant client history, including consideration of the impact of socio-cultural factors on client.
• Tentative understanding of client concern, as suggested by one or two distinct practice theories (e.g., object relations, self-psychology, ego-psychology, attachment, cognitive-behavioral, solution-focused, narrative, feminist, etc.). This section should focus on explaining the client’s presenting concerns in light of the theoretical model being applied, not on intervention.
• Identification of two evidence-informed practices in the areas identified as concerns by the client, including a brief summary of any interventions unlikely to be familiar to the reader. Consider the hierarchy of evidence when selecting interventions. This section should include discussion of the “fit” between this literature and the client’s values and preferences, as well as the fit between the population on whom the research was conducted and the client system. Take care to address areas of diversity in this discussion, as relevant to selecting an intervention for the client. This section should also include evaluation of the intervention options through the lens of social work perspectives (e.g., the strengths perspective, person-in-environment). Note: This may not actually be what the clinician implemented with the client. This section is meant to demonstrate students’ ability to use an evidence-based practice process in conceptualizing a client case.
• Discussion of the fit between your theoretical understanding of the case (c) and the practices suggested by research (d). Are they compatible? If not, how will a decision about intervention be made?
• Articulation of an intervention plan. If the plan does not include evidence-informed practices, the student must include a rationale for that. In the treatment plan, include goals for treatment and methods of intervention for reaching those goals.
• Identification of how the intervention will be evaluated such that outcomes can be observed and measured, whether quantitatively or qualitatively. This section can include a discussion of obstacles to doing so, as well.
• Identification of any macro-level obstacles to implementation of services with this client, or identification of at least one macro level policy change (in the agency, community, state, etc.) that would improve the client’s environmental context, access to services, etc. This discussion should include suggestions for how to address these macro-level concerns.

DUE: Week 13
Percent of Grade: 50%

Assignment Three: Class Participation

DUE: Ongoing throughout the semester
Percent of Grade: 10%
## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Class 1</th>
<th>Date of class ________________________________</th>
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<tbody>
<tr>
<td><strong>Topics</strong></td>
<td>Common Factors in Psychotherapy</td>
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<td>• Common factors</td>
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<td>• Overview evidence-based practice</td>
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<tr>
<th>Class 2</th>
<th>Date of class ________________________________</th>
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<tbody>
<tr>
<td><strong>Topics</strong></td>
<td>Evidence-Informed Practice</td>
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<tr>
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<td>• Steps in conducting evidence-informed practice in clinical practice</td>
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<td>• Locating practice research</td>
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<td>• Critical consumption of research</td>
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<td></td>
<td>• Research designs in evidence-informed practice, and limitations of these designs</td>
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<td></td>
<td>• Social work values in evidence-informed practice</td>
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<td>• Selecting interventions</td>
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<td>• Shared decision-making with client</td>
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### Class 3

#### Date of class

#### Topics

- **Neurodevelopmental Disorders**
  - Identification of common treatment goals and evidence-supported interventions for ADHD
  - Identification of common treatment goals and evidence-supported interventions for Autism spectrum disorders
  - Critical examination of fit between evidence-supported treatments and social work values
  - Exploration of applicability of ESIs to diverse populations

#### Required readings


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### Class 4

#### Date of class by section

#### Topics

- **Psychotic Disorders**
  - Identification of common treatment goals and evidence-supported interventions for schizophrenia and other psychotic disorders
  - Critical examination of fit between evidence-supported treatments and social work values
  - Exploration of applicability of ESIs to diverse populations

#### Required readings


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<thead>
<tr>
<th>Class 5</th>
<th>Date of class</th>
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<tr>
<td><strong>Topics</strong></td>
<td><strong>Bipolar Disorders</strong></td>
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<tr>
<td></td>
<td>• Identification of common treatment goals and evidence-supported interventions for Bipolar disorder</td>
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<td></td>
<td>• Critical examination of fit between evidence-supported treatments and social work values</td>
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<tr>
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<td>• Exploration of applicability of ESIs to diverse populations</td>
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<tr>
<td>Class 6</td>
<td>Date of class</td>
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| **Topics** | **Depressive Disorders**  
• Identification of common treatment goals and evidence-supported interventions for Depressive disorders  
• Critical examination of fit between evidence-supported treatments and social work values  
• Exploration of applicability of ESIs to diverse populations |
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<th>Class 7</th>
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<tr>
<td><strong>Topics</strong></td>
<td><strong>Anxiety Disorders, OCD</strong></td>
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<tr>
<td></td>
<td>• Identification of common treatment goals and evidence-supported interventions for Anxiety Disorders</td>
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<td>• Identification of common treatment goals and evidence-supported interventions for OCD and other compulsive disorders</td>
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<td>• Critical examination of fit between evidence-supported treatments and social work values</td>
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<td>• Exploration of applicability of ESIs to diverse populations</td>
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<td>Class 8</td>
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<tr>
<td><strong>Topics</strong></td>
<td><strong>Trauma and Stressor-Related Disorders; Dissociative Disorders</strong>&lt;br&gt;• Identification of common treatment goals and evidence-supported interventions for PTSD and Acute Stress Disorder&lt;br&gt;• Identification of common treatment goals and evidence-supported interventions for Reactive Attachment and Disinhibited Social Engagement disorders&lt;br&gt;• Critical examination of fit between evidence-supported treatments and social work values&lt;br&gt;• Exploration of applicability of ESIs to diverse populations</td>
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<td>Class 9</td>
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<tr>
<td><strong>Topics</strong></td>
<td><strong>Eating Disorders</strong></td>
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<tr>
<td></td>
<td>• Identification of common treatment goals and evidence-supported interventions for Eating disorders</td>
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<td></td>
<td>• Critical examination of fit between evidence-supported treatments and social work values</td>
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<td></td>
<td>• Exploration of applicability of ESIs to diverse populations</td>
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<td>Class 10</td>
<td>Date of class _____________________________ by section</td>
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| Topics | **Disruptive and Conduct Disorders**  
  - Identification of common treatment goals and evidence-supported interventions for ODD and Conduct Disorders  
  - Critical examination of fit between evidence-supported treatments and social work values  
  - Exploration of applicability of ESIs to diverse populations |

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<thead>
<tr>
<th>Class 11</th>
<th>Date of class _____________________________ by section</th>
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| Topics | **Substance Use and Addictive Disorders**  
  - Identification of common treatment goals and evidence-supported interventions for substance use disorders  
  - Critical examination of fit between evidence-supported treatments and social work values  
  - Exploration of applicability of ESIs to diverse populations |
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<th>Class 12</th>
<th>Date of class ________________________________ by section</th>
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<tbody>
<tr>
<td><strong>Topics</strong></td>
<td><strong>Personality Disorders</strong></td>
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<tr>
<td></td>
<td>• Identification of common treatment goals and evidence-supported interventions for Narcissistic, Borderline, and Antisocial personality disorders</td>
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<td>• Critical examination of fit between evidence-supported treatments and social work values</td>
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<td>• Exploration of applicability of ESIs to diverse populations</td>
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<th>Class 13</th>
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<tr>
<td><strong>Topics</strong></td>
<td><strong>Neurocognitive Disorders</strong></td>
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<tr>
<td></td>
<td>• Identification of common treatment goals and evidence-supported interventions for Alzheimer’s and other neurocognitive disorders</td>
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<td></td>
<td>• Critical examination of fit between evidence-supported treatments and social work values</td>
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<td></td>
<td>• Exploration of applicability of ESIs to diverse populations</td>
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<tr>
<td><strong>Assignment Due</strong></td>
<td><strong>Final paper due</strong></td>
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<td>Class 14</td>
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| **Topics** | **Sleep Disorders, Somatoform Disorders**  
- Identification of common treatment goals and evidence-supported interventions for sleep disorders  
- Identification of common treatment goals for Somatoform disorders  
- Critical examination of fit between evidence-supported treatments and social work values  
- Exploration of applicability of ESIs to diverse populations |