

**UNIVERSITY OF TEXAS AT ARLINGTON**

**School of Social Work**

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| **Semester/Year:** Fall 2014  **Course Title:** Brain and Behavior  **Course Prefix/Number/Section:** SOCW 6389-001  **Instructor Name:** Bruce L. Bower, MSW, LCSW  **Office Number:** SWCA 201A  **Email Address:** [bower@uta.edu](mailto:bower@uta.edu)  **Office Hours:** Tues. from 2:00 to 5:00 PM; Weds. from 9:00 AM to noon  **Day and Time (if applicable):** Wednesday from 7:00 to 9:50 PM  **Location (Building/Classroom Number):** SWCA 115  **Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes.**  **BlackBoard:** [**https://elearn.uta.edu/webapps/login/**](https://elearn.uta.edu/webapps/login/) |

**A. Catalog Course Description/Special Requirements (Prerequisites/Out of Class Meetings):**

This course is a second-year blended option in the HBSE, Direct Practice, and CAP sequences. The focus of this course is on current advances in knowledge of the neurobiological underpinnings of human behavior and development, the interaction between those underpinnings and the social context and environment, the relevance to social work practice with individuals, families, groups, programs/organizations, and communities, and related assessment and intervention practice behaviors across several practice domains. The domains include human development, genetics, mental health and substance abuse, cognition, stress and trauma, and violence and aggression. The implications of neurobiological and environmental influences (including public health issues and health disparities) will be examined in terms of social justice, social work values, knowledge, and skills, as well as in terms of the structural and systematic arrangement and delivery of social welfare services at the micro, mezzo, and macro levels. Prerequisite: SOCW 5301 and SOCW 5317.

**B. Measurable Student Learning Outcomes - CORE/Advanced Practice Behaviors:**

**EPAS core competencies and related advanced practice behaviors addressed in this course:**

**Educational Policy 2.1.1**—**Identify as a professional social worker and conduct oneself accordingly.**

1. Advanced social workers in DPMHSA practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding mental health and mental illness.
2. Advanced social workers in children and families practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding diverse family structures, families with complex family dynamics and families with multiple challenges and issues.
3. Advanced social workers develop an action plan for continued growth including use of continuing education, supervision, and consultation.

E**ducational Policy 2.1.2**—**Apply social work ethical principles to guide professional practice.**

1. Advanced social workers implement an effective decision-making strategy for deciphering ethical dilemmas.

**Educational Policy 2.1.3**—**Apply critical thinking to inform and communicate professional judgments.**

1. Advanced social workers evaluate, select and implement appropriate assessment and treatment approaches to the unique characteristics and needs of diverse clients.

**Educational Policy 2.1.4**—**Engage diversity and difference in practice.**

1. Advanced social workers in DPMHSA understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues that influence the prognosis and treatment of persons with severe and persistent mental illness and substance use disorders, persons with other mental health issues, and persons with psychiatric disabilities, and their families and communities. They can relate social work perspectives, the evidence base, and related theories to practice with these groups.
2. Advanced social workers in children and families understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues to enhance the well-being of children and families from a strengths perspective.

**Educational Policy 2.1.5**—**Advance human rights and social and economic justice.**

1. Advanced social workers in DPMHSA understand the range of physical and mental health disease course and recovery issues associated with social stigma and marginalization of persons with mental health diagnoses and psychiatric disabilities, and incorporate them in their assessment and intervention.
2. Advanced social workers in children and families recognize the stigma and shame associated with “family dysfunction.”
3. Advanced social workers in children and families recognize disparities in the distribution of resources across families.
4. Advanced social workers in children and families advocate at multiple levels for services to families that increase effective family functioning.

**Educational Policy 2.1.6**—**Engage in research-informed practice and practice-informed research.**

1. Advanced social workers use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and intervention with influence persons with severe and persistent mental illness and substance use disorders, persons with other mental health issues, and persons with psychiatric disabilities, and their families and communities.

**Educational Policy 2.1.7**—**Apply knowledge of human behavior and the social environment.**

1. Advanced social workers in DPMHSA distinguish mental health, mental illness, and mental well-being across the life span.
2. Advanced social workers in DPMHSA compare the various etiology and treatments for substance abuse and addiction.
3. Advanced social workers in DPMHSA understand the relevant organizational world-views and culture that influence persons with severe and persistent mental illness and substance use disorders, persons with other mental health issues, and persons with psychiatric disabilities, and their families and communities. They can relate social work perspectives, the evidence base, and related theories to practice with these groups.
4. Advanced social workers in DPMHSA understand system resources available to clients across the life course, and the unique issues facing them in gaining access to and utilizing these resources and reforming policy and delivery systems to address unmet needs.
5. Advanced social workers in DPMHSA understand increased risk and protective factors related to bio-psycho-social-spiritual domains and incorporate them in their assessment and intervention, as well as a range of physical health and recovery issues associated with social stigma and marginalization of persons with mental health diagnoses and psychiatric disabilities.
6. Advanced social workers in children and families will be able to compare the various etiology and interventions relevant to children and families.
7. Advanced social workers in children and families understand the relevant organizational world-views and culture that influence how families function. They can relate social work perspectives, the evidence base, and related theories to practice with the multiple and complex issues that face families.

4. They understand increased risk and protective factors related to bio-psycho-social-spiritual domains and incorporate them in their assessment and intervention with families and children.

**Educational Policy 2.1.9**—**Respond to contexts that shape practice.**

1. Advanced social workers in children and families assess the quality of family member’s interactions within their social contexts.
2. Advanced social workers in DPMHSA assess social contexts.
3. Advanced social workers develop intervention plans to accomplish systemic change that is sustainable.

**Educational Policy 2.1.10(a)–(d)**—**Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**

**Educational Policy 2.1.10(a)**—**Engagement**

1. Advanced social workers in DPMHSA use strategies to establish a sense of safety for a collaborative therapeutic relationship.
2. They know how mental health concerns and mental illness influence the development of the helping relationship.
3. Advanced social workers in children and families effectively use interpersonal skills to engage children and families in a collaborative therapeutic relationship.

**Educational Policy 2.1.10(b)**—**Assessment**

1. Advanced social workers in DPMHSA will be able to describe the structure of the DSM V and conduct an assessment using the DSM criteria and structure.
2. Advanced social workers use multidimensional bio-psycho-social-spiritual assessment tools.
3. They assess clients’ readiness for change and coping strategies.

**Educational Policy 2.1.10(c)**—**Intervention**

1. Advanced social workers in DPMHSA describe causes (empirically validated and

theoretical), advanced assessment methods, and the most effective treatments for a variety of disorders: Mood, anxiety, cognitive, substance abuse, sexual, eating, psychotic disorders for adolescents, adults, and older adults.

1. Advanced social workers in DPMHSA recognize the impact of illness phase-specific and treatment-phase-specific transitions and stressful life events throughout the individual’s and family’s life course; identify issues related to losses, stressors, changes, and transitions over their life cycle in designing theoretically based interventions and treatment.
2. Advanced social workers in children and families will be able to describe causes (empirically validated and theoretical), advanced assessment methods, and the most effective interventions and treatments for a variety of problems that affect children and families.
3. Advanced social workers in children and families recognize the impact of stressful life events (losses, stressors, changes, and transitions) throughout the individual’s and family’s life course.
4. They demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment, including crisis intervention strategies as needed.

**Educational Policy 2.1.10(d)**—**Evaluation**

Social workers critically analyze, monitor, and evaluate interventions.

1. Advanced social workers in DPMHSA contribute to the theoretical knowledge base in the area of mental health and mental illness through practice-based research, and use evaluation of the process and/or outcomes to develop best practices.
2. Advanced social workers in children and families contribute to the theoretical knowledge base in the area of children and families through practice-based research, and use evaluation of the process and/or outcomes to develop best practices with children and families.

**C. Competency-based Performance Outcomes for Advanced Skills and Practice Behaviors:** Upon completion of this course, the student will be able to:

1. Synthesize current knowledge on the parts of the human central nervous system and know their functions, so as to be able to read and interpret relevant new scientific information (such as that in news publications and in communications from primary care practitioners and specialists), and so to inform their practice behaviors and understanding of target behavior/social problems. EPAS 2.1.3, 2.1.6, 2.1.7, 2.1.9
2. Distinguish among sources of knowledge to synthesize and apply appropriate neuroscientific information needed to make an intervention plan, design a program/delivery system, or develop a policy for at least two target populations. EPAS 2.1.1-2.1.7, 2.1.9
3. Critique and propose modifications to an intervention plan, delivery system, or program which does not utilize appropriate, up-to-date neuroscientific information as its foundation. EPAS 2.1.10
4. Enhance critical thinking about the interface between human biology/neuroscience and social work practice at the micro and macro levels, so that they can analyze the biological aspects of a practice problem, such as models of assessment, and consider it in making practice decisions. EPAS 2.1.1-2.1.7, 2.1.9, 2.1.10
5. Demonstrate the collection, organization, and interpretation of client biopsychosocial data within an assessment at the micro or macro level. EPAS 2.1.10a-b
6. Demonstrate the synthesis and application of biopsychosocial data within an intervention plan at the micro or macro level. EPAS 2.1.10 c
7. Evaluate practice outcomes related to neurobiological and environmental interactions. EPAS 2.1.10 d

**D. Textbooks:**

***Required:***

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.)*.* Washington, D.C.: American Psychological Association.

Johnson, H. (2014). *Behavioral neuroscience for the human services.* New York: Oxford University Press.

Ray, W.J. (2014). *Abnormal psychology: Neuroscience perspectives on human behavior and experience.* Thousand Oaks, CA: Sage Publications.

*Clinical Evidence* and *Best Practice* e-databases:The developing evidentiary base on mental health interventions contained in the Central Library e-databases *Clinical Evidence* and *Best Practice* will serve as another set of required “texts” in this course.

***Highly Recommended:***

Applegate, J.S. and Shapiro, J.R. (2005). *Neurobiology for clinical social work: Theory and practice.* New York: Norton.

Carlson, N. R. (2013). *Physiology of behavior.* (11th edition). Upper Saddle River, NJ: Pearson Publishing.

Donders, J. and Hunter, S.J. (eds.). (2010). *Principles and practice of lifespan developmental neuropsychology.* Cambridge, UK: Cambridge University Press.

Farmer R.L. (2009). *Neuroscience and social work practice.* Thousand Oaks, CA: Sage.

Garrett, B. (2015). *Brain & behavior: An introduction to biological psychology.*

Ginsberg, L., Nackerud, L., & Larrison, C.R. (2004). *Human biology for social workers.*  Boston: Pearson Education, Inc.

Kolb, B. and Whishaw, I.O. (2012). *An introduction to brain and behavior,* (4th edition). New York: Worth Publishers.

Additional recommended readings will be assigned from professional journal sources and book chapters. They will be posted to the course’s BlackBoard site.

**E. Course outline /Topics and readings:**

**Date** **Topic(s)** **Readings**

Jan. 21 & 28 Introductions Ray, Ch. 3

Presuppositions and Johnson Parts I, Foundations II, and Ch.19,20

Feb. 04 & 11 Domain #1 – Human Ray, Ch. 6, 16

Development Johnson, Ch.33- 37

Feb. 18 & 25 Domain #2 – Mental health Johnson, Part VI

**[Article Critique #1 due Feb. 25th]** Ray, Ch.7, 8, 15

***[March 11 – SPRING BREAK – NO CLASSES]***

Mar. 04 & 18 Domain #3 – Substance abuse Johnson, Part IV

**[Article Critique #2 due Mar. 18th]** Ray, Ch. 12, 14

Mar. 25 & Apr. 01 Domain #4 – Cognition Ray, Ch. 10. 11

(Emotion, learning, and Johnson, Ch. 38

Memory)

**[Article Critique #3 due Apr. 01st]**

Apr. 08 & 15 Domain #5 – Stress & trauma Ray, Ch. 9, 11

**[Article Critique #4 due Apr. 15th]** Johnson, Ch. 23, 24

Apr. 22 & 29 Domain #6 – Violence & Assigned readings

Aggression in Blackboard

**[Major paper due Apr. 29th]**

May 06 Neuropsychotherapy Readings TBA

**F. Assignments:**

1. **Journal article critiques:** You will be expected to find, read, and critically evaluate four peer-reviewedjournal articles that specifically deals with the domains discussed in class; it is your choice as to which ones. For each paper you will need to select an article of interest and critique the article using the guidelines below. You will then need to select three other related articles to support your critique. They are due on the dates given in the class outline above. These critiques are to be 4-5 pages in length, and are to follow standard APA formatting, and references should not be more than five years old. They will count for 40% of the final grade. In your write-up you will need to address the following areas:

* title, author, date, and source
* a summary of the study
* discuss the strengths and limitations
* discuss your interpretation of the findings or conclusions
* discuss how you would apply the findings of this research to your work with clients
* discuss how and to what extent this research addresses issues of diversity and oppression (if at all)
* discuss what future research this might involve, preferably not already mentioned in the article

1. **Major paper:** This will be an opportunity to apply up-to-date knowledge of neurobiological underpinnings associated with human brain development/change related to a specific environmental factor during a specific life stage or trajectory from the topics below. Search for and critically analyze recent peer-reviewed neuroscientific research on them (the number of sources will vary by topic), and summarize what you have learned about the neurobiological underpinnings of the factor, with implications for social work practice, in **no less than 10 and no more than 15 pages (APA style) plus references due April 29th by the end of day (i.e. 11:58 PM).** This assignment will count for 50% of the final grade.

Select one of the following topics (environmental factor is italicized):

1) Neurobiological underpinnings for the effects of prenatal *maternal nutrition and breastfeeding* on a selected domain of infant development (e.g., speech and language, cognitive, growth);

2) Child neurobiological underpinnings of “best fit” *parental temperament and child-rearing practices* at specific brain development stages (e.g., neonatal, infancy, toddlerhood);

3) Neurobiological effects on development of a *mild traumatic brain injury* experienced between the ages of 18-25 in a typically developing human;

4) Implications of typical brain changes in aging for the effects of “best fit” *social support systems and environmental modifications* for the elderly.

5) Neurobiological underpinnings for effects of *substance abuse* and process of addiction at a specific life stage/age.

6) Implications of the neuroscience evidence on the relationship between motor and perceptual development in infants for *child-rearing environments.*

**If you have another topic you would like to write about that is directly related to this course, please see me for approval.**

**Note: All papers submitted are to be your original work; for the purposes of this course, submitting work you have done for other classes will be considered plagiarism. No group projects are allowed. All papers are to be submitted through SafeAssign within Blackboard by midnight of the due date (actually 11:58 PM, due to a Blackboard anomaly), except as by special permission by the instructor. \*\*\*No late papers will be accepted\*\*\***

The file format should appears as follows: [your ***last*** name]\_6389\_001\_[assignment name or number].

For example:

**[your last name]\_6389\_001\_critique1**

**OR**

**[your last name]\_6389\_001\_major\_paper**

**G. Grading Policy**:

The following list of course requirements and percentages will be utilized:

Journal Article Critiques (6) 40%

Major Paper 50%

Class participation 10%

Total 100%

Course Grading Scale.

The following scale will be used for calculating an overall course grade:

Grade Percentage Points

A 100% - 90% 4.0

B 89% -80% 3.0

C 79% -70% 2.0

D 69% - 60% 1.0

F 59% and below 0.0

Note*: Grades will be posted to the campus MyMav system at course completion and made available on the University Schedule for posting of grades. Official grades cannot be given by email or individually by the instructor, per University Policy.*

**H. Make-Up Exam or Assignment Policy**:

Please note that there are no make-up assignments. No late papers will be accepted. ***No incompletes will be given for this course.***

**I. Attendance Policy:**

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. For this course, here is the attendance policy:

At the beginning of every class a sign-in sheet will be circulated; while this is not taking attendance *per se*, I do use this information as a part of your class participation grade. Obviously if you aren’t in class you will not be participating.

**J. Expectations for Out-of-Class Study**:

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

**K. Grade Grievance Policy**:

See BSW/MSW Program Manual.

**L. Student Support Services:**

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit or contact Ms. Jennifer Malone, Coordinator of the Office of Student Success and Academic Advising located on the third floor of Building a of the School of Social Work Complex. Dr. Chris Kilgore serves as a writing coach and resource as well and has posted an online writing clinic. Also, the Maverick Resource Hotline may be contacted at 817-272-6107, or send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**M. Librarian to Contact:**

The Social Sciences/Social Work Resource Librarian is John Dillard. His office is in the SCWA, room 301C, from 4:00 to 7:00 PM, Mondays and Tuesdays, and in the campus Central Library, room 410, from 10:00 AM to 4:00 PM, Monday to Friday. He may also be contacted via E-mail: [dillard@uta.edu](mailto:dillard@uta.edu). **B**elow are some commonly used resources needed by students in online or technology supported courses:

<http://www.uta.edu/library/services/distance.php>

The following is a list, with links, of commonly used library resources:

Library Home Page <http://www.uta.edu/library>

Subject Guides <http://libguides.uta.edu>

Subject Librarians <http://www-test.uta.edu/library/help/subject-librarians.php>

Database List <http://www-test.uta.edu/library/databases/index.php>

Course Reserves <http://pulse.uta.edu/vwebv/enterCourseReserve.do>

Library Catalog <http://discover.uta.edu/>

E-Journals <http://utalink.uta.edu:9003/UTAlink/az>

Library Tutorials <http://www.uta.edu/library/help/tutorials.php>

Connecting from Off- Campus <http://libguides.uta.edu/offcampus>

Ask a Librarian <http://ask.uta.edu>

**N. Emergency Exit Procedures:**

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

**O. Drop Policy:**

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period; the last day to drop a class this semester is April 03, 2015. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships

(<http://wweb.uta.edu/aao/fao/>).

**P. Americans with Disabilities Act:**

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Q. Title IX:**

The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**R. Academic Integrity:**

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**S. Electronic Communication:**

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**T. Student Feedback Survey:**

At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**U. Final Review Week**:

This ONLY applies to courses administering a major or final examination scheduled in the week and locations designated for final examinations following last classes. A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**V. School of Social Work - Definition of Evidence-Informed Practice:**

Evidence-informed practice (EIP) is a guiding principal for the UTA-SSW. This approach is guided by the philosophy espoused by Gambrill (2006) and others who discuss evidence-based practice (EBP). Though many definitions of EIP/EBP saturate the literature, we offer two definitions that most closely define our understanding of the concept and serve to explicate our vision of EIP for the UTA-SSW:

The use of the best available scientific knowledge derived from randomized, controlled outcome studies, and meta-analyses of existing outcome studies, as one basis for guiding professional interventions and effective therapies, combined with professional ethical standards, clinical judgment, and practice wisdom (Barker, 2003, p. 149). ...the integration of the best research evidence with our clinical expertise and our patient’s unique values and circumstances (Strauss, et al., 2005).

The University of Texas at Arlington School of Social Work vision statement states that the “School’s vision is to promote social and economic justice in a diverse Environment.”  Empowerment connects with the vision statement because, as Rees (1991) has pointed out, the very objective of empowerment is social justice.  Empowerment is a seminal vehicle by which social justice can be realized.  It could well be argued that true social justice cannot be realized without empowerment. Empowerment, anchored with a generalist base, directs social workers to address root causes at all levels and in all contexts, not simply “symptoms”.  This is not a static process but an ongoing, dynamic process, a process leading to a greater degree of social justice and equality.

University of Texas at Arlington-School of Social Work: Definition of Empowerment

Empowerment is defined by Barker (2003:142) as follows: In social work practice, the process of helping individuals, families, groups, and communities increase their personal, interpersonal, socioeconomic, and political strength and develop influence toward improving their circumstances.

*Note: Please also consider conserving paper by formatting and two-sided printing of syllabi with ½ inch margins. Please help our fragile environment by recycling all paper when finished, as well as plastic bottles, cans, etc., in the many recycling stations available in the Social Work Complex. Thank you.*