

**UNIVERSITY OF TEXAS AT ARLINGTON**

**School of Social Work**

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| **Semester/Year: Fall, 2015**  **Course Title: Direct Practice With Children and Families**  **Course Prefix/Number/Section: SOCW 6326 001**  **Instructor Name: Peter Lehmann**  **Office Number: 101c**  **Phone Number:**  **Email Address: plehmann@uta.edu**  **Office Hours: 11:00 AM-1 PM**  **Day and Time (if applicable): Tuesday 2 pm**  **Location (Building/Classroom Number): 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 second year required course for family and children focuses on direct social work practice with children and their families. The rationale for the course is that in many settings, social workers often are the first, and sometimes the only, helping professionals available to provide services to troubled and troubling children. Social workers, therefore, need a core base of assessment and intervention skills to work effectively with a variety of problems that children, parent(s) and family members commonly encounter. Assessment of children's problems is understood in the context of human development, both of the individual child, their parent(s) and family, as well as of the larger systems in the changing environment. An integrative bio-psycho-social framework, drawing particularly on a strengths and competency perspective is used to assess and intervene with children's problems and difficulties.

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

**Educational Policy 2.1.2 - Apply social work ethical principles to guide professional practice.**

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers

* recognize and manage personal values in a way that allows professional values to guide practice;
* make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles;
* tolerate ambiguity in resolving ethical conflicts; and
* apply strategies of ethical reasoning to arrive at principled decisions.

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| Advanced social workers in children & families implement an effective decision-making strategy for deciphering ethical dilemmas specific to the multiple and diverse needs of families and children. |

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

Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers

* distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom;
* analyze models of assessment, prevention, intervention, and evaluation; and
* demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.

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| Advanced social workers in children and families evaluate, select, and implement appropriate assessment intervention and evaluation tools for use with diverse groups of families and children. |

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

Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers

* use practice experience to inform scientific inquiry and
* use research evidence to inform practice.

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| Children and Families |
| Advanced social workers in children & families use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with children and families. |
| Advanced social workers in children and families develop effective models, programs, policies and interventions and assess their effectiveness using valid and reliable assessments for identifying family problems, risks and protective factors, vulnerability and resilience factors and consequences for different family groups and family members. |

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

Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

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

Social workers

* substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;
* use empathy and other interpersonal skills; and
* develop a mutually agreed-on focus of work and desired outcomes.

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| Advanced social workers effectively use interpersonal skills to engage children and families in a collaborative therapeutic relationship. |

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

Social workers

* collect, organize, and interpret client data;
* assess client strengths and challenges;
* develop mutually agreed-on intervention goals and objectives; and
* select appropriate intervention strategies.

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| Advanced Practitioners in Children and Families use multidimensional bio-psycho-social-spiritual assessment tools. |

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

Social workers

* initiate actions to achieve organizational goals;
* implement prevention interventions that enhance client capacities;
* help clients resolve problems;
* negotiate, mediate, and advocate for clients; and
* facilitate transitions and endings.

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| Advanced social workers in children and families will be able to describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions treatments for a variety of problems that effect children and families. |

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

Social workers

* critically analyze;
* monitor; and
* evaluate interventions.

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| 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. *Required* Text(s) and Other Course Materials:**

McCashen, W. (2005). The strengths approach: A strengths-based resource for sharing power and creating change. Bendigo, AU: Innovative Resources.

Selekman, M. (2010). Collaborative Brief Therapy With Children. (2010). New York: Guilford.

**D. Additional *Recommended* Text(s) and Other Course Materials:**

NONE

**E. Major Course Assignments & Examinations:**

**Please note; I do not give extra credit work. Also, each assignment is due on the listed day. Each late day means one (1) less mark.**

A-**20%-Mid Term-**

At mid term you will be given an assignment to complete. This mid term exam will be practice-based. Case studies will be given and your responsibility will be to apply the most relevant and up to date literature review including the evidence for appropriate interventions. Due week 10 11/3/15

This mid term exam meets core competency 2.1.3 sub points 1 and 2; core competency 2.1.10 A sub points 1-3; core competency 2.1.10 b sub points 1-4; core competency 2.1.10 c sub points 1-3

**B-20% Academic Paper-**

Major paper. This scholarly paper will be DUE week 6 10/6/15. You are to review a major issue in the field of practice with parents and children. Your essay is to have a beginning (with a clear purpose or rationale), middle (with a solid review of the body of literature), and end that sums up what you have tried to accomplish and should include some clear implications/recommendations for the field of social work. Ethical issues may also be considered. You need to follow APA standards for writing. The paper is to be limited to between 6 and 7 pages. To help you get started, you will a)choose a particular parent/child “concern” you might see in practice; b)review the literature that has a focus on theory and evidence, and c)a good conclusion. Here’s how the 20% will break down; 6% for organization (logical flow, organized, good use of headers); 8% for good writing; 6% for your ability to make the paper creative, exciting, inspiring. Follow APA standards correctly.

This academic paper core competency 2.1.6. sub points 1-2

**C-20%Final Exam**

The final exam will be a practice based exam that will test you on everything you’ve learned.

This academic paper meets core competency 2.1. 3, sub points 1-3; core competency 2.1.6,  sub points 1-2; core competency 2.1.10 A sub points 1-2.

**D-10%-Trauma Focused Training**

You will have the semester to complete the Trauma Focused Cognitive-Behavioral Therapy web course offered by the Medical University of South Carolina. Go to <http://www.musc.edu/tfcbt> and follow the log in instructions. Then complete the course. You will find this web training invaluable. At the end of the semester bring your ceu’s . Along with your ceu’s, find and summarize two recent empirical articles that use such an approach. DUE before the end of the semester.

This Trauma Focused Training meets core competency 2.1.3 sub points 1-3; core competency 2.1.6 sub points 1-2 b, sub points 1 and 2 ; core competency 2.1.10 c, sub points 2 - 3

**E-10% -Resilience Exercise**

Read the attached file about Jake and his father on blackboard. There are two tasks. TASK 1, Go to the professional literature and find 3 articles related to resilience that support the work Jake did in therapy with Dr. Ungar. Specifically, I want you to focus on aspects of building resilience in Jake that Dr. Ungar exhibited in his work with Jake. Review your 3 articles and show me how they are consistent with the work done. (2 pages).   TASK 2, in your last paragraph, include a strengths-based instrument (reference the third article) from the literature you would use to assess Jake making sure you say why you chose this one. Include the instrument with your paper. Due week 5 9/29 of our class.

This resilience exercise meets core competency 2.1.10 a sub points 1-4; core competency 2.1.10c 1-4;

**F-10%-Strengths Mapping I and II**

Due week 2 9/8/15. Strengths Mapping I is on blackboard. Review activities 1-5 and think about your own professional strengths. In a similar fashion using 5 rectangular boxes you develop below I fill in what fits for you. Here is your chance to be as transparent with yourself as you can as you grow professionally.

Strengths Mapping II involves going to authentichappiness.com and filling in the VIA questionnaire. These should highlight some top strengths.

What do you do with both? With Mapping I fill in the empty boxes you develop. With Mapping II take any top strength and answer the following question (no page limit);

1. What is the history and development of this strength?
2. Provide details about how you put this strength into every day practice. How will this strength sustain you in the coming semester?
3. Discuss the important people who have contributed to the development of this strength.
4. What significant meaning (if any) does this strength hold for you?
5. What are the dreams and hopes that stand behind this strength?

Send to me in a complete package in Word. This represents the beginning of your own Personal Strengths dossier.

Due week 2 9/8/2015 to me in the form of a word document sent week 2 to me in the form of a word document sent.

This Strengths Mapping Assignments meets core competency 2.1.3 sub points 1-3; core competency 2.1.6 sub points 1-2 b, sub points 1 and 2 ; core competency 2.1.10 c, sub points 2 - 3

**G-10% - Work with the Stiles Family**

Your task will be to re review the Stiles video (to be given);from there I want you to review the work of Bruce Perry with respect to the six components of building up child development (link will be provided). You will also be provided with the Harvard raising caring children's site.

Here is your assignment; you are the therapist assigned to the family. Assume the twins are referred to you because they are acting out their day care, not making friends and behaving aggressively. Assume when reviewing Perry’s document, you find two relevant issues. Discuss what you are like to see based on Perry’s narrative; then find a way to creatively build in the Harvard References. Your job is to create a plan of care based on aligning Perry's 6 core strengths with Harvard's. Take a look and see what matches up; use your creativity to design a sensitive but thorough and thought through plan/intervention with your two issues  Your assignment will consist of 2 pages; one page per Perry's category with the Harvard document. I want you to make a case for bridging the two. To do this use your critical thinking on how and why BUT also include one recent professional article from the literature that will support your plan. Due Week 7 10/13/15.

Work with the Stiles Family meets core competency 2.1.3 sub points 1-3; core competency 2.1.6 sub points 1-2 b, sub points 1 and 2 ; core competency 2.1.10 c, sub points 2 - 3

**F. Grading Policy:**

All papers must be grammatically correct using APA style. Papers with many grammatical errors and misspellings will not receive a satisfactory grade.

**Grading**: **Course Assignment Percentage of Grade**

1. Mid-Term 20%
2. Academic Paper 20%
3. Final Exam 20%
4. Trauma-focused training 10%
5. Resilience Exercise 10%
6. Strengths Mapping I and II 10%
7. Work with the Stiles Family 10%

The university expects each of you to keep track of your performance throughout the semester and seek guidance from available sources (including the instructor) performance drops below satisfactory levels; see “Student Support Services,” below.

1. **Grading Policy:**

You are all adults and can decide if you want to come to your class. Therefore, I do not take attendance. I do want to tell each of you that each class missed is your missed opportunity at learning and growing your practice skills and if you are absent I retain the right to ask you about what it will take to get you back.

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

There is no make up exam except under dire circumstances.

**H. 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:

**As the instructor of this course, you are all adults and I will not be taking attendance. However, if your attendance is sporadic I retain the option of talking to you about what I might do to increase your attendance and participation.**

**I. Course Schedule:**

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Should technical problems arise with course delivery, alternate but equivalent assignments may be given so long as the overall learning objectives, general time frame and grading structure for the course are sustained.

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| Date | TOPICS | READINGS |
| Week 1  9/1/15 | Introductions, course overview,Expectations and assignments. | http://www.Authentichappiness.com –go to questionnaire and complete VIA  Read the featured article entitled ….The Strengths Revolution….read for week 1 |
| Week 2 9/8/15 | Building Empathy as part of your work **Strengths mapping due via email** | https://www.youtube.com/watch?v=baHrcC8B4WM  Chapter 1 McCashen ,A philosophy for Practice |
| Week 3  9/15/15 | The Strengths Approach | Chapters’ 2-3  Chapter 2: Power Over  Chapter 3: Power With  Your strengths? |
| Week 4  9/22/15 | Guest lecture Dr. Alina Ponce, Momentus Institute Dallas | The Brain and Mindfulness and working with Children and Families  Reading to follow  <https://childtrauma.org/wp-content/uploads/2013/11/McCainLecture_Perry.pdf>  Follow up from Weeks 1-3  Reading on Resilience to Follow |
| Week 5  9/29/15 | The StrengthsApproach **Resilience Exercise on Jake Due** | Chapters’ 4-6  Chapter 4: Process and Skills of The Strengths Approach  Chapter 5: Tools for Strengths-Based Practice (with children and families)  Chapter 6: Implications for Service Delivery |
| Week 6  10/6/15 | The Strengths Approach  Spanking: Does it work?  **Academic Paper Due Via email** | Chapters 7  Chapter 7: Parallel Practice  Ferguson, C.J. (2013). Spanking, corporal punishment and negative long-term outcomes:A meta-analytic review of longitudinal studies. *Clinical Psychology Review*, 33, 196-208.  The work of Bruce Perry/Raising good kids  Harvard: Raising Caring Children  <http://sites.gse.harvard.edu/making-caring-common/raising-caring-children>  Bruce Perry: The 6 core strengths  <http://teacher.scholastic.com/professional/bruceperry/>  <https://childtrauma.org/wp-content/uploads/2013/11/McCainLecture_Perry.pdf>  <http://www.lfcc.on.ca/Perry_Six_Core_Strengths.pdf>  Video to be viewed |
| Week 7  10/13/15 | The Strengths Approach  **Stiles Exercise Due** | Chapter 8: Doing Strengths-based Supervision  Chapter 9: Strengths-Based Community Building |
| Week 810/20/15 | Resilience and More  **Mid Term given** | The work of Dr. Mike Ungar and Resilience  <https://www.youtube.com/watch?v=NBo8-kusPlU>  Readings to follow |
| Week 910/27/15 | Collaborative BriefTherapy with Children | Chapters 1-3  Chapter 1: A collaborative strengths-based approach with children  Chapter 2: The collaborative strengths-based family assessment  Chapter 3: Interviewing for change: Co-creating compelling future realities with children and their families  Fun With The tree of life….Bring your colored pencils/markers to this class. |
| Week 10 11/3/15 | Collaborative BriefTherapy with Children  **Mid Term Due** | Chapters’ 4-7  Chapter 4: Guidelines for Therapeutic Experiment  Chapter 5: Family Play and Art Therapeutic Experiments  Chapter 6: Bringing out the best in Children  Chapter 7: Optimizing Therapeutic Cooperation |
| Week 11 11/10/15 | Collaborative BriefTherapy with Children | Chapters’ 8-10  Chapter 8: Conversations with larger systems  Chapter 9: Building bridges from school to home  Chapter 10: Partnerships with Pediatricians |
| Week 12 11/17/15 | A Behavioral Approach with Children and Families | Readings to follow |
| Week 13  11/24/15 | Growing our work with tools | 3 houses- [http://www.cyf.govt.nz/documents/about-us/publications/social-work-now/social-work-now-29-dec04.pdf pp. 34](http://www.cyf.govt.nz/documents/about-us/publications/social-work-now/social-work-now-29-dec04.pdf%20pp.%2034)  Safe House |
| Week 14 12/1/15  Week 15 12/8/ 15 | TBD  **Trauma focused training due**  **Final Exam** |  |

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

**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 campus Central Library. He may also be contacted via E-mail: [dillard@uta.edu](mailto:dillard@uta.edu) or by Cell phone: **(817) 675-8962, 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. 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.*