

**UNIVERSITY OF TEXAS AT ARLINGTON**

**School of Social Work**

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| **Semester/Year:** Fall 2016**Course Title:** Treatment of Children and Adolescents**Course Prefix/Number/Section:** SOCW 6344 003**Faculty Profile: https://www.uta.edu/profiles/peter-lehmann****Instructor Name: Peter Lehmann****Office Number: 101c****Phone Number:** **Email Address: plehmann@uta.edu****Office Hours: By Phone****Day and Time (if applicable): Tuesday 5:30 pm****Location (Building/Classroom Number): PH 306****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):**

Overview of the literature which describes physical, psychological, and cultural characteristics unique to childhood and adolescence. Attention then turned to treatment principles, and the specification of procedures for the amelioration of problems common to children and adolescents. Prerequisite: SOCW 6325; SOCW 6326 or concurrent enrollment; or SOCW 6336 or concurrent enrollment.

**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 practice in DPMHSA active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding mental health and mental illness.
2. Advance social workers in DPMHSA 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 in DPMHSA implement an effective decision-making strategy for deciphering ethical dilemmas in mental health treatment.

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

1. Advanced social workers in DPMHSA 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.

**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.

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

1. Advanced social workers in DPMHSA 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.

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

1. Advanced social workers in DPMHSA assess social contexts.
2. They 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.

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

1. Advanced social workers in DPMHSA will be able to describe the structure of the DSM IV and conduct an assessment using the DSM criteria and structure.
2. Advanced social workers in Children and Families 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.

2. 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.

**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.

**Upon completion of this course, the participant will be able to:**

1. Demonstrate an understanding of person-centered evidence-based practice that includes understanding recovery support systems, the person in the environment, human development, the neurological underpinnings of mental health conditions, and concepts of service user recovery and empowerment. EPAS 2.1.3, 2.1.6, 2.1.7, 2.1.9

2. Identify the potential risk factors, including biological underpinnings, that may increase children’s vulnerabilities for emotional, social and behavioral problems, as well as protective factors that promote resilience. Understand the social and economic context and forces impacting the development and well-being of children/adolescents. EPAS 2.1.3, 2.1.6, 2.1.7, 2.1.9

3. Describe the cultural context of development and epidemiology of prevalent mental health conditions in children and adolescents, including the roles played by race, ethnicity, gender and sexual orientation. EPAS 2.1.1, 2.1.2, 2.1.3, 2.1.4

4. Demonstrate skills in using valid diagnostic and assessment instruments and in the interviewing process, for diagnostic evaluation of early onset mental health conditions. EPAS 2.1.5, 2.1.6, 2.1.7, 2.1.10a-b

5. Demonstrate skills in the collaborative, ethical intervention process using the most appropriate evidence-based treatments with high fidelity. EPAS 2.1.5, 2.1.6, 2.1.7, 2.1.10c-e

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

Malchiodi, C.A. (2014). *Creative interventions with traumatized children*. New York: Guilford.

Milner, J., & Batemen, J. (2011). *Working with children and teenagers using solution focused approaches: Enabling children to overcome challenges and achieve their potential*. Philadelphia: Jessica Kingsley.

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

NA

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

A: **Task 1 and 2-20%-Page numbers unlimited.**

**Pair up for Task 1 and 2.**

1. Your task is to review <https://www.youtube.com/watch?v=xqmOG9_wr7I>. To do this you may have to create a log in password with Google. Provide a trauma informed overview of this case using at least 3 of the references you have been provided. Back your overview up with an additional 2 professional articles. I want you to provide me with a clear sense that you understand how this case of a teen having been physically assaulted should come to represent a trauma-informed perspective. To provide a clear perspective means you will need to be able to tell me clearly what a trauma informed perspective is and tie it to this youth.
2. Your task is to the same assignment as number 1 with key- Your job is to focus on the Stiles family. <https://www.youtube.com/watch?v=PVRKOdBBINY>

Be keenly aware of the differences between the two. Use three additional references not used in task 1.

**B. Task 3 On your own-10%-Page numbers unlimited**

1. Your task is to review <https://www.youtube.com/watch?v=baHrcC8B4WM> .

Take each of the letters from empathy and provide me with a response as to how you will partner with youth in Task 1 or 2 as they are now your clients. We call this developing a partnership with clients. Be specific what you would do with one reference from the professional literature per letter and include at least 1 reference from the Malchiodi text as to how you might integrate your responses with either case.

The inventory and case study 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

**C. Task 4 Mid term-25%**

At mid point in the semester you will be given a take home exam. You will have two weeks to complete this assignment. Due 11/01/16.

Mid Term Assignments**:** Objectives**: #** 1, 2, 3, 4, 5

This case of Hector and Stephanie 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

D. Task 5**-20%**

**Due 11/15/16**

Here is your opportunity to really shine academically because it is your chance to pull together your best thinking about a practice model with an important issue related to children and adolescents. Here’s how it’s done; 1)think of a child/adolescent issue that is dear to your heart, an issue you are passionate about and would want to work with 2)Pick a practice model that will demonstrate your best thinking how healing can happen. 3)Your practice model CANNOT be trauma informed or solution focused. 4) your paper will read like an academic paper; so start with your introduction (statement of concern/goals), review of the literature as it relates to your interest, review of the practice model/theoretical overview along with the most useful interventions applicable to your child/adolescent issue and last, relevance to you as a professional and concluding comments. No more than 6 pages; No more than 8 references. Use all APA format.

**F-25%Final Exam**

The final exam pulls together everything you have learned in class. You will bring your one sided cheat sheet to class and apply your learning to a number of practice examples.

Final Exam**:** Objectives**: #** 1, 2, 3, 4, 5

**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.

he 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.

The grade scale is as follows:

90 - 100 A

80 - 89 B

70 - 79 C

60 - 69 D

0 - 59 F.

Grading Criteria:

1. Demonstrate an ability to integrate course readings, outside research, and lectures into papers and discussions
2. Demonstrate integration of independent and critical thinking into papers, class exercises and discussions
3. Papers are well organized and follow accurate use of grammar, spelling and language
4. Form and style of papers follow APA style.

**G. 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 but attendance is a critical indicator in student success. 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. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or

presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients. As the instructor of this section,

 See below; an email sent out 8/21 from Shannon Williams, Director of Student Development, UTA

 Faculty at UT Arlington are not required to take attendance in their courses, but the U.S. Department of Education does require that the University have a mechanism in place to mark when Federal Student Aid recipients “begin(s) attendance in a course.”

UT Arlington faculty should **not** utilize the MyMav course rosters for attendance-taking purposes. We are working to suppress these class rosters from view for future terms. For questions, please contact Tanya Vittitow at ittitow@uta.edu.

When assigning a student an “F” grade at the end of the Fall term, please plan to report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or engagement online via Blackboard. The Institution’s procedure requirement when an “F” is recorded is available at <http://www.uta.edu/records/faculty-staff/grading.php#F_Grades>.

The grades-reporting schedule is available at <http://www.uta.edu/records/calendars/grade-reports.php#fg2014>.  Dates and deadlines related to early and midterm progress reports are at <http://www.uta.edu/records/calendars/progress-reports.php#Fall16>.

To conclude, you are all adults; I don’t take attendance. Coming to class is your call. I do however reserve the right to ask you about your absence should it occur. I also promise the more you miss the more it will impact your learning.

**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 18/30/16 | Introduction. |   |
| Week 2 9/6/16 | Strengths6 core child/adolescent strengthsAdolescent developmentBeing a partner with children vs being paternalistic | <http://teacher.scholastic.com/professional/bruceperry/><http://stnickcenter.org/images/uploads/PDF/Bright%20Futures%20DevelopmentalMilestonesChecklist.pdf>Product Details[http://societyforpsychotherapy.org/what-do-we-know-about-psychotherapy-and-what-is-there-left-to-debate/](https://owa.uta.edu/owa/plehmann%40exchange.uta.edu/redir.aspx?SURL=GxOtNLQ2X3rLqwvWmq4OtWh_qIu1dkZnLROubYrSpJ5qXFl9VKrSCGgAdAB0AHAAOgAvAC8AcwBvAGMAaQBlAHQAeQBmAG8AcgBwAHMAeQBjAGgAbwB0AGgAZQByAGEAcAB5AC4AbwByAGcALwB3AGgAYQB0AC0AZABvAC0AdwBlAC0AawBuAG8AdwAtAGEAYgBvAHUAdAAtAHAAcwB5AGMAaABvAHQAaABlAHIAYQBwAHkALQBhAG4AZAAtAHcAaABhAHQALQBpAHMALQB0AGgAZQByAGUALQBsAGUAZgB0AC0AdABvAC0AZABlAGIAYQB0AGUALwA.&URL=http%3a%2f%2fsocietyforpsychotherapy.org%2fwhat-do-we-know-about-psychotherapy-and-what-is-there-left-to-debate%2f)  |
| Week 39/13/16 | Trauma Informed PracticeDefinedRelation to neuro development | Readings <http://developingchild.harvard.edu/resources/inbrief-the-impact-of-early-adversity-on-childrens-development/><http://46y5eh11fhgw3ve3ytpwxt9r.wpengine.netdna-cdn.com/wp-content/uploads/2010/05/Early-Experiences-Can-Alter-Gene-Expression-and-Affect-Long-Term-Development.pdf><http://socialwork.oxfordre.com/view/10.1093/acrefore/9780199975839.001.0001/acrefore-9780199975839-e-1063> |
| Week 49/20/16 | Guest lectureDr. Alina Ponce, Momentus Institute DallasTask 1 and 2 Due | The Brain and Mindfulness and working with Children and FamiliesReading to follow<https://childtrauma.org/wp-content/uploads/2013/11/McCainLecture_Perry.pdf>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. |
| Week 59/27/16 | **Mindfulness Week 2** Task 3 Due |  |
| Week 610/4/16 | **Play Therapy****Children First****Trauma Informed Practice** | Tree of Life exercise |
| Week 710/11/16 | **Trauma Informed Practice****The importance of ACES** | <http://www.cdc.gov/violenceprevention/acestudy/> |
| Week 8 10/18/16 | 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 9 10/25/16 | Being solution focused: The Research | 3 HousesSafety HouseReadings to Follow |
| Week 10 11/1/16 | Your solution-focused toolkit**Mid Term Due** | Course textReadings to follow3 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)Practice |
| Week 11 11/8/16 | Being solution focused with Children/AdolescentsSolution focused play therapy**Task 4 Due** | Course TextPractice |
| Week 12 11/15/16 | Being solution focused with Children/AdolescentsSolution focused practice in schools |  |
| Week 1311/22/16 | Task 5 DueTBD |  |
| Week 14 11/29/16Week 15 12/6/ 15 | TBD**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, 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 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.*