UNIVERSITY of HOUSTON

GRADUATE COLLEGE OF SOCIAL WORK   **WWW.SW.UH.EDU**

COURSE TITLE/SECTION: SOCW 7319-19661   Administrative Practice

TIME 1:00 p.m. - 3:45 p.m.   **FACULTY:** Steven Applewhite Ph.D.

OFFICE HOURS: M 9:00 – 12:00   All other times by appointment

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Note: This course syllabus may be amended during the semester.

I. **Course**
   A. **Catalog Description**
      Develop knowledge and skills necessary for administrative practice in social work.

   B. **Purpose**
      This course is designed to provide the student with an understanding of how social agencies function as organizational entities, and to introduce a number of skills required for effective social work practice within organizations. This course is built on the assumption that social workers at all levels of service provision need to understand and practice administrative skills to insure clients receive needed services. It also recognizes that a number of graduate social workers will over the course of their careers move from direct practice to a variety of administrative roles; and that social workers, particularly those in community-based and rural settings, will need a range of administrative skills as well as clinical skills.

II. **Course Competencies**

   Upon completion of this course, students will be able to:

   1. Demonstrate skills in administrative planning processes, including goal formulation, program planning, implementation, monitoring, and evaluation with particular emphasis on programming and advocacy for vulnerable populations.
   2. Analyze critical factors for successful fund development and marketing of human services programs.
   3. Analyze the role of advocacy in administrative practice.
   4. Apply core principles and processes of developing and managing a diverse and inclusive workforce, including recruitment, selection, hiring, developing, managing, performance assessment and termination.

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    5.   Apply principles and processes of financial management for non-profit organizations with an emphasis on developing accountable and open systems.

    6.   Demonstrate understanding of strategic, operational, and ethical use of information technology as a tool for managing human services organizations.

III.   Course Content

This course will include the following topical (content) areas:

1. Theories and concepts of organization and management practice
2. Leadership, professional development and advocacy
3. Ethical considerations and dilemmas in nonprofit and government settings
4. Systems perspective for organizational analysis
5. Program planning and development, monitoring, and program evaluation
6. Financial management, grant procurement, and fundraising
7. Public relations, marketing, communications and media.
8. Developing and managing human resources and diversity management
9. Types, structures and nature of board development

IV.   Course Structure

This course will include lectures, small group and class discussion, group projects, exercises, guest lectures and media. Selected readings will be reviewed in class, however, students should assume responsibility for coming to class well prepared to discuss and lead class discussion on assigned readings. Time will be allotted in class for group processing of tasks, assignments and direct feedback from the instructor on project activities.

V.   Textbooks

Required

Kettner, P.M., Moroney, R.M. and Martin, L.L. (2008). *Designing and Managing Programs: An Effectiveness-Based Approach (3rd Edition).* Los Angeles: Sage Publications.

Weinbach, R.W. (2008). *The Social Worker as Manager: A Practical Guide to Success* (5th Edition). Boston, Allyn & Bacon.

Supplemental

Netting, E., Kettner, P, & McMurtry, S. (2008). Social Work Macro Practice (4th Edition). Boston: Pearson.

Kettner, P.M. (2002). Human Service Organizations. Boston: Allyn & Bacon.

Recommended

Grobman, G.M. (2005). The Nonprofit Handbook (4th Edition). Harrisburg, PA: White Hat Communications.

Optional

Yuen, F.K.O. & Terao, K.L. (2002). Practical Grantwriting and Program Evaluation. Belmont: CA: Cengage Learning Books/Brooks and Cole.

VI   Course Requirements

   A. Attendance, and Class Participation

       Attendance and participation are required and will be factored into your final grade. Please be on time as tardiness interrupts the class discussion. Two absences will result in your final course grade being lowered one letter. Participation in class activities is required. Professional social workers have been invited to speak to class on various topics related to administrative practice. Students are expected to be attentive and actively participate in discussions.

   B. Written Assignments

       Unless otherwise informed by instructor all assignments will be uploaded or posted directly to BLACKBOARD. **All assignments must be submitted to blackboard. In addition a printed copy must be turned into the instructor on the due date.** Assignments will be graded within 7 days of the due date and grades/feedback will be available in blackboard. Please be aware that the instructor is currently working on the site and it will be updated frequently. Please check regularly for changes and announcements.

       1. Organizational Analysis
       Each student will submit a 10 page, double spaced analysis of an organization that utilizing Netting Organizational Analysis chapter (see Netting Chapter 8). This assignment will provide the framework for assessing organizations.

       2. Modified Grant Proposal with Logic Model
       The full grant proposal should be 10 pages, double spaced (12 font, Times New Roman). This assignment will enable students to develop skills in needs assessment, program planning, evidence-based research, budgets, program monitoring and evaluation. To complete this assignment the student must first develop a clear conceptualization of a target population, an identified need, and a suitable intervention.

       You are expected to write this proposal as though you were submitting it to a potential funder. **However, do not submit a program proposal that was previously submitted for funding, or is currently funded, in progress, or**

awaiting notification of funding.

Use of client data or general information such as the agency description, mission statement, funding sources, organizational structure, services, and clients served should be examined closely before developing your proposal. To get ideas on potential funders a primary source will be the *Foundation Directory* database, the *Federal Register* or other state/federal databases.

1. Cover Letter (Transmittal letter separate from the proposal): This one page, letter should convey to potential funder the purpose, rationale and highlights of the program. This letter should convey a clear message to funders that this is a sound program, well conceptualized suitable for funding. In brief fashion, indicate the amount requested and what this funding will enable the agency to achieve.

2. Agency (1 page): Provide a description of a host agency including its mission, organizational goals (not programmatic goals), the agency's strengths and capacity to deliver the proposed program. Identify the populations served, service area, and primary services delivered, with attention to those services that will support the proposed program and your target population. Also identify agency support systems such as partnerships, coalitions, alliances that will directly or indirectly support the agency and the proposed program/project.

3. Background/Needs Statement (2 pages): Provide a description of the problem you propose to address and why it is important. In this section you are your focusing on the need in the community that will be addressed by the proposed program and services. You are describing the uniqueness of the situation and your empirical understanding of this situation.

Consider client characteristic and backgrounds, conditions and environment, risk/protective, etiology (cause-and-effect relationship), gaps in service delivery and barriers that prevent agencies and clients from solving these problems, urgency and severity of problem, and consequences of not addressing this problem. This section is very important because it frames the intervention program hypothesis. Kettner (2008) states…*those programs that have the highest probability of success will be those that develop a clear understanding of the type, size, scope of the problem* [and population affected] *as well as its relevant historical highlights, theory, research findings, and etiolog*y.

4. Evidence Based Research (1 page): Do a systematic search of the literature and identify and describe EB research that will be the basis of your program concept to address the problem and client population for this project. See references at the end of syllabus for an extensive list of EBP sources titled **Useful Internet Sites for Reviews, Practice Guidelines and Databases.**

5. Goals and Objectives (1 page): State the projects' goals and objective and link the goals and objectives to your description of the project in the next section. Provide a brief narrative to explain the goals and objectives.

6. Project Description (2 pages): State the name and purpose of the proposed program, and discuss the principal components and anticipated measurable outcomes. Be sure link measureable outcomes to your goals and objectives and integrate them into the logic model. In this section you should include enough information for the potential funding source to concretely understand how the program is to be implemented, and how funds will be used to address the identified need and intended goals. Provide a one page logic model in graph format in this section. The Logic Model should include: a) Situation, b) Assumptions, c) Inputs (resources needed), Outputs (activities or type of services provided & participants), e) Outcomes (short and intermediate *measureable changes* in knowledge, condition, attitudes, skills and/or behaviors), and Long Term Impact (4-6 years).

7. Evaluation (1 page): Describe how you will evaluate the project's success including formative and process evaluation linking the outcome objectives to the tools you will use in the program assessment.

8. Line Item Budget with Narrative (1 page) Estimate the project costs needed to implement the project. Explain each budget line item, clearly articulating how the items relate to the project. For positions, give an overview of the key duties, required qualifications (if any), hourly wage, number of hours and weeks worked, and benefits rate. Provide a narrative for any in-kind contributions included in the budget. Note that some foundations may not pay indirect costs.

9. Conclusion: A final, persuasive summary paragraph to sell the project.

C.   **Reading Assignments & Weekly Quizzes**

Reading assignments are listed for each week, however, supplementary readings will be posted on blackboard. Students will be required to take a quiz each week over the required and supplemental reading for the week. The quiz will be completed in blackboard and students will have two opportunities to take the quiz. the highest grade of the two quizzes will be counted as the score.

VII.   **Evaluation and Grading**

Class attendance & Participation	**(10%)**
Organizational Analysis	**(30%)**
Modified Grant Proposal	**(30%)**
Weekly Quizzes	**(30%)**

VIII.   **Policy on grades of Incomplete and Late Assignments:**

Students are required to complete assignments on time as a delay interrupts the process of this course. Late assignments, for any reason, require **prior** approval from the instructor and may result in lowering of the otherwise earned grade. If you request an extension of time on or after the due date of the assignment, the request will be denied.

The University of Houston policy on Incomplete grades is:
The grade of I (Incomplete) is a conditional and temporary grade given when students are passing a course, but for reasons beyond their control, have not completed a relatively small part of all the course requirements. Students are responsible for informing the instructor immediately of their reasons for not submitting an assignment on time.

IX.   Consultation by appointment only

Contact information via email sapplew@central.uh.edu
You may contact the Teaching Assistant via email rgpatrick@uh.edu

X.   Expectations for Maintaining a Safe, Respectful Learning Environment and Classroom Behavior

Students are asked to turn off (or activate the vibrator mode) cell phones and pagers during class time. Disruptions of this nature compromise the academic process. **Laptop/IPAD use is NOT allowed during class time**. If students wish to take notes electronically they must seek written permission from the instructor before the end of the second class. They may only be used for class related activities as defined   and prompted by the instructor. **Use of the internet, email, social networking and other computer related activities for non-class related activities is prohibited.** If you have extenuating circumstances that prevent you   from honoring this, please advise the instructor of your situation.

The GOLDEN RULE for expected behavior in the classroom is to be respectful of yourself and your colleagues. By virtue of the nature of our profession, we will often engage in content and discussions in this course that elicit varied opinions, perspectives, and emotions. This will provide a well-rounded educational experience for all of us, if we practice and demonstrate the core values of social work

XI.   ADA

Whenever possible, and in accordance with 504/ADA guidelines, the University of Houston will attempt to provide reasonable academic accommodations to students who request and require them. Please call 713-743-5400 for more assistance.

Topic and Schedule

DATE	TOPICS	READING REVIEW
8/26	First Day of Class, Expectations of Class, Syllabus Overview, Assignments and Rubric discussion. Blackboard overview and discussion.	Syllabus Exercise on Problem ID
9/2	Lecture: Introduction to Human Services Management	Weinback, Ch. 1 Weinback, Ch. 2 Kettner, P. Ch.1 Blackboard Folder: Supplemental Reading Class 1
9/9	Lecture: Theories of Human Service Organizations Exercise: Critique of Theories	Weinback, Ch 3, Kettner, P. Ch.2 Netting, Ch. 7 Blackboard Folder: Supplemental Reading Class 2
9/16	Lecture: Understanding Organizations Lecture: Organizational Assessment/Analysis Class exercise: Analyze Netting Framework	Kettner, P. Ch.3 Kettner, P. Ch. 4 Netting, Ch. 8 (Attn: pg 300-302) Blackboard Folder: Supplemental Reading Class 3
	Quiz #1 must be completed by 11:59PM.	
9/23	Lecture: Understanding Organization Class Activity: Developing Mission Statement Guest Lecture- TBA- Strategic Planning	Blackboard Folder: Supplemental Reading Class 4
9/30	Lecture: Program Planning and Development: Identifying and Defining Social Problems Class Activity: Identifying Social Problems	Kettner et al, Ch 2, 3 Netting, Ch. 3, ALL (Attn: pg 104); Ch 4, 108-124 (attn: pg123) Blackboard Folder: Supplemental Reading Class 5
10/7	Lecture: Program Planning and Development: Strategies and Intervention/Designing Social Programs Class Activity: Logic Model Class Activity: Social Programs	Kettner et al, Ch 6, 7,8 Netting, Ch. 9 ALL (Attn: pg 310-313, 334) Netting, Ch. 11(attn: 397-398) Blackboard Folder: Supplemental Reading Class 6
10/14	Organizational Analysis Due to Blackboard by 11:59PM Quiz #2 must be completed by 11:59PM.	

10/14	Lecture: Program Planning and Development: Implementing Social Programs Class Activity: Implementation Organizational Analysis hardcopy due in class	Kettner et al, Ch 8 Netting, Ch. 9 ALL (Attn: pg 334) Netting, Ch. 10 ALL (Attn: pg 365) Blackboard Folder: Supplemental Reading Class 7
10/21	Lecture: Program Planning and Development: Monitoring and Evaluating Social Programs Guest Lecture: TBA- Program Planning and Management	Kettner et al, Ch 9, 12-13 Kettner, P. Ch 14 Blackboard Folder: Supplemental Reading Class 8
10/28	Lecture: Management Tasks-Fiscal Management Class Activity: Budgets Guest Speaker: TBA Agency and Program Budgeting	Kettner et al, Ch 10-11 Kettner, P. Ch 7-8 Weinback, Ch 11 Blackboard Folder: Supplemental Reading Class 9
10/28	Quiz #3 must be completed by 11:59PM.	
11/4	Lecture: Managing Human Resources Guest Lecture: TBA- Human Resources, Employee Relations	Weinback, 7 Kettner, P. Ch 9-13 Blackboard Folder: Supplemental Reading Class 10
11/11	Lecture: : Cultural Competency Lecture: Leadership & Supervision in Human Service Organizations Speaker: TBA- Diversity Planning	Weinback, Ch 5
11/18	Lecture: Public relations, marketing, communications and media. Guest Speaker: TBA	Blackboard Folder: Supplemental Reading Class 12
11/25	Modified Grant Proposal Due to blackboard by 11:59PM Quiz #4 must be completed by 11:59PM.	
12/2	Last day of class- Attendance is Mandatory. Modified Grant Proposal hardcopy due in class	

Useful Internet Sites for Reviews, Practice Guidelines and Databases

1. Google: http://www.google.com/

2.Google Scholar: http://scholar.google.com/

* What is Google Scholar? Google Scholar provides a simple way to broadly search for scholarly literature. From one place, you can search across many disciplines and sources: peer-reviewed papers, theses, books, abstracts and articles, from academic publishers, professional societies, preprint repositories, universities and other scholarly organizations. Google Scholar helps you identify the most relevant research across the world of scholarly research.
Features of Google Scholar:
Search diverse sources from one convenient place
Find papers, abstracts and citations
Locate the complete paper through your library or on the web
Learn about key papers in any area of research
How are articles ranked?Google Scholar aims to sort articles the way researchers do, weighing the full text of each article, the author, the publication in which the article appears, and how often the piece has been cited in other scholarly literature. The most relevant results will always appear on the first page.

3. Campbell Collaboration (C2): The Campbell Collaboration Library and Database: www.campbellcollaboration.org/index/html
The C2 website posts a searchable database of randomized controlled clinical trials and systematic reviews of **social, psychological, education, and criminological research**. All research presented on the website has met rigorous methodological standards and are designed to provide researchers, policy makers, and practitioners with critical reviews of current research. Thirty full reviews are currently available to download from the website and several more are currently in progress.

The C2-RIPE database contains approved Campbell:
Titles
Protocols
Completed Reviews,
Abstracts and One Page Plain English Summaries
Registered titles with an approved protocol, review and abstract, will have a "view documents" hypertext link. If a registered title does not have a "view documents" link, then approval of the protocol is pending.

Through C2-RIPE, researchers, policymakers, practitioners, and the public can access Campbell Reviews and review-related documents at each stage of their development. Online access to these documents is free of charge.

4. Cochrane Collaboration: www.cochrane.org

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The Cochrane Collaboration is an international not-for-profit and independent organization, dedicated to making up-to-date, accurate information about the **effects of healthcare** readily available worldwide. It produces and disseminates systematic reviews of healthcare interventions and promotes the search for evidence in the form of clinical trials and other studies of interventions. The major product of the Collaboration is the Cochrane Database of Systematic Reviews which is published quarterly as part of The Cochrane Library.

Those who prepare the reviews are mostly healthcare professionals who volunteer to work in one of the many Cochrane Review Groups, with editorial teams overseeing the preparation and maintenance of the reviews, as well as application of the rigorous quality standards for which Cochrane Reviews have become known.

You can access free summaries and abstracts from these reviews. These summaries include background information, objectives, search strategy, selection criteria, data collection and analysis, main results and the author's conclusions. **Some major topics that may be of interest to social workers include: 1) Depression, Anxiety and Neurosis, 2) Dementia and Cognitive Impairment, and 3) Schizophrenia.**

5. The Evidence-Based Program Database: http://www.alted-mh.org/ebpd/

The Evidence-Based Program Database is a compilation of quality government, academic, and non-profit lists of evidence-based programs that appear on the World Wide Web and/or in print form. While these existing resources are of excellent quality, they have not been available in a centralized, user-friendly searchable database. Further, the content of all of these lists changes annually, making it very difficult for practitioners to remain knowledgeable of available evidence-based programs and select from them wisely. The programs in this database have all been shown to be effective at changing **youth behaviors**.

Please note that it is critically important to consider **both evidence and feasibility** in selecting an evidence-based program for your district. While many of the programs listed in the Evidence-Based Programs Searchable Database have high levels of **evidence**, they may not be **feasible** for your district. **Focus is on youth risk-behaviors.**

6. **APA Guidelines:** www.apa.org/divisions/div12/rev_est/

APA practice guidelines are intended to assist psychiatrists in clinical decision-making and to improve patient care. They also document evidence available to determine appropriate care. A practice guideline is not a "standard of care." The ultimate judgment regarding a particular clinical procedure or treatment plan must be made by the psychiatrist in light of the clinical data presented by the patient and the diagnostic and treatment options available. **Focus is on the assessment and treatment of mental health disorders.**

APA practice guidelines are developed by expert work groups, who review available evidence using an explicit methodology. Iterative drafts undergo wide review by experts, allied organizations, and any APA member on request. Every guideline is also reviewed and approved for publication by the APA Assembly and Board of Trustees. The development of APA practice guidelines has not been financially supported by any commerical organization. For more detail, see APA Guideline Development Process (updated May 2006).

7. National Guidelines Clearinghouse (DHHS): www.guidelines.gov

The National Guideline Clearinghouse™ (NGC) is a public resource for evidence-based clinical practice guidelines. NGC is an initiative of the [Agency for Healthcare Research and Quality (AHRQ)](#), U.S. Department of Health and Human Services. NGC was originally created by AHRQ in partnership with the [American Medical Association](#) and the [American Association of Health Plans](#) (now America's Health Insurance Plans [AHIP]). **Provides information related to health, mental health within a variety of settings (e.g. school based interventions, etc) with a variety of specific populations. You can search their website.**

8. Search Pilots (On National Center for Post-Traumatic Stress Disorder Website): [http://www-ca2.csa.com/ids70/quick_search.php?SID=5ab0802346742bc854a4064a9131e432](#)
*This is one of the leading databases on information on post traumatic stress disorder and is listed on the National Center for Post-Traumatic Stress Disorder website: [http://www.ncptsd.va.gov/ncmain/index.jsp](#)
9. OJJSP Model Programs Guide: [http://www.dsgonline.com/mpg2.5/mpg_index.htm](#)

The Office of Juvenile Justice and Delinquency Prevention Model Programs Guide (MPG) is designed to assist practitioners and communities in implementing evidence-based prevention and intervention programs that can make a difference in the lives of children and communities. **The MPG database of evidence-based programs covers the entire continuum of youth services from prevention through sanctions to reentry. The MPG can be used to assist juvenile justice practitioners, administrators, and researchers to enhance accountability, ensure public safety, and reduce recidivism.** The MPG is an easy-to-use tool that offers a database of scientifically-proven programs that address a range of issues, including substance abuse, mental health, and education programs.

10. California Evidence-based Clearinghouse for Child Welfare (CEBC) [http://www.cachildwelfareclearinghouse.org/](#)
The CEBC helps to identify and disseminate information regarding evidence-based practices relevant to **child welfare.** The CEBC provides guidance on evidence-based practices to statewide agencies, counties, public and private organizations, and individuals. This guidance is provided in simple straightforward formats reducing the user's need to conduct literature searches, review extensive literature, or understand and critique research methodology.

11. BMJ Clinical Evidence:
[http://www.clinicalevidence.com/ceweb/conditions/index.jsp](#)
BMJ Clinical Evidence systematic reviews summarize the current state of knowledge and uncertainty about the prevention and treatment of clinical conditions, based on thorough searches and appraisal of the literature. It is neither a textbook of medicine nor a set of guidelines. It describes the best available evidence from systematic reviews, RCTs, and observational studies where appropriate, and if there is no good evidence it says so. There is a fee to subscribe. **Primarily focused on healthcare, but some information related to mental health.**

12. Department of Health and Human Services: Agency for Healthcare Research and Quality Evidence Based Practice: http://www.ahcpr.gov/clinic/epcix.htm
The department website provides links to evidence base practice centers in the United States and Canada performing funded research and information mainly in the area of physical health, but also provides reports in **psychiatry and substance abuse.**

13. Evidence Network*:* http://www.evidencenetwork.org/home.asp
The Focus Point for Evidence Based Policy and Practice Research in the UK. **A starting point for accessing social science research publications relevant to policy and practice.** Open to users in the research community, the voluntary sector, local and central government, public agencies and commercial organizations providing search tools and a referral framework to enable users to pursue their enquiries. A forum for debate and discussion of issues and problems in relation to evidence-based policy.

13. Oregon Evidence-based Practice Center: http://www.ohsu.edu/epc/
The Oregon Evidence-based Practice Center (Oregon EPC) conducts systematic reviews of **healthcare topics for federal and state agencies and private foundations**. These reviews report the evidence from clinical research studies and the quality of that evidence for use by policy makers in decisions on guidelines and coverage issues. FYI: **Somewhat difficult to search and find what you're looking for.**

14. SAMHSA's National Registry of Evidence-Based Programs and Practices: http://www.nrepp.samhsa.gov/find.asp

The National Registry of Evidence-based Programs and Practices (NREPP) is a searchable online registry of **mental health and substance abuse interventions** that have been reviewed and rated by independent reviewers.

The purpose of this registry is to assist the public in identifying approaches to preventing and treating mental and/or substance use disorders that have been scientifically tested and that can be readily disseminated to the field. NREPP is one way that SAMHSA is working to improve access to information on tested interventions and thereby reduce the lag time between the creation of scientific knowledge and its practical application in the field.

NREPP is a new registry and currently has several dozen reviewed interventions. New intervention summaries are continually being added as reviews are completed. The registry is expected to grow to a large number of interventions over the coming months and years. Please check back regularly to access the latest updates.

15. Civic Research Institute: http://www.civicresearchinstitute.com

Civic Research Institute is an independent publisher of reference and practice materials for professionals in the social sciences and law. **Topics include behavioral health; children, youth and education; corrections; criminal justice; health care; interpersonal violence; law; telehealth; taxation and financial services; and victomology.**

CRI's publications provide practical guidance, best practices and cutting-edge thinking, reporting, analysis and commentary, in all formats, including newsletters and journals,

supplemented books and monographs, and loose-leaf services. Editors, authors and contributors are leading authorities and practitioners in their fields.

16. PsycINFO: www.apa.org/psycinfo

PsycINFO is an abstract (not full-text) database of **psychological literature** from the 1800s to the present. Full-text articles can be accessed. There is a fee to subscribe unless you have access through another source. **A good source to access information about mental health or direct practice interventions and information about evidence-based assessment instruments**.

17. SumSEARCH: http://sumsearch.uthscsa.edu/

SUMSearch is a unique method of searching for medical evidence (including mental health evidence) by using the Internet. SUMSearch combines meta-searching and contingency searching in order to automate searching for medical evidence. Meta-searching, which is used by from general Internet search engines such as from Go2Net, Dogpile, and SavvySearch, means simultaneously searching multiple Internet sites and collating the results into one page. In addition, SUMSearch adds the idea of contingency searching. SUMSearch allows the clinician to enter a query one time, and then will: select the best Internet sites to search, format the query for each site, execute contingency searches, then return a single document to the clinician. SUMSearch removes the burden to the clinician of remembering details such as which Internet site truncates with the dollar sign and how to execute a limit for the AIM journals if too many articles are found at MEDLINE. After searching, SUMSearch organizes the list of links to documents that it returns to the clinician. The links are ordered by breadth of discussion. First, there are links to resources that provide broad discussion: relevant textbooks, followed by traditional review articles, and practice guidelines. Next there are links to resources that provide narrow discussions: systematic reviews, and original research. Thus, the clinician that is searching a topic with which they are not familiar, will find links to easy to read, broad discussions at the top of the list. A clinician that has a specific question within a topic with which they otherwise familiar, will find links to systematic reviews and original research in the second half of the results.

18. Evidence-Based Mental Health (BMJ): http://ebmh.bmj.com/

Evidence-Based Mental Health alerts clinicians to **important advances in treatment, diagnosis, aetiology, prognosis, continuing education, economic evaluation and qualitative research in mental health.** The journal surveys a wide range of international medical journals applying strict criteria for the quality and validity of research. Practicing clinicians assess the clinical relevance of the best studies. The key details of these essential studies are presented in a succinct, informative abstract with an expert commentary on its clinical application. Published quarterly, Evidence-Based Mental Health is multidisciplinary. It covers studies of adults, children, older adults, people who have developed psychiatric or psychological problems as a result of trauma and people with learning disabilities, head injuries, drug and alcohol problems and personality disorders. Subscription for the year is $103, and this allows access to the online system to search for articles.

19. PubMed: http://www.ncbi.nlm.nih.gov/sites/entrez

PubMed, available via the NCBI Entrez retrieval system, was developed by the National Center for Biotechnology Information (NCBI) at the National Library of Medicine (NLM), located at the U.S. National Institutes of Health (NIH). Publishers participating in PubMed electronically submit their citations to NCBI prior to or at the time of publication. If the publisher has a web site that offers full-text of its journals, PubMed provides links to that site as well as biological resources, consumer health information, research tools, and more. There may be a charge to access the text or information. **Some mental health information can be accessed at this website.**

20. NICE: http://www.nice.org.uk/guidance/index.jsp

The National Institute for Health and Clinical Excellence (NICE) is the independent organization responsible for providing national guidance on the promotion of good health and the prevention and treatment of ill health. NICE produces guidance in three areas of health:

- public health - guidance on the promotion of good health and the prevention of ill health for those working in the NHS, local authorities and the wider public and voluntary sector

- health technologies - guidance on the use of new and existing medicines, treatments and procedures within the NHS

- clinical practice - guidance on the appropriate treatment and care of people with specific diseases and conditions within the NHS.

If you browse topics, there is a section for mental health and this information is both for adults and children. NICE guidance is developed using the expertise of the NHS and the wider healthcare community including NHS staff, healthcare professionals, patients and careers, industry and the academic world.

21. American Academy of Child and Adolescent Psychiatry: http://www.aacap.org/cs/root/member_information/practice_information/practice_parameters/practice_parameters

The AACAP has published over 25 Practice Parameters. The Parameters are published as Official Actions of the AACAP in the *Journal of the American Academy of Child and Adolescent Psychiatry*. Summaries and full text parameters are available. **The AACAP Practice Parameters are designed to assist clinicians in providing high quality assessment and treatment that is consistent with the best available scientific evidence and clinical consensus.** The Practice Parameters describe generally accepted practices, but are not intended to define a standard of care, nor should they be deemed inclusive of all proper methods of care or exclusive of other legitimate methods of care directed at obtaining the desired results. The ultimate judgment regarding the care of a patient and family must be made by the clinician in light of all of the clinical evidence presented by the patient and family, the diagnostic and treatment options available, and available resources.

Before approval by the Council, each Parameter draft is reviewed several times by the members of the Work Group on Quality Issues, co-chaired by Heather Walter, M.D. and

Oscar Bukstein, M.D. In addition, the drafts are reviewed by experts in the respective subject areas and by the AACAP general membership.

22. Houston Public Library: http://www.hpl.lib.tx.us/information-by-category
There are several online databases at the Houston Public Library that can be accessed remotely from any individual who has a public library card. If you search databases by category, there are several databases listed that pertain to health and medicine (and mental health/substance abuse) as well as history and the social sciences. One particularly helpful database is the Psychology and Behavioral Sciences Collection. There is also a database on Teen Health and Wellness and Academic Search Complete.

Descriptions of web sites are either taken directly from the site or adapted from the original description.

Bibliography

Administrative Management

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