As a profession there is a need for research into how we can most effectively intervene with children, families, groups, communities and on a policy level. Kent School Scholars are actively engaged in studying social work and couples and family therapy practice in all their forms and in a variety of settings.

**MESSAGE FROM THE ASSOCIATE DEAN FOR RESEARCH**

**SCHOOL SOCIAL WORK**


A national study examined profiles of school social workers who engaged in various levels of ecologically oriented practices. Three profiles emerged from the data that consisted of school social workers who reported engaging in low, medium and high levels of these behaviors across school, family and community domains. Those reporting high levels of these practices were more likely to have a graduate degree, work in a state with certification standards, and have ten or fewer years of experience. There is a need for pre- and in-service training as well as policies that support certification standards.
TRAUMA-INFORMED CARE
Young women living in urban contexts, particularly those with involvement in the foster care and juvenile justice systems, experience significant barriers to academic wellbeing as a result of childhood trauma. This study used survey data to evaluate a trauma-informed educational intervention in an urban, trauma-informed school setting. Participants experienced a statistically significant decrease in trauma symptoms over the observation period. However, there were no significant differences in trauma symptom change based on race/ethnicity.

MENTAL HEALTH PRACTICE
This article offers a review of the treatment decision-making literature to identify decision-making drivers based on the characteristics of the therapist and client. Naturalistic studies of decision-making factors reveal client problem formation and motivation have significant impact on treatment decision-making. Implications for the conceptualization of evidence-based practice in social work and future directions for research are discussed.

SOCIAL WORK EDUCATION
A multistage probability sample of Council on Social Work Education (CSWE)-accredited programs yielded a 21% response rate by faculty to an electronic survey. A significant difference was found on base salary with men earning $76,337 and women earning $70,400. On many status variables, women and men have achieved parity; but, men are significantly more likely to be full professors. Gender differences are found on all seven climate subscales.