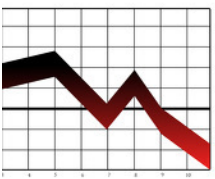


RESEARCH BYTES

Professional Practice




Volume 1: Summer 2020

KENT SCHOOL MAKING A DIFFERENCE

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We recommend practitioners increase their awareness of their own limitations in [suicide assessment and management] and to hold one another accountable through peer consultation and supervision.

School social workers who reported high levels of ecological practices were more likely to use evidence-based assessments, programs/practices, and engage in universal school-level prevention efforts.

MESSAGE FROM THE ASSOCIATE DEAN FOR RESEARCH

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.

MARRIAGE AND FAMILY THERAPY PRACTICE

Love, H.A., Frey, L.M., & Durtschi, J.A. (2020). The Practice of Suicide Assessment and Management by Marriage and Family Therapists, *The American Journal of Family Therapy*, <https://doi.org/10.1080/01926187.2019.1673262>

This qualitative study identified common marriage and family therapist (MFT) responses to suicidal clients, including assessment of risk severity and intervention modalities. Responses were then compared to best practices for suicidal clients. Participants inconsistently adhered to best practices identified in the larger field of mental health, revealing the need for increased MFT training on suicide to ensure appropriate and effective care.

SCHOOL SOCIAL WORK

Thompson, A.M., Frey, A.J., & Kelly, M.S. (2019). Factors influencing school social work practice: A latent profile analysis. *School Mental Health*, <https://doi.org/10.1007/s12310-018-9279-y>

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 teaching may be useful in reducing student trauma symptoms, helping them to be focused and engaged in the classroom.

The findings which suggest that clinical decision making is derived from an experienced based schema rather than a deliberate weighing of potential choices are directly reflective of the naturalistic decision making framework even if they do not explicitly draw upon the theory.

Now is the time for social work to be leaders in transforming higher education to recognize work/life fit, rewarding faculty who remain committed to higher education, and reviving affirmative action in hiring and advancing faculty.

TRAUMA-INFORMED CARE

Crosby, S.D., Somers, C., Day, A., Baroni, B. (2019). Examining trauma-Informed teaching and the trauma symptomatology of court-involved girls. *The Urban Review*,

<https://doi.org/10.1007/s11256-019-00533-2>

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 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

Verbist, A.N., Winters, A.M., Antle, B.F., & Collins-Camargo, C. (2020). A review of treatment decision-making models and factors in mental health practice. *Families in Society: The Journal of Contemporary Social Services*,

<https://doi.org/10.1177/10443894209210>

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

Tower, L.E., Faul, A.C., Chiarelli-Helminiak, C., & Hodge, D.M. (2019). The status of women in social work education: A follow-up study. *Affilia: Journal of Women and Social Work*,

<https://doi.org/10.1177/0886109919836105>

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.