



COURSE TITLE/SECTION: SOCW 7397/21189 Administrative Practice

TIME: Wednesday 6:00 – 9:00 p.m. **FACULTY:** Steven Applewhite Ph.D.

OFFICE HOURS: Tuesday 10:00 am–1:00 p.m. or by appointment

E-mail: sapplew@central.uh.edu **Phone:** (713)743-8099 **FAX:** (713)743-8149

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.
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 defining types of organizational structures and management practice
2. Administrative leadership and supervision styles
3. Ethical considerations and dilemmas in administration, supervision, leadership and technology.
4. Systems perspective for conducting an organizational analysis
5. Program planning and development, logic models, goals formulation, objectives, and interventions strategies.
6. Measurement, monitoring, and evaluation of program goals and outcomes.
7. Resource generation, financial management, budgeting, grant writing and fund raising.
8. Public relations, marketing, communications and media.
9. Staff performance evaluations, personnel actions, diversity management
10. Types, functions, and composition of agency boards and 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.

Supplementary

Kettner, P. (2002). *Achieving Excellence in the Management of Human Service Organizations*. Boston: Allyn & Bacon.

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

Recommended

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

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

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. Three absences will result in your final course grade being lowered one letter.

B. Written Assignments

Mini Grant Proposal with Logic Model

Due Week 4

Each student will develop a mini-grant proposal not to exceed 3-4 pages with the following sections:

- a) a summary statement of a substantive issue or problem facing a client population you are interested in addressing and describe the problem, who is affected, what the underlying causes are, estimated numbers or percentages of clients affected, and why you believe action should be taken now.
- 2) a brief description of a proposed program or project that will address the problem including a statement of aim of the program, proposed activities, resources needed, and anticipated outcomes, and the impact that the program will make on the quality of life of clients.
- 3) an estimate of the cost of this program including, but not limited to, program and personnel costs and other non-personnel expenses;
- 4) an indication of the type of contributions that the a host agency or organization could provide to support the project;
- 5) expected short term and long term outcomes of this program;
- 6) a timeline for the implementation of the program or project

C Organizational Analysis

Due Week 6

Each student will submit a 5 page, double spaced analysis of an organization that could potentially serve as the host agency for the full grant proposal, utilizing Kettner's Systems Perspective (see Kettner, Ch 3). Address the agency's: a) external (task) environment, b) internal environment, and c) its system integrity and fit of internal to external environment. This assignment will provide the foundation for the subsequent full grant proposal assignment.

Students will be assigned to work in groups of 2-3 to work on a grant proposal. You will first meet as a group and introduce your respective mini proposal to the group which will then decide on one mini proposal that the group would like to work on for the semester. The proposal should be linked to an agency, such as your field placement or other nonprofit organization that addresses the client population and service needs of the population you selected. Throughout the semester you will work with your group and maintain a fair workload distribution. Class time will be allowed for group work.

The full grant proposal should be 14 pages, double spaced (12 font, Times New Roman) plus a transmittal letter. 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 group must first develop a clear conceptualization of a target population, an identified need, and a suitable intervention.

As a group 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 federal/state/local or private foundations.

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, your understanding of this situation, and the innovativeness of your intervention. Consider the client characteristic and backgrounds, conditions and environment, risk/protective factors, presenting problems and barriers that prevent clients from

solving these problems, as well as the causes and consequences of not addressing this problem. This section is very important because it frames the intervention hypothesis. Provide concise, relevant literature, population demographics, research data and statistics on the prevalence and etiology of this problem, and an underlying theory for this program.

4. Goals and Objectives (2 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.

5. Project Description (3 pages): Discuss the principal components of the project and its anticipated measureable outcomes. 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.

6. Evidence Based Program Model (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.**

7. Evaluation (2 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. Timeline (1 page): Using a GANTT Chart provide a specific timeline of the project steps and activities. Reference your timeline in your narrative.

9. Line Item Budget (1 page) Estimate the project costs needed to implement the project.

10. Budget Narrative (1 page). 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.

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

E. Grant Proposal Presentation

Weeks 14 & 15

Students will deliver a presentation on the proposed program with a power point and handouts including a logic model and program description for class members. In addition each group should provide a brief description for one of the following: Personnel Management; Marketing and Public Relations.

Personnel Management: Develop a hiring plan for attracting diverse, highly qualified personnel to staff the proposed program including salary structures for all key staff, review process and tool(s) to be used, incentive plans, process for

disciplining staff and a dismissal process.

Media and Public Relations: Develop a marketing and public relations plan to advertise the proposed program including developing a logo, generating public awareness, managing good and bad press, attracting funders, and generating good will in the community.

VII. Evaluation and Grading

Class attendance & Participation	(5%)
Preliminary Grant Proposal	(10%)
Organizational Analysis	(15%)
Grant Proposal with Budget	(40%)
Group Presentation	(30%)

VIII. Policy on grades of Incomplete and Late Assignments:

Students are strongly encouraged to complete assignments on time as a delay interrupts the process of this course. Late assignments, for any reason, require approval from the instructor and may result in lowering of the otherwise earned grade.

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

X. Reading Assignments

Reading assignments are listed for each week, however, supplementary readings will be posted on blackboard

Addendum: 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.

This course syllabus may be amended during the semester.

Reading Schedule

WEEK	DATE	TOPICS	READING REVIEW
1	January 19	ORIENTATION Introductions Expectations	Kettner, et al Ch 1-5 <u>Weinbach, Ch 1</u>
2	January 25	Ethic & Social Work Administration Management Theories Problem analysis/Needs Assessment and Program Planning Introduction to Logic Model	Weinbach, Ch 1 Kettner, Ch 1, 2
3	February 2	Organizational Analysis, Organizational Structure Logic Models Continued	Kettner, Ch 3, 4 <u>Weinbach, Ch 3</u>
4	February 9	Program Design Setting Goals and Objectives Developing interventions	Kettner et al, Ch 6-8, Weinbach, Ch 4
5	February 16	Resource Allocation Developing a detailed budget Grants and contracts	Kettner, et al, Ch 10-11, Kettner , Ch 8
6	February 23	Measuring & Monitoring Programs Evaluating program effectiveness	Kettner, et al Ch 9, Kettner, et al, Ch 12, Kettner, Ch 7
8	March 2	Managing Staff Diversity Recruiting, hiring, training and retaining diverse & effective staff	Speaker Kettner, Ch 9, Weinbach, Ch 5 Weinbach, Ch

9	March 9	Personnel Policies: Staff Performance Evaluations	Speaker Kettner, Ch 13 Weinbach, Ch 7
10	March 16	SPRING BREAK	
11	March 23	Culturally Competent Staff and Organizations	Office of Minority Health Workbook
12	March 30	Leadership Development	<u>Weinback,</u> <u>Ch 10</u> <u>Weinback,</u> <u>Ch 12</u>
13	April 6	Fundraising and Marketing Generating awareness through public relations, marketing, communications, and media	<u>Speaker</u>
14	April 13	Group Projects: Personnel Management Media & Public relations	
15	April 20	Group Projects: Personnel Management Media & Public relations	
16	April 27	Wrap Up and Evaluation	

References

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

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 commercial 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.ahrq.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 carers, 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.*