From the Editor

Professional Development: The International Journal of Continuing Social Work Education is a refereed journal concerned with publishing scholarly and relevant articles on continuing education, professional development, and training in the field of social welfare. The aims of the journal are to advance the science of professional development and continuing social work education, to foster understanding among educators, practitioners, and researchers, and to promote discussion that represents a broad spectrum of interests in the field. The opinions expressed in this journal are solely those of the contributors and do not necessarily reflect the policy positions of The University of Texas at Austin's School of Social Work or its Center for Social and Behavioral Research.

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From the Editor

Volume 17 Number 1 of the Journal opens with a descriptive article by Sullivan, Karam, Mardis, Cappiccie, and Gamm using surveys to determine how colleges are structuring and mobilizing resources to address threat assessments to campuses and efforts to identify and work with distressed students. College campuses have experienced and been exposed to "active shooters" as long ago as the Charles Whitman shootings on the University of Texas at Austin campus in August of 1966 that killed 16 individuals and wounded 32. Whitman was an engineering student and U.S. Marine veteran and used his training to fire from the 19th floor of the University library in the center of the campus. Other college shootings since then have included two shooters on the Columbine high school campus in Colorado killing 13 people in 1999, the Virginia Tech shootings college senior Seung-Hui Cho, killing 32 people, the second worst school shooting since the 1927 Bath Township public school killings in Michigan. The most recent shootings were those at Sandy Hook Elementary School in Connecticut in 2012. Shootings have been occurrences across the years and in the United States occurring at elementary, middle and high schools and on college campuses.

This article examines efforts on college campuses to determine what steps can be taken to change structures that would prevent or control such instances as well as efforts to identify troubled students. As an example my campus has a "behavioral concerns advice line" that encourages students, staff and faculty to call in reports that might identify troubled students. This is but a small start to what is increasingly a problem of concern in educational settings.

This opening article like those of Collins, et al; de Saxe Zerden, et al and Selber, et al signal again the important role of social workers to assess human need and potential and organization arrangements to personal and organizational achievements. All too often it is presumed that college students come from homogenous backgrounds with social and monetary resources to meet all the stresses of college. Such presumptions are inaccurate and several of the articles in this edition broadens our thinking about college populations today.

Collins, Fuller, and Mathis in the second article is a personal account from three faculty members of how organizations might better respond to faculty/staff members who experienced role strain related to extended personal illness and caregiving demands. Distant role separations among adults between work and family and community responsibilities are still reflected in many work organizations. The authors provide points to consider when helping faculty and staff address the challenges to maintain work, cope with extended illnesses and stressful family responsibility, and reduce workload stress while they address plans to achieve stability in their personal and professional lives

How social workers identify themselves and achieve role satisfaction is a perennial question. Bolin, Crews, Countryman-Roswurm, and Grant provide a convenient shorthand to secure some answers in a "six word memoir project". Their preliminary statement suggests paths for future research.

Schools of social work start students in the MSW program with a variety of orientation schemes and content. De Saxe Zerden, Brigham, Dews, and Todd examine those in 74 U.S. schools. Their findings will assist administrations and faculty to create sharper expectations of orientation and develop strategies to promote student success as they enter their programs.

Our Journal regularly surveys programs of continuing education in social work operated by schools of social work and professional associations. The existence of continuing education is predicated on two foundations. One is that profes-

sionals require renewal and revitalization of concepts and theories acquired in professional education. Two is that the field develops new knowledge and new challenges and the professional requires venues to maintain or extend competencies. Landuyt and Morgan report our latest survey findings of CE offerings. They find often discordances across offerings and urge better review of existing data on programs to provide offerings that maintain uniform professional competencies.

The United States is winding down wars in Afghanistan and Iraq and reducing its armed forces. As in the case of World War II and Vietnam, many of the veterans are returning to civilian life and to college or entering for the first time to integrate into occupations, professions and the routines of civilian life. These veterans have significant differences from many of their peers in class with both advantages and disadvantages. Selber, Chavkin, Marshall, and Shaffer offer insights from their research and existing programs to facilitate creating or refining programs for veterans as well as signaling the roles of professional social work educators in working with this growing population in colleges.

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Austin, Texas