



### Editor's Introduction

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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 Work Research.

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*Seymour J. Rosenthal, MSSW*

By the time you read this issue, Vol. 7 No. 2, the electorate of the United States will have selected a president to preside over the affairs of this country for four years. Regardless of who sits in the oval office, the country will face a daunting set of challenges, many of which will be directly related to the evolution of programs and policies impacting the social welfare system. For the human service community, it will be a time for serious reflection and creativity.

In our journal we welcome a broader range of perspectives, informed by both first-hand experiences and scholarly research, that will lead to a more complete understanding of how practitioners and academics can better respond to the challenges and opportunities around us. Share your thoughts, experiences and knowledge with us.

This current journal issue brings some exciting scholarship on issues relevant to social work. The articles assist in moving the social work community toward increasing the general competence of human service professional. The articles also attempt to clear new paths toward emerging and relevant areas of interest in social work.

"Evaluation of a Social Work Continuing Education Curriculum in End-of-life Care" deals with a topic that gets "insufficient air time" everywhere, and even professionals find themselves oddly at a loss when encountering end-of-life issues. Ellen Csikai in her article talks about the educational needs of social workers for competence in end-of-life care.

"Writing Apprehension Among Social Workers: Addressing Internal and Structural Barriers to Writing About What We Do," an article by Virginia Rondero Hernandez, addresses writing experiences among social work practitioners in workshops at professional conferences, which help to identify barriers and supports for writing through the use of a standardized instrument.

The article by Janet Dickinson, "The Views of NASW Members in One State Toward Social Action," covers a very important and timely topic area of practice and replicates an earlier study. The article recommends stronger social action training for social workers.

The article "Social Workers' Perceptions of How Participation in Continuing Education Activities Leads to Changes in Knowledge, Attitudes, and Behaviors," by Donna Leigh Bliss, Charles Smith, David Dia and Amy Cohen Callow, provides very useful and insightful empirical research about adult learning for social work professional continuing education.

Anna Scheyett and Kimberly Strom-Gottfried, in their article "Testing, Treatment, and Trust: Social Work Professional Development and the Genomics Revolution," widen our scope of knowledge and vision about how human genetics has changed our values and lives. This article continues the exploration of this important area and provides essential information about the existing state of professional development in this area.

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