

## EDITORIAL:

**William H. Barton**

Welcome to the Spring 2010 (Volume 11, No. 1) issue of *Advances in Social Work*. The work of another academic year is finding its way into neatly organized file folders (right!). Everybody knows that the summer for those of us fortunate enough to work in higher education means a languorous string of balmy evenings on the porch following days of mindless recreation at the beach, lake or wherever. Sound familiar? Not to me either. Summer is more likely to find academics, at least those who don't teach full loads all year, frantically seeking grant funding, reworking or developing new courses, and/or cranking out manuscripts. Speaking of those manuscripts, please consider sending your best ones our way!

Before previewing the current issue, let me remind you that *Advances* will be publishing a special issue on "Social Work and Service Learning in the Age of Competency-based Education," co-edited by Virginia Majewski and Lisa McGuire. This special issue is linked to the conference "Assessing Professional Competencies through Service Learning," to be held in Indianapolis from June 16 to 18, 2010. Attendees will be invited to submit papers for inclusion in this peer-reviewed issue, although others not attending the conference are also encouraged to submit papers as well. Papers may be either theoretical or research-focused. The submission deadline is September 1, 2010, with anticipated publication in the Spring of 2011. To view the complete call for papers, see the announcement on the journal's home page.

The current issue opens with an article by David Hodge, Robin Bonifas and Rita Jing-Ann Chou entitled "Spirituality and Older Adults: Ethical Guidelines to Enhance Service Provision." Recognizing that spirituality plays an important role in the ways many older adults address their challenges, Hodge and colleagues urge gerontological social workers to equip themselves by attending to three ethical principles: 1) client autonomy, 2) cultural or spiritual competence, and 3) professional competence.

Regarding clients at the other end of the lifespan, Madhavappallil Thomas and Barbara Reifel's article, "Child Welfare Workers' Knowledge and Use of a Resilience Approach in Out-of-Home Care," examines the extent to which child welfare workers understand and use a resilience approach in their work. Among their key findings: child welfare workers who have social work degrees are more likely to be familiar with and use resilience-based assessment and interventions that are those workers without social work degrees.

While there is no lack of literature concerning attitudes towards marriage and divorce in Western cultures, the third article, "Attitudes of Kuwaiti Young Adults Towards Marriage and Divorce: A Comparative Study between Young Adults from Intact and Divorced Families" by Humoud Alqashan and Hayfaa Alkandari, provides one of the few descriptions of such attitudes in an Arab country in the Gulf region. While their findings mirror those in the West in many respects, they do find some differences, especially

---

William H. Barton, Ph.D., is a professor in the Indiana University School of Social Work on the Indiana University-Purdue University Indianapolis campus. Contact information: (317) 274-6711; Email: [wbarton@iupui.edu](mailto:wbarton@iupui.edu)

among women, and discuss these in terms of both historical and recent cultural, social and political influences in the region.

From another part of the world, Australia, comes our fourth article, “Mental Health, Access, and Equity in Higher Education.” Jennifer Martin and Fiona Oswin present findings from an exploratory study in which they asked students if they experienced mental health difficulties and, if so, whether or not they disclosed such difficulties and if they perceived support or discrimination as a result of such disclosure. The most common types of reported mental health issues included depression and anxiety. Many students indicated that they did not disclose their problems to university officials because they feared discrimination in their studies and future employment. On the other hand, those who did disclose generally reported that they received helpful assistance.

Continuing a “tradition” in *Advances in Social Work*, the next article, “Information and Communication Technologies in Social Work” by Brian Perron, Harry Taylor, Joseph Glass and Jon Margerum-Leys, discusses the role of technology in both social work education and practice. In addition to describing an array of current applications of such technologies, the article critically examines their link to specific standards in the NASW Code of Ethics and makes the argument that such technologies appear necessary for ensuring the delivery of ethical social work practice.

This issue concludes with a report of a state-level workforce survey, “Employment-Related Salaries and Benefits in Social Work: A Workforce Survey.” Noting that the 2004 national NASW workforce survey included too few cases from Arizona to provide state-level information, Suk-Young Kang and Judy Krysik adapted that survey instrument and applied it to a random sample of Arizona’s NASW membership, obtaining a 72% response rate (N=465). Among their findings: salary was positively related to level of education and years of experience; salaries were higher for men than women and higher for those in administrative roles; and access to employee-related benefits appeared widespread. They conclude by suggesting that such information should be used to market social work as a career choice in Arizona, as the profession can provide good salaries and benefits.

In closing, I am pleased to report that *Advances in Social Work* has been able to provide highly efficient processing of most submitted manuscripts, thanks to the timely response by our reviewers. For example, one of the articles in this issue was initially submitted during the holiday break in late December. Both peer reviews were completed within two weeks and the decision made to “provisionally accept – minor revisions needed.” The revised manuscript was submitted within another month, the second round of peer reviews was completed in *two days*, and the manuscript was accepted – total time from initial submission through revision to acceptance was two months! The timeline for another article in this issue was virtually identical – two months total time from initial submission to acceptance with two rounds of review. While these may be the fastest, the four others were not slow, with total times of three, four, six and eight months, and all required at least two rounds of review.

Now, to the beach or porch ....