

Call for Abstracts

Deadline extended through Monday, June 27, 2022

The *Journal of Social Work Education* invites submissions for a special issue titled “Preparing Students to Address the Grand Challenges for Social Work: Researching, Teaching, and Practicing Interdisciplinary Collaboration” to be published in 2023.

Guest Editors

Norma A. Alcantar, PhD
Professor, The University of South Florida
Department of Chemical and Biomedical Engineering

Courtney Cronley, PhD, MSSW
Associate Professor, The University of Tennessee, Knoxville
College of Social Work

Noelle Fields, PhD, LCSW
Assistant Professor, The University of Texas at Arlington
School of Social Work

Sondra J. Fogel, PhD
Associate Professor, The University of South Florida
School of Social Work

Stephen Mattingly, PhD
Professor, The University of Texas at Arlington
Department of Civil Engineering

Anne Nordberg, PhD
Associate Professor, The University of Texas at Arlington
School of Social Work

Call for Submissions

This proposed special issue aims to (1) stimulate critical discourse in social work education literature about the current state of interdisciplinary collaboration in our curriculum, pedagogy, and practice; (2) identify strategies for increasing interdisciplinary collaboration among faculty members in teaching and research; (3) identify strategies for better preparing students for interdisciplinary practice; and (4) connect interdisciplinary education and research to the three primary themes of the Grand Challenges Social Work: Individual and Family Well-Being, Stronger Social Fabric, and Just Society.

Berg-Weger & Schneider (1998) drew attention to the usefulness of interdisciplinary collaboration more than 20 years ago in the *Journal of Social Work Education*, but little scholarship or theorizing has been done on the issue since then. Now, though, the discipline is tackling The Grand Challenges for Social Work (Uehara et al., 2014). The challenges are, in fact, *grand*, in that they involve multiple stakeholder groups, resources, and outcomes across multiple systems. These challenges hold additional weight in the context of a prolonged-pandemic society, which has witnessed drastic, rapid, and lasting changes across the globe related to social interactions, health, and economics. The global pandemic has critically exacerbated threats to individual and family well-being, social connections, and equitable

access to resources. Overcoming the challenges and dealing proactively with future threats such as new pandemics necessitates engaging with other disciplines such as engineering, public health, psychology, education, and the arts. Moreover, although researchers conceived of the Grand Challenges, it remains unclear how social work educators are integrating the emerging knowledge bases into their classroom content and into clinical training and field education. Therefore, it is an important time to revisit the topic of interdisciplinary collaboration in the context of social work education and the Grand Challenges (Miller et al., 2018).

We seek papers that explore how social work researchers and pedagogical scholars are working to integrate interdisciplinary knowledge and interdisciplinary skills training into the educational directive to prepare social work students to address the Grand Challenges in the field. In addition, this special call seeks to understand how we, as educators and scholars, can incorporate new and emerging technologies stemming from interdisciplinary research and innovation into scholarship, curriculum, and practice.

We invite empirical papers that examine, test, and explore how topics related to interdisciplinary pedagogical approaches have been used to address the three themes of the Grand Challenges in social work education. We also seek submissions on student learning outcomes on these topics discussing not only interprofessional education with allied health professions but also more novel approaches such as integrated training with engineering, education, and the arts. Additionally, we are interested in how researchers have translated interdisciplinary research into their teaching, such as case studies and teaching notes on the process of interdisciplinary research to produce novel solutions and ideas related to the Grand Challenges. We also encourage submissions that examine how we are educating and preparing students to engage in interdisciplinary collaboration in practice. Finally, we would accept conceptual articles that discuss theories of interdisciplinary research and practice and integration with teaching in social work. We will select manuscripts across a broad and diverse range of issues and research methods, as well as interdisciplinary perspectives. These may include qualitative and quantitative approaches, secondary analyses, policy analyses, and conceptual/theoretical articles.

You may submit a 500-word abstract [here](#) by **Monday, June 27, 2022**. Please direct questions to Courtney Cronley at ccronle1@utk.edu.

References:

- Berg-Weger, M., & Schneider, D. (1998). Interdisciplinary collaboration in social work education. *Journal of Social Work Education, 34*(1), 97-107.
- Miller, V. J., Murphy, E. R., Cronley, C., Fields, N. L., & Keaton, C. (2018). Student experiences engaging in interdisciplinary research collaborations: A case study for social work education. *Journal of Social Work Education, 55*(4) 750-766.
- Uehara, E. S., Barth, R. P., Catalano, R. F., Hawkins, J. D., Kemp, S. P., Nurius, P. S., Padgett, D. K., & Sherraden, M. (2014). *Identifying and tackling Grand Challenges for social work*. Grand Challenges for Social Work Initiative, Working Paper No. 3. Baltimore, MD: American Academy of Social Work and Social Welfare. Retrieved from: <https://grandchallengesforsocialwork.org/wp-content/uploads/2015/04/FINAL-Identifying-and-Tackling-GCSW-4-2-2015-formatted-final.pdf>