



---

National Staff Development and Training Association

---

an affiliate of the American Public Human Services Association

**TRAINING AND DEVELOPMENT IN**

# **Human Services**

The Journal of the National Staff Development and Training Association

*PUT INTO PRINT WHAT YOU PUT INTO PRACTICE*

## **CALL FOR ARTICLE SUBMISSIONS**

### **2013 SPECIAL ISSUE**

#### **LEADERSHIP DEVELOPMENT IN HUMAN SERVICES**

The National Staff Development and Training Association (NSDTA) is requesting submissions of articles for the 2013 special issue of NSDTA's journal *Training and Development in Human Services*. This peer-reviewed issue will focus on **leadership development in human services**.

The Journal's primary goal is to provide a venue for human services training and development scholars and practitioners to contribute to the growing knowledge base and advance the field of human services training and development.

:

The publication is structured in a way that encourages conceptual and empirical articles as well as manuscripts about practices that can be applied by training and development

practitioners. See back page for a more detailed description and information on article submission.

Submissions should follow the guidelines of the Publication Manual of the American Psychological Association (6<sup>th</sup> edition) and be submitted electronically (e-mailed as an attachment) to Editor, Dale Curry - [dcurry@kent.edu](mailto:dcurry@kent.edu). E-mail or call Dale Curry for additional information at (330) 672-2998. Guest editors for this special issue of the Journal are Nancy Dickinson and Freda Bernotavicz.

### **The submission deadline is May 17, 2013**

The Journal is divided into four areas: (1) State of the Field, (2) Learning Activities, (3) Instrumentation and Methodology, and (4) Conceptual and Empirical. All submissions for this issue should pertain to leadership development in human services.

**State of the Field:** This section shares information concerning current issues, trends, and potential future developments in the field of training and development in human services. Examples of past articles include a description of a state-wide leadership development program and standards for regional training centers.

**Learning Activities:** This section emphasizes the purposeful use of structured learning activities in human service training. Examples of past articles in this section include the use of story telling as a learning tool in understanding case management principles and a creative problem-solving exercise.

Articles in this section should provide information about implementing the activity, such as the following: 1) learning activity title, 2) introduction to the topic and conceptual framework of the activity, 3) activity goals, objectives and competencies, 4) group size, 5) required materials, 6) physical setting, 7) procedures and timing, 8) whether the activity could be uncomfortable for participants and how to avoid or minimize discomfort, and 9) supportive materials.

**Instrumentation:** The intent of this section in this special issue is to provide examples of useful instruments, assessments and evaluation methodologies applicable to human services leadership development programs. Previous articles in this area include information on the use of the exit survey for evaluation and needs assessment and an intake in-basket test for child protective services trainees.

Instrumentation articles must include information on the following: 1) conceptual/theoretical background from which the instrument was developed, 2) description of the instrument, 3) intended use, 4) procedures for use, 5) data regarding sample norms (if available), 6) reliability, 7) validity, 8) cautions or internal threats, and 9) a copy of the instrument or information on how to obtain it.

**Empirical and Conceptual:** This section includes articles that have the potential to promote scholarly thinking and move the profession forward. Examples of past articles in

this section include the use of the logic model in the design, implementation, and evaluation stages of training and an assessment of the impact of court documentation training by examining work samples and using multiple sources of data.