

REFLECTIONS

NARRATIVES of PROFESSIONAL HELPING

An Interdisciplinary Peer-Reviewed Online Journal

Published by Cleveland State University School of Social Work

General Call for Narratives & Call for Field Education Narratives

This is a general call for narratives as well as for submissions to the permanent Special Section on Field Education.

Reflections: Narratives of Professional Helping was first published in 1995 as a unique journal that allows powerful and intimate narratives to be shared with helping professionals. The journal publishes articles by educators, community and clinical practitioners, and students. Clients of social service systems are especially invited to share their perspectives.

Reflections utilizes narrative inquiry as its core focus. *Reflections* narratives convey interpersonal interactions, witnessed events, and felt experiences. This narrative content is placed within the context of a well-told story that helps readers discover new ways of thinking about the personal, the professional, and the political in our lives. *Reflections* narratives contain narrative content, such as distinct moments of interaction, which are portrayed in vignettes. Vignettes are then placed in the context of an engaging story (exposition). The author may then reflect on that story and share conclusions. Often, however, the narrative stands alone, in a way which is often powerful.

Reflections narratives are valuable for education for practice. They also often contribute to theory and research. Narratives can make conceptual contributions via reflections that draw on relevant literature and address unresolved theoretical problems. However, authors are not required to include such content. Such narratives still contain reflections of intrinsic value. *Reflections* narratives contribute to empirical knowledge about practice in the helping professions. *Reflections* does not publish research results or literature reviews, but publishes narratives of the process of research.

In addition to the Special Calls seen on our home page, and this general call for narratives, *Reflections* has a permanent Special Section on Field Education. We hope to publish narratives related to Field Education in a special section of each issue. All helping professions have field education components, where students, during their formal academic training or shortly after graduation, carry out supervised professional practice with a learning component. As part of this training, they often write process recordings, logs, journals and other accounts of their practice. When appropriately disguised to protect confidentiality, such experiences can produce powerful narratives. The process of field education supervision is also one which can stimulate valuable narratives. Accordingly, *Reflections* has an Associate Editor for Field Education and a permanent special section to which such narratives can be submitted.

Please write a narrative in a style which makes sense to you, and submit it to *Reflections*. Submissions of any length – from short narratives focused on a single vignette to longer stories with multiple portrayals of interaction and references to the literature – are welcome (within the range of 1200-8000 words). Just check the author box when you register or edit your profile to check the author box. Then click User Home, Author, and you will see a submission link at the right. For feedback, even on an early idea for a narrative, please contact one of the editors:

Michael Dover of CSU School of Social Work is Editor: reflections@csuohio.edu (216)687-3564
Denise Goodrich Liley of Boise State University is Associate Editor for Field Education: dliley@boisestate.edu

Please read Helpful Instructions and Review Guidelines prior to preparing and submitting manuscripts
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