



## **CURRICULUM VITAE**

**2025**

**Dr Lucé Pretorius**

**21619247**

**NWU Faculty of Health Sciences**

**Vaal Campus**

nGAP  GOOT  BAAP

Thutuka

**Programme Participant**

# 1 PERSONAL INFORMATION

**1.1 Title, Full Name (s) and Surname:** Dr Lucé Pretorius

**1.2 Date of birth:** 24 April 1990

**1.3 Age:** 35

**1.4 Date of appointment:** 1 October 2022

**1.5 Date of last promotion:** N/A

## 1.6 Qualifications

Qualification	Institution	Year	Obtained since last promotion or appointment
PhD in Social Work	North-West University	2022	No
Master of Social Work	North-West University	2017	No
BA in Social Work	North-West University	2012	No

## 1.7 Registration with Statutory Councils

Statutory Councils (Full name with abbreviation)	Registration number	Date
South African Council for Social Service Professions (SACSSP)	10-33178	2012 – present
South African Association for Social Workers in Private Practice (SAASWIPP)	10-33178	2019 – present
Board of Healthcare Funders (BHF)	0728764	2017 – present

## 1.8 Employment history

Position held	Institution	Duration
Senior Lecturer in Social Work	North-West University (Vanderbijlpark campus)	November 2024 - present
Subject Group Deputy Leader	North-West University (Vanderbijlpark campus)	January 2023 – present
Lecturer in Social Work	North-West University (Vanderbijlpark campus)	October 2022 – October 2024
Temporary Lecturer in Social Work	North-West University (Vanderbijlpark campus)	February 2022 – September 2022
Part-time Lecturer in Social Work	North-West University (Mahikeng campus)	July 2021 – September 2021
Part-time Lecturer in Social Work	North-West University (Potchefstroom campus)	February 2020 – June 2020
Senior social worker	Private Practice	2017 – present
Social work supervisor (North-West province)	Northwest Mental Health	March 2017 – August 2017
Social Worker	Rata Social Services	December 2012 – February 2017

## 2 TEACHING AND LEARNING

### 2.1 Programme / Module/ Course Development

I have been involved in developing the Bachelor of Social Work (BSW) curriculum (2022 – present), contributing to the overall program design. This role has entailed collaboration with stakeholders from the South African Council for Social Service Professions and the Council on Higher Education, ensuring alignment with professional and educational standards. Additionally, I played a part in benchmarking, comparing our curriculum with other universities to maintain competitive and comprehensive standards. My responsibilities also extend to developing social work casework modules and social work practicum modules, ensuring that students are equipped with theoretical knowledge and practical skills essential for professional practice.

### 2.2 Study Guide Development

I am involved in developing study guides for the new Bachelor of Social Work curriculum. In addition, the current e-guides are reviewed and updated on an annual basis. This review is conducted with lecturers from the Potchefstroom and Mahikeng campuses. It incorporates the latest literature, relevant policies, and field experience to ensure the guides remain current and aligned with professional and educational standards.

Module code	Details	Year	Study guide / e-guide
BSWP471	Social Work Practicum B	2022 – present	e-guide
BSWG412	Social work in host settings	2022 – 2024	e-guide
BSWI211	Social work case work: A	2023 – present	e-guide

### 2.3 Module detail

Module code	Name of Module	Credits	Years presented	Contact / Distance	Success / pass rate	Student evaluation
BSWI471	Social Work Research: Theory And Practice	24	2025	Contact	-	-
BSWP471	Social Work Practicum B	56	2022 – present	Contact	96.7%	99.07%
BSWG412	Social work in host settings	16	2022 – 2024	Contact	95%	Not available
BSWI211	Social work case work: A	12	2023 – 2024	Contact	92.3%	87.41%
BSWI122	The developmental approach to social work and welfare	12	2022	Contact	87%	81.24%
BSWP321	Social work Practicum A	16	2022	Contact	94.4%	Not available
BSWG311	Theories and approaches in social work	8	2022	Contact	84.6%	Not available
BSWG419	Social work and the law	8	2022	Contact	93.7%	Not available

### 2.4 Innovative (Blended) Learning

Name the specific learning designs used:

Module code	Learning design details
BSWI471	<b>Synchronous and Asynchronous Learning:</b> Combined live research clinics and peer-review sessions with asynchronous micro-lectures, templates, and digital resources to support diverse learning preferences and pacing.

	<p><b>Custom AI Support:</b> Statistics Tutor Bot: Collaborated with Mr. Gerhard Rodgers to develop the Statistics Tutor Bot, a tailored GPT tool designed to assist students with research planning, paraphrasing, referencing, statistical concepts, and structuring.</p> <p><b>Online Collaborative Tools:</b> Used platforms like Microsoft Teams and Google Workspace for peer feedback, group engagement, and lecturer consultations.</p> <p><b>Gamified Learning Activities:</b> Introduced low-stakes gamified challenges (e.g., “method match-up” and “plagiarism detective”) to make complex research concepts more engaging.</p> <p><b>Ethics Simulation Exercises:</b> Designed mock ethics review activities to familiarise students with ethical protocols and real-world research preparation.</p> <p><b>Virtual Research Clinics:</b> Scheduled live one-on-one and small-group sessions for personalised support, simulating research supervision.</p>
BSWP471	<p><b>Gamification:</b> Integrated gamification elements, such as point scoring, leaderboards, and badges, to increase student engagement and motivation.</p> <p><b>Online Collaborative Tools:</b> Utilised online collaborative tools like Google Workspace or Microsoft Teams to facilitate group projects and peer-to-peer learning.</p> <p><b>Synchronous and Asynchronous Learning:</b> Combined synchronous (live sessions) and asynchronous (self-paced) learning activities to accommodate diverse student schedules and learning preferences.</p> <p><b>Adaptive Learning Technologies:</b> Incorporated adaptive learning technologies that personalise educational experiences based on individual student performance and learning needs.</p> <p><b>Simulations and Virtual Labs:</b> Used simulations and virtual labs to provide hands-on experiences in a virtual environment, enhancing practical skills without geographical limitations.</p> <p><b>Hybrid Fieldwork Models:</b> Developed hybrid fieldwork models where students alternate between in-person field activities and online reflections, discussions, or assessments, maximising flexibility and accessibility.</p> <p><b>Online Field Journals:</b> Facilitated online field journals where students document their field experiences, reflect on learning outcomes, and receive feedback from instructors and peers through digital platforms.</p> <p><b>Digital Field Guides:</b> Created digital field guides and resources that students can access on mobile devices during field activities, enhancing learning with multimedia content and interactive elements.</p> <p><b>E-Portfolios for Fieldwork:</b> Developed e-portfolios where students compile and present their fieldwork experiences and reflections, demonstrating their learning journey and achievements.</p> <p><b>Remote Supervision and Mentoring:</b> Employed remote supervision and mentoring through video calls and online platforms to guide students during field placements, offering real-time support and feedback.</p> <p><b>Interactive Webinars:</b> Coordinated interactive webinars where guest speakers engage with students in real-time discussions and Q&amp;A sessions, enhancing learning through direct interaction with professionals.</p>
BSWG412	<p><b>Problem-Based Learning (PBL):</b> Developed problem-based learning modules encouraging students to collaborate and solve real-world problems, enhancing critical thinking and practical application.</p> <p><b>Virtual Guest Lectures:</b> Organised virtual guest lectures featuring experts from various fields, allowing students to gain insights and knowledge from industry leaders and academics beyond geographical limitations.</p> <p><b>Recorded Guest Sessions:</b> Provided access to recorded guest lecture sessions for students to view at their convenience, supporting flexible learning schedules and the ability to revisit material.</p> <p><b>Cross-Disciplinary Insights:</b> Guest lecturers from various disciplines provide cross-disciplinary insights, fostering interdisciplinary understanding and collaboration.</p> <p><b>Online Networking Opportunities:</b> Enabled online networking opportunities between students and guest lecturers, supporting professional connections and career development.</p>
BSWI211	<p><b>E-Portfolios for Fieldwork:</b> Developed e-portfolios where students compile and present their fieldwork experiences and reflections, demonstrating their learning journey and achievements.</p> <p><b>Simulations and Virtual Labs:</b> Used simulations and virtual labs to provide hands-on experiences in a virtual environment, enhancing practical skills without geographical limitations.</p>

	<b>Hybrid Fieldwork Models:</b> Developed hybrid fieldwork models where students alternate between in-person field activities and online reflections, discussions, or assessments, maximising flexibility and accessibility.
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## 2.5 Teaching and Learning Excellence Awards

NWU Novice Teaching Award – 2023

## 2.6 Teaching and Learning Projects

- Participation in a COIL project with the University College Leuven Limburg (Topic: child abuse & child protection) (2025).
- Participation in a COIL project with the Inholland University of Applied Sciences (Topic: sexually transgressive behaviour) (2025).
- Participating in the International Hybrid Teaching Mobility project (2024).
- BAQONDE: Multilingualism in Higher Education (2023).

## 2.7 Programme accreditation, evaluation and quality assurance

### 2.7.1 Council of Higher Education (CHE) national reviews

CHE Self-assessment of Bachelor of Social Work Programme (2023 – present).

## 2.8 Postgraduate student guidance

### 2.8.1 Master's degree students:

#### 2.8.1.1 Completed

Name of Student	Role	Year of intake
Carlene Winterbach	Co-supervisor	2023
Dakalo Thatana	Supervisor	2023

#### 2.8.1.2 Current / in process

Name of Student	Role	Year of intake
Simphiwe Mazibuko	Supervisor	2025
Natasha Levendal-Lehani	Supervisor	2024

### 2.8.2 Doctoral students (PhDs)

#### 2.8.2.1 Completed

None

#### 2.8.2.2 Current / in progress

Name of Student	Role	Year of intake
Dakalo Thathana – Goitsile	Co-promotor	2025
Tobias Cornelis Kleinhans-LeRoux	Co-promotor	2023

## 2.9 Postgraduate examiner activities

### 2.9.1 Internal examiner activities

#### 2.9.1.1 Undergraduate:

Faculty / School	Module	Date
Health Sciences / Psychosocial Health	BSWI471	2025
Health Sciences / Psychosocial Health	BSWG412	2022 – 2024
Health Sciences / Psychosocial Health	BSWP471	2022 – present
Health Sciences / Psychosocial Health	BSWI211	2023 – 2024
Health Sciences / Psychosocial Health	BSWP321	2022 – 2023
Health Sciences / Psychosocial Health	BSWG311	2022
Health Sciences / Psychosocial Health	BSWG122	2022
Health Sciences / Psychosocial Health	BSWG419	2022

#### 2.9.1.2 Postgraduate:

Faculty / School	Name of Student	Degree	Date
Health Sciences / Psychosocial Health	Janine Mouton	MSW	2025
Health Sciences / Psychosocial Health	Klaas Ndiweni	MSW Child Protection	2025
Health Sciences / Psychosocial Health	Mario Chauque	MSW	2025
Health Sciences / Psychosocial Health	Viaan Lucas	MSW Child Protection	2024

## 3 Research and Innovation

### 3.1 Publications

#### 3.1.1 Accredited journals

No.	Publication	First Author / Co-Author / Single Author	National / International
1	<b>Pretorius, L., &amp; Herbst, A. G. (2025).</b> Understanding client violence through social learning theory: A scoping review. <i>Social Sciences &amp; Humanities Open</i> , 11, 101513.	First Author	International
2	<b>Pretorius, L., &amp; Herbst, A. G. (2022).</b> South African social workers' lived experiences of client violence	First Author	International
3	<b>Pretorius, L., &amp; Herbst, A. G. (2022).</b> International guidelines to inform policy development to address client violence in South Africa: An ATA-document analysis	First Author	International

#### 3.1.2 Submitted

No.	Publication
1	<b>Pretorius, L. (2025).</b> Preparing health professionals for workplace violence: a systematic review of digital simulation-based training interventions (under review, Reimagining Health Professions Education).
2	Goitsilwe, D., <b>Pretorius, L., &amp; Gertse, C. (2024).</b> Navigating the frontline: a study of women's lived experiences in combat roles in the South African Army (under review, Discover Public Health).
3	Winterbach, C., Herbst, A. G., <b>Pretorius, L., &amp; Roestenburg, W. J. H. (2024).</b> Factors contributing to turnover intentions of South African forensic social workers (under review at Southern African Journal of Social Work and Social Development.).

4	Goitsilwe, D., Pretorius, L., & Gertse, C. (2024). Gender equality and women's experiences in combat roles in the military: A rapid review (under review, Southern African Journal of Social Work and Social Development).
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### 3.1.3 Non-accredited publications (lay or popular)

Topic	Published in	Date
African Transformation Today. (2025, March 18). <i>A reflection on the state of social work in South Africa</i> . Retrieved from <a href="https://www.atnews.co.za/a-reflection-on-the-state-of-social-work-in-south-africa/">https://www.atnews.co.za/a-reflection-on-the-state-of-social-work-in-south-africa/</a>	AT News	2025-03-18
The Citizen. (2025, March 18). <i>Social workers underappreciated and overburdened in SA</i> . Retrieved from <a href="https://www.citizen.co.za/news/opinion/social-workers-underappreciated-and-overburdened-in-sa/">https://www.citizen.co.za/news/opinion/social-workers-underappreciated-and-overburdened-in-sa/</a>	The Citizen	2025-03-18
Pretorius, L. (2025, March 14). Interview on the state of social work in South Africa. <i>River FM</i> [Radio broadcast].	River FM	2025-03-14
Zeno, J. (2024). Women's well-being addressed at Mining Indaba. Sedibeng Ster. <a href="https://www.citizen.co.za/sedibeng-ster/news/news-news/2024/08/30/womens-well-being-addressed-at-mining-indaba/">https://www.citizen.co.za/sedibeng-ster/news/news-news/2024/08/30/womens-well-being-addressed-at-mining-indaba/</a>	Sedibeng Star – Citizen	2024-08-30
Pretorius, L. (2022). Age – not just something to report on in research articles. SAYAS. 3 November 2022. <a href="https://sayasblog.com/2022/11/03/age-not-just-something-to-report-on-in-research-articles/">https://sayasblog.com/2022/11/03/age-not-just-something-to-report-on-in-research-articles/</a>	SAYAS Blog	2022-11-30
Pretorius, L. (2022). Try, try again (and again). SAYAS. 15 September 2022. <a href="https://sayasblog.com/2022/09/15/try-try-again-and-again/">https://sayasblog.com/2022/09/15/try-try-again-and-again/</a>	SAYAS Blog	2022-09-15
Pretorius, L. (2022). Who are we trying to fool anyway? SAYAS. 4 August 2022. <a href="https://sayasblog.com/2022/08/04/who-are-we-trying-to-fool-anyway/">https://sayasblog.com/2022/08/04/who-are-we-trying-to-fool-anyway/</a>	SAYAS Blog	2022-08-04
Pretorius, L. (2022). Mirror mirror on the wall. SAYAS. 7 July 2022. <a href="https://sayasblog.com/2022/07/07/mirror-mirror-on-the-wall/">https://sayasblog.com/2022/07/07/mirror-mirror-on-the-wall/</a>	SAYAS Blog	2022-07-07
Pretorius, L. (2022). Critically considering your safety – are you safeguarded against service users? 16 June 2022. <a href="https://sayasblog.com/2022/06/16/critically-considering-your-safety-are-you-safeguarded-against-service-users/?share=facebook&amp;nb=1">https://sayasblog.com/2022/06/16/critically-considering-your-safety-are-you-safeguarded-against-service-users/?share=facebook&amp;nb=1</a>	SAYAS Blog	2022-06-16
Pretorius, L. (2022). The mosaic of academia: towards academic excellence. SAYAS. 5 May 2022. <a href="https://sayasblog.com/2022/05/05/the-mosaic-of-academia-towards-academic-excellence/?share=facebook&amp;nb=1">https://sayasblog.com/2022/05/05/the-mosaic-of-academia-towards-academic-excellence/?share=facebook&amp;nb=1</a>	SAYAS Blog	2022-05-05
Pretorius, L. (2022). The unspoken realities of post-graduate studies. SAYAS. 14 April 2022. <a href="https://sayasblog.com/2022/04/14/the-unspoken-reality-of-postgraduate-studies/">https://sayasblog.com/2022/04/14/the-unspoken-reality-of-postgraduate-studies/</a>	SAYAS Blog	2022-04-14
Pretorius, L. (2022). Post-graduate studies: a hurry-up-and-wait process. SAYAS. 17 March 2022. <a href="https://sayasblog.com/2022/03/17/post-graduate-studies-a-hurry-up-and-wait-process/">https://sayasblog.com/2022/03/17/post-graduate-studies-a-hurry-up-and-wait-process/</a>	SAYAS Blog	2022-03-17
Pretorius, L. (2022). Celebrating bravery: a peek into something new. SAYAS. 10 February 2022. <a href="https://sayasblog.com/2022/02/10/celebrating-bravery-a-peek-into-something-new/">https://sayasblog.com/2022/02/10/celebrating-bravery-a-peek-into-something-new/</a>	SAYAS Blog	2022-10-02

Pienaar, W. (2022). Potchefstroomer formuleer beleid om maatskaplike werkers teen kliëntegeweld te beskerm. (Contributions by Lucé Pretorius on social work safety). Potchefstroom Herald. <a href="https://potchefstroomherald.co.za/99527/potchefstroomer-formuleer-beleid-om-maatskaplike-werkers-teen-klientegeweld-te-beskerm/">https://potchefstroomherald.co.za/99527/potchefstroomer-formuleer-beleid-om-maatskaplike-werkers-teen-klientegeweld-te-beskerm/</a>	Potchefstroom Herald	2022-01-04
Cilliers, S. (2021). Welsynwerkers se veiligheid in soeklig ná sanger 3 vermoor. (Contributions by Lucé Pretorius on social work safety). Network 24. <a href="https://www.netwerk24.com/netwerk24/nuus/misdaad/welsynwerkers-se-veiligheid-in-soeklig-na-sanger-3-vermoor-20211230?fbclid=IwAR0ubIWY_m9UFaz9mInQZgTNKZ3itl268R3c3_MUbyfQW23prDmWxFxLzEQ">https://www.netwerk24.com/netwerk24/nuus/misdaad/welsynwerkers-se-veiligheid-in-soeklig-na-sanger-3-vermoor-20211230?fbclid=IwAR0ubIWY_m9UFaz9mInQZgTNKZ3itl268R3c3_MUbyfQW23prDmWxFxLzEQ</a>	Network 24	2021-12-30
Pretorius, L. (2021). Live radio interview. Effective, viable and complementary options for those suffering from trauma and abuse, on Good Hope FM.	Good Hope FM	2021-08-25

## 3.2 Chapters and Books

### 3.2.1 Chapters in books

Name and authors of chapter/Book	Chapter/Book details	Role	Date of publication
Pretorius, L.	In L. Lowenstein (Ed.), <i>Anger Tower</i> "Assessment and Treatment Activities for Children, Adolescents, and Families, Volume 4. Champion Press. ISBN: 978-0-995-17251-7	Author	2022

## 3.3 Contributions to conference proceedings, symposia, seminars and workshops

### 3.3.1 Conference contributions

#### 3.3.1.1 National:

Conference details	Title of contribution	Authors	Type	Role
NWU Teaching and Learning Conference (2025)	Bridging borders and blending disciplines: Transformative teaching insights in nursing and social work education	Serapelwane, M.G, Machailo, R., Kovane, G.P., <b>Pretorius L.</b> , Mathope, K. & Matsipane, M.	Oral	Co-presenter
NWU Teaching and Learning Conference. (2022).	Social work at NWU: moving towards a digitally transformational curriculum.	Lalla, V. and <b>Pretorius, L.</b>	Oral	Presenter
42 <sup>nd</sup> Annual South African Association for Counselling and Development in Higher Education. (2022).	Reflections on a Post-Covid, transformational curriculum: are student needs met?	<b>Pretorius, L.</b> and Lalla, V.	Oral	Presenter
South African Association for Health Educationalists (SAAHE) Conference virtual conference. (2022).	Safeguarding healthcare professionals in South Africa.	<b>Pretorius, L.</b> and Herbst, A. G.	Oral	Presenter



### 3.3.1.2 International:

Conference details	Title of contribution	Authors	Type	Role
British Association of Social Work. (2024).	Social Work Sentinals.	Pretorius, L. and Malan, H.	Oral	Presenter
Seventeenth International Conference of Interdisciplinary Social Sciences. Virtual. (2022).	Social Science & Client Violence: Introduction of a conceptual model.	Pretorius, L. and Herbst, A. G.	Oral	Presenter
International Conference on Social Work & Sciences – Towards One Health & Sustainable Development. (2022).	Sustainable programmes to safeguard social workers.	Pretorius, L. and Herbst, A. G.	Oral	Presenter
International seminar on Social Services, Social Work, Social Sciences – A Road Ahead, awareness, education & opportunities. (2022).	The nature of client violence against social workers and the factors which may contribute towards this phenomenon.	Pretorius, L. and Herbst, A. G.	Oral	Presenter

## 3.4 Referee / Reviewer / Editorship

### 3.4.1 Reviewer:

Journal name, date, volume, page numbers	Dates of review
<b>Ref. No.:</b> 1421 <b>Manuscript title:</b> Determining the Inevitable Applicability of the Protection of Personal Information Act No 4 of 2013 in Social Work Intervention Processes: Lessons for Social Work Practitioners Journal: Social Work/Maatskaplike Werk	March 2025
<b>Ref. No.:</b> 1232 <b>Manuscript title:</b> An Approach to Empower Social Work Students with Entrepreneurial Skills: A Reflection on Social Work Curriculum in South Africa Journal: Social Work/Maatskaplike Werk	March 2024
<b>Ref. No.:</b> 12087 <b>Manuscript title:</b> Youth empowerment in low-income settings: A systematic review of the qualitative evidence. Journal: Southern African Journal of Social Work and Social Development	February 2023
<b>Ref. No.:</b> 10316 <b>Manuscript title:</b> The relationship between sources of occupational stress and coping in a sample of Historically Disadvantaged University in South Africa. Journal: Southern African Journal of Social Work and Social Development	June 2022
<b>Ref No.:</b> 10291 <b>Manuscript Title:</b> Guidelines for screening prospective foster parents: A scoping literature review. Journal: Southern African Journal of Social Work and Social Development	February 2022

## 3.5 Standing in the research environment

	ID / Profile name	H-Index	Date extracted
ORCID	0000-0001-8110-2524	0	17-06-2025
Scopus	57799493100	1	17-06-2025
Web of Science (WoS)	KVX-8639-2024	0	17-06-2025
Google Scholar	Lucé Pretorius	2	17-06-2025

### 3.6 NRF

#### 3.6.1 NRF rating

None

#### 3.6.2 Planned NRF rating

2026 – Y level

### 3.7 Level of Participation in Research Entity

I serve as a primary researcher at the COMPRES Research Entity, leading the Wellness Wardens research project, which focuses on promoting the well-being and safety of social service professionals. I am an active member of the Critical Review Group at the Vanderbijlpark campus, contributing to the scientific review of research proposals. Additionally, I participate in the COMPRES Scientific Review Committee, reviewing and evaluating research proposals for projects and postgraduate students, ensuring they meet rigorous academic and ethical standards.

### 3.8 Funding

#### 3.8.1 Internal funding

Type	Year	Amount
IRICO fundings	2024	R 41 000.00
Skills Development Fund	2024	R 676.13
ITEA Novice Teaching Award	2023	R 15 000.00
Total funding received:		R 56 676.13

### 3.9 Significant research contributions

Title of Contribution	Description	Impact	Collaboration	Recognition
Guidance Note For The Prevention And Management Of Non-Communicable Diseases And Mental Health Disorders In The South African Mining Industry (SAMI) – 2024	As a technical expert on the committee, I contributed to drafting the Guidance Note for the prevention and management of non-communicable diseases (NCDs), mental health disorders, and substance addiction in the South African Mining Industry (SAMI). The guidance outlines strategies for addressing the major health challenges posed by NCDs, including cardiovascular diseases and cancers, as well as mental health issues and substance addiction, which significantly impact employee well-being and workplace safety. <i>Impact:</i> Discuss the impact of your research, including any changes or advancements it prompted in your field.	The Guidance Note provides a framework for employers to develop and implement programs targeting these health issues, integrating best practices from global health organisations. This initiative promotes a proactive approach to occupational health, aiming to reduce the incidence of NCDs, mental health disorders, and substance addiction, thereby improving the overall health outcomes for employees in the mining sector. It highlights the importance of collaborative, ongoing efforts to ensure effective prevention and management strategies are in place.	This effort involved collaboration with international, national, and governmental partners, including Dr. Lindiwe Ndelu, Dr. Thuthula Balfour, Ms. Karyn Taylor, Ms. Duduzile Mahlaba, Mr. Lekgotla Gaseemeloe, Ms. Matanki Hlapane, Dr. Thabo Njinga, Ms. Merelda Bachiri, Mr. Nkopane Korie, Dr. Nothando Moyo, Dr. Mapula Mototo, and Dr. Dipalesa Mokoboto.	Invited technical expert
Wellness Wardens Research Project	As a critical contributor to the ongoing Wellness Wardens Initiative, I am part of a long-term research project focused on enhancing the safety and well-being of social service professionals. The initiative emphasizes the protective role of "Wellness Wardens," addressing critical challenges such as secondary trauma, client violence, and inadequate support structures.	The Wellness Wardens Initiative is committed to creating a sustainable framework for improving safety protocols and psychosocial well-being support for social service professionals. By conducting comprehensive assessments and developing tailored interventions, the project aims to enhance the work environment for current practitioners and prepare future professionals to navigate the demands of their roles. Although still in progress, this initiative seeks to foster a safe and supportive atmosphere, benefiting social service professionals and their communities.	The project involves collaboration with stakeholders, including practicing social workers, educators, organizations, and government departments, to develop effective interventions and policy recommendations.	N/A

## 4 Social responsiveness

School / Research Entity / Industry involvement	Role players	Project name	Date
Mine Health and Occupational Council South Africa Women's	Government, Mining Industry,	EmpoHER: Tackling Mental Health and Substance Abuse for Women (Keynote Speaker)	22-08-2024 – 23-08-2024
University of South Africa	Students & Supervisors	Solution Focused Brief Therapy	06-06-2024
Lifeline Vereeniging	Stakeholders within the Vaal NGO Sector	Hope during hopeless times	28-09-2023
FAMSA Vaaldriehoek	Stakeholders within the Vaal NGO Sector	Life is a journey, not a destination.	08-09-2023
Mine Health and Occupational Council South Africa	Government, Mining Industry, Academia	Mental Health in the Workplace (Keynote Speaker at Mine Occupational Health & Safety Tripartite Summit.)	13-10-2022 – 14-10-2022
FAMSA Vaaldriehoek	Stakeholders within the Vaal NGO Sector	FAMSA Annual General Meeting, Invited Keynote Speaker: Safeguarding of Social Workers	06-10-2022

## 5 Leadership, Management and University Services

### 5.1 Internal

Management (Detail)	Year(s)
Social Work Subject Group Deputy Leader (Vanderbijlpark campus)	2023 – present
Faculty of Health Sciences School Management Committee	2023 – present
Social Work Executive Committee	2023 – present
Committees (include Faculty and name of committee)	Year(s)
Faculty of Health Sciences Occupational Health and Safety Committee, Vanderbijlpark Campus (FHS OHS VC): First-Aider	2024 – present
Faculty of Health Sciences Faculty Academic Integrity Committee (FAIC)	2024 – present
COMPRES Review Committee	2024 – present
Faculty of Health Sciences Teaching & Learning Committee (TLC)	2023 – present
Faculty of Health Sciences Exam Committee	2023 – present
Faculty of Health Sciences Turn-it-in Champion	2023 – present

### 5.2 External

Management (Detail)	Year(s)
South African Association for Social Workers in Private Practice: Chairperson of SAASWIPP Central Branch	2021 – 2023
South African Association for Social Workers in Private Practice: National Executive Committee	2021 – 2023
Committees	Year (s)
Research Output, Outcomes & Impact Community of Practice (CoP-ROOI)	2023 – present

Curriculum Vitae of Dr L. Pretorius

Higher Education Learning and Teaching Association of Southern Africa (HELTASA): Member	2023 – present
Solidariteit Social Work Network: Member	2022 – present
South African Association of Health Sciences Educationalists (SAAHE): Institutional Membership via the NWU	2022 – present
Common Ground International Research Network: Member	2022 – present
Association of South African Social Work Educational Institutions (ASASWEI): Member	2022 – present
South African Association for Social Workers in Private Practice: Professional Ethical Committee	2020 – 2023
National Association of Social Workers (NASW) (SA): Member	2017 – present
Golden Key Society: Member	2010 – present

## 6 Unique selling points

### 6.1 Teaching and Learning

As an innovative educator, I have integrated advanced teaching methods such as gamification, adaptive learning technologies, and hybrid fieldwork models into the social work curriculum, significantly enhancing student engagement and learning outcomes. My dedication to teaching excellence was recognised with the NWU Novice Teaching Award. Additionally, I have contributed to publications to improve educational practices and advance learning in social work.

### 6.2 Research and Innovation

As a researcher, I've led vital projects such as the Wellness Wardens Initiative and contributed to the Guidance Note for NCDs and Mental Health Disorders in the South African Mining Industry, showcasing my ability to tackle critical social issues through research. I collaborate internationally, bringing a global perspective to my work, and I serve on the COMPRES Scientific Review Committee, evaluating research proposals for postgraduate students and projects. Furthermore, I actively disseminate my insights through published works, both accredited and non-accredited, engaging a wide audience and ensuring the broader impact of my research.

### 6.3 Social Responsiveness

My commitment to social responsiveness is reflected in my role as Chairperson of the SAASWIPP Central Branch, where I actively influence policy and practice within the social work field. I have delivered presentations at national and international conferences on client violence and social work safety, contributing to vital discussions within the academic and professional communities. Additionally, I have been involved in developing practical modules that connect students with real-world experience through community partnerships, further demonstrating my dedication to making a tangible impact on society.

