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- Tielemans, J., & Tielemans, E. (2011). *Yellow book of games and energizers. Playful group activities for exploring identity, community, emotions and more!* London: Jessica Kingsley.
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R. Giles, J. Irwin, D. Lynch & F. Waugh. *In the field: From learning to practice*. Oxford University Press, South Melbourne, VIC, Australia. 244 pages. ISBN 978-0-19-556701-4. Paperback.

The book is a comprehensive look at transformational learning in the context of students in the field on placement. The authors are all Australian with extensive experience in both the social work field and the academic environment.

The book is aimed at students and on placement practicum in youth, social work and community settings. Set in three parts, the first examines the ingredients for student learning. This includes a look at specifics such as social construction of knowledge, experimental learning, critical reflection, emotional and social intelligence, ethics and supportive learning environments.

It is encouraging to see the inclusion of a contemporary look at the social work issues facing students and social workers. There is also a focus on structural and global analysis, inviting critical thinking on issues such as the impact of neo liberalism and economic rationalism. These are discussed in the context of their relationship to the context of social work practice, along with implications felt on a micro as well as a global level.

The successful use of case studies throughout makes it an easy read for students, supporting them with practice examples on the application of theory. This helps demonstrate how the learning can transcend various settings in different practice settings.

The book also offers useful insight into the social work process of critical reflection, often a difficult area for students to grasp. It encourages students' curiosity, breaking down analysis into helpful questions students can take into their practice reflection. Use of exer-

cises and discussion questions throughout engages the reader to explore the material and theories offered.

The learning experience is available to the student, along with support and suggestions to practice educators. The book explains learning theory and how it can be applied in relation to student learning. It also encourages educators to think critically about their agency and the learning experience it offers to both staff and students alike. The book offers practical suggestions on topics such as how to build a 'practice learning curriculum', learning contracts and feedback.

Later chapters examine some key areas of practice, for in-depth examination of the learning opportunities unique to each field of practice. The inclusion of the Aboriginal experience was a welcome addition to the text, however it highlights the fact that other cultural perspectives relevant to the Australasian context are conspicuously absent.

While the book uses transformational practice as the predominant theory in field education, it could be argued that this is at the expense of other social work approaches. The book does, however, offer an interesting exploration of the learning available to students in placement. I would recommend this book as a practical and contemporary overview of the issues relevant to field education students and practitioners.

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Doel, M. (2010). *Social work placements: A traveller's guide*. Abingdon, Oxon: Routledge.

Social work field placement experience can be an exciting and challenging time for students, especially with the various terrains to overcome. This excitement and challenge is also shared by agency supervisors and tertiary education staff. Professor Mark Doel, a research Professor of Social Work at Sheffield Hallam University in the United Kingdom, has an extensive list of publications including these other recent works: *Educating professionals: Practice learning and social care* (2009), *Experiencing social work: Learning from service users* (2008), *Using groupwork* (2006), *The task-centred book* (2005).

Doel provides an interesting perspective in *Social work placements: A traveller's guide*. A key feature of Doel's book is his depiction of the student's field placement experiences as those of a traveller's guide. Doel uses the world of 'Socialworkland' as a concept for the reader to understand the various complexities within their journey through their social work placements. Its key target is both the student and the agency supervisor who is mentoring and assessing the student.

The guide is written in three parts with the first section exploring the basics of social work placements that both students and supervisors need to consider prior to placement documents being signed. It allows the reader to consider and assess for themselves their readiness for placement. Doel introduces fellow travellers (case studies) in their journey through 'Socialworkland'. The reader will continue to meet the travellers as they read through the guide, providing different perspectives at various stages of their field placement journey.

The second section and the core focus of the book, takes the reader through the different phases of fieldwork placement, from the documentation required through to what happens after placement ends. It is not a book about the do's and don'ts of placement but rather a guide to the different challenges and expectations that both student and supervisor may have in their placement journey. The third section discusses the context of the guide, explaining the historical nature of field placements in social work and the development of specific language used and putting practice experience within a context.

The book is informal, making for easy reading, with relevant readings, referencing and useful websites included at the end of each chapter. There are plenty of case examples and exercises for both the student and agency supervisor. The environmental construct of the book can make the different concepts difficult to understand given its reference to the UK. However, the phases of placement are fairly universal and the differences in practice could be sifted through or applied to the New Zealand context.

The aims of the writer is met throughout the book as it considers different phases of placement and reflective experiences that both student and agency supervisor are likely to face. The writer is very clear that this book provides an insight to current phases and experiences of live practice that the readers will face through their placement experience.

Overall, I found the book very insightful, giving a very real look into student placements and the journey that both student and agency supervisors are likely to face.

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C. Noble & M. Henrickson. (Eds). *Social work field education and supervision across Asia Pacific*. Sydney University Press, University of Sydney, NSW, Australia. 402 pages. ISBN: 9781920899691. Paperback.

This book is a follow-on from *Social work education: Voices from the Asia Pacific* written in 2009, and the result of a forum of key scholars from various countries in Asia-Pacific. The book is focused on bringing together research and experiences about field education and supervision.

The book is separated into four parts, including theory to context, placement experiences, policy environment and supervision frameworks and practice. This results in the reader having the capacity to either read in sections, chapters alone or from beginning to end. While primarily written in English, chapters within the book also contain abstracts and other content translated into Japanese, Korean and Taiwanese to increase accessibility for readers in the Asia-Pacific region.

It is refreshing to read acknowledgments throughout of how crucial fieldwork is considered by the writers. This is global validation for fieldwork placement coordinators organising placements and those working in the field supporting students, and emphasises the critical nature of fieldwork practicum in the training of social work students. Placements are viewed as providing opportunities for students to develop critical and reflective approaches prior to becoming qualified social workers.

The themes of indigenous and international social work are examined. While courses in indigenous social work may prepare students with some fundamental skills for social work practice with indigenous peoples, it is useful to consider the suggestion that all students (where possible) undertake practice with first nations, so that their knowledge of these essential skills be put to the test. Fieldwork practicum also offers the opportunity for self reflection and, hopefully, the development of empathy and respect for indigenous communities.

Discussion about international placements and the use of case study examples assists in demonstrating how important it is to have well planned international placements. Exploration of international fieldwork placements highlights the need for extra preparation beyond the basic social work skills developed for practice within the student's own cultural context and the risks associated with not doing so. Journal examples from Australian students who undertook placements in Vietnam are helpful in this respect. These examples assist in justifying the idea that all students should undertake a fieldwork practicum in a placement that is culturally different from their own. The book has a number of chapters that provide opportunities to read about student placements in another country, the success of these, the challenges and highlights and recommendations for future developments. Of note, Chapter Eleven has its focus on a placement undertaken by an Alaskan student in a New Zealand statutory health agency, supported by Massey University, which provides insights into our own cultural context.

A new framework for supervision and field education is outlined along with a model of social work group work supervision. The use of self in practice is explored and highlights the importance of growing one's awareness in action to change student insights so that they understand how their feelings, thoughts and sensations can impact on those around them as well as themselves. External supervision is also discussed as an appropriate practice for better support of students during fieldwork placement.

This book should appeal to social work programme educators, fieldwork supervisors as well as students. It offers a range of interesting debates, research and insights into the realities of social work student placements and field education.

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