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***Case management policy, practice and professional business*. Di Gursansky, Judy Harvey & Rosemary Kennedy. Allen & Unwin: Sydney. 2003. Paperback, 203 pages.**

Published in 2003, this text sets out to provide, in the author's term, a 'cadastre' – or register of the extent of what is known about case management with its more than 30-year history at the time of writing. The text's limitations are clearly acknowledged at the beginning – it is not a 'how to' of case management.

The book commences with a clearly stated introduction putting the text within context and purpose including the authors' professional and practice positions. The Australian authors locate themselves as possessing varied human service professional identities with a shared concern for the prioritisation of outcomes for service users. It has a clear and detailed Table of Contents outlining the book in three parts: case management as policy, as practice and as professional business.

This text provides an overview of the diversity of applications of case management in international human service practice contexts. Included is its history of practice from different disciplines, for different client populations, in various fields of practice and in varied social / cultural locations. 'Case management is simply a challenging facet of contemporary health and human service worlds which demands analysis and response from all who are involved with it', as an established approach to human service provision.

It highlights some issues related to a new profession of case management – education, training, qualification, professional development, registration, regulation, quality assurance,

accountability and legal considerations as they relate to professional case management activity.

The text concludes in affirming that case management is likely to remain in at least some form, but that challenges remain in identifying how to get the best from the approach and who needs it. The authors propose a number of challenges for practitioners to consider and these I think are particularly useful as points for reflection.

I found the text easy to read, with links between central themes and concerns reiterated clearly. It provides a good introductory and reflective piece for any professional involved in a case management approach to service provision. It provides a historical account of the rise of case management; utilises three case illustrations from various practice, geographical/cultural, client groups to highlight principles in practice; and critiques the approach via highlighting a number of benefits and challenges or dilemmas for practitioners. Considerations or issues in relation to specific professional disciplines – social work, nurses and others who may be practising case management – are highlighted, alongwith areas for potential future research and development.

As a social work practitioner who has worked in various case management practice models in New Zealand, Australia and the UK, across community mental health and acute hospital fields of practice, I found much of the text resonated with my own experiences and reservations about the approach. I appreciated the authors' concern to keep to the fore the question of what works for the service user/client. Clients need services and case management as an approach does not supersede service provision.

Although 10 years since publication and very likely there have been subsequent contributions to the knowledge base, overall I found this book to be interesting, useful and readable. I would recommend it to anyone who is a seasoned practitioner or embarking on case management practice, irrespective of their location.

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***Caring for abused and neglected children: Making the right decisions for reunification or long-term care*. Jim Wade, Nina Biehal, Nicola Farrelly and Ian Sinclair. London and Philadelphia, Jessica Kingsley. 2011. Paperback, 224 pages.**

This book is the result of research which examined the long-term consequences of the critical decisions made for children who entered the government care system because of neglect and/or abuse, to either be returned home or placed in long-term foster care in Great Britain. The research built on an earlier large-scale census study of 7,399 'looked after' children, *The pursuit of permanence*, conducted by Sinclair, et al. (2007) at the University of York. The study is of 149 children and their parents and case studies 12 children. It examines how the 'effective decision' to return home or not was made and what factors were taken into account. It compares the progress of these children six months after this decision for those left in care and those returned home and again in four years later. Data was collected from case files, social workers and teachers.

The authors claim that establishing outcomes for these two groups will improve decision making and the planning and support needed for those who return home, and improve their outcomes. A comprehensive literature review is presented that spans 30-plus years which shows, among other issues, the constellation of difficulties encountered in defining the various types of abuse and their co-morbidities and the variations in thresholds and outcomes of admission to the care system. Why social workers are reluctant to admit children to care when that should be the case is discussed and professional acclimatisation to abuse and negative assessments of the care system and its outcomes are given as valid reasons.

Contrary to what might be expected, in global measures of well-being the children who remained in care continuously rather than returning home were predictably doing better than those who had either remained continuously at home or had experienced breakdown and subsequently returned to care. The most successful return home statistics were for those who returned home within the first year of care and that the longer the foster care the less likely is return home. It does not specifically identify outcomes for those returned to extended family, and these are only a very small proportion of the sample.

While this book is about outcomes for children and their families in the British care system, it has high relevance for care and protection social work in Aotearoa New Zealand. Our legislation dictates that the first placement option to be pursued is family/whanau and all attempts to either return the children home or at least place them in the extended family/whanau system should be made. Aotearoa New Zealand has no large-scale long-term follow-up research about outcomes for children in the care system. It is sad this is the case, but the insights of working with at-risk children and families make this book a must read for those working in the field.

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***Hearing the person with dementia: Person-centred approaches to communication for families and caregivers*. Bernie McCarthy. 2011. Jessica Kingsley: London and Philadelphia. E-book, 112 pages.**

This is a practical book to assist people caring for those with dementia. It covers the brain and its effect on language and behaviour in people with dementia. It talks about person-centred care and the need to be flexible to individual needs rather than apply a 'one size fits all' approach. Communication was covered in depth, with the underlying themes being around respect, cultural sensitivity, flexibility, attachment style and adaptation. Also covered was the need to be aware of yourself – knowing your limits, acknowledging all the emotions around the person you care for – good and bad – being aware of your boundaries and knowing your resources.

Each chapter included a reflective exercise at the end which would make it useful for support groups as well as individual use.

The information was easy to read and practical. The overall tone being respectful of the person with dementia was one I really liked, as well as the need to adapt to individual

needs and the development of the disease. For example, in verbal communication the book talked about needing to simplify statements and keep sentences to one idea. But it also reminded us not to talk to the person as though they were a child. I also liked that the book acknowledged that the care giver's feelings towards the person can be mixed as this can be a particular challenge.

There were a few things that could improve this book. The book appeared to be one that had been originally written for the paid care worker in a residential facility, that had been adapted for family carers. At times it assumes the reader is a staff member in a facility, which is not always helpful. The section on obtaining a life history contains a model for writing one's own life story. This is very detailed which may prove a barrier for some. In the chapter that dealt with caregiver limits, it could have been useful to include a few common examples of people who are nearing their tolerance level (such as being impatient, cross etc). The four 'pillars' of good health – friends, food, sleep and exercise – are often the very things that cannot be maintained by family carers due to the demands of the disease and a caregiver reading this might be inclined to an involuntary snort of derision!

Since I work in the field of dementia, I have read several books on the subject. Few that I have read focus so completely on communication as this one does. This combined with its easy-to-read and practical style makes it a useful book to have. A large percentage of the behavioural problems we see in dementia can be overcome by carers communicating differently, without the need for medication or any other management strategies.

Because of its theme of respect, this book sits comfortably with ANZASW standards of practice. I would definitely recommend this book to anyone working in the field of dementia, whether in a paid capacity or as a friend or family member. It is readily available in Australia and New Zealand, either from a local bookshop or direct from Footprint Books.

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***Have you filled a bucket today? A guide to daily happiness*. Written by Carol McCloud, illustrated by David Messing. First published 2006. Reprinted 2011. Fern Press, Northville. Paperback, 30 pages.**

This is a delightful book that is a useful resource for parents, teachers and counsellors, or anyone who has ever had any dealings with children from about age two upward.

The book was inspired by a parenting workshop that the author attended in the early 1990s. Here she first heard the concept of invisible buckets which represent a child's emotional health. The concept has turned into children having the ability to be bucket fillers or bucket dippers – children who fill others buckets with love and care find that their buckets are also filled. The moral around bucket dippers is a simple but effective one and children quickly learn that bullies are bucket dippers who say or do mean things that make others feel bad.

The book allows for the reader to encourage children to think about how they can fill their bucket as well as others'. Its strength is in its simplicity. The art work is just delightful.

If you are a strength-based practitioner, I strongly recommend you buy this book. It's not available in bookstores, but you can purchase it online through Amazon. Happy reading and happy bucket filling!

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***Effective supervision in social work*. Kate Howe and Ivan Gray. Learning Matters. 153 pages.**

This book aims to contribute to an improvement in supervisory practice and comprises three main sections. The first is concerned with the fundamental concepts of supervision and contains three chapters that focus on the essential principles and first steps, strategies in supervision, and power and leadership. These first three chapters are concerned with understanding, organising and establishing supervision and provide a brief introduction to the topic.

Section two pertains to the relational aspects of supervision, with the chapters exploring the management and leadership of self, the supervisory relationship and working with difficulties. This section is essentially focused on engaging as supervisor with supervisees and contains an eclectic mix of material, which draws from well-known sources.

The third and final section discusses the organisational context and contains two chapters. The first of these is concerned with the development of a learning culture, while, the second looks at developing supervision practice. Overall, this section aims to foster the development of professional supervision culture within social service organisations.

The strengths of this book are its clear, concise format and the practical advice it offers to new supervisors and the guidance given regarding supervisory self-development as well as organisational development through supervision.

That said, there are several areas where the book could be strengthened. The first of these is the chapter on essential principles and first steps, which needed more development with regard to the definitions and types of supervision. The brief discussion about supervisory traditions was weak and referred to managerial and psychotherapeutic traditions, rather than emphasising the organisational or professional traditions which have been most apparent in the shifts in emphasis between the administrative and professional development aspects of supervision (Kadushin and Harkness, 2002; Munson, 2002; O'Donoghue and Tsui, 2012; Tsui, 2005).

The second area where the book could have been strengthened is in terms of its discussion of the supervision research, which apart from a comment in the introduction which states that, 'Supervision has not been well researched…,' is not discussed. This is particularly disappointing given that there is research evidence that: a) specified what supervision involves, how it has evolved, how it is practised; and the preferences, satisfaction and views of supervisees and supervisors regarding the quality of supervision; b) emphasised the role supervision has in the child welfare field regarding the oversight of casework to ensure the safety of children, manage risk and regulate the effects of the emotional nature

of the work; c) identifies that the provision of emotional support by supervisors within a trusting relationship mitigates the effects of work stress, and is positively related to job satisfaction; and d) suggests that where supervisory attention is focused on client issues within supervision there is a greater likelihood of better client outcomes (O'Donoghue and Tsui, 2013).

This book is clearly written for a British audience and it conceptualises supervision within a traditional organisational hierarchical relationship, which means that it does not have plurality of formats nor the attention to cultural issues that we have in Aotearoa New Zealand. Given the concerns I have outlined above, I do not recommend this book.

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***Social psychology*. Saul Kassin, Steven Fein, Hazel Rose Markus. Belmont CA, Wadsworth, Cengage Learning. 2011. 8th edition. Hardback, 613 pages plus glossary, references and indices.**

The discipline of social psychology is a significant source of knowledge for social work about human social interaction and social behaviour. This is a revised edition of a text book covering the field of social psychology and comes with a CD-ROM of additional teaching and support material. It is described by the authors as a significant update and includes recent developments in the field as well as maintaining historical overview of the social psychology theories and research. The authors continue to revise and update the text in order to provide an overview of the most up-to-date scholarship. There is a substantial list of revised or new chapters and topic areas in this edition, including social neuroscience, cultural perspectives in social psychology and cultural influences on social identity, group dynamics challenges posed by 'virtual teams', positive emotions as building blocks for emotion-focused coping, and effects of social rejection and ostracism on aggression. The revisions use current events as examples and case studies to explore social psychology principles, with the aim of bringing the principles alive and connecting theory with real life.

As a sub-discipline of psychology, social psychology starts with the individual. The authors define social psychology as, '…the scientific study of how individuals think, feel and behave in a social context.' It is closely allied to social work theory, although it has traditionally been more experimentally focused. This text reviews many of the now-classic social psychology experiments, including the Milgram experiment on destructive obedience. It also discusses some of the fall-out and views of the experiment and its implications in the 21st century. The writing style is accessible and plentiful examples and figures assist with the authors' project of bringing the subject area alive and making it relevant.

While the topic area is significant for social workers, this particular text is likely to be of limited usefulness for social workers in New Zealand. It gives a comprehensive overview of the subject area that may be in greater detail than desired by social workers in practice. There has been a 9th edition published subsequent to the edition available for review. As with many text book publications there are frequent revisions and it may be useful to evaluate the most recent edition if it is being considered as a teaching text.

Most of the social, legal and cultural examples are drawn from North American society. This is fitting for a textbook designed for teaching in the United States context, but it becomes a distinct barrier to its usefulness outside of this context. New Zealand readers are likely to find the lack of references relevant to New Zealand, Maori and Pacific to be a disadvantage. Although it is a thorough and substantial course text, this will limit its usefulness for teaching in New Zealand in either social work or psychology programmes.

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***Social work & ICT*. I. Shaw & A. Hill. 2011. Sage: London. 137 pages, paperback.**

This book is aptly described as student-friendly, practical and intended to consider why ICT is used and how this affects social work practice. Targeted mainly at a student audience Social Work & ICT critiques how information and communication technologies have become increasingly entwined in social work practice. It is a welcome addition to the social work literature.

The book is divided into seven chapters plus an introduction which outlines the authors' aims and chapter structure. Chapter one examines how ICTs may be developed and utilised in a way that connect with the values of social work, thus contributing to 'best-practice' across the social work profession. Attention is drawn to service user-led developments and issues of privacy, security and confidentiality and consent. Chapter two details how and why ICTs are used in social work and outlines several technologies used in practice settings. The next chapter considers the use of ICTs and their potential impact on service users, citizens and carers. Examples from the United Kingdom illustrate some of the advantages and challenges associated with ICTs that are led by these individuals or groups.

Chapter four takes a more detailed look at technology and professional practice. Again this chapter primarily focuses on examples from the authors' context which may be unfamiliar to the reader. Focusing on three examples of technologies, several concerns from social work agencies are outlined in Chapter five. Readers may find interesting parallels in the concern that ICTs may detract from client narratives and do not often allow for flexibility in assessments and record-keeping. Challenges around sharing of data across agencies are also examined and again have relevance for our local context. Chapter six explores how students, tertiary staff and agency staff can endeavour to utilise ICTs in ways that are collaborative, flexible and practice-led. Questions are raised as to the level of ICT knowledge and experience students should be expected to have, how social work education can shape the development of Web 2.0 tools as well as vice versa and what the future of social work education might be envisioned in respect of ICTs. ICTs and practice-based learning, or

placements, is explored in the final chapter and consideration given to learning with 'virtual' service users, online group learning, use of emotion and online assessment. Interestingly the authors suggest that monitoring and assessment of individual learning on placement is not occurring online in the UK, which is in contrast to the current practice of many social programmes in New Zealand.

A critical approach is taken throughout and readers are encouraged to consider questions and engage in practical tasks at the end of each chapter. Whilst taking a primarily UK-centric approach, the authors do endeavour to incorporate some examples of ICT and social work from North America. Despite some contextual differences, several parallels can be made with the current Aotearoa New Zealand environment. Overall, this is a short book which can be browsed for topics that may pique a reader's interest.

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***Social work with substance abusers*. Anna Nelson. 2012, London: Sage. 205 pages including references and index.**

This book makes a valuable contribution to the reality that most social workers in New Zealand face the impact of substance abuse on clients and their whanau. Anna Nelson is a New Zealand social worker in this field who has recently returned to Aotearoa New Zealand from gaining further experience in the UK and wrote this whilst tutoring in the subject at South Bank University, London.

The book is in four parts:

The historical and contemporary context of the use of mind altering substances in the Western world
The author stresses the importance of partnership in working with people who have such complex needs, both at an individual level and between services. She acknowledges the difficulty of this where social workers are with statutory authorities such as Corrections and CYF. It seems that Britain is slower at moving to see the problem as primarily a health issue rather than a criminal one.

Each drug group is then covered well with their effects and potential for inducing dependence.

The diverse populations affected by substance abuse; across the life-span, gender, criminal populations, minority ethnic groups and sexual orientation
These populations are briefly covered. Particularly helpful was the new migrant with their ethnic drugs of choice. Party pills were not covered as a separate group and perhaps party pill use is viewed differently in the UK.

Concepts and models for social work practice
The author then sets about outlining the models of 'treatment' that social workers need to master. It is prefaced with a small discussion on expanding the term 'recovery' away

from the narrow confines of abstinence programmes toward a more general mental health understanding. I would have changed the order for ease of transition: Brief Intervention, Screening, Harm Reduction, Motivational Interviewing and Relapse Prevention. There is no doubt that social workers can be at the cutting edge of individual health promotion with these models.

Social work practice settings, viz. Disabilities, dual-diagnosis, parental and health care
The challenges inherent in the practice settings outlined are a good match with the New Zealand context. The author suggests that social workers do their best to fill in the gaps where these populations fall between services. The case studies for each population are project based, rather than on a sample of individuals.

Designed primarily for students, each chapter has a clear introduction and summary with reflective questions and suggestions for further reading. It is an excellent small reference work for any social worker in the field suspecting that substance abuse may be affecting those they work with.

Brent Diack,
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***Collaborative family work: A practical guide to working with families in the human services*. Chris Trotter. Published by Allen & Unwin, New South Wales. 2013.**
This book is 238 pages long and is divided into eight chapters. The chapters cover the six steps of the Collaborative Family Work model as well as discussing why this new model is needed in today's current environment. Traditional and recent family therapy models are discussed and what I liked about this section is that the author is respectful of these therapies. While the new model does not align to a particular theory, it is an evidence-based model of practice and there is acknowledgment that the author uses many concepts and ideas of other theories in his model.

The Collaborative Family Work model contains six basic steps: rules – setting ground rules; identifying issues – that we would like to change; deciding – what to work on first; goals – what do we want to achieve?; explore – the issue in more detail; strategies / activities – work out ways of achieving the goals. What the author states that positions the Collaborative Family Model apart from others is its step-by-step structure; the strong focus on the 'family as the expert' and the 'worker as the coach', along with the language used throughout the model being everyday language easily understood by families and practitioners.

This book is about working with families who have problems and it has primarily been developed with families who are often involuntary clients. This is very different to families who are seeking assistance themselves and requires a different approach. As such there is a big focus on preparing families for family work, ensuring they understand what will occur and what happens if it does not go to plan.

The model is designed to be understood by practitioners and families alike. It is recommended, however, for use by professionals in the field. The book is practical and the steps can be successfully applied by experienced clinicians, or new clinicians looking to gain skills

and confidence. The book includes rating scales, genograms and many session transcripts of each stage of the model.

In conclusion, the book purports to give readers a step-by-step practical and achievable model to effectively engage with families and I believe that this book achieves what it sets out to do. I think this would be a useful guide for clinicians who want to engage in family work. It would particularly suit those who like to work in a step-by-step, documented style and also those new to family work that are looking for skills and confidence to 'give it a go'.

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***The art of the sale: Learning from the masters about the business of life*. P.D. Broughton. 2012. New York: Penguin.**
***To sell is human: The surprising truth about persuading, convincing, and influencing others*. D.H. Pink. 2013. Edinburgh, UK: Canongate.**

These are very interesting books and, arguably, they are highly relevant to who social workers think they are and to what they think that they do. At first brush, this may appear as a strange thing to say; and possibly it will be greeted as an offensive or ignorant assertion. Sales, after all, have a media history of glad-handers who reduce every relationship to a money-making connection. Broughton (2012) and Pink (2013) contend, however, that this is a limited, superficial and dated view. Constantly, every one of us is engaged in selling ideas to other people and to ourselves. In education, health and welfare clients trade time, attention and effort for knowledge, skills and wellbeing. Pink points to major workplace transformations which have made us all salespeople, and which may mean, '…living uneasily in a neighbourhood you might have thought was for someone else' (p. 43). These changes are the growth of entrepreneurship, the increasing expectation for elasticity in work roles, and the expansion of health and education (ed-med) services.

Nevertheless, at least as important as any workplace changes is the ever-increasing availability of knowledge through electronic mediums. This means that salespeople and other occupations, including medical practitioners, no longer control information, and they need to position themselves differently in relation to it. Serious sales (concerning other than life's necessities) will increasingly be characterised by consultative and collaborative practices and these require listening and empathy, and developing and maintaining relationships. It also means that there is another commonality across all of the new service professions and it is coping with rebuffs and repudiations. Pink says that the most prominent topographical feature of the world of selling is the, 'deep and menacing ocean' of rejection (p. 99). Human service work, in my experience at least, is typically about small gains, reversals and large investments of time.

It can be a challenging intellectual experience to distinguish social work from sales. A determining difference could be that social workers support people to identify and pursue their own values rather than merely 'selling' them a script, or having them adopt the agent's view of the world. But, what about the idea of 'the customer is always right'? And, as well, both Broughton and Pink suggest that sales can be a transcendent experience for seller and

buyer. Surely, social work is a much more skilful activity than selling since it can take up to a decade of a person's life to acquire doctoral-level qualifications. Maybe, but just how relevant to daily work activities is all of that pre-service preparation that a worker has to undergo? Lastly, human service workers have long-term relationships with clients that are not terminated when there are insufficient returns for the social worker. Again, this point of difference is unlikely to survive close scrutiny. Who knows precisely how long a supportive engagement with a client should be, and how often do these relationships persist when they should have been concluded much earlier?

It is probable that the comparison of sales and social work is simplistic and reductionist. I had the experience in the 1990s of working in a human service agency that functioned according to commercial principles and it taught me that it is actually the much vaunted private sector that has lessons to learn from well-run state agencies. Nonetheless, the parallels between the two activities are close enough. It is likely that the new world of sales could be instructive for social work. For instance, it is suggested that the best salespeople are really clear about what they are doing. Moreover, according to Broughton, they care enough to be empathetic, but they are also sufficiently competitive to close a deal. For 'closing' we might read achieve a constructive outcome for the client. Increasingly, sales people are talking about the 'customer experience' and about exceeding customer expectations. What is the client experience really like for the people who consult us, and do we help them to achieve more than they hoped for?

Pink says that a competent salesperson will be alert to a client's 'social cartography' and will map this person's relationships with others. Broughton also talks about sales as essentially being concerned with the management of energy. In sum, what we have here is a contextual view of human behaviour, and an accompanying imperative to get out of the office and to engage with social networks for everyone's benefit. Reciprocity is also key to appreciating relationships, and the world of sales places this fact in stark relief. In addition, it underlines the importance of optimism, and the need to counter frustration and despair with generosity and hope. These positive responses are even more important in human service work where there can be much personal anguish. Broughton and Pink make clear that the world of sales is increasingly adopting social science knowledge and strategies, and in doing so these books have a capacity to prompt new debate about who social workers are and what they do.

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