Ruch, G., Turney, D., & Ward, A. (2010). *Relationship-based social work: Discovering the heart of practice*. London: Jessica Kingsley.
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Yuill, C., & Gibson, A. (Eds.). (2011). *Sociology for social work: An introduction*. London: Sage Publications. Paperback, 270 pages.

Other than a slight obsession with sociology (I have fond memories of social studies at primary school), reviewing this book seemed a good idea to increase my resources as I am lucky enough to teach an introductory sociology course to first year social work students. I was somewhat cynical about its potential usefulness as the authors are British and I favour local material, however I was quickly won over. This book is useful for students, practitioners and, in fact, anyone interested in people.

A general overview of sociology is presented in the book's first chapter, and it is clear, concise and readable. The authors describe some key sociological concepts, outline some pivotal theories and begin making some connections between the ideas and everyday life. This is all done in 25 pages. There are definitions and activities throughout the book indicating that it's intended for students.

Each of the remaining chapters cover the kinds of things you would expect to see in an introductory sociology text book such as health, gender, crime and society, race and ethnicity and so on. The chapters all have the same structure. The first part outlines the sociological perspective considering theoretical ideas, research and consideration of the topic through a sociological 'lens'. Then there is a section which applies those ideas to social work practice and explores how sociology informs practice in relation to the topic. For example, in the chapter on social inequality and social class the authors state 'class plays a fundamental role in influencing and determining people's life chances, the conditions in which they live and the choices they make concerning what they do' (Marron, Buckley & Leece, 2011, p. 35). While this may seem obvious it is helpful as a teacher of sociology to have those ideas made explicit in such a clear way. The last part of each chapter has a section called lived

experience where either a practitioner talks about their experiences of this topic and how they make sense of it or includes the story of person who has experienced the issue. Sometimes this is both, for example in the chapter on disability the lived experience is of a man with a hearing impairment who reflects on what his disability means for him as a student and social work practitioner.

The British examples used are minimal and it does not detract from its use here or in other parts of the world. I plan to use it in my teaching and as a general sociology resource and would recommend it to all social work practitioners as a way of 'boning up' on sociology and a reminder about how society and social structures impact on our clients' daily lives. It is so clear and well written with such good examples I would also suggest that anyone interested in people would find it a valuable read.

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Kennedy, R. (2009). *Duty of care in the human services: Mishaps, misdeeds and the law*. Melbourne: Cambridge University Press. 320 pages, paperback.

Practice ethics in the human services are well articulated. This book, written from an Australian perspective, however, explores the 'shadow-world' (p.3) of unintentional 'mishaps and misdeeds' by service providers and the possible and probable legal responses to these. While Kennedy recognises that the task of dealing with the marginalised and needy is often 'fraught and contested' (p.5), she makes the point that decisions made are not always in the client's best interests. Issues of power, accountability and ethics are intrinsically woven in this book to highlight the shortcomings of well-intentioned human service providers. Kennedy's argument is that malpractice resides in the shadows, hidden and often unaddressed. While workers may know that deficits occur at both systemic and individual levels, voices are silent for many reasons. Some individuals may whistle-blow; however Kennedy claims that many workers are muzzled by legislative, contractual and employment-related prohibitions on 'speaking out!' The book is in four distinct parts.

Part One examines the territory and contexts of human services mishaps and misdeeds, setting the stage for the following chapters that examine legal responses to particular cases. The miscellany of human service professions, organisations and occupational groups are included although social work features predominantly. The 'hierarchies' that exist within the human service populations and the exclusivity and territorial claims that exist are unhelpful, and Kennedy takes an inclusive approach here because in spite of professional differences, all hold to the same ethical standards and observance of human rights.

Part Two looks at misdeeds and mishaps through the legal lens, albeit an Australian legal standpoint. Various categories of law are summarised in terms of their potential to be the basis of a court decision. However, the material presented has relevance to all countries

with a common law tradition, as cases and legal outcomes are reviewed. (New Zealand law is posited favourably in one case.) It is chilling, however, to read examples of social workers defending their actions in court and to be found wanting.

Part Three links human service activities and the law. The risks of malpractice across the different phases of client work are examined, illustrated by relevant legal cases. Kennedy rightly observes that risk and failure are inextricably linked and risk sensitivity in times of uncertainty is a well-articulated phenomenon. She argues that there is a need for positive risk taking in human service work (read social work) to counterbalance the aversive stance or risk minimisation that often haunts our work in a bid to avoid legal action. The law, however, does not expect anything that our own service ideals and ethics, training and literature do not expect.

Part Four draws all the former strands together. The anthology of cases and inquiries outlined in the book produces, as Kennedy describes, 'noise in the previously quiet space where shadows are considered' (p.268). The book ends with a coda that social workers can and do cause significant harm to each other, clients and third parties. Sexual contact with clients, unsafe work practices, incorrect interpretation of legislation, non-compliance with legislative requirements, lack of precision in record keeping, misuse of information, inadequate screening and assessment processes, poor service planning, implementation and monitoring and disappointing relationships – all these issues have been raised in the book and judged unpardonable against human service ideals (p. 268-269). Kennedy criticises the aims, content and standards of professional education, and claims that the evidence presented in the book endorses the contention of (McDonald, 2007) that social work graduates are not prepared for the experience of conflicting demands that exist between the profession's value orientation and the realities of the workplace. She argues for universal registration of human service workers and applauds New Zealand for implementing social work registration legislation. She posits challenges for all participants in the field – social workers, departments, policy makers, educators and researchers to face the issues and take responsibility for improving reflective and ethically-based professional practice.

Kennedy is brave. She leaves no stone unturned in her frank examination of deficits of both performance and conduct, which, she says, arise from a range of systemic influences – ethical guidance, boundary transgression, conflicts of interest, professional incompetence and inadequate documentation. She claims that responsibility for mishaps and misdeeds are commonly ascribed to the individual with the difficulty, rather than the contextual conditions that have stimulated and promoted that difficulty (p.28).

What is the meaning of 'duty of care' when there are conspiracies of inaccessibility and closing of ranks when failures are revealed in the media, with organisations seldom taking responsibility? Kennedy argues that mistakes, misconduct and other dubious practices are notoriously difficult to scrutinise in any arena and the extent to which they occur is underreported. There is a need to bring to light the 'shadows' of malpractice that lurk in our midst, be it by the individual practitioner, the organisation or within the mighty power brokers of government. Kennedy states that the extent of trauma and public clamour contrasts starkly with the strangely 'loud silence' in social work journals about malpractice (p.6).

The book is essential reading for us all, whatever roles we occupy. It is challenging, awakening and honest. The power of the profession is mighty. This book asks that we col-

lude in a 'conspiracy of virtue' to root out the systemic conspiracies that keep malpractice in the shadows.

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Evans, N., & Evans Pollock, B. (2010). *Eloise, Jerome and the Jitterbugs*. Canterbury Educational Printing Services: Hopscotch Print. 60 pages, Paperback A4. Price $30.

This 60-page book is a page turner. Nikki and her 12-year-old daughter, Bronte, who have co-authored and illustrated this, have hit upon an exciting formula to capture a targeted audience. They have cleverly used different fonts, which adds a bit more excitement for the reader.

Using a strength-based, narrative approach, the reader enters the worlds of Eloise Jane Simpson and Jerome Jethro Simpson. Jerome has a problem with the Jitterbugs aka ADHD. Eloise had previously invented a super duper worry-taming package to stop the worries, aka anxiety, from taking over her whole life and she cleverly uses the package in this book.

When Eloise and Jerome go to stay on their eccentric grandparents' farm during the school holidays, Eloise finds out that the Jitterbugs often leave Jerome feeling embarrassed and sad and that this had been exacerbated at school by his teacher, none other than Miss Grumpy Jaws. Miss Grumpy Jaws doesn't understand the Jitterbugs at all, and because of this, Jerome has often been laughed at in his classroom because of some of his antics.

At the farm, Jerome and Eloise meet a range of different animals, such as Number 64, the pet cow; Roger Featherer, the pet rooster; the Kunekune pigs and Scotty the dog to name a few. The animals help Jerome to learn positive things about himself.

Jerome and Eloise both learn that the Jitterbugs are helpful – Jerome is able to use the Jitterbugs to help him wake early, get lots of chores done and to 'run like the clappers'. He learns that he can even plan ahead so that he doesn't end up 'in the poo'. Jerome found out that he wasn't the only one who had the Jitterbugs and that even animals have the Jitterbugs.

The book starts off at a ripping pace. There's toilet humour to emphasise different points, but it's not offensive, just very 'New Zealand'.

The book is well written and could be useful for preschool through to high school teachers as a resource on how to encourage and get the best out of kids who have ADHD. For kids who have the diagnosis of ADHD, the book may help to 'normalise' some of their own experiences, and, like Jerome, help them overcome some of the barriers that tend to be associated with the diagnosis.

As a mental health therapist, I will find many uses for the treasure, known as Eloise, Jerome and the Jitterbugs. This is the first book that I have read about ADHD that has been written with children in mind. The messages about family support and love are woven into the story. The use of animals as supports is clever. The art work is delightful, right down to Jerome and his blue aeroplane underpants.

The book can be ordered directly from Nikki at nikki.evans@canterbury.ac.nz.

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Fernandez, E., & Barth, R.P. (Eds.) (2010). ***How does foster care work? International evidence on outcomes*****. London: Jessica Kingsley. Hardcover, 320 pages.**

Working through this volume felt like doing a giant crossword puzzle. At first the task at hand seemed daunting, but painstakingly it fills the gaps, clue by clue. Some answers complement each other, simplifying matters, whereas others contradict your preconceived ideas and bring much needed correction. Through it all the reader gains valuable insight into the complex field of foster care. As a result a coherent picture emerges of how foster care works … and often how it should not work. Fallow areas for future research emerge, and policy makers would be wise to heed the wisdom meticulously gathered into this one volume. This is a must-read for any social worker who desires greater understanding of the theoretical principles and empirical evidence that undergird foster care today in a number of developed countries.

As June Thorburn provides the reader with an international overview of foster care in the first chapter, the complexities of cross-national comparisons become clear. This sets the tone for the rest of the book, with various international researchers enhancing the reader's understanding of how foster care works in their respective country or jurisdiction. Each contributor highlights the legislative and policy backdrop impacting upon foster care in their specific setting. The reader's insight grows as the rationale and methodology of the research, and its theoretical underpinnings and key results, are expounded. The theoretical knowledge-base of social work grows and valuable empirically based direction is given to practice and policy. Each chapter in this book is followed by commentary from a different contributing scholar from another country, often providing valuable reflective insights and much food for thought.

A thorough examination of the contents of this collection is beyond the scope of this review. Suffice to say that any practitioner with an interest in foster care will delight in the panorama of contributions from America, Canada, the UK, the Netherlands, Spain, Sweden, Denmark, Ireland and Australia. To whet the appetite, may I highlight some key aspects.

In the second chapter Richard P. Barth and Christopher Lloyd, writing from an American perspective where permanency planning was for many years the guiding policy, found that returning a child to the home of the biological parent and adoption were associated with the most positive outcomes for a child. This study underlines the risks associated with prolonged stays in non-kinship foster care.

Fred Wulczyn and Lijun Chen address the complex issue of placement stability in the next chapter. The data clearly demonstrates the need for foster families to receive substantial

support in the first six months of placement, as this appears the period when the children placed in the home are at their most vulnerable.

A study by Johan Strijker in the Netherlands described in Chapter Four, elaborates on the theme of placement stability. As it is not possible to adopt a foster child in the Netherlands, it becomes even more important to work towards successful long-term foster care when children are unable to return home. Another interesting finding is the role of the child's biological parent and the frequency of visits to the parent's home. According to the Dutch findings placements broke down more often when the parent disapproved of the child being placed in care, and when frequent visits to the parental home occur. Interestingly, the frequency of visits between parent and child at a location other than the parent's home was not associated with placement breakdown.

Elizabeth Fernandez and Paul Delfabbro then focus the reader's attention on children's return to their birth families. The two Australian studies cited show that the probability of returning home decreases the longer children remain in care. The critical role of early intervention and support for families when their children come into care are evident.

In Chapter Seven Harriet Ward and Emily R. Munro put the spotlight on the vulnerability of infants and young children in care, with specific reference to the impact of legal and policy frameworks undergirding practice in the United Kingdom. In his commentary on Ward and Munro's contribution, Peter Pecora reiterates that it is impossible for the Children Act of 1989 governing child welfare practice in England and Wales to be universally positive for every child under every kind of circumstance. When it comes to the very young child, some aspects of the Act need to be re-considered and the needs of these children planned for differently.

In the next chapter Elaine Farmer examines the plight of foster parents who have adolescents in their care whose difficulties and needs demand enhanced parenting skills, greater support for the foster carers and specialist help for the fostered teen. In the following chapter Peter J. Pecora and his team place the young person who transitioned out of care into independence in the forefront, whereas Ian Sinclair examines the reasons why some foster placements are more successful than others in Chapter Ten.

The international focus broadens with diverse insights from studies in Sweden (Chapter Eleven), Denmark (Chapter Twelve), Ireland (Chapter Thirteen), Canada (Chapter Fourteen) and Australia (Chapter Fifteen).

Barth and Fernandez bring this anthology to an end with a synthesis of the research findings and a cursory exposition of the direction it gives to policy, practice and further research. The authors conclude with the hope that the findings which are reflected in this volume have the potential to bring a greater understanding of the complex interplay of those factors that nurture or impede the well-being of children in care. They anticipate that it would impact positively on care planning, the provision of services, the development of policy and future research. We know that foster care works. This book may very well make it work better.

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Maluccio, A., Canali, C., Vecchiato, T., Lightburn, A., Aldgate, J., & Rose, W. (2011). *Improving outcomes for children and families: Finding and using international evidence,* (First Ed.). London: Jessica Kingsley Publications. Hardcover, 240 pages.

The book is divided into three parts: evaluating outcomes and improving the evidence base, methods for finding and using evidence, and evaluating outcomes in the real world from community-based practice. Research and case studies are taken from the UK, USA, Italy, Belgium, Israel, New Zealand and Australia.

The book speaks of the necessity of cross-national research & collaboration on outcome evaluation of child and family services in order to help improve the wellbeing of children and families. Some collaborative strategies discussed include: replication of successful programmes across countries, sharing knowledge of methodology and approaches that can be adapted, and conducting parallel studies in various countries regarding the outcomes of diverse approaches to similar problems.

Practitioners might improve their evidence base, improve outcomes and promote best practice by adapting the following methodology:

- utilising empowerment approaches for evaluation through promoting collaboration and participation of all stakeholders in order to promote agency buy-in that contributes to quality assurance, an increased sense of ownership and long-term benefits in service improvement,
- using a comprehensive approach that includes process and summative evaluation that is based on a developmental design where a continual input for programme improvement is possible,
- making use of contextual matters as evidence to create and shape programmes,
- clarifying the usefulness of evidence from science to practice and to recognise the evaluator's role as an advocate to transform theory and evidence into practice,
- choosing the right paradigm for evaluation practice matters so that evaluators might have a range of paradigms to choose from,
- acknowledging that evidence and evaluations can be utilised as pathways to promoting change, and
- collaborating with researchers from other disciplines and from other countries to share and compare information.

Adapting the principles of systemic review to the field of child welfare may offer a useful means of assessing research evidence, based on an appraisal of the relevance, design and quality of studies. Research reviews may help to negotiate a path through evidence from numerous studies conducted in different ways and addressing a variety of research questions with varying degrees of rigour. In a complex and rapidly shifting social world, research evidence is likely to be situational. Although non-experimental studies may be of limited value in assessing the effectiveness of interventions, they may provide valuable evidence on other aspects of services and outcomes in the complex field of child welfare. In an early chapter, the process of programme evaluation is demystified. Important points to note include: the involvement of staff in the evaluation process, and conducting a process evaluation in addition to an outcome evaluation to understand what programmes do, as it helps link practice to outcomes.

The advantages of utilising qualitative methods are highlighted and it is particularly insightful as it allows the practitioner to hear from the client's perspective on what worked / did not work about their transition from foster care to adulthood and independent living. This allows practitioners to better comprehend the discrepancies in the service gaps between those crucial transitional periods.

The New Zealand case discussion emphasised the uniqueness of blending cultural practice, community involvement and whanau support into casework. In addition to that, it also highlighted the importance of sensitised practice which is described as multidisciplinary in nature and avoids confining families to particular service lines like counselling, early childhood or family preservation. Instead, sensitised practice seeks to fit interventions around families, drawing from a broad spectrum of professional expertise in a tailored fashion and it requires culturally competent practice which understands in depth the ways in which culture shapes understanding. It also promotes high levels of user involvement in determining the nature of the helping relationship and in organisational decision making. The approach is holistic, synergistic and integrates the Whanau Ora concept and strengths-based practice. The case study with unique New Zealand social work concepts ('whanau' and 'whangai') would offer a fresh basic introduction to new foreign social workers who have just started practice in New Zealand.

The articles in the book are a collection of research and journal articles from international academics. The targeted audience of this book would be the practitioner who is keen to embark on research or for the worker who wishes to read more about international evidence from other countries. The chapter on the macro perspective on the prevention of child abuse and neglect has been an interesting read, but some parts of the book have significant statistical and quantitative references and may prove difficult for practitioners who are not trained in statistical analysis. However, there are some interesting policy perspectives from other countries which practitioners might consider advocating in the New Zealand context with the hope that such policies might improve the wellbeing of children and their families.

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Walker, S. (2011). *The social worker's guide to child and adolescent mental health*. Foreword by S. Briggs from the Adolescent Department of the Tavistock Clinic, London. London: Jessica Kingsley. Paperback, 288 pages.

This book, as the title states, is about child and adolescent mental health and the current experience of this in the United Kingdom. Steven Walker is a registered social worker and psychotherapist and is currently Head of Child and Adolescent Mental Health at Anglia Ruskin University in the UK. The main content of the book looks at the issues surrounding child and adolescent mental health, which are very relevant worldwide, although the section on the legislative and policy issues in the UK has little application to New Zealand readers. The author talks about mental health issues being the domain of all social workers in which ever service area they work in. In particular, for all social workers to have basic skills in assessing, intervening and recognising mental health issues, and an awareness of their level of knowledge for when clients should be referred on to more specialised

services. I would recommend this book to all who work with children and adolescents and especially those who are keen to develop their knowledge around the complex area that is 'mental health'.

There is a strong focus on how our basic social work skills fit into this area of practice. In particular, our distinct world view that takes into account both the internal and external worlds of those with whom we work and also our focus on empowerment. The importance of understanding child developmental concepts and in particular attachment theory is emphasised. A range of mental health problems are covered as well as social work skills, and some methods of which include crisis intervention, systemic practice, psychodynamic, cognitive behavioral and narrative therapeutic practice. It also covers dealing with risk and multi-disciplinary and inter-professional group working.

Of particular interest to me was the outline of how the author saw mental health services and I believe this fits the Aotearoa context very well. The author identified a four-tiered structure of the child adolescent mental health services which includes: Tier I GPs, teachers, voluntary agencies, residential social workers; Tier II clinical child psychologists, pediatricians, child psychiatrists; Tier III specialist Child, Adolescent and Family Mental Health Services mostly based in a hospital setting; Tier IV inpatient units, secure forensic units. He discussed the roles and scope of each tier. This book is also very explicit in that no matter what your role is, if you are working with people – you are in the mental health field.

The book is separated into three parts and nine chapters. Part I is social work assessment and intervention; Part II applying the skills of social work; Part III; the context of social work with children and young people. Each of the chapters begins with a list of learning objectives, learning outcomes or activities and each chapter ends with a page entitled 'key chapter points'. Although this perhaps increased learning and reflection, for me it created the feeling that I was reading a textbook for study which given where Steven currently works, this may have been the intent.

This is a key book for this field of practice and one that I will share with my colleagues at CAFS, and utilise both in my practice and with fieldwork students.

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Crisp, B. (2010). *Spirituality and social work*. Southampton, UK: Ashgate. Hardback, 169pp. ISBN 978-0-7546-7734-5.

I have enjoyed reading and reviewing this book on spirituality and social work. Crisp has approached the topic in a fresh and thoughtful way. She divides her material into three parts, beginning with a foundation section defining relevant concepts and contexts, and ascertaining that there is a connection between social work and spirituality. She then presents spirituality in relation to our human stages of development. She completes her work by looking at spirituality in the context of how human beings experience it in practice, through ritual, creativity, place and believing/belonging. Each section is introduced clearly and invitingly.

The definitional section introduces spirituality by unpacking some of the terms regularly associated with this somewhat indefinable concept, including transcendence, connectedness, identity, meaning and transformation. The destructive side of spirituality is not ignored. The relationship of social work to spirituality begins by acknowledging the opposition to any suggestion that the two are connected. Crisp then argues that the connections can be seen through evidence gleaned by researchers and that there are several points of convergence, beginning with the religious roots of the social work profession. The chapter continues with sections on holistic approaches to practice, the intrinsic presence of spirituality in some cultural groups and the implications for cross-cultural practice and ends by acknowledging that many social workers themselves are influenced and sustained by their personal spiritual outlook. Crisp refers to a selection of overseas authors who encourage social workers to be aware of their spiritual selves. In Aotearoa we have our own traditions which emphasise this, both tangata whenua (Durie, 2001) and tauiwi (Nash, & Stewart, 2002).

In section two, 'Spirituality over the lifespan', the reader is led from childhood and youth, through relationships and work, to ageing. Crisp connects her approach here to the social work tradition of categorising so much of our practice in accordance with our understandings of human development. However, she distances her conceptualisation of spirituality across the lifespan away from stage theories and instead she considers the key tasks of life at different ages and their implications for spirituality. In doing this, she tacitly recognises the evolution of thinking about the processes of grief and mourning, moving from stage theories to tasks.

I found section three, 'Spirituality and lived experience' particularly interesting for the way in which Crisp has drawn on van Manan's work (van Manan, 1997). Van Manan identifies four aspects of lived experience and Crisp has organised the four chapters in this section to relate as closely as possible to these aspects. The chapter on ritual is related to lived time or temporality and the following chapter on creativity is rather tenuously related to lived body or corporeality. The third chapter in this section covers place and this readily connects with van Manen's concept of spatiality or lived space, while the last chapter, believing and belonging, fits well with lived human relationship or relationality. Crisp introduces this third section calling on the reader/practitioner to use sensitivity and care when using any of the ideas encountered here with service users. The need for care and understanding is underscored throughout this section, for example there are fascinating examples of rituals, their value as well as their potential for negativity are uncovered. In writing about creativity, Crisp renews the often undervalued connection between social work, the imagination and creativity as she draws out the potential of creativity for work with service users. Examples of writing, gardening, cooking and home making are engaging, practical and show how social workers may encourage service users to express their individuality wherever they find themselves. It reminded me of a theatre presentation I once attended in the Lower North Youth Justice Residential Centre, 'Mokopuna, our daughters, our sons' described as 'a journey of awakening, directed by Jim Moriarty. This was palpable spirituality accompanied by transformation. Finally, 'Believing and belonging' is presented through an exploration of religion, social justice and sport.

I can only hope that with the few words available in a review I have made readers curious enough to get a copy of this book and read what they are drawn to. It is challenging, practical and engaging. I think practitioners will find it helpful in renewing their energy for social work, while students and service users may be receptive to the insights Crisp offers.

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