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Healthy mindsets for Superkids. A resilience programme for children aged 7-14. **Stephanie Azri. Illustrated by Sid Azri. Foreward by Jennifer Cartmel. London, 2013. Paperback A4. 171 pages.**

When this book arrived on my desk for review, I was excited. Visually, the cover looks impressive. The title and art work is aimed to pull its audience. The foreword gives a hint that the contents are probably grounded in Cognitive Behaviour Therapy (CBT).

The Healthy Mindsets for Superkids is a group programme that has been running since 2010. It contains 10 modules: self esteem; communication skills; positive thinking parts 1 and 2; grief and loss; stress and anxiety management; anger management; healthy relationships parts 1 and 2 and lastly; healthy minds in healthy bodies. Its target audience is children from age seven to 14 who are presenting with early symptoms of anxiety or depression, but the symptoms of anxiety are not outlined until session 6 and those of depression not at all.

There is a clever use of a comic strip, meant to tie the modules together, but I struggled to connect them. The very clever superheroes for each module were already named. An astute facilitator would probably encourage participants to name their own superhero and may even encourage one superhero throughout the modules to save confusion for the younger participants.

There are some solid, useable ideas and worksheets throughout the book. However, some of the language, for example, 'passive, aggressive and assertive' may be beyond the comprehension of most seven year olds and could actually be detrimental to the wellbeing of some of the participants whose self esteem may be compromised already. The author introduces 'passive' as a 'shy style' which could be part of the child's personality rather than the beginnings of a mental health issue per se.

In the module Positive Thinking Part 1. The author introduces the basic concept of CBT using the action, belief, consequence sequences which she reflects on through some subsequent chapters. The model is a useful tool for children to begin to reflect on.

A feel good factor is introduced in Part 2 of Positive Thinking: 'what worked well today' which is then shortened to www. I wondered if this could be confusing to children living in this computer age.

The book is set out well with useful hints at the beginning of each chapter for facilitators to help participants reflect on their learnings from the previous week. There are a range of books available for group work already and depending on the model of practice that facilitators want to adopt, the choice may include this one.

Overall, there are some useful hints, tips and handouts in this book, but the target audience for group work is far too broad and I would suspect that it would be more suitable for children aged around 10 years of age.

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SPSS survival manual. A step by step guide to data analysis using IBM SPSS (5th ed). **Pallant, J. 2013. NSW: Allen & Unwin. ISBN: 978-1-74331-400-5.**

This is an excellent and a must-have book for anyone who is using or will use SPSS to undertake statistical analysis. Seeing this book is now in its fifth edition, it definitely illustrates the essential value and contribution of this textbook in the areas of social and health sciences. There are several reasons why this book has been so popular and highly recommended for both beginners and experienced SPSS users.

Even if you are a first timer in using SPSS or attempting to undertake a quantitative study, Part One and Part Two of this book start with a logical sequence of first providing fundamental discussion on how to design a quantitative study using a questionnaire, choosing appropriate scales, measures and response format, followed by how to develop a coding system, getting to know IBM SPSS and preparing the data file. Part Three consists of five chapters that illustrate how to undertake preliminary analysis. These chapters provide key information on how to describe the main features of collection of information: how to handle the data file to make it suitable for specific analyses, how to check the reliability of a scale and an overview of some of the statistical technical analysis available in IBM SPSS, and a step-by-step guide to go through the process of deciding which one would suit your needs. The final two parts of the book present the major statistical techniques that can be used to

explore relationships and to compare groups. The book is very succinct in discussion and the author guides you step by step to learn how to use the SPSS menu. For example, if you want to compare the mean score on some continuous variable for two different groups of participants, the author guides you through how to perform an independent-samples t-test in several steps with screenshots and interpretations of the output in a detailed manner. It also provides you with examples on how to present the results in writing.

In general, this is a very good and useful resource for students and others using SPSS. Even if you are already familiar with SPSS and just needing a refresher, it is still a worthwhile textbook to have. Essentially, it concentrates on the SPSS version current at the time it was published. It would have been useful to those unable to have the most current version to have footnotes that called attention to changes and/or ways to adapt to using other versions. Given this book teaches only the point-and-click method, it does not provide information about syntax; hence, it may be insufficient for anyone trying to become more advanced. Nevertheless, this book is an invaluable resource to help those who use software like SPSS. SPSS is a powerful tool for data management and statistical analysis and this user-friendly book makes it very accessible.

Dr Polly Yeung
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Working with families: Strengths-based approaches. **Sanders, J. & Munford, R. 2010. Wellington: Dunmore Publishing. Paperback, 248 pp.**

I was interested in this book due to having worked with families for many years within the mental health sector, and being faced with frequent challenges in terms of using a strengths-based approach within the context of a sector which is largely dominated by a medical model.

Strengths-based practices hold the premise that individuals and communities have inherent capacities for restoration, growth and change, with the role of the practitioner being to shift the focus to this possibility, rather than focusing solely on risk or deficits. The authors highlight that strengths-based practice occurs at both systemic and structural levels as well as on a personal level.

Each of the eight chapters within this book describes an aspect of strengths-based practice, beginning with an examination of the context in which practice takes place, including definitions and use of language. Chapter one considers the key principles of strengths-based practice, and a distinction is made between models of practice, and strengths-based approaches which can be used within a number of different models. The emergence of strengths-based practice within New Zealand is described, as are the embodiment of social work values within it, particularly with its emphasis on respect and user self-determination. The theoretical influences of critical theory, constructionism and complexity theory are also described. Chapter two explores external factors that impact on families, including a concise explanation of the fundamental shift to a neoliberal political climate in New Zealand in the 1980s, emphasising individual over collective responsibility; the impact of wider issues such as domestic violence and child poverty. Intra-familial factors that impact on families and on engagement with them are discussed in chapter three. Chapter four provides an overview of

the phases of the support process when working with a family, highlighting the importance of the relationship, need for collaboration, transparency and awareness of power dynamics. Chapter five examines more closely the application of strengths principles to assessment and intervention strategies, giving specific examples of approaches that can be used. In the next chapter, strengths approaches in management, leadership and organisational practices are discussed. Chapter seven then explores reflective practice in terms of client work, as well as in the contexts of supervision and research. The final chapter integrates concepts from the previous chapters by presenting a framework for practice through using strengths-based approaches applied to three described case study families.

The book begins with a macro-perspective and moves appropriately to more micro-issues. When describing the process of using strengths-based approaches, the descriptions used are suitably specific, helping to translate the concepts into practice. The text is thoroughly researched, with references to both New Zealand and international literature; and good context is provided in terms of history, policy, economic factors within New Zealand and internationally, and their impacts on families' vulnerabilities and resilience. There are discussion/ reflection questions at the end of each chapter, which are a useful tool to review the concepts covered, consolidate learning and consider one's own practice.

This is very much a textbook, hence appropriate for social work students in that it is sound in its research base and meets its teaching goals. It could also be useful for more experienced practitioners in a reflective sense to critique their own practice against strengths-based principles, in the reality-based context of the workplace. Although strengths-based practice is discussed here within the profession of social work, it would also be relevant for other professionals who work in the social service sector.

Seema Woollaston,
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Community development: Insights for practice in Aotearoa New Zealand. **Edited by Jenny Aimers and Peter Walker. Auckland: Dunmore Publishing Ltd. 2013. 241 pages; paperback.**

This book begins by providing a chapter defining community development, then a chapter with a brief history of community development in this country, particularly from a southern region (mainly Otago and Southland) perspective. The majority of the book includes 14 conversations with community workers from the southern region about their community development practice. Later chapters cover visionaries, mentors and philosophical standpoints; community development skills and methods; Maori development and Maori communities; Pacific community development; and power in community development.

Considering Aotearoa New Zealand social work academic literature, particularly books, in the field of community development is minimal, this text is a welcome addition. I found the first two chapters defining community development and the history to be useful by including and outlining a chronology of community development practice. Different practice undertaken over the years such as structural analysis, strengths, social development, social inclusion, community-led and social entrepreneur practice is contextualised under the broad community development umbrella. As both a community development practitioner

and social work educator I found this overview of the community and social development 'landscape', including key critical points, to be excellent. The context of practice in terms of what has actually been happening in the field is clearly mapped out.

The conversations in chapter three are organic and located in the southern region. Having spent last summer holidays travelling in this region I enjoyed the social development stories alongside my traveller's perspective. The conversations demonstrate both the breadth and reality of community development practice. A disappointment is the scarcity of identified social workers telling community development stories. This is not a criticism of the editors, but I suspect indicative of where current social work practice is not focused.

The overview of Maori development and Maori communities in chapter six is another very useful mapping text. The description of four forms of Maori development is instructional for me and has already been helpful in discussions with a colleague working in a kaupapa Maori service to help her locate the agency's approach within this framework.

The chapter on Pacific community development in New Zealand is similar although less extensive. As the author acknowledges, it is a snapshot but a very worthwhile one that points towards the future for this area of practice, considering challenges and possibilities.

Peter Walker's final chapter on power and community development is an extension of his research with Pat Shannon, focusing on the critical aspect of power in community development practice. In particular, the discussion is about how to work in a way that can be aligned and effective regarding communities having their power and using it in social change.

I highly recommend this book. Whilst there are other useful texts, I am now using this one in both my teaching and practice alongside the other community development text that I continue to find very applicable, Munford and Walsh-Tapiata (2000).

Reference
Munford, R., & Walsh-Tapiata, W. (2000). *Strategies for change: Community development in Aotearoa/New Zealand* (2nd Ed.). Palmerston North: School of Social Policy and Social Work, Massey University.

David Younger,
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The practice of case management: Effective strategies for positive outcomes. **Di Gursansky, Rosemary Kennedy & Peter Camilleri. Sydney, Allen & Unwin. 2012. 229 pages.**

The authors challenge the social work profession to review assumptions and understandings about case management in the social services, health and other organisations. They identify factors contributing to a commonly held cynical view of case management as an erosion of professional skill such as neo liberal managerialism, contractual obligations with funders, and risk-averse practice.

Gursansky, Kennedy and Camilleri stand strong in the view that case management as a mode of service delivery can contribute to improved individualised client outcomes when a clear model of case management is identified for a particular agency congruent with organ-

isational and human rights mandates. And it is in the latter area the authors believe social work educators and graduates can make an important and positive impact.

While the examples used relate to case management in Australia, there are similar trends here – the uptake of case management in nursing and corrections, no formal training courses in case management, a proliferation of roles across industries (many requiring no qualifications), a lack of role clarity and a recognition some organisations do it better than others.

There are chapters covering assessment, planning, implementing and review, each identifying why things work well, what stages are done rather poorly and when case management is not necessary. Having worked in case work and case management roles, I found the authors were able to identify and articulate common issues and provide useful frameworks to review some of the tensions and conflicts.

This is a text book I would recommend for everyone involved in case management. It is easy to read, provides some excellent guidelines for agencies providing case management in clinical and non-clinical settings and validates social work as a profession able to work collaboratively and manage complexity.

Gabrielle O'Connell
Social Worker/Career Consultant.

How are you feeling today Baby Bear? Exploring big feelings after living in a stormy home. **By Jane Evans, illustrated by Laurence Jackson. Published by Jessica Kingsley, London, 2014.**

This is a hard covered A3-sized book that is brightly coloured and would be appealing for infants and young children.

The book begins with an open letter to the infant/young child about the book. Following on from the letter the book is written in storybook style. As the title suggests, it is about a family of bears who are experiencing domestic violence in the home and how this distress might show in preschool environments. It provides for opportunities on each page to think about and discuss feelings that may be evoked.

Towards the end of the book there is a page-by-page guide to using the story. This section talks about the story written, which is perhaps different to the child's experience. It advises being cautious not to assume what a child has experienced or feels about these experiences or the people involved. This is a good addition to the book.

Another feature (and what I found most useful) is the activities and games ideas at the end of the book.

This book is perhaps more designed for pre-school teachers, but would be a good resource for social workers to promote discussion on domestic violence or have available in their toolbox.

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You deserve good supervision! A guide for supervisees. **Morrell, Margaret 2013. South Australia, Margaret Morrell & Associates, 35 pages. Paperback.**

Margaret Morrell's passion for supervision is well conveyed in this useful handbook. The development of the book has come as an extension of Margaret's popular supervision training courses which cover the topic from the supervisee and supervisor perspective. Based on six simple steps, with useful headings, graphics, checklists and bullet points, this is a very user-friendly guide to pick up at any time when reflecting on supervision.

In a relatively brief 35 pages Margaret includes discussion, some dos and don'ts, and some reference points for further exploration, such as preparing for and making the most of sessions, and reviewing them. In non-academic and easily accessible language Margaret's questions and suggestions help to frame a reflective approach to supervision, which if followed can ensure 'supportive, energising and growth-producing supervision'.

Recommended as of value to a variety of practitioners, whether from the allied health field, more general support work or what we might consider more traditional social work.

Robin Furley,
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Half a citizen – Life on welfare in Australia. **Murphy, J., Murray S., Chalmers, J., Martin, S., & Marston G. (2011). Allen & Unwin: Crows Nest, NSW. Paperback. 240 pages.**

This book draws on interviews conducted between 2007 and 2009 with 150 Australians receiving income support payments at a time when Australia had undergone significant welfare reform. The authors aim to provide qualitative information about what life is like for people on welfare payments to 'complement quantitative research' in the light of the policy agenda to push people to work and a perceived problem of welfare dependency.

The study participants self-selected to be involved with the research and were not representative in terms of the wider group of national welfare recipients. As can be expected with research of this nature, some participants were lost to the study and did not participate in the second round of interviews. These two factors serve to skew some of the data and this is acknowledged by the authors and somewhat balanced by a comparison between the study participants' characteristics and wider national statistics.

The book is structured into eight chapters, an Afterword and two Appendices. The first chapter provides an introduction that includes explanation of the historical development and current Australian welfare system, the differences between allowances, pensions and tax benefits, and a comparison with welfare models of other countries. The chapter introduces the major themes that were identified from the study that may challenge current beliefs about welfare. These are: work and welfare, material circumstances and poverty, and assumptions about social exclusion versus active participation in the community. The chapters that follow expand on these themes through poverty, deprivation and resilience, housing, social connections, working lives, barriers and support for working, welfare as work, and values and ethics of income support. These chapters use direct quotes and summaries of participants' stories to critically analyse the underpinning assumptions and influences on

the welfare system and welfare reform. However, they do not significantly expand on the information already summarised in the first chapter. Throughout the book there is repetition of research participants' stories, quotes, and theoretical analysis and research conclusions so the book feels disjointed and does not flow well at times.

The first Appendix provides an overview of how the research project was conducted and the second an analysis of the group compared to national averages with respect to gender, caring responsibilities, regional and metropolitan location and duration on benefit. Throughout the book there is some reference to the stories of individual Aboriginal study participants, but no analysis of how culture and perceptions of culture may influence beliefs, theories, reform and experiences of welfare. The stories of people not eligible to receive support through the welfare system, such as New Zealanders resident for less than 10 years in Australia, are not included in this research.

The book challenges some stereotypes about welfare recipients and 'welfare to work' policies and notes the power of caseworkers as either barriers or supports to participants' work aspirations. These messages are readily transferable to the Aotearoa New Zealand context. Much of the book may be of greater interest to occupational therapists than social workers especially where the authors note limited research knowledge about what types of support work for job seekers with mental ill-health and that 'It was striking in our research that deteriorating mental health appeared to be linked with being on welfare support, un-employment and living on a low income.' (p119).

The book is not aimed directly at social workers per se, but does provide some background and food for thought, for those concerned with welfare policy development and reform and for social workers intending to practise to Australia, bearing in mind that the interviews were conducted five years ago and there have been further changes since that time. However, the first chapter and appendix do provide enough of an overview to satisfy curiosity.

Katherine McEwing
Social Worker in Schools.

Project management in health and community service: Getting good ideas to work. **Dwyer, J., Liang, Z., Thiessen, V., and Martini, A. (2013). Allen & Unwin. 2nd Edition, Paperback, 248 pages.**

Right from the onset this excellent textbook had me hooked. This is not what I would usually say about a textbook, however this well-written, easy-to-read book based on the authors' own research is exactly what I needed to do my job well. It draws upon up-to-date literature on project management to illustrate relevant points. The authors also interviewed senior project managers in health and community organisations as part of their research. The quotes from the interviewees' personal experiences are used to deliver advice about the project management processes and helped illustrate important concepts. The concepts are also presented in a narrative form, diagrams, tables and case studies. The multiple methods of describing the concepts would meet different readers' personal learning styles.

The textbook is the type you could either read from cover to cover or dip in on occasion to read about single concepts. The case studies used in the book were real world ones that would be recognised by anyone working in health sector or community services.

The book contains project management templates and clear guidelines for business cases, personal status reports and evaluations. The templates and guidelines meant that from the moment I finished reading the first chapter I felt more confident about managing a major project. I can see this text spending more time on my desk as a reference than in the bookshelf.

I used the templates in the book to put together a business case and found the guidelines to complete the templates informative and extremely helpful. It helped to make a daunting task more manageable and gave practical advice providing information on what areas needed to be covered to develop and implement a comprehensive business case. This book has already become a well-thumbed reference book.

The authors discuss many relevant areas of managing projects in the health and community sectors that are often overlooked, such as responding to governing agendas, and the influences of research funding and grants. The different roles of stakeholders are discussed, as is how to keep them on board with projects. There is practical advice on how to get projects back on track when things do not go as planned.

The authors discuss the 'shadow side' of getting projects approved and implemented. They write about managing the political process such as the covert, undiscussed and unmentionable aspects that affect the implementation of the project.

The authors discuss the importance of cultivating influence in project management. Like social workers, project managers often do not have formal power bases and in order to get projects off the ground they need to develop leadership skills, understand resistance and work with the political environment of the organisation.

The authors discuss different methods of evaluation including programme logic. It helps to identify what aspects of the project will be evaluated right at the beginning of the planning phase.

The authors discuss the pitfalls of project management including funding issues, project creep and changing expectations.

If social workers wish to become practice leaders and managers in the health and community sectors, then they need to develop project management skills. This text is an excellent reference to use as a guide in developing, implementing and evaluating big and small projects. I have only had the text for a few months and it is already well used.

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