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"This is the most important book on illicit drug use and social work to be published for a long time ... Whilst it may inspire some to become "drug specialists" it's most important purpose is in dealing with drug issues which are apparent in all social work settings. Just as importantly this book should be read by those responsible for redesigning social work and social work education in order that substance use forms part of the curriculum." Ken Barrie, Alcohol and Drug Studies, University of West Scotland, UK "This comprehensive, well written book will be essential reading for social work students and practitioners who need a clear, useful and relevant overview of the issues involved in working constructively with drug using service users. Its emphasis on working in partnership, while also attending to issues of risk and vulnerability, is realistic and practical, and being resolutely 'social' in its outlook, the book will appeal to and inspire novice and experienced practitioners alike." Dr Mark Hardy, Department of Social Policy and Social Work, University of York, UK Alcohol and drug use are cross-cutting issues in all areas of social work practice and social workers need to know how to identify, assess, engage and support their substance-using clients effectively. This book provides a comprehensive and practical account of this important area of health and social care and provides a basis for social workers to develop a rounded approach to their practice with drug and alcohol users. The book unravels the relevant theory and research and provides insights and practical pointers for those working with drug users. Key topics covered include: Prevalence, patterns and policy and defining drug users Stigma, HCV and HIV; care and control The service user's perspective; involving service users in services and interventions Recovery; networking, advocacy and empowerment The authors argue that in contrast to widely held concerns about the 'threat' represented by drug users, the aim of social work should be to restate the importance of listening to them, taking their concerns seriously, and challenging the discrimination they encounter. Social Work and Drug Use is key reading for social work students and those training in related areas such as youth justice, criminology, education welfare and youth work. Practitioners, academics and those undertaking post-qualifying training will also find it a valuable reference.

"What a sensible book, a book born of much wisdom and practical experience. Pamela Trevithick takes the reader on a wonderfully clear but thorough journey of social work's knowledge, skills and values in which theories are elegantly put into practice. The whole enterprise is reassuringly held together by a strong commitment to organised thinking and the value of the social work relationship. For those who want to sharpen their ideas while keeping their practical feet firmly on the ground, this is the book for you." Professor David Howe, University of East Anglia, UK "This new edition is an excellent resource for practitioners, students and indeed managers in social work and social care who are committed to effective practice and service delivery ... Trevithick provides a comprehensive knowledge and skills framework and excellent practice examples to enable the reader to apply the knowledge to undertaking skilled and effective practice. This is a clear, readily understandable and comprehensive text which also integrates the complexity of practising social work. I highly recommend it." Professor Joyce Lishman, recently retired as Head of School of Applied Social Studies, Robert Gordon University, UK "A fantastic guide to social work practice and one I would recommend for the bookshelf of any social work student. It has a user friendly style that presents issues in an accessible way." Kate Grant, Social Work Student, University of Bristol, UK "A brilliant MUST BUY book for all social workers. It covers an amazing range of issues which are easy to find using the index. I will use it constantly throughout my career." Amanda Moorcroft, Social Work Practitioner, UK Since its first publication in 2000, this best-selling text has been an invaluable resource for thousands of social workers preparing for life in practice. Written by an influential academic-practitioner, it is widely regarded as the leading book in its field. The third edition has been thoroughly updated to include sections on theoretical, factual and practice knowledge. Key features include: 4 new chapters that integrate theory and practice in a Knowledge and Skills Framework or 'map' of professional practice 80 social work skills and interventions 12 appendices describing a range of different social work approaches A wide range of practice examples linking theory and practice Social Work Skills is essential reading for all social work students and a valuable reference tool for practising social workers, social services managers and human service professionals.

Endorsed by the College of Emergency Nursing Australasia CENA is the peak professional association representing emergency nurses and has endorsed this text in recognition of the relevance it has to emergency nursing across Australasia. Led by an expanded editorial team of internationally recognised clinicians, researchers and leaders in emergency care, the 3rd edition of Emergency and Trauma Care for Nurses and Paramedics continues to be the foremost resource for students preparing to enter the emergency environment and for clinicians seeking a greater understanding of multidisciplinary emergency care. The text provides nursing and paramedicine students and clinicians with the opportunity to understand the best available evidence behind the treatment that is provided throughout the emergency care trajectory. This unique approach ultimately seeks to strengthen multidisciplinary care and equip readers with the knowledge and skills to provide safe, quality, emergency care. The 3rd edition builds on the strengths of previous editions and follows a patient journey and body systems approach, spanning the pre-hospital and hospital environments. Additional resources on evolve eBook on VitalSource Instructor resources: PowerPoint slides Test bank Paramedic test bank Case study questions and answers Image collection Additional case studies with answers and rationales Additional paramedic case studies with answers and rationales Student and Instructor resources: Additional case studies Additional paramedic case studies Videos Expanded editorial team, all internationally recognised researchers and leaders in Emergency Care Chapter 6 Patient safety and quality care in emergency All chapters revised to reflect the most up-to-date evidence-based research and practice Case studies and practice tips highlight cultural considerations and communication issues Aligns to NSQHSS 2e, NMB4 and PBA Standards An eBook included in all print purchases

Plagiarism is a serious problem in higher education, and one that the majority of university teachers have encountered. This book provides the skills and resources that university teachers and learning and development support staff need in order to tackle it. As a complex issue that requires thoughtful and sensitive handling, plagiarism simply cannot be addressed by warnings; detection software and punishment alone. Teaching to Avoid Plagiarism focuses on prevention rather than punishment and promotes a proactive, rather than reactive, approach to dealing with the issue. Topics covered in this book include: The causes of plagiarism How universities currently deal with plagiarism How teachers can support students in effective source use The role of technology Issues for second language writers and international students Drawing on her teaching experience as well as her academic research, Diane Pecorari offers a unique insight into this pervasive problem as well as practical advice on how to promote good source use to students and help them to avoid plagiarism. With a series of activities to help readers solidify their grasp of the approaches advised in the book, Teaching to Avoid Plagiarism is an essential guide for anyone in a student-facing role who wants to handle plagiarism more effectively. "Diane Pecorari's book provides practical examples and activities on handling plagiarism blended with research-based findings. It is useful for teachers wanting to improve their understanding and practices in managing plagiarism, but also student advisors and academic support skills staff who deal with issues of academic integrity. This book makes a unique contribution to the field of plagiarism management as its structure affords direct professional development opportunities. Assessment tasks, broad questions and activities are provided at the end of each chapter, encouraging readers to understand both policy and practice in their own institution to better manage plagiarism and source attribution." Dr Wendy Sutherland-Smith, School of Psychology, Faculty of Health, Deakin University, Australia "Teaching to Avoid Plagiarism successfully turns attention away from the detection and punishment of plagiarism and focuses instead on understanding and prevention through the promotion of good source use. Combining practical activities based on real-life examples with wide-ranging original research, this important book should be required reading, not only for staff development officers and lecturers, but more widely throughout the higher education community." Maggie Charles, Oxford University Language Centre "Diane Pecorari's insightful research and scholarship on plagiarism is used to excellent effect in this book which advocates a proactive rather than reactive approach to the difficulties faced by students in learning how to integrate their source texts. Thoughtful activities and discussion questions aimed at staff development are teamed with advice on ways to build in support within disciplinary writing which will help students master the necessary academic skills to avoid plagiarism. The emphasis, quite rightly, is also on helping students understand how plagiarism disrupts the ethical values of the academy, and is not just another hurdle placed in their way by academic insiders." Dr Ann Hewings, Director, Centre for Language and Communication, The Open University "As stated by Diane Pecorari in the first sentence of this excellent volume, 'plagiarism is a problem in our universities'. The volume demonstrates clearly how teachers and students can deal with this 'problem' by developing a better understanding of the phenomenon, on the one hand, and developing specific skills in dealing with it, on the other. While the principle that 'acknowledging the work of others is worth pursuing' is a good one, it is not the only one. This book provides a proactive approach to handling issues of plagiarism with an emphasis on the need to train students how to deal appropriately with sources. As well as a clear exposition of the theoretical issues at stake, the book contains a wealth of practical activities and discussion questions which will allow readers to develop the sort of competence in dealing with plagiarism that is the goal of the volume." Professor John Flowerdew, City University of Hong Kong

As a social work student or practitioner it is essential to be able to understand, recognize and critically reflect on your own emotions and those of others. Consciously or unconsciously, emotions play an integral role in day-to-day decision making, assessments and relationship building, and a lack of emotional awareness and understanding can result in poor practice and a failure to think critically. Practical and engaging, this book encourages you to consider the role of emotions in the light of your own experiences and practice contexts. Key topics include: Understanding what emotions are and how they apply to social work practice Recognizing and reflecting upon the emotional content of practice Incorporating emotions in reflective journals, reports, case notes, critical incident analysis and academic writing Understanding the conscious and unconscious emotions at play in your practice and how these can impact upon the development of positive relationships Enhancing understanding of self and the importance of resilience Understanding the role of emotions in supervision, support and reflection In addition, each chapter includes case studies, to make the link between theory and practice, reflective exercises to encourage the reader to consider the discussion from their own contexts and perspectives. There will also be key learning points to summarise the main ideas presented at the end of each chapter. This is an invaluable book for all social work students and early career practitioners aiming to boost their self-awareness and personal wellbeing, and ultimately improve their practice. "This is a timely publication that reinforces the centrality of emotions and emotional intelligence in social work practice – a must read for all aspiring and practising social workers." Gillian Ruch, Professor of Social Work, School of Education and Social Work, University of Sussex, UK "What Understanding Emotions in Social Work does is cuts across all layers of the social work curriculum and indeed the "resistance and lethargy" regarding "the role of emotions within social work practice" that Ingram refers to. It affords us with a medium through which to explore the substance of that which causes us to react and provides us with a space in which to learn more about what it means to respond; both to ourselves and to those we engage with. It is a book for anyone involved in professional social work education and practice; one that will become a well-thumbed addition to the discerning practitioner's library. " Amanda M L Taylor, Senior Lecturer, School of Social Work, University of Central Lancashire, UK "Understanding Emotions in Social Work: Theory, practice and reflection, highlights the importance of emotion in social work practice. Dr Richard Ingram clearly makes the case that the recognition of, reflection upon, responsiveness to, and regulation of emotion, contributes to effective social work practice, as well as, the development of healthy practitioners and practice environments. This book reinforces how social work is primarily a human interactive and relational practice in which emotion and affect have a pivotal role. I highly recommend Understanding Emotions in Social Work as an essential text for students, social workers, supervisors and managers." Associate Professor Kieran O'Donoghue, Head of School of Social Work, Massey University, New Zealand "This is one of those books that you will keep on your desk and look back at time and time again. It is written in a very accessible style and is easily picked up. Dr. Ingram locates emotions within social work practice and guides the reader through a number of case study's and learning activities to explore this concept in-depth. This has been a very helpful text book during my final placement." Darren Gibson, Social Work Student, Dundee University, UK

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This accessible book aims to help social workers write clearly, accurately and objectively in all contexts, so that they can communicate effectively with multiple audiences. The book gives social workers practical guidance and advice on how to write unambiguously, efficiently and analytically, demonstrating how important writing skills are to the professional identity of social workers. Topics covered include: •Techniques for planning and organising your writing •A refresher on grammar rules to enable you to write with clarity •Viewing critical writing as part of the process of decision making and thinking •Guidance on using professional anti-oppressive language and vocabulary appropriate to different audiences •Advice on all communication types, including emails, letters, case notes, reports, funding applications, text messages and social media •Information on the legal frameworks you need to be aware of when recording events, conversations and recommendations Each chapter contains exercises and examples of good analytical writing, to help writers to develop their own competence. Case studies drawn from real scenarios relate the skills being discussed directly to practice. This book is an indispensable manual for all social work students, newly qualified social workers and experienced professionals who want a practical guide to improving their writing. Communication, including writing skills, is an essential aspect of effective social work practice. Taking a practical and reflective approach, this text covers the foundations of professional writing in social work. Writing matters, and this text serves as a useful resource to engage in and master effective writing skills for social work students all the way to seasoned social work practitioners. Barbra Teater, Professor of Social Work, College of Staten Island, City University of New York, USA This book forms part of the Social Work Skills in Practice series. The series focuses on key social work skills required for working with children and adult service users, families and carers. The books offer both theoretical and evidence-informed knowledge, alongside the application of skills relevant for day-to-day social work practice. They are an invaluable resource for pre-qualifying students, newly-qualified social workers, academics teaching and researching in the field, as well as social work practitioners, including practice educators, pursuing continuous professional development. Louise Frith is a Student Learning Advisor at the University of Kent, UK, specialising in writing skills and writing for academic purposes. She teaches across disciplines, including working with students on the BA and MA social work programmes. Robin Marten is Honorary Senior Lecturer in Social Work at the University of Kent, UK and a freelance Practice Educator and Consultant. He has also authored Teamworking Skills for Social Workers, in this Social Work Skills in Practice series.

This bestselling textbook provides an introduction to the fundamentals of teaching and learning in early years and primary education. If you are training to work in schools or other educational settings, the book offers a wide range of practical and straightforward guidance, covering essential topics such as safeguarding; attachments and relationships; assessment; the indoor and outdoor environment; new technologies; behaviour management and wellbeing. Thoroughly updated throughout and retaining its lively and engaging style, this new fifth edition extends your knowledge and understanding of working and playing effectively with young children. Enlivened by thought-provoking cartoons and reflective questions, the book gives you the confidence to reflect upon, challenge and enhance your own pedagogies. Key features include: • Real life cartoons drawn from schools and settings • Questions to promote thinking included in each chapter • Suggested further reading including a range of annotated references • Up-to-date research and issues that teachers may face Beginning Teaching, Beginning Learning is essential reading for student and newly qualified early years and primary teachers and practitioners, as well as those who educate and train them. "This outstanding book should a core text for beginning teachers working in the birth to 11 age range. It places Early Years and Primary education in the historical context and encourages new teachers to become reflective practitioners by adopting a questioning approach based on thoughtful comparative experiences. One aspect which makes this stand out from other similar texts is the focus it has on developing a deep understanding of the partnership between children's learning and the beginner teacher. Contributors, many of whom have been teachers themselves, include experts not only in their specific fields of interest but also in teacher education more broadly so understand what is relevant for those on initial teacher education courses and those in the early stages of their teaching career." Jane Warwick, Primary PGCE Course Manager, University of Cambridge, UK "Beginning Teaching, Beginning Learning should be a core text on all birth to 11 years ITT courses. The book neatly combines grounded cartoons of actual teaching experience with real life questions and dovetails these with a thoroughly referenced scholarly critique. Through its engaging style and approach the book speaks clearly and directly to the inquisitive, curious and professional novice teacher who wishes to be both thoroughly reflective and knowledgeable of the latest research. This book is hugely successful as it manages to be both very wide in its content whilst encouraging a questioning and in-depth critical thinking throughout". Guy Roberts-Holmes, MA Early Years Education Programme Director, UCL Institute of Education, UK

This text is a comprehensive, highly readable guide to how to undertake a literature review in health and social care, tailored specifically for postgraduate study. Essential reading for all those undertaking any study at post-graduate level, the book provides clarity and a step by step approach to doing a literature review from start to finish which will enable you to: • Identify which type of review is appropriate for your study • Select the literature that you need to include in your review • Search for, appraise and analyse relevant literature • Write up your review Crucially the book explores the common features of a broad range of types of literature review, which serve different functions – including the literature review that is a pre-requisite prior to a larger empirical study, and the literature review that is a study in its own right. With real-life examples of written research and succinct summaries at the end of each chapter, A Post-Graduate's Guide to Doing a Literature Review in Health and Social Care is the ideal text for students wanting to get the very most from their study. "Consistently clear and concise and using contemporary examples of research applied to the descriptions of methodology, this guide will be useful and accessible at whichever stage in your post-graduate project you come across it. For those people pondering the most suitable approach to literature reviewing to use, it provides answers to fundamental and technical questions. For those already immersed in their chosen approach, the style and layout will make it a refreshing resource. The breadth of content will demystify approaches that are unfamiliar but that are necessary to understand. A highly readable guide whatever your health or social care topic." Clare Oakland, PhD Student, University College London, UK

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