

## Reflective Journal For Child Care Example

This book gives students a solid understanding of the key issues involved in effective communication within social work settings. Now going into its second edition, it combines practical examples with a clear theoretical approach and demonstrates the subtleties of communication with specific and diverse service users and carers.

Practitioners must be able to listen, talk, communicate and engage with children and young people if they are going to make a real difference to their lives. The key principles of collaborative, relational, child-centred working underpin all the ideas in this bestselling, practice-focused textbook. Using an innovative 'Knowing, Being, Doing' model, it features reflective exercises, practice examples, vignettes, cutting-edge research findings and theoretical perspectives. This new edition includes: • Updated references to policy, legislation, professional requirements, practice tools and research, including around unaccompanied young refugees and asylum seekers, and child sexual exploitation; • New learning from ethnographic and observational research of social workers' direct practice with children; • Added focus on the context for practice, including the role of supervision and organisational containment in developing practitioners' emotional capabilities. With detailed coverage of key skills, this book will equip students and practitioners with the critical thinking and tools needed for effective practice in order to promote the welfare, protection and rights of children and young people.

Theory meets practical tips in this guide for leaders of early childhood programs. This handbook provides a comprehensive overview of social work supervision internationally and presents an analytical review of social work supervision theory, practice, and research. Presented in seven parts: International perspectives Supervision settings Roles, responsibilities, and relationships Models and approaches The interactional process Leading and managing supervision Emerging areas The book examines how supervision contributes to the well-being, development, and practice of social workers. It also sets the agenda for the future development of social work supervision internationally. Social work supervision is examined across countries, practice settings, and in terms of participants' roles, relationships, and responsibilities. Contributors show how and why social work supervision is integral to social work and the rich diversity of ways supervision can be practiced. Bringing together an international team of social work supervision scholars, researchers, supervisors, and practitioners, this handbook is essential reading for social workers, supervisors, managers, policy advisors, and professional leaders.

Focuses on the implementation of professional development for early childhood educators, describing a number of models for improving early childhood care. This title provides future developers of professional development with a road map for what works and what might not be as effective.

This is the third edition of Barbara Bassot's hugely popular book, a uniquely inspiring introduction to critically reflective practice. Using bite-sized theory combined with plentiful guidance and supporting activities, this book gives the reader a place to reflect on their learning and use writing as a tool for developing their thinking. Critical reflection is an essential skill for anyone undertaking qualifying professional programmes such as social work, nursing, health, teaching, childhood studies and youth and community work degrees. Whether being taught as a discrete module or as a major theme embedded in all teaching, this is essential reading for anyone wanting to improve their practice and deliver the best service possible. New to this Edition: - Revised throughout to ensure that the research and theory is up to date - Brand new features - Case Studies and Journal Extracts to prompt further reflection

Philosophers have warned of the perils of a life spent without reflection, but what constitutes reflective inquiry - and why it's necessary in our lives - can be an elusive concept. Synthesizing ideas from minds as diverse as John Dewey and Paulo Freire, the Handbook of Reflection and Reflective Inquiry presents reflective thought in its most vital aspects, not as a fanciful or nostalgic exercise, but as a powerful means of seeing familiar events anew, encouraging critical thinking and crucial insight, teaching and learning. In its opening pages, two seasoned educators, Maxine Greene and Lee Shulman, discuss reflective inquiry as a form of active attention (Thoreau's "wide-awakeness"), an act of consciousness, and a process by which people can understand themselves, their work (particularly in the form of life projects), and others. Building on this foundation, the Handbook analyzes through the work of 40 internationally oriented authors: - Definitional issues concerning reflection, what it is and is not; - Worldwide social and moral conditions contributing to the growing interest in reflective inquiry in professional education; - Reflection as promoted across professional educational domains, including K-12 education, teacher education, occupational therapy, and the law; - Methods of facilitating and scaffolding reflective engagement; - Current pedagogical and research practices in reflection; - Approaches to assessing reflective inquiry. Educators across the professions as well as adult educators, counselors and psychologists, and curriculum developers concerned with adult learning will find the Handbook of Reflection and Reflective Inquiry an invaluable teaching tool for challenging times.

In recent years, parenting research has demonstrated that toxic stressors such as intimate partner violence, postpartum depression, and substance abuse significantly diminish the quality of mother-child interaction. Moreover, research has shown that childhood is a sensitive period, during which cumulative exposure to adversities inhibits relationship quality, mother-child interaction and subsequent child health and developmental outcomes. Researchers have focused upon identifying populations at risk and interventions to improve related outcomes. Parenting and Child Development: Issues and Answers encompasses

a collection of seminal studies by renowned researcher Dr Nicole Letourneau. The book starts with an examination of the mechanisms by which parent-child interaction and child developmental outcomes are diminished among high-risk families. Promising results of peer support and reflective functioning interventions to promote parent-child interaction and healthy child development are then presented. Finally, the book includes studies that investigate the relationship between genetics, parent-child relationships and child behaviour. A unique collection of research papers that focuses on improving the quality of mother-child interaction and child developmental outcomes among high-risk populations. Demonstrates the efficacy and importance of related interventions. Content

**SECTION I - PREDICTORS OF PARENT-CHILD INTERACTION AND CHILD DEVELOPMENT** Fostering Resiliency in Infants and Young Children through Parent-Infant Interaction; Postpartum Depression is a Family Affair: Addressing the Impact on Mothers, Fathers, and Children; Socioeconomic Status and Child Development: A Meta-analysis; Adolescent Mothers: Support Needs, Resources, and Support-education Interventions; Intergenerational Transmission of Adverse Childhood Experiences via Maternal Depression and Anxiety and Moderation by Child Sex; Mothering and Domestic Violence: A Longitudinal Analysis.

**SECTION II - INTERVENTIONS TO PROMOTE PARENT-CHILD INTERACTION AND CHILD DEVELOPMENT** Improving Adolescent Parent-infant Interactions: A Pilot Study; Supporting Parents: Can Intervention Improve Parent-child Relationships?; Interventions with Depressed Mothers and their Infants: Modifying Interactive Behaviours; The Effect of Home-based Peer Support on Maternal-infant Interactions Among Women with Postpartum Depression: A Randomized, Controlled Trial; Quasi-experimental Evaluation of a Telephone-based Peer Support Intervention for Maternal Depression; A Narrative and Meta-analytic Review of Interventions Aiming to Improve Maternal-child Attachment Security.

**SECTION III - EPIGENETICS AND NEW DIRECTIONS** How Do Interactions Between Early Caregiving Environment and Genes Influence Health and Behavior?; Parenting Interacts With Plasticity Genes in Predicting Behavioral Outcomes in Preschoolers; Epilogue - Relationships are the Antidote to Toxic Stress.

This motivational book has inspirational quotes, photographs, and images that are interspersed with hundreds of ideas presented as possible lines of development for children under three. The high grade paper can be used for painting, sketching, mind mapping, and scrap-booking. This fully-revised new edition looks at how students can make the most from their time studying on the social work degree. Focusing on each of the three years of study, the author skilfully unpicks the critical thinking, reflection and study skills essential for the completion of the degree. There are sections on autonomous learning, writing academically, communication skills and developing critical analysis and argument. This second edition has more information on how students learn, what makes for excellence in social work research, and how students can successfully integrate their skills with their practice.

The overwhelming majority of children and young people in care today are fostered, but for some this only increases their problems through untreated trauma, ill-judged placements, poorly supported foster carers and multiple moves. This practical and evidence-based book

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outlines the principles of family placement on the basis of planning and evidence, and explores the qualities, skills and insights that create positive placement outcomes. *Fostering a Child's Recovery* shows how the key to good fostering is well-trained and skilled foster carers who form part of a team of professionals who surround the child. This book will benefit all professionals and parents involved in providing recovery for traumatized children and young people in ensuring successful placements.

If you are an Early Years Teacher Trainee, this book is written for you. It will help you to successfully achieve your Early Years Teacher Status and practice with confidence. This book guides you through what you need to know about Early Years Teacher Status step-by-step. It explains how you can work to meet each of the Standards and assessment requirements. The author addresses trainees' common concerns about early years practice, study skills and meeting EYTS requirements, as well as giving many examples of the strategies that trainees found most helpful. The chapters explore each aspect of every Standard and indicator, with notes on theory, practical tips, case studies, activities and suggestions for further reading. This book helps you to:

- understand all aspects of each Standard and indicator;
- link your practice to the Standards;
- understand the assessment requirements and how to strengthen your evidence;
- plan and track your evidence;
- complete your written assignments and create your portfolio with confidence;
- develop the skills needed to take on a leadership role.

This book also provides support for the mentor-mentee relationship and includes guidance for mentors, teaching activities for tutors and support for assessors. This book is a valuable resource for all those involved in EYTS and will be useful for: - EYTS trainees - their mentors - their placement tutors - course lecturers - EYTS assessors

Clearly babies come into the world remarkably receptive to its wonders. Their alertness to sights, sounds, and even abstract concepts makes them inquisitive explorers--and learners--every waking minute. Well before formal schooling begins, children's early experiences lay the foundations for their later social behavior, emotional regulation, and literacy. Yet, for a variety of reasons, far too little attention is given to the quality of these crucial years. Outmoded theories, outdated facts, and undersized budgets all play a part in the uneven quality of early childhood programs throughout our country. What will it take to provide better early education and care for our children between the ages of two and five? *Eager to Learn* explores this crucial question, synthesizing the newest research findings on how young children learn and the impact of early learning. Key discoveries in how young children learn are reviewed in language accessible to parents as well as educators: findings about the interplay of biology and environment, variations in learning among individuals and children from different social and economic groups, and the importance of health, safety, nutrition and interpersonal warmth to early learning. Perhaps most significant, the book documents how very early in life learning really begins. Valuable conclusions and recommendations are presented in the areas of the teacher-child relationship, the organization and content of curriculum, meeting the needs of those children most at risk of school failure, teacher preparation, assessment of teaching and learning, and more. The book discusses: Evidence for competing theories, models, and approaches in the field and a hard look at some day-to-day practices and activities generally used in preschool. The role of the teacher, the importance of peer interactions, and other relationships in the child's life. Learning needs of minority children, children with disabilities, and other special groups. Approaches to assessing young children's learning for the purposes of policy decisions, diagnosis of educational difficulties, and instructional planning. Preparation and continuing development of teachers. *Eager to Learn* presents a comprehensive, coherent picture of early childhood learning, along with a clear path toward improving this important stage of life for all children.

Practitioners in the helping professions today operate in challenging settings where budgets have been cut dramatically, and progression and success are too often defined primarily by

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key performance indicators and strategic outcomes. Tensions arise when such pressures conflict with helping professionals' core responsibilities to provide excellent care, advocate for patients or service users and to seek social justice. This book introduces a critical model for supervision which addresses not only the human relationships and interactions involved in work, but also the financial, political and managerial environment in which the work is carried out. It identifies how reflective practice alone is not enough to bring about transformational change, and outlines how practitioners can learn in and through supervision, drawing on ideas from critical pedagogy and organisational learning. Practice examples are included to demonstrate the use of this approach within contemporary human service environments. Providing a new approach for effective supervision, this book will be of interest to practitioners, managers, researchers, academics and students working across the human services, including health care, social services and criminal justice.

Family support is an increasingly strategic approach to welfare services for children and families. This book covers core issues in family support. Providing a combination of clear theoretical frameworks and practical guidance this book will assist practitioners in working with families.

How do Professionals really learn to improve their practice? Intuition is not Enough is a guide for trainers and practitioners working with disturbed children and young people, which explores the connections between the challenges of practice and of learning.

Children experience technology in both formal and informal settings as they grow and develop. Despite research indicating the benefits of technology in early childhood education, the gap between parents, teachers, and children continues to grow as our new generation of children enters early childhood classrooms. *Child Development and the Use of Technology: Perspectives, Applications and Experiences* addresses major issues regarding technology for young children, providing a holistic portrait of technology and early childhood education from the views of practitioners in early childhood education, instructional design technology, special education, and mathematics and science education. Consisting of fifteen chapters developed by multidisciplinary teams, this book includes information, advice, and resources from practitioners, professionals, and university faculty engaged in early childhood education and instructional design technology.

Many students and practitioners are familiar with critical reflection but struggle to make space for it in their everyday practice. This book provides an accessible and practical introduction not only to doing critical reflection, but to being critically reflective. - It demonstrates how reflective capacity can be developed in different practice contexts and applied productively to supervision, teamwork and interprofessional working. - It outlines the different theoretical underpinnings and methods of critical reflection, exploring the use of visual images, writing techniques and group meetings. - It is rich with engaging case studies and questions for the reader that will help them to make critical reflection an integral part of their everyday practice. This book is an ideal guide to dealing with challenge and change across a range of social and healthcare services, including social work, nursing, youth and community work, counselling and allied healthcare professions.

'The first text to systematically address the learning needs of post-qualifying child care social workers. Soundly organized and engagingly written with useful summaries and reflective exercises for students, it is a very fine text that will be widely used' - Nick Pike, Principal Lecturer in Social Work, University of Gloucestershire This textbook provides an overview of the Post Qualifying Child Care Award in social work. Written in

response to recent policy and training guidelines, it provides the underpinning knowledge for candidates following the Post Qualifying curriculum. It helps child care social workers acquire and develop the breadth of knowledge and understanding that characterise best practice. Key features include: - Chapters on reflective collaborative and critical practice; child development; child observation; case management and managing risk; working in partnership with children and families; inter-professional working and practice education - Links to the relevant post qualifying standards for social work - Contributions from a team of practice assessors and programme candidates - A practice-based approach - clearly links theory, research and practice - An inter-professional perspective - Case studies, activities and points for reflection that encourage the reader to develop ways of challenging and improving their own practice. The book equips social workers with the relevant training, knowledge and skills to improve the quality of services and their delivery. With an emphasis upon continuing professional development, this text is suitable for social workers studying for the Child Care Award, those already in practice and other social care professionals working with children.

This new text provides a jargon-free user guide to the key concepts, models and techniques of reflective practice from one of the leading writers in the field. A one-stop source book, it can be used both by the beginner as a handbook and by the more experienced practitioner as a guide to other sources of thinking and information. An up to date and accessible text that takes a critical approach to key themes within the early years, with a focus on reflective practice. The early years sector is subject to constant government scrutiny and policy review. Sound reflective skills can empower practitioners at all levels and the sector as a whole to respond confidently to change. In addition, the introduction of the new Early Years Foundation Stage has enshrined within it the concept of reflective practice and the new Ofsted inspection schedule highlights the importance of self-evaluation and of being part of a reflective team. The text examines theories and research into the nature of reflective practice, how it can be used and how it can improve practice and produce a more responsive and thoughtful, research-based workforce for young children and their families. A range of themes, including global childhood poverty, observation and assessment, leadership, and multi-professional working, are then explored, highlighting the importance and application of reflection throughout these areas of research and practice.

WEEK BY WEEK: PLANS FOR DOCUMENTING CHILDREN'S DEVELOPMENT, 7th Edition helps pre-service and in-service teachers manage detailed, meaningful documentation of their young students' development and achievements while attending to the other functions necessary to keep children safe and actively involved in learning. This all-purpose guide provides a concrete, systematic plan for recording each child's growth in all developmental areas. It also presents observation methods, reviews principles of child development as a framework for observation, and applies appropriate practice to authentic assessment. The text also provides many different practical observation forms that any teacher can modify and use to document children's development and learning. This edition features integrated coverage of NAEYC standards and Developmentally Appropriate Practices, and learning objectives. Real-life examples, practical tips, forms with clear instructions, and step-by-step guidelines for gathering observational information and building a portfolio for each child make the

book useful to teachers in training as well as practicing professionals. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

This book takes up a provocative question: What do people learn and know from engaging in studies or from an experience of change and transition? Learning of professionals sometimes questioned is, surprisingly, seldom seriously researched. Drawing on their own research, the contributors of this book present a set of case studies of learning in diverse disciplinary domains and document what people say they learn and know, and how they use this knowledge. The authors consider implications for practice and research on learning from transitions and change.

What do early childhood practitioners need to know about reflection and reflective practice? Ongoing reforms in early childhood care and education social policy affect all aspects of young children's and their families' lives. Decisions are being undertaken at a rapid pace and there is a need for those working in the field of Early Years to consolidate and reflect on their knowledge and practice, building on what they already know. This timely new book aims to support reflective practice for those working with young children in everyday work and in the wider political context, whatever their professional role and whatever level of qualification they hold. It takes a fresh look at a breadth of issues relating to early childhood care and education reflecting on policy, knowledge and practice. Incorporating practical reflection activities, case studies, exemplar scenarios and questions in each chapter the book considers: policy developments and how these have affected young children and their families issues around socio-culturalism, language, ethnicity, disposition, gender, inclusion and socio-economics when working with families learning through play and the notions of quality, observation and assessment and continuity contemporary issues that practitioners and students on placement may encounter in their everyday work deepening reflective thinking and practice through ongoing and continuing professional development. With practical guidance to help the reader reflect on their own practice, this text offers invaluable support to early years practitioners looking to develop their career and achieving higher qualification at both undergraduate and at Master's level. The book is a must for students on early years courses including early childhood studies, initial teacher training and early years teacher status.

Professional judgement and decision making are central to social work, both in everyday professional practice and in public perceptions of social work as a profession. This book examines key issues that are relevant today. The chapters cover child protection, mental health, and elder care settings in Europe, Australia and Canada. They discuss organisational and cultural contexts for professional judgement; the role of experience in the development of expertise and professional discretion; understanding variability in decision making; and the role of legal frameworks in decision making. This book will enable practitioners, managers, policy makers, and researchers to appreciate the complexities of professional judgement and decision making in different social work settings and to apply this understanding to their own practice. This book was originally published as a special issue of the *Journal of Social Work Practice*. The book is linked to sister text *Risk in Social Work Practice: Current Issues*, which examines key debates around the understanding of risk in contemporary social work practice.

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A framework of ethics and values forms the foundation of social workers' professional identities. Ethics and values should shape the way that social workers practice and how they impact upon the lives of the service users they work to support. In a fast-moving world influenced by shifting policy, tight budgets and changing practice standards, students and practitioners need to anchor their understanding of themselves to clear principles for ethical practice. *Ethics, Values and Social Work Practice* is a brand new text offering students and social work practitioners a contemporary and relevant introduction to the central role of ethics and values in their work. In addition to a grounding in the major trends in ethics applied to social work, this book also provides perspectives on: How to situate ethics and values in social work practice How to understand ethics as part of reflective practice as both student and practitioner How ethics and values link to concepts of power, diversity and social justice The role of ethics and values in interprofessional and partnership working The guiding principles and ethics inherent in relationship-based social work. The book supports student learning by providing: Discussion points to allow time for individual reflection or ethical debates Case studies based on likely scenarios from practice, with reflection points to help social workers engage with the issues raised Chapter summaries and key points for social work practice to reinforce the relevance of your learning to real social work practice A glossary of key terms as a reference for key ethics terms and concepts.

Contributors: Pat Cartney, Jean Dillon, Souzy Dracopoulou, Ann Flynn, Alison Higgs, Mina Hyare , Colin Whittington, Margaret Whittington and Tom Wilks "This is an excellent edited reader providing students and practitioners with a grounding in ethics and values whilst linking these to specific practice and the development of professional identity, inclusion and reflective practice. This book will be an essential reader for those in qualifying social work programmes, ASYE staff, practitioners and academics." Hugh McLaughlin, Professor of Social Work, Manchester Metropolitan University, UK "This book provides an exceptional exposé of ethics and values in social work practice. Conceptual clarity and critical presentations of contemporary debates are presented in a systematic text. It is written in an accessible style and the content will prove valuable to social work students, practitioners and researchers alike. This is one of the most comprehensive books on ethics and values in social work practice available in the market." Professor Lambert Engelbrecht, Department of Social Work, Stellenbosch University, South Africa

This volume encourages reflection on previous volumes. Family involvement has been an issue in early education going back to Pestalozzi almost two centuries ago. This book looks at what advances in the area of family involvement in early education have been made since the publication of the previous volume.

*Intuition is not Enough* Matching Learning with Practice in Therapeutic Child Care  
Routledge

Children are already learning at birth, and they develop and learn at a rapid pace in their early years. This provides a critical foundation for lifelong progress, and the adults who provide for the care and the education of young children bear a great responsibility for their health, development, and learning. Despite the fact that they share the same objective - to nurture young children and secure their future success - the various practitioners who contribute to the care and the education of children from birth through age 8 are not acknowledged as a workforce unified by the common knowledge and

competencies needed to do their jobs well. *Transforming the Workforce for Children Birth Through Age 8* explores the science of child development, particularly looking at implications for the professionals who work with children. This report examines the current capacities and practices of the workforce, the settings in which they work, the policies and infrastructure that set qualifications and provide professional learning, and the government agencies and other funders who support and oversee these systems. This book then makes recommendations to improve the quality of professional practice and the practice environment for care and education professionals. These detailed recommendations create a blueprint for action that builds on a unifying foundation of child development and early learning, shared knowledge and competencies for care and education professionals, and principles for effective professional learning. Young children thrive and learn best when they have secure, positive relationships with adults who are knowledgeable about how to support their development and learning and are responsive to their individual progress. *Transforming the Workforce for Children Birth Through Age 8* offers guidance on system changes to improve the quality of professional practice, specific actions to improve professional learning systems and workforce development, and research to continue to build the knowledge base in ways that will directly advance and inform future actions. The recommendations of this book provide an opportunity to improve the quality of the care and the education that children receive, and ultimately improve outcomes for children.

The first of its kind, this practicum-specific resource serves as an accompanying guidebook for fieldwork, placement, or classroom instruction in child and youth care practice. *Child and Youth Care in the Field: A Practicum Guidebook* uses critical reflection to facilitate student learning and growth throughout the practicum experience. Students can apply and build upon the theory and skills acquired during their fieldwork by utilizing the engaging workbook features and writing spaces included in the text. This resource helps prepare students for practicum and expand their self-awareness by discussing the challenges and difficulties they will encounter in the field, and by providing insight on how to navigate the decision-making process. With the increasing need for a hands-on resource in child and youth care studies, this book is well suited for first year, field placement, and professional skills courses in child and youth care programs at the college and university level.

A unique manual to the discipline, *Reflective Practice in Child and Youth Care* addresses the need for distinct models of reflective practice across all Child and Youth Care (CYC) sectors. This seminal work contextualizes the history of reflective practice and provides readers with the necessary tools to develop their own approach to reflective practice. Special topics and key concepts include reflective practice theory, the mindfulness-reflection connection, and transformative learning techniques. Aligned with the CYC Code of Ethics and the CYC Competencies of Professionalism, this book promotes self-awareness and critical self-reflection through case studies, end-of chapter discussion questions, reflective writing templates, and self-assessment exercises. Fostering reflective methods and self-care strategies that can be used in practicums and professional settings, this unique workbook is an essential resource for students at any stage of a college or university program in child and youth care.

**FEATURES:** - Connects to concepts that are covered across child and youth care program courses, strengthening student comprehension - Provides exercises that

range in content and depth to ensure student engagement throughout the completion of the textbook

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

The term 'resilience' refers to a person's capacity to handle difficulties, demands and pressure without experiencing negative effects. Traditionally, social work has focused on the nature and impact of resilience in children and adults who have experienced traumatic events, but it is increasingly recognised that social workers need to develop personal resilience to manage the emotional demands of the job effectively and sustainably. *Developing Resilience for Social Work Practice* provides social workers with a tool-box of strategies to help them enhance their resilience and protect their wellbeing. Written by experienced practitioners in the field, the book draws on key research to present a series of evidence-based interventions. These strategies are designed to help social work students and practitioners develop important qualities that underpin resilience, such as self-awareness, time management, relaxation skills and empathy as well enable them to gain support from their personal and professional networks. Grounded in both theory and practice, each chapter explores how the various resilience techniques can be applied to help social workers manage the complexities and challenges they face in everyday practice. The use of relevant and engaging case studies throughout is particularly useful in bringing the book to life for the reader.

Strengths-based, solution-focused practice is one of the most exciting areas of contemporary child protection work. The demand for this protection practice has increased faster than the availability of training resources to help students and practitioners, until now. *Strengths-Based Child Protection* is the first textbook solely dedicated to furthering strengths-based practices in a child protection setting. Carolyn Oliver provides an original, accessible, and practical research-based model that focuses on the key to success in this field: the worker-client relationship. Oliver's long and varied front line experience in child welfare and research based on surveys and interviews with 225 child protection workers provides grounding in the realities of child protection work. *Strengths-Based Child Protection* contains a rich combination of case studies, reflective questions, and exercises that enable students and practitioners to conceptualize and master implementing strengths-based practices with children.

This second edition of *Best Practice in Professional Supervision* is a fully updated and revised guide to being an excellent supervisor in the social care, nursing, counselling and allied health professions. This field has developed rapidly in the past 10 years, and this new edition contains essential updates reflecting the very latest research and practice. The book covers basic skills, the practicalities of forming and maintaining the supervision relationship, and the organisational context and culture of supervision.

Viewing supervision as a place for learning, the book also considers how supervision can help practitioners to develop professional resilience and promote their own wellbeing despite the stresses of complex work environments. It also includes specific chapters on supervision of clinical student placements, and in child protection settings. Full of clinical case vignettes illustrating good practice, this is an essential guide for all those undertaking supervision, or supervision training.

Providing an in-depth look at the issues surrounding the palliative care of children and their families, this innovative text considers children with both malignant and non-malignant conditions, and the specialist care required. By addressing the complexities of providing palliative care to children, it aims to assist all those who work in this field to

enhance their practice. Special features include: ? broad research evidence, from national and international sources, on which to base practice ? absorbing activities to support learning and help build knowledge in a meaningful way ? interprofessional perspectives from the whole palliative care team The contributors to the book are drawn from both education and practice across a range of disciplines. The result is a genuinely engaging, interdisciplinary text that is essential reading for students and professionals aiming to deliver quality palliative care in partnership with children and their families.

It has been well established that relationships are vital to young children's early development. Yet many children today spend a majority of their time in child care not establishing the relationships they need to become healthy, functioning adults. This quasi-experimental mixed method study explored the reflective practice group process as a tool for improving relationships in the early education setting. It was hypothesized that effective use of reflective practice would increase teachers' sensitivity and self-efficacy as compared to teachers who did not participate in reflective practice. Preschool teachers (n=16) were recruited from two different child care sites to participate in the study. Teachers were assigned to an experimental (n=8) group who received seven to eight weeks of reflective practice from the investigator, or a control group (n=8) based on availability. Quantitative measures were used to assess whether the experimental group (n=8) grew in reflectivity, sensitivity, and self-efficacy as compared to the control group (n=8) using the Self Reflection and Insight Scale, the Arnett Caregiver Interaction Scale and a Self-Efficacy Survey. Qualitative data, audio transcripts from reflective practice sessions and teacher journals, for the experimental group only, were coded and assessed for reflective thinking skills. In addition, audio transcripts and the reflective supervisor's journal (the investigator) were coded for skills in leading reflective practice. The teacher's skills in reflective practice and the supervisor's skills in leading reflective practice were explored as an overall journey, and as two separate journeys for the two separate child care sites. Overall the quantitative results did not show statistically significant growth in reflectivity, sensitivity or self-efficacy. Qualitative analysis revealed that teachers grew in reflective thinking skills: their ability to observe themselves openly and objectively, link children's behavior with mental states, and in self- awareness. Results from the qualitative analysis also demonstrated that teachers gained a valuable sense of connection within the group, stress relief, and reported being able to employ a wider perspective when interacting with the children in their care. The skills of the new reflective practice supervisor paralleled the growth of the group and gave a perspective on how to judge the effectiveness of reflective practice. These results have important implications for improving relationships in the early childhood setting; relationships which are critical to children's healthy development.

This book provides social workers with a framework for reflecting on their day-to-day practice. Using a social worker's diary as a starting point, it provides valuable insight in to how reflection enhances skills and how factors such as values and emotions can shape social work practice.

Child welfare is the oldest specialization within social work practice and the only specialty area in which social work is the host profession. This edited volume provides a unique and comprehensive overview of practice issues relevant to contemporary child

welfare professionals entering the field as well as those already working in direct service and management positions. This book's emphasis on systemic, integrated, and evidence-informed practices at the individual, family, and organizational level is in keeping with child welfare's core mission of child protection, family support, and permanency for youth. This volume also explores the challenges and opportunities present in a contemporary practice environment, which are driven by the attainment of defined outcomes, fiscal limitations, and the need for an informed professionalized child welfare workforce.

In the context of the increasing global movement of people and a growing evidence base for differing outcomes in child welfare, Routledge Handbook of Global Child Welfare provides a compelling account of child welfare, grounded in the latest theory, policy and practice. Drawing on eminent international expertise, the book offers a coherent and comprehensive overview of the policies, systems and practices that can deliver the best outcomes for children. It considers the challenges faced by children globally, and the difference families, services and professionals can make. This ambitious and far-reaching handbook is essential reading for everyone working to make the world a better and safer place for children.

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