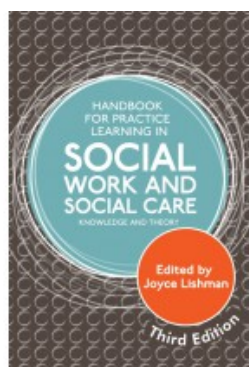


LISHMAN, J., ed., 2015. *Handbook for Practice Learning in Social Work and Social Care*. 3<sup>rd</sup> ed. London: Jessica Kingsley Publishers.

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Comprehensive and fully updated, this is the classic companion to practice learning in social work and social care summarising theory, knowledge, research and evidence.



The various editions of this text book have provided a constant companion to social work students, practitioners and practice educators since 1991. Lishman reminds us that the book is informed by her view that people working in social work and social care need to understand the context of the lives of users of social work services and that this includes both structural and individual influences and their composite. Such understanding underpins any further assessment or intervention.

The changes to the book since the 2007 edition are substantial to reflect the transformation in the context of practice teaching and learning and the contextual changes arising from devolution in policy and practice in Scotland, England and Wales and in Northern Ireland.

The three Sections separating out 'Understanding', 'Assessment', 'Intervention' and 'Reflective and Evidence-based Practice' make the book easy to navigate. Section 1 (Understanding) provides context through consideration of law and social policy, structural influences, theories of individual development and consideration of what we bring to our work with service users. Section 2 (Assessment) draws on that underpinning knowledge and applies it to generic and key principles and forms of assessment. A range of methods of intervention are presented in Section 3 providing the reader with useful tools to utilise in drawing on conclusions from the assessment process. The Context of Assessment and Intervention (Section 4) is pertinent in helping us understand current issues in some of the most challenging areas of practice. Themes of research, evidence-based practice and evaluation are threaded through Lishman's book and are considered more explicitly in the final Section (Reflective and Evidence-based Practice).

To produce a text which covers such a range of important topics and has relevance to the contexts of practice, policy and law for the whole of the UK is no mean feat. Authors deliver information in a comprehensible manner and use practice based examples to illustrate points where possible. This level of accessibility and usefulness increases the attractiveness of this book to the reader at whatever stage of their training or professional career they might be. This is a must buy text for students, social workers and social care professionals and for anyone working in an inter-disciplinary practice environment.