

Notes for contributors

Articles are welcome from all those who work with groups in any discipline: whether practitioners, trainers, researchers, users, or consultants. Accounts of innovations, research findings on existing practice, policy issues affecting groupwork, and discussions of conceptual developments are all relevant. Groupwork with clients, users, professional teams, or community groups fall within our range.

Length: Full length articles, normally of around 4500 words, should show the context of practice and relate this to existing knowledge in groupwork theory and practice. We also accept brief contributions that focus on current issues or that offer a critique/commentary on a particular area of groupwork theory and practice. These can be shorter in length and do not need to adhere to the referencing guidelines required for articles.

Presentation: Contributions should be double spaced with wide margins (1.5" or 3.8 cm) and all pages numbered. Documents should be in Word format and forwarded as an email attachment to the editor(s). The name(s) of the author(s) should not appear in the text. Instead, please include a *title page*, with name of the author(s), and a correspondence address (please include an email address or contact the editors if this is not possible). A *summary* of approximately 200 words should also be provided, together with six key words.

We use Harvard referencing. References within the text should be cited by giving the author's name and year of publication, e.g. (Smith, 2004). Specific page numbers should be cited after a direct quotation (Smith, 2004, p 46). Those works cited in the text (and no others) should be listed at the end of the text in alphabetical order by author's name, using the journal's standard conventions. Please contact the editors if you require further guidance.

Further details on manuscript submission may be obtained from the

editors or publishers. Visit www.whitingbirch.net/ip006.shtml for more details on house style.

Peer review: All articles are subject to independent scrutiny by two peer review assessors. However, final responsibility for publication lies with the editors.

Articles and enquiries should be emailed to the editor(s):

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NEEDS-ABC

A needs acquisition and behaviour change model for group work and other psychotherapies

Tom Caplan

January 2008, ISBN 9781861770530, £17.95 / US\$35.00

This book describes the NEEDS-ABC Model, developed by the author, and elucidates how the model can be used for group, family, couple and individual therapies.

The NEEDS-ABC Model was originally developed at the McGill Domestic Violence Clinic. It uses an integrated therapeutic approach combining observation and elucidation of client and group process, using concepts also described in cognitive-behavioural, motivational, narrative and emotion-focused models.

The Model emphasises the theme-based relational needs behind maladaptive behaviours, rather than the behaviours themselves, and by its flexibility in terms of application to clients in a range of personal and therapeutic settings.

NEEDS-ABC: A needs acquisition and behaviour change model for group work and other psychotherapies is a valuable, accessible contribution to the field of psychotherapy. It is just as suitable for use as a text for students in the field, as for qualified practitioners with an interest in expanding their knowledge base and enhancing their service to their clients.

NEEDS-ABC: A needs acquisition and behaviour change model for group work and other psychotherapies has been written in a wholly accessible manner, making it applicable to a wide public within the field of psychotherapeutic care of clients engaging in group, couple and marriage therapy. It is based on decades of actual practice with these clients and offers an approach to emotional healing that can be adapted to a wide range of circumstances. Extensive use of carefully written case studies elucidates the key points and considerations in the book.

NEEDS-ABC: A needs acquisition and behaviour change model for group work and other psychotherapies is the first title in the new Groupwork Book Series to be published by Whiting and Birch. The book will be printed in England and North America simultaneously, and will be available from bookshops, Amazon, or direct from the publishers.

Tom Caplan is Adjunct Professor, McGill University School of Social Work. Director and Supervisor at the McGill Domestic Violence Clinic. and Director and Supervisor Montreal Anger Management Centre. He also undertakes private practice with individuals, couples, families and groups.

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Evaluating Sure Start

Interprofessionalism and parental involvement in local programmes

Nigel Malin and Gillian Morrow

February 2008, ISBN 1-86177-054-5 (9781861770547). £42.00 / US\$85.00

This book presents findings from studies evaluating Sure Start programmes in North-East England.

Announced in 1998, Sure Start is a large-scale cross-departmental Government effort to enhance the health and development of children and their families in socially deprived communities in England. From 2007, Sure Start children's centre services should become permanent mainstream community services, with the active involvement of parents/carers and the local community.

Section I examines the policy background, evaluation framework and key concepts underpinning the programme: social exclusion, family support, inter-professionalism and parent participation.

Section II draws upon findings from the evaluation of five Sure Start programmes presented under three headings: facilitating access to services for children and families; parental involvement and participation; and inter-professionalism and changes to professional roles.

Section III presents evaluation findings from a linked national programme, Sure Start Plus, based within five Local Authorities. This programme is designed to provide inter-agency, inter-professional support to pregnant teenagers and young parents. The evaluation considers the role of specialist advisers supporting young people, the views of young people themselves, mainstream professionals' perspectives and working towards targets and objectives.

Section IV examines two propositions: Firstly, that local programmes should deliver better outcomes for children and families if they are proficient, as measured by engaging service users, multi-agency working, leadership and ethos; and secondly, that local programmes provide a foundation for delivering the five outcomes set by the Labour Government Green Paper *Every Child Matters* (2003): be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being.

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