

Notes for contributors

The Journal of Practice Teaching in Health and Social Work covers all aspects of practice teaching (field education) and training and education in workplace settings. Articles may also consider the policy context of training and education and the impact of the changing expectations of service users and the public.

We welcome papers from any country in the world. Case studies, research reports, policy appraisals and narrative articles on the philosophical principals underlying this field of activity (practice teaching/field education) are equally acceptable. Material should be practically relevant to what trainers, managers and workers actually do. Articles should run between 2000 and 6000 words, with a preference for the shorter article.

Articles are sought from (among others): practice teachers and field educators; training staff and agency managers; teachers and researchers in higher and further education and policymakers with an involvement in this field. We are especially keen to encourage feedback from practising health and social work professionals and their managers on the effectiveness of existing training and education arrangements as preparation for work. We are therefore prepared to offer guidance to practice teachers and managers with staff development responsibility who do not publish regularly; as their contributions are likely to be of particular relevance.

The language of the journal is British English. Authors (including those from the UK!) should remember that even professional usage varies between regional forms of English and ensure terminology is comprehensible to those from other disciplines, countries and cultural backgrounds. In a multidisciplinary and international journal it may be necessary for authors to clarify local institutional and professional structures. We can give some assistance in respect on English idiom and expression to second language authors.

The journal will also carry: shorter pieces of up to 2000 words on some relevant topical issue; communications, rejoinders and letters; reviews of books, journals and training material and review articles; abstracts or listings of recent publications, conferences and relevant events.

Assessment for publication

When articles are received the editors make a decision on suitability for journal. Articles are sometimes rejected or returned to authors for major review at this stage. Otherwise, they are sent (anonymously) to two of the journal's advisors for assessment of their suitability for publication. The editors make the final decisions on publication, taking into account the views of the assessors, you will also receive personal feedback on the decision taken.

Presentation

Our preference is that articles should be submitted electronically as an email attachment in Word. If this is not possible, you should supply 4 copies of your paper with a summary of less than 150 words. On a separate cover sheet you should provide your name, address and professional details, together with telephone, fax and e-mail details. Where there are two or more authors, a single contact for correspondence and proofs should be indicated.

On acceptance for publication all references should be in the journal house style, the publishers can provide more detailed notes on the journal's format and style requirements.

You should indicate clearly how tables should be set out. For diagrams, charts etc, we will ask you to provide a final version meeting the journal's graphics guidelines. We do not provide an artwork service.

References

This journal uses the Harvard system of referencing. Authors must follow our house style for punctuation and use of upper and lower case letters and italics. Only works actually cited in the text in the text should be included in the references.

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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.

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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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