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In many regions of the world the twenty-first century has started with a structure of endless challenges for social work. Social work seems to be in demand almost

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everywhere, from support schemes for children and young people into adulthood and on to support for elderly people, in community work in cities and rural regions, in disaster relief and in care for refugees. This book describes the field of social work – its themes, problems and methods – in the face of the concept of the second, reflexive modernisation. The question needs to be asked of how, and whether, social work 's success story from the first modernity can continue. We discuss the second modernity as a time of blurring boundaries. Today, it frequently faces the problem that the organised terms of its approaches come up against a social reality where the frameworks of social life are becoming dynamic. Normalised structures are dissolving or becoming mixed with new ones; boundaries

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This work suggests methods and procedures in the teaching of music for children and young people. It presents the music curriculum as a range of meaningful and ordered experiences concerned with the promotion of an understanding of music's traditions and evolution.

Based on the largest independent UK study of person-centred support and written by an experienced team of authors, this book explores with service users, practitioners, carers and managers what person-centred support means to them, what barriers stand in the way and how these can be overcome.



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Offering a sophisticated introduction to a contemporary psychodynamic model of the mind and treatment, this book provides an approach to understanding and treating higher level personality pathology. It describes a specific form of treatment called "dynamic psychotherapy for higher level personality pathology" (DPHP), which was designed specifically to treat the rigidity that characterizes that condition. Based on psychodynamic object relations theory, DPHP is an outgrowth of transference-focused psychotherapy (TFP) and is part of an integrated approach to psychodynamic treatment of personality pathology across the spectrum of severity -- from higher level personality pathology, described in this volume, to severe

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personality pathology, described in a companion volume, Psychotherapy for Borderline Personality: Focusing on Object Relations. Together, they provide a comprehensive description of an object relations theory-based approach to treatment of personality disorders, embedded in an integrated model of personality. As a guide to treatment, Handbook of Dynamic Psychotherapy for Higher Level Personality Pathology provides a clear, specific, and comprehensive description of how to practice DPHP from beginning to end, presented in jargon-free exposition using extensive clinical illustrations. The authors offer a comprehensive description of psychodynamic consultation that includes sharing the diagnostic impression, establishing treatment goals, discussing treatment options,

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obtaining informed consent, and establishing treatment frame. Throughout, the book emphasizes fundamental clinical principles that enable the clinician to think through clinical decisions moment-to-moment and also to develop an overall sense of the trajectory and goals of the treatment. Among the book's benefits: Takes a diagnosis-driven approach, presenting a clear model of both the psychopathology and its treatment; Explains underlying theory and basic elements of DPHP for those first learning dynamic therapy; Offers an integrated, innovative synthesis of contemporary psychodynamic approaches to personality pathology and psychodynamic psychotherapy; Describes goals, strategies, tactics, and techniques of the treatment to demonstrate its flexibility over a relatively long course of

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treatment; Provides sophisticated discussion of integrating dynamic psychotherapy with medication management and other forms of treatment. DPHP offers a broad range of patients the opportunity to modify maladaptive personality functioning in ways that can permanently enhance their quality of life. Handbook of Dynamic Psychotherapy for Higher Level Personality Pathology provides experienced clinicians with a hands-on approach to that method, and is also useful as a primary textbook in courses focusing on the technique of dynamic psychotherapy or in courses on psychodynamics.

In this monumental book, sociologist Robert Castel reconstructs the history of what he calls "the social

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question," or the ways in which both labor and social welfare have been organized from the Middle Ages onward to contemporary industrial society. Throughout, the author identifies two constants bearing directly on the question of who is entitled to relief and who can be excluded: the degree of embeddedness in any given community and the ability to work. Along this dual axis the author locates virtually the entire history of social welfare in early-modern and contemporary Europe. This work is a systematic defense of the meaningfulness of the category of "the social," written in the tradition of Foucault, Durkheim, and Marx. Castel imaginatively builds on Durkheim's insight into the essentially social basis of work and welfare. Castel populates his sociological framework with vivid characterizations of

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the transient lives of the "disaffiliated": those colorful itinerants whose very existence proved such a threat to the social fabric of early-modern Europe. Not surprisingly, he discovers that the cruel and punitive measures often directed against these marginal figures are deeply implicated in the techniques and institutions of power and social control. The author also treats the flipside of the problem of social assistance: namely, matters of work and wage-labor. Castel brilliantly reveals how the seemingly objective line of demarcation between able-bodied beggars?those who are capable of work but who chose not to do so?and those who are truly disabled becomes stretched in modernity to make room for the category of the "working poor." It is the novel crisis posed by those masses

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of population who are unable to maintain themselves by their labor alone that most deeply challenges modern societies and forges recognizably modern policies of social assistance. The author's gloss on the social question also offers us valuable perspectives on contempo

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There are a range of possible roles that can be played by ethnographers in field research, from the detached observer to the the fully-fledged participant. The choice of role will affect the type of information available to the researcher and the kind of ethnography written. The authors discuss the problems and advantages at each level of involvement and give examples of modern ethnographic studies.

An introduction to the science of education according to the ends-means scheme and based on empirical findings of the social sciences.



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The opening of the former Soviet Union to the West has provided an opportunity to describe Russian human factors/ergonomics and to compare American theories and methods with it. Although this book is principally dedicated to describing the theory of activity as it applies to issues of design and training, it is also offered to a general audience of psychologists and interested lay readers. This theory studies the goal-directed behavior of man and attempts to integrate the cognitive, motivational, and behavioral aspects of activity into a holistic system. Such fundamental notions as goal, action, and self-regulation are described and analyzed from totally different theoretical points of view. This is the first comprehensive, systematic description of the theory of activity in the English language. Existing

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attempts to translate the theory of activity into English suffer from certain limitations. Among them, the theory of activity -- considered one of the more important accomplishments of Soviet psychological science -- has an extensive history dating back to the work of Vygotsky and his students. Subsequent development of the theory by other well-known Soviet psychologists and psychophysicologists took place within different schools with some significant differences. In the former Soviet Union, psychological theory could not be advanced unconnected to Marxist-Leninist ideology. Accordingly, theoretical formulations were subject to their own version of "political correctness." Books published in this field were addressed only to other scientists with backgrounds in the field.

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Moreover, the translation of the technical terms in Russian psychology frequently resist translation in the absence of the context of the debates in which they were being used. Thus, simple translation of books in this field as they were written in a specialized and politicized environment for Russian audiences is really not a particularly sensible or worthwhile undertaking. This book is addressed in the first instance to Western psychologists. It compares, among other things, analyses of work from the former Soviet Union with the work from the West. Applications of activity theory to design and learning were paramount in the Soviet Union. Using their own theoretical perspective, the authors provide a comparative analysis of the various schools working in activity theory. They hope that this book may facilitate the

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exchange of ideas between Russian psychological scientists and Western psychologists working in ergonomics, human factors, industrial/organizational psychology, education, learning, and related areas where the theory of activity may find general application. This book's authors attempt to provide a contribution not only to science but also to history. Western researchers have strongly influenced Russian work, but because of negative political pressure in the former USSR, the flow of concepts was one-sided. Russian ergonomists received so much from American and Western sources that it is now important to give something back. Despite the considerable similarity between Russian and American theories and methods, the special "spin" the former put on their work may stimulate new thinking on the

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