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*The Practicum Companion for Social Work: Integrating Class and
Field Work.* Marla Berg-Weger and Julie Birkenmaier.

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that processes of identity formation are both flexible and resilient and that simplistic interpretations about the loss of identity in the face of globalization are unfounded.

Although this book deals primarily with issues of education, it touches on many other aspect is of globalization of interest to social scientists. Social policy scholars and social workers will be particularly interested in the many issues it raises. By addressing questions of education and culture in a global context, the authors make an important contribution. There is much in this fascinating and important book that is informative and challenging.

Maria Berg-Weger and Julie Birkenmeyer, *The Practicum Companion for Social Work: Integrating Class and Field Work*. Boston: Allyn and Bacon 2004. \$48.00 papercover.

In the 1920s and 1930s, influenced by psychoanalysis, field instruction in social work education often adopted the intimidating model of the "training analysis." In the 1950s and 60s, under the leadership of Charlotte Towle and others, a developmental perspective emerged that viewed students as adult learners rather than "patients," and validated student emotional responses to fieldwork as natural, given the challenge of taking on a new professional role. The structure of field instruction became more transparent and systematic, and it was recognized that preparing students for fieldwork and providing ongoing support were key functions of social work education.

In recent years a number of textbooks have been written for integrative field seminars in an attempt to address these tasks and better link field and classroom aspects of education. This new text is a thorough, thoughtful and strongly student-centered example with many virtues. The book follows the student field experience from entry to termination, yet its chapters are designed as modules that can be used flexibly. Exercises, case scenarios and a set of student exemplars are employed to tie the content closely to student experience.

The authors avoid repeating theory taught in practice methods classes. Instead they present detailed and practical consideration of how the three levels social work practice (micro, mezzo and macro) are applied in agencies. Topics such as caseload management, sexual harassment, ethical conflicts, paperwork demands,

relationship with field instructors and working with difficult clients, anticipate and arm students to deal with very real challenges.

The chapter on organizational issues is particularly welcome as it acknowledges the growing importance of workplace skills to worker effectiveness. The thorough consideration of mezzo practice is particularly appreciated since group work is expanding in many agencies and is often inadequately addressed in practice methods classes and field seminars. Other often overlooked subjects effectively treated here are safety concerns and issues of legal liability.

The book may be faulted for under-representing the role of field faculty and field administration. While social work schools vary in the nature and degree of faculty involvement, ultimately fieldwork is the school's responsibility. The role of faculty liaison as ally, partner and, in some cases, protector deserves stronger emphasis. Students should be sensitized to the field departments' need to know about, and be involved in managing critical situations such as harassment and client abuse. Also, the volume devotes too little systematic attention to the development of cultural competence and student's response to encounters with diverse clients in the field.

Despite these omissions this is a solid, well-written manual grounded in the extensive literature on fieldwork. It should serve, as its name suggests, as a welcome and supportive companion to students throughout a variety of placement. It will also be appreciated by field faculty and field instructors as a useful resource for field seminars, field advising and supervision.

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