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Review of *Social Work and Social Development: Theories and Skills for Developmental Social Work*. James Midgley & Amy Conley, Eds. Reviewed by Margaret Lombe.

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objections or explain his position to skeptical readers.

But the curmudgeon stance makes it too easy for critics to dismiss the book as a partisan rant. That is a shame. Scruton is a brilliant author—philosopher of ethics and aesthetics, critic of music, art, and architecture, commentator and polemicist—of extraordinary depth and range. His work challenges received wisdom in the social sciences and humanities. His critiques, even when lacking the full apparatus of German scholarship, are serious attempts to offer a coherent and comprehensive alternative to the dominant thinking in the academy, arts, and media.

References

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James Midgley & Amy Conley (Eds.), *Social Work and Social Development: Theories and Skills for Developmental Social Work*. New York: Oxford University Press (2010). \$45.00 (hardcover).

This book is a timely and important addition to the field of social work. Edited by James Midgley (one of the great minds in the field) and Amy Conley, the book offers a distinctive approach to the professional social work which is informed by an interdisciplinary perspective—developmental social work. Like many scholars in the field, Midgley and Conley acknowledge the complexity of the paradigm and lack of a global definition. The book argues for the relevance of the paradigm in social work practice. The central idea presented is that developmental social work has positive implications for the profession of social work and the clients it's mandated to serve. The

authors remind us of the profession's mandate to enhance the welfare of vulnerable individuals and groups. They point to the relevance of developmental social work in positively affecting the welfare of a broad range of client groups served by social work both in countries of the global south as well as advanced-market economy countries. Drawing attention to "client autonomy," the book emphasizes participation, human rights and social justice. It challenges social work to appreciate the function of context specific initiatives in ameliorating social problems. The role of community-based resources in promoting the welfare of vulnerable individuals and households is also underscored.

The authors skillfully locate developmental social work within the context of mainstream social work practice and trace its roots to the profession's formative years. The book draws attention to social investment strategies and their role in enhancing the capabilities of vulnerable individuals and groups, promoting social functioning and inclusion. A number of approaches to social investment—ranging from job training, micro-enterprise, and asset building—are reviewed.

The book is divided into three main parts covering 10 chapters. The first part, which also consists of an introductory chapter, presents an overview of developmental social work, its historical evolution, theoretical underpinnings, principles and practice approaches. Using examples from multiple fields, Midgley addresses the confusion between the concept of social development and developmental social work. Part II is comprised of eight chapters. The main focus of these chapters is to provide examples of current social work approaches that are associated with the developmental social work paradigm and to demonstrate how the paradigm, its ideas and interventions, can inform mainstream social work practice. The authors skillfully demonstrate the benefits of developmental approaches through examples drawn from several countries. Subject areas addressed range from children and families to various client groups with whom social work is engaged. Part III, which is in fact the last chapter of the book, is a brilliant interplay of challenges and remedies. Midgley and Conley are candid in their presentation of shortcomings inherent in the developmental social work approach and its potential to inform social work practice. Among the challenges discussed is the issue

of limited expertise and resources. Potential responses to the identified shortcomings are also reviewed.

Perhaps the book's only weakness is its failure to clearly articulate rights-based approaches in developmental social work. Also, chapter contributors could have addressed challenges of using the developmental approach in their respective field of practice. Nevertheless, the book is well developed and comprehensive, offering a unique perspective to social work. Each of the subject areas addressed are well researched and thoughtfully positioned. With the current push for internalization in social work education, the book fills a void in the field and is likely to be of interest to students and scholars in a number of fields, including international social work, organizing, and community development. It is a wonderful resource for graduate as well as upper-level undergraduate students. Practitioners in the global social welfare field, policy makers and anyone who is concerned about inequality, social justice, and social exclusion will find the book useful.

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David Stoesz, Howard Jacob Karger, and Terry Carrilio, *A Dream Deferred: How Social Work Lost its Way and What Can Be Done* (2010), New Brunswick, NJ: Transaction Publishers. \$39.95 (hardcover).

The authors of this book, a self-described "critical examination of social work education," draw inspiration from Specht and Courtney's *Unfaithful Angels* (1994) in the themes they emphasize and in their provocative style. They argue that a combination of factors—particularly the absence of scholarly credentials among social work leaders, the over-expansion of social work programs at all levels, the declining quality of students, and the embrace of an "anti-empirical orientation to social reality"—have undermined the profession's credibility and influence, provided ammunition to conservative critics, and weakened the potential it possessed during the Progressive Era to promote a more socially just society. The book is most effective when the authors—who clearly favor a positivist, empirical basis for scholarship—base their