DESCRIPTION
How do we understand mental health problems in their social context? A former BMA Medical Book of the Year award winner, this book provides a sociological analysis of major areas of mental health and illness. The book considers contemporary and historical aspects of sociology, social psychiatry, policy and therapeutic law to help students develop an in-depth and critical approach to this complex subject. New developments for the fifth edition include:

- Brand new chapter on prisons, criminal justice and mental health
- Expanded coverage of stigma, class and social networks
- Updated material on the Mental Capacity Act, Mental Health Act and the Deprivation of Liberty

A classic in its field, this well established textbook offers a rich and well-crafted overview of mental health and illness unrivalled by competitors and is essential reading for students and professionals studying a range of medical sociology and health-related courses. It is also highly suitable for trainee mental health workers in the fields of social work, nursing, clinical psychology and psychiatry.

"Rogers and Pilgrim go from strength to strength! This fifth edition of their classic text is not only a sociology but also a psychology, a philosophy, a history and a polity. It combines rigorous scholarship with radical argument to produce incisive perspectives on the major contemporary
questions concerning mental health and illness. The authors admirably balance judicious presentation of the range of available understandings with clear articulation of their own positions on key issues. This book is essential reading for everyone involved in mental health work."
Christopher Dowrick, Professor of Primary Medical Care, University of Liverpool, UK

"Pilgrim and Rogers have for the last twenty years given us the key text in the sociology of mental health and illness. Each edition has captured the multi-layered and ever changing landscape of theory and practice around psychiatry and mental health, providing an essential tool for teachers and researchers, and much loved by students for the dexterity in combining scope and accessibility. This latest volume, with its focus on community mental health, user movements criminal justice and the need for inter-agency working, alongside the more classical sociological critiques around social theories and social inequalities, demonstrates more than ever that sociological perspectives are crucial in the understanding and explanation of mental and emotional healthcare and practice, hence its audience extends across the related disciplines to everyone who is involved in this highly controversial and socially relevant arena."
Gillian Bendelow, School of Law Politics and Sociology, University of Sussex, UK

"From the classic bedrock studies to contemporary sociological perspectives on the current controversy over which scientific organizations will define diagnosis, Rogers and Pilgrim provide a comprehensive, readable and elegant overview of how social factors shape the onset and response to mental health and mental illness. Their sociological vision embraces historical, professional and socio-cultural context and processes as they shape the lives of those in the community and those who provide care; the organizations mandated to deliver services and those that have ended up becoming unsuitable substitutes; and the successful and unsuccessful efforts to improve the lives through science, challenge and law."
Bernice Pescosolido, Distinguished Professor of Sociology, Indiana University, USA

ABOUT THE AUTHOR
Anne Rogers is Professor of Health Systems Implementation at the University of Southampton, UK.
David Pilgrim is Professor of Health and Social Policy at the University of Liverpool, UK.
Leadership is a vital part of delivering high quality healthcare for all healthcare professionals. With the introduction of the NHS Leadership Academy, Leadership Framework and the Competency Framework there has never been a better time for paramedics to hone their leadership skills and expertise. This is the first book of its kind to demonstrate just how vital leadership skills are for all paramedics and explore how paramedics can lead in their everyday practice. Divided into two parts the book looks at both the context of contemporary leadership for paramedic practice and then the specific skills of leadership. The book includes chapters on:

- What is leadership and who does it?
- Communication skills & leadership
- Working as a team
- Decision making
- Conflict resolution
- Mentorship and preceptorship

Each chapter includes case studies, examples and quotes from real life paramedic practice to show what good leadership looks like in everyday clinical settings. The book also features profiles of real paramedics that demonstrate the role that leadership plays for all practitioners from novice
student paramedics through to specialist paramedic practitioners. Essential reading for student paramedics and practitioners alike.

Contributors: Kevin Barrett, Amanda Y Blaber, Graham Harris, Paul Jones, Linda Nelson, Mel Newton, Caryll Overy, Marion Richardson, Paul Street and Surinder Walia.

ABOUT THE AUTHOR
Amanda Blaber is a Senior Lecturer for BSc (Hons) Paramedic Practice at the University of Brighton, UK. She is editor of Foundations of Paramedic Practice 2nd edition and co-editor of Assessment Skills for Paramedics, both published by Open University Press.

Graham Harris is a Senior Lecturer and Programme Leader for Paramedic Science at the University of Greenwich. He has nearly 40 years experience in clinical practice and is co-Editor of Assessment Skills for Paramedics, published by Open University Press.
DESCRIPTION
The A to Z of Lifelong Learning has been written for anyone involved in the lifelong learning sector, whether as an evening class tutor, trainee FE teacher or college manager. With its glossary format, this book allows students, tutors and practitioners to easily explore the many key themes, issues and debates that shape contemporary practice in the lifelong learning sector. Written in an accessible style the A to Z of Lifelong Learning combines ease of use with a critical perspective, covering a range of important topics relating to learning and teaching in lifelong learning, the people (staff, students and other stakeholders) and the organisation and management of the sector.

Each entry provides a succinct and helpful overview for busy students and practitioners, and includes:

- **Introduction:** A brief definition of the term, including changes in emphasis/usage over time.
- **Key concepts:** An exploration of key concepts and debates within the topic, referenced to both recent literature and seminal works/writers.
- **Practical application:** Commentary relating to the application/manifestation of the concept in practice, drawing on real world examples where appropriate.

Readable, critical and fully referenced to provide guidelines for further reading and research, the book is aimed at students who are taking a wide variety of lifelong learning qualifications.
ABOUT THE AUTHOR
Dr Jonathan Tummons is Lecturer in Education and pathway leader for the MSc in Educational Assessment at Durham University, UK. He is the author or co-author of eight books in the fields of teacher training, lifelong learning and higher education.
Dr Ewan Ingleby is Senior Lecturer in Education and Co-convenor of the Education and Work-Based Learning Research group at Teesside University, UK.
DESCRIPTION

Health spending continues to grow faster than the economy in most OECD countries. In 2010, the OECD published a study of strategies to increase value for money in health care, in which pay for performance (P4P) was identified as an innovative tool to improve health system efficiency in several OECD countries.

However, evidence that P4P increases value for money, boosts quality of processes in health care, or improves health outcomes is limited. This book explores the many questions surrounding P4P such as whether the potential power of P4P has been over-sold, or whether the disappointing results to date are more likely rooted in problems of design and implementation or inadequate monitoring and evaluation. The book also examines the supporting systems and process, in addition to incentives, that are necessary for P4P to improve provider performance and to drive and sustain improvement.

The book utilises a substantial set of case studies from 12 OECD countries to shed light on P4P programs in practice. Featuring both high and middle income countries, cases from primary and acute care settings, and a range of both national and pilot programmes, each case study features:

- Analysis of the design and implementation decisions, including the role of stakeholders
- Critical assessment of objectives versus results
- Examination of the of 'net' impacts, including positive spillover effects and unintended consequences

The detailed analysis of these 12 case studies together with the rest of this critical text highlight the realities of P4P programs and their potential impact on the performance of health systems in a diversity of settings. As a result, this book provides critical insights into the experience to date with P4P and how this tool may be better leveraged to improve health system performance and accountability.

ABOUT THE AUTHOR

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