International Practice Development Journal
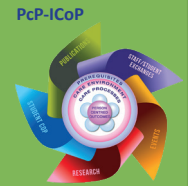
BOOK REVIEW

International Practice Development in Health and Social Care
(2nd Edition)

Editors: Kim Manley, Valerie J. Wilson and Christine Øye

Oxford: John Wiley and Sons

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I was asked to review this book in my role as a clinical educator and novice practice developer. My introduction to practice development and person-centred practice came through the 2019 Inspire Improvement Fellowship, run by the Foundation of Nursing Studies, and through my work as a practice teacher for student specialist practitioner district nurses at Queen Margaret University, Edinburgh.

My initial thoughts were how relatable this book is to me in practice. It is up to date, with references to Covid-19 and the WHO's Year of the Nurse and Midwife 2020. The first part explores the theory of practice development and this follows through to later chapters where readers will find the application of theoretical ideas in practice. Practice development is explored at micro, meso and macro levels, supported by the book's progression from smaller, ward-based projects to large system-based interventions. The evolution of practice development is also evident, moving from its origins within nursing to multidisciplinary and interagency approaches and contexts. I found it useful that chapters flowed through themes, with the final chapters focusing on leadership, workplace cultures and wellbeing, which are currently hot topics in the ever-changing landscape of health and social care. A wide range of references is helpfully used throughout to encourage more in-depth analysis and further reading.

A number of chapters specifically caught my interest as a novice practice developer. The introductory chapter explores the ethos of practice development, its contemporary relevance and the importance of ongoing research. Chapter 3, entitled 'Turning Point', offers case studies of 'curious novices' who have effected change by having the courage to have a go. These examples in particular encouraged me to try to understand the theories and terminology of practice development. Chapter 7 introduces critical ethnography, a methodology that initially appeared daunting to me. However, the case studies show this research approach in action, highlighting how ethnographers can expose discrepancies and distinctions between theory and practice and pinpoint areas for further practice-based research. I gained valuable insight into facilitation, explored in Chapters 10 and 11, which allowed me to reflect on my own attempts at facilitation and how I can develop my skills. An area I will look further into is covered in Chapter 15, which provides an overview of the SCQIRE project (Manley et al., 2017) focusing on safety culture and quality improvement. One aspect of the book I found particularly useful was the way the authors link their projects to the content of other chapters. I think this will help to clarify the content and deepen the reader's understanding.

Much of the content in the first half of the book concentrates on shifting theory into practice. It does this in stages, using case studies, reference to curriculum development, personal stories and doctoral research to keep the reader involved. In Chapter 8, the book takes a different route by revisiting the core principles of practice development. The revised statements, using simplified language, have a truly multidisciplinary and international outlook, and encourage feedback from stakeholders.

In summary, as a novice book reviewer, I found this book to be enlightening. It is something to go back and dip in and out of, offering insight into theoretical concepts as well as practical methods to develop practice and promote person-centred cultures. It underlines that these concepts are growing across disciplines and nations, with practitioners using practice development methodologies more and more. I liked that the authors worked collaboratively, with inexperience supported by greater experience, and the book mirrors the principles it describes. I would recommend this book to novice practice developers, although I imagine there are chapters that will also have value for more experienced practice developers and educators.

Reference
Manley, K., Jackson, C., McKenzie, C., Martin, A. and Wright, T. (2017) *Safety Culture, Quality Improvement, Realist Evaluation (SCQIRE)*. Canterbury, UK: Canterbury Christ Church University. Retrieved from: tinyurl.com/SCQIRE. (Last accessed 20th October 2021).

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