

## Reflective practice in social work (5<sup>th</sup> ed.).

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This is a book from the *Transforming Social Work Practice* series, a series of texts for social work students, which is designed to disseminate knowledge and activities to assist students to develop a solid critical thinking and reflective practice regime. It focuses on reflective practice, providing valuable insight for those new to the concepts and practice of reflecting in a professional context. While being well suited to students new to reflective practice, it also has a place in reinforcing knowledge of more advanced students and practising social workers. Reflective practice is a universal concept in social work; so the fact that this text is a British publication and hence refers to the British standards for practice, e.g., professional capabilities framework (British Association of Social Workers, 2018), does not lessen its value within Aotearoa New Zealand. Although this book would likely not be nominated as a course text due to its focus on the UK situation, it is a valuable book for students and educators, especially practice educators. For instance, Chapter 8 focusses on using reflective practice to support student learning during practical placements.

This book is very readable, keeping the reader engaged with the research snippets, case studies and exercises introducing the application of reflective practice. It has clear, well-set-out chapters with an overview of each chapter at the beginning and a comprehensive summary at the end. The authors of the chapters are drawn from both practitioners and academics.

Overall, the book provides a relevant theoretical perspective balanced with

research information, case studies and activities. There is a significant emphasis on integration of theory and practice experience with the use of critical analysis and reflections when applying theoretical approaches to client/practice situations. This is further explored in the valuable emphasis on supervision and the integration of reflective practice to supervision process and the value of reflective journalling (see p.143) to enhance both practice and supervision.

This is a text book aimed at the student and its purpose is, therefore, to educate. The text manages this well, covering theoretical frameworks, self-awareness activities and the application of reflection to practice. The latter involves both professional reflection on oneself and practice reflection on both self in practice and situational dynamics.

The complexity of organisational structures and the inter-professional working regimes are covered with reference to multidisciplinary teams and collaborative working while maintaining professional identity, which calls upon the reflective process of professional foundations, standards and ethos.

Throughout the book, the key standards of the Capabilities Framework for Social Workers in England and Wales (BJSW, 2018) provide a base for development; these standards include, professionalism, ethics and values, acknowledgement of diversity and equality, rights and justice, skills and interventions, contexts and organisations and, of course, critical reflection and analysis.

My overall impression of this book is that it is a worthwhile, student-focused and interactive book providing good depth of content, presentation of theory, research and case study evidence and application activities. While its primary audience is UK-based students, it still provides valuable information for practising social workers and can be applied to the Aotearoa New Zealand context of reflective practice.

### Reference

British Association of Social Workers. (2018). *Professional capabilities framework for social work in England: Guidance on using the 2018 refreshed PCF*. Retrieved from <https://www.basw.co.uk/resources/professional-capabilities-framework-social-work-england>

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