

Editorial

We begin this issue with the first article by *Salman Riaz* and *Naaemi Roozbeh*. Writing about clinical medical students learning and practicing non-technical skills (NTS), they report the findings of a qualitative study interviewing 35 clinical-year medical students and 20 teachers using the constructivist approach. The findings suggest that teachers perceived the undervaluing of NTS by students as a major impact of limited training and that integrating NTS into the curriculum is a possible strategy to reduce the impact of training levels.

Continuing the area of health, *Rachel Mason*, *Deborah Brackenbury*, *Sophie Broady*, *Trish Tsuro* & *Ros Kane*, share their findings from an evaluation of a process intended to aid student nurses to enhance their job application writing skills and curriculum vitae development by inviting them to apply for their final practice placement.

The third article examines what the authors refer to as ‘Long Arm Practice Supervision’ (LAPS). *Siobhán Kelly*, *Melanie Stephens*, *Lydia Hubbard*, *Paula Breeze* and *Carol Le Blanc* report on a scoping review undertaken to understand the nature and scope of work that has been undertaken on ‘Long Arm Practice Supervision’ (LAPS) and identifying the gaps in order to better understand the non-medical professions landscape.

Book Reviews

In this issue we have seven book reviews which is more than our usual offer and are delighted that our pool of book reviewers is growing.

Colin Bright reviewed the book ‘*Don’t Put Us Away: Memories of a man with learning disabilities*’ by *Richard Keagan-Bull* and acknowledges the accessible format, making it easy for readers to understand the development of social care for people with learning disabilities in the UK. The importance of the authors voice brought alive through the narration of his lived experience.

Helen Stanley reviewed the book *The mindful social worker: Living your best social work life* written by *Barbara Starns* and recommends it as a useful reminder to social workers about the need for self-care through

the use of mindfulness. The book is praised for the good balance between theory, research and practice.

Student's guide to placements in health and social care settings: From theory to practice edited by Simon Williams and Diana Conroy. This book is Reviewed by Sally Scott who concludes that the contributions from writers who have experience of hosting and managing placements across a variety of settings is one of the book's strengths. She also asserts that issues such as developing emotional resilience, anti-oppressive practice and effective interprofessional working strengthen the book even more.

Joanne Solanki reviewed the book *Principles of practice by principle social workers* edited by Tanya Moore and found the book to be readable and relatable. Specifically, the sections around professional writing and use of language, relationship-based practice are particularly relevant. The use of examples by the various authors brought their topics to life.

In Kate Thomas' review of *Self-worth in children and young people Critical and practical considerations* by Rachel Burr, she commends the exploration of self-worth among children and young people and the impact on mental well-being by societal influences. The review also highlights the importance of professionals listening to the needs of children and to promoting early not reactive intervention and support.

Gemma Webb reviewed *Social exclusion in the UK The lived experience* edited by Mel Hughes and found it to be full of honest and rich insights into the experiences of stigma, inequality and marginalisation. She recommends the book to students and practitioners from a range of professional backgrounds and particularly those working in social care, education and health care.

Finally, Jill Yates' review of *I'm fine: A frank and honest account of a teenager's struggle* edited by Aeryn and Ellen Bond, concluded that whilst not an academic text, the book would be useful for practice educators and mentors as it offers opportunities for discussions with student social workers, counsellors or teachers about how mental health systems can fail young people.

Appreciation

I would like to thank all authors who have chosen our journal to disseminate their research and ideas. Appreciation also goes to all our reviewers who continue to give up their valuable time to evaluate manuscripts for the journal.

Special word of thanks to our subscribers , production team and editorial board members.

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