

## Rethinking Rehabilitation Theory and Practice.

*K McPherson; B Gibson; A Leplege, 2015, CRC Press Taylor and Francis Group, ISBN 9781482249200*

The excellent foreword for this text, by Professor Derek Wade, Oxford UK rightly introduces the book with the statement that 'This unusual book should be essential reading for all people involved in rehabilitation.' It is refreshingly different from other rehabilitation texts and does, as the title states, make you 'rethink' your practice. I read it initially like a novel, and unlike most work-related texts, it was a page-turner.

The book has three sections, each containing four to five chapters. Each chapter is approximately a journal article in length, which makes it very accessible and readable. Sections cover 'rethinking the past and re-envisioning the future'; and 'philosophy in action and rethinking rehabilitation delivery, research, teaching and policy'. Across the sections a broad range of topics is covered, for example, conceptualising disability; child development; brain injury; outcome measurement; indigenous perspective and rethinking practitioner behaviour and its influence on rehabilitation outcome. The chapter authors are from a multi-disciplinary background including allied health, nursing, medicine and psychology, and different geographic perspectives are included, with a large New Zealand author and editor contribution making it even more relevant for New Zealand therapists.

The format of each chapter is similar, presenting an historical perspective and current thinking and then challenging the reader with a 'rethinking' discussion, but not necessarily giving 'an answer' to the challenges presented. This style lends itself well for discussion of individual chapters within a multi-disciplinary group or in-service format, as there are multiple discussion points and controversies within each chapter.

From a personal perspective, with an interest in child rehabilitation, Chapter 4 on Rethinking 'Normal Development' in Children's Rehabilitation (by Barbara Gibson, Gail Teachman and Yani Hamdani) asked us to re-evaluate our over-reliance on 'normal development' as the key concept children need to follow. There is discussion around some of the negative implications this concept can have on children with disabilities and their families. My take home message from this chapter was about letting children enjoy the 'here and now of their daily lives' rather than pushing them through developmental milestones, and then being open to and advocating for potential alternative ways of, for example, moving or communicating.

Chapter 10 on 'Rethinking the relationship between disability studies and rehabilitation' by Susan Guenther-Mahipaul presents an excellent thought-provoking personal and academic view on the role of disability studies to provide '... an important and necessary lens through which to rethink disability and rehabilitation.' The author discusses examples of how our rehabilitation practice can potentially stigmatise and oppress individuals with disability and definitely leaves you questioning and reflecting on your own practice and on ways to change this.

The influence of the health framework of International Classification of Function, Disability and Health (WHO, 2001) may mean that therapists working in rehabilitation consider they are already orientated towards function, family and participation in their rehabilitation perspective. However, this book will make you 'rethink' further, potentially about issues you had not considered in your practice, which can only benefit the people we work with. Both new and experienced therapists in all physiotherapy settings would enjoy and gain value from reading this text. I challenge New Zealand Journal of Physiotherapy readers to find a copy of the book, select and read any chapter and come away rethinking your own practice.

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