Practice Theory, Resilience and Inequalities in Health

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Strategies for tackling social determinants of health to reduce health inequalities within healthcare system
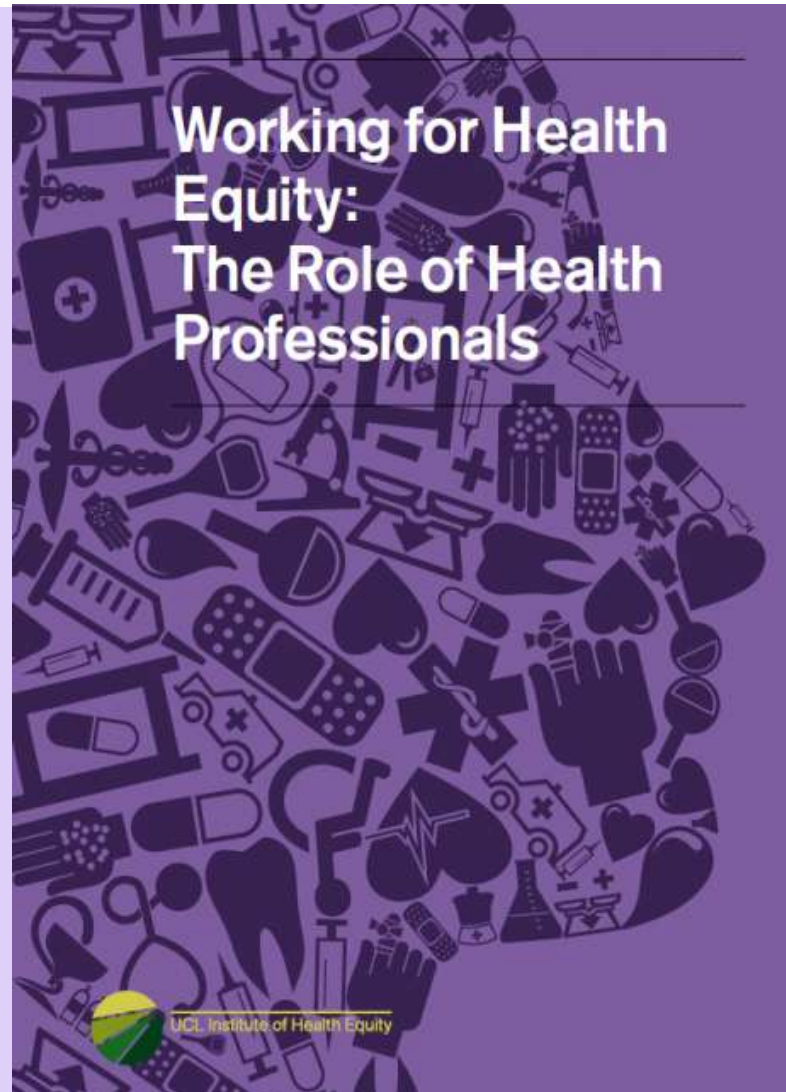
Six priority areas:

Education and training

Working with individuals & communities

NHS organisation

Working in partnership

Workforce advocates

Health System – post April 2013

Working for Health Equity: The Role of Health Professionals

UCL Institute of Health Equity

Resilience – what we know

- Growth and spread of interest , a way to intervene in practice – Galvanizing force

Theories/definitions:

- Having – innate – exceptional to ordinary

- Doing – social - navigation, relationships, capabilities

- Unfinished – becoming, emergent, identity, embodied, subjectivity, affect

Critique:

- Ketchup/mainstreaming - conceptually vacuous

- Conservative and normative - resistance and radical

- Adaptation in the face or adversity or *adaptation to* adversity

Resilience Framework (children and young people) Oct 2012. Adapted from Angie Hart & Derek Blincow (2007)
www.boingboing.org.uk

Broad areas	BASICS	BELONGING	LEARNING	COPING	CORE SELF
Specific approaches	Good enough housing	Find somewhere for the child/YP to belong	Make school/college life work as well as possible	Understanding boundaries and keeping within them	Instil a sense of hope
		Help child/YP understand their place in the world			
	Enough money to live	Tap into good influences	Engage mentors for children/YP	Being brave	Support the child/YP to understand other people's feelings
	Being safe	Keep relationships going		Solving problems	
		The more healthy relationships the better	Map out career or life plan	Putting on rose-tinted glasses	Help the child/YP to know her/himself
	Access & transport	Take what you can relationships where there is some hope			
	Healthy diet	Get together people the child/YP can count on	Help the child/YP to organise her/himself	Fostering their interests	Help the child/YP take responsibility for her/himself
		Responsibilities & obligations		Calming down & self-soothing	
	Exercise and fresh air	Focus on good times and places	Highlight achievements	Remember tomorrow is another day	Foster their talents
	Enough sleep	Make sense of where child/YP has come from		Lean on others when necessary	
		Predict a good experience of someone or something new	Develop life skills		There are tried and tested treatments for specific problems, use them
	Play & leisure	Make friends and mix with other children/YPs		Have a laugh	

NOBLE TRUTHS – underpinnings

ACCEPTING	CONSERVING	COMMITMENT	ENLISTING

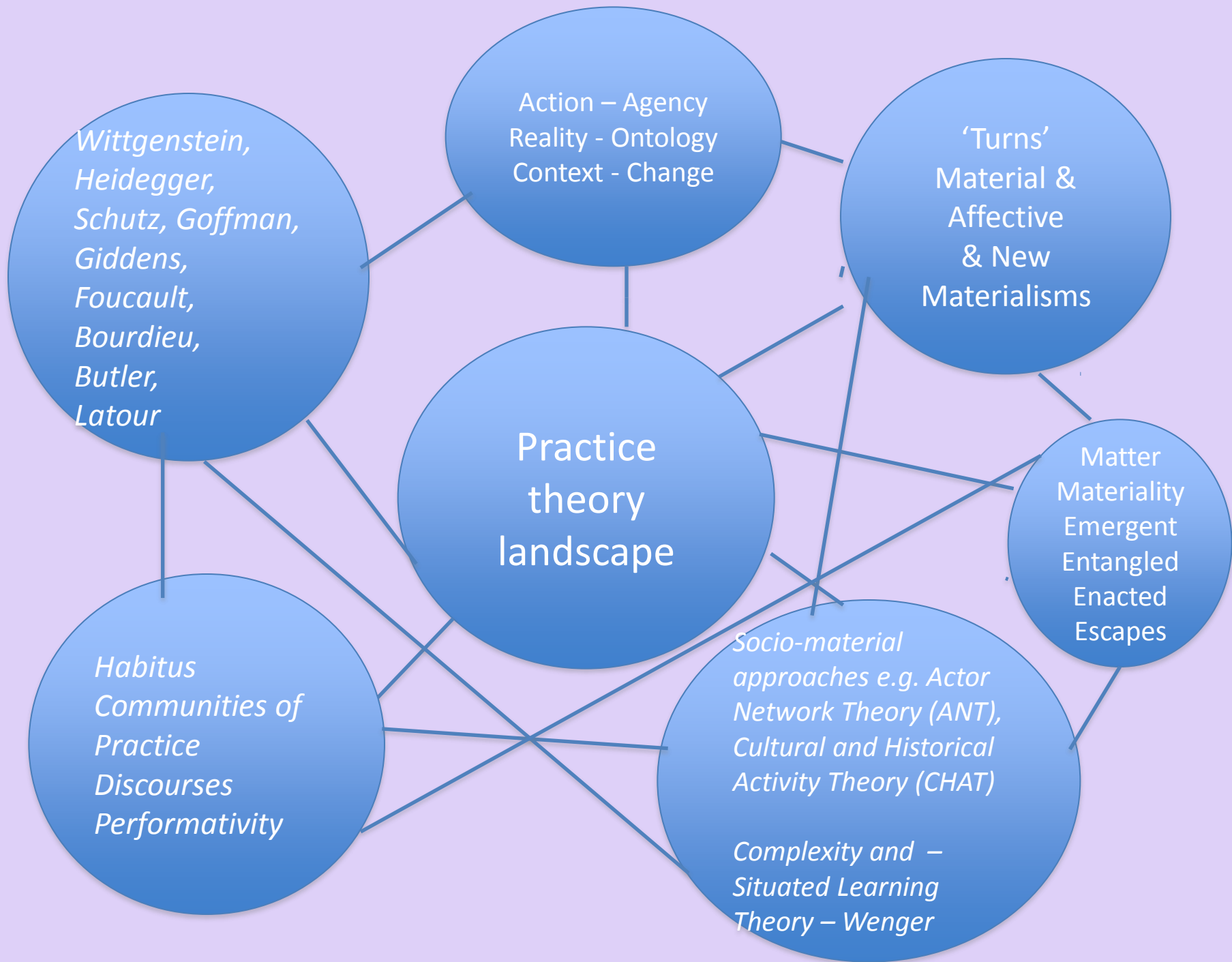# Ten steps to applying resilience framework

1. Get familiar with the framework

2. Have it to hand

3. Remember the noble truths

4. Use the framework to map out where the young person is at

5. Does one or other potion shout out at you

6. Pick your priorities to make the most resilient moves – urgent, doable, quick, what you are up for, the child/family, easy to manage

7. come back to the noble truths. How can they help you here?

8. Make your resilient moves

9. Check out with them, and yourself. How well did it go?

10. What have I learnt for another time?

'The practice turn' – sayings and doings

- *'Routine behaviours, activities that endure spatially, temporally in a nexus of sayings and doings….. Interdependencies between **body** activities, **mental** activities, **emotions, things** and their use, know how and understanding…..*

- *Routinised way in which bodies are moved, objects are handled, subjects are treated, things are described and the world is understood….*

- *Embodied, materially mediated arrays of activities organised around shared practice understanding* (Reckwitz 2002).

- *Repeat enactments of elements sustains a practice over time.*

Practice Turn

- Where the social - *shared norms, meanings, practical consciousness, purposes* - is to be found shifts from mind, interactions, discourses or texts to and in practices…..

- *Dispersed* (describing, rule following, imagining, explaining) and

- *Integrative* (complex and specialised, bounded) practices – Warde 2006, Schatzki 2001).

- Key point: practices not the individual become the source or unit of enquiry and change.

- Key task: To understand how best organised and best analysed.

Practice theory landscape

Wittgenstein, Heidegger, Schutz, Goffman, Giddens, Foucault, Bourdieu, Butler, Latour

Action – Agency
Reality - Ontology
Context - Change

'Turns'
Material &
Affective
& New
Materialisms

Matter
Materiality
Emergent
Entangled
Enacted
Escapes

Habitus
Communities of
Practice
Discourses
Performativity

Socio-material
approaches e.g. Actor
Network Theory (ANT),
Cultural and Historical
Activity Theory (CHAT)

Complexity and –
Situated Learning
Theory – Wenger

Slimline practice theory (Shove et al 2012)

- Materials-Competencies-Meanings - elements

- Practices- as-entities – integration of elements

- Practices- as-performances – elements filled out, enacted, repeated, used in different ways in different contexts, by different people and tangled up with other practices

Slimline practice theory

Meanings :

Social and symbolic significance of participation, the meanings, emotions and motivations of this at any one moment and the impact on sense of self, identity

Competencies :

Background knowledge, the know how, the tacit and propositional: practical consciousness manifest as skills and shared understandings of good or appropriate performance

Materials:

Objects, infrastructure, tools, the body itself.

Slimline practice theory - change

- Dynamics of social practices - an account of innovation and change - **trajectory or reach**

- No direct prescription for change – define and frame issues leads to possible, plausible or worthwhile interventions

Aim:

- Understand making and breaking of links

- Competition or collaborate

- Moments and sites of enactment

- Changes in elements, contours evolve

- Emergent patterns and connections

- Processes of transformation, diffusion and circulation (2012:121).

Intervening in practice and health inequalities

- Rational choice theory/Rational actor theory
- ABC – attitude, behaviour, choice.
- Action explained by the pursuit of individual interests (Shove et al 2012)

To intervene

- Induce change by, for example, education or through use of external forces - causual
- Focus on meanings given to behaviours
- Driven by beliefs and values
- Change is individual choice

Change (Shove et al 2012)

Theories of behaviour	Theories of practice
Basis of action: individual choice	Shared, social convention
Processes of change: Causal	Emergent
Positioning Policy: External influence of factors, drivers of behaviour	Embedded in the systems of practice it seeks to influence
Transferable lesson: clear based on universal laws	Limited by historical and cultural specificity

Logic of Care in Practice *& Tinkering*

- Care is the product of relationships, or a relational achievement…..between individuals and collectivities

- Outcome of entanglement or relationships **between human and non-human entities** – *between patients, families, professionals, other agencies, technologies, objects, specific and constant interventions, tests or use of technologies, or material conditions*

- Continual process of specific monitoring, experimenting, attunement & attention to achieve good care

- Tinkering (Mol, 2008; Mol, Moser & Pols, 2010).

- Different logics (care & choice) push and pull in different directions

Interventions by practitioners

- Are part of the patterns, systems and social arrangements they hope to govern, not intervening from outside, nor do actions have effect in isolation

- Not hero or victim of either action (agency/reflexivity/voluntarism) or system (determinism /structure)

- Variety of roles, distributed coherence, deliberately intervene but in a landscape of possibilities always in transition - modest approach, subtle and contingent

- Not pursuing predefined outcomes, steps, serial adjustments, anchored in but never detached for specific practices, where outcomes uncontrollable and to some extent, unknowable

- (2012:145).

Power and change

- Less on dynamics of power – dominant projects are complexes of practices enacted at many levels at once, reproduced through daily life, in work, and at home, in institutions, organisations and systems,

- Trajectories - recurrent performances, emerge as a result of shifts in distributions of goods and bads in a society

- Means to engage in a valued practice - privileged position – links and connections between elements and practices rooted in past inequities

- Locating sources of power in resources and capacities of individuals but also in the circuits of preproduction in which elements and practices are brought together and pulled apart

What can practice theory and tinkering add?

- Practices rather than individuals as unit of analysis

- Practices are meaningful performances and entities in themselves

- Deeper level of explanation, identification of significant configurations of elements (e.g. public health), and attention to situated and dispersed nature of social practices and their enactment

- How practices compete, transform and converge, emerge, survive, endure or disappear, change, innovate and evolve

Schatzki et al (2001), Reckwitz (2002), Shove et al (2012)

How elements merge, how practices emerge and survive

- Recruit or capture practitioners - willingness to adopt, use and keep alive

- Interdependence of relations – make up complex bundles of practices

- Practices change when new elements introduced

- Combine or reconfigured in new ways with old ways but in different ways. Vary according to places or spaces and time

What does this add/reveal?

- Is it that new or different ? A new vocabulary? A novel picture of human and social agency?

- Move from theorising reproduction to change to reduce inequalities ?

- Focus on just resilience or capacities or capabilities or combine – look for interactions/fields of practices?

- Explore how elements configured and reconfigured – time and space element

- Transformative effects of participating in practices.

- Creativity and innovation – user end, development , diffusion and distribution

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