

Editorial

Welcome to Issue 18.3 in which we showcase a truly international and interdisciplinary range of papers from health, nursing and social work. We are delighted with the range and scope of these papers which individually and collectively make significant contributions to practice teaching and learning.

I write this editorial during another wave of Covid-19, specifically the ‘omicron’ variant which is described as highly infectious and receiving mixed responses across the globe. I am certain that many did not predict this for the start of 2022 and the disruptions already to education and work have caught many people off guard. It is refreshing to see health and social work researchers continue to write and submit their work for review and publication during the pandemic. There are six papers and one book review in this issue and of the six papers, two are from health and four from social work.

The first article in this issue is by *Cust, Friend, Browne and Woodrow-Hirst* who examine pre-registration nursing students’ perceptions of clinical skills and simulation delivery at an undergraduate programme at a University in England. It is the first in a series of studies by these authors. This paper examines pre-registration nursing students’ perceptions of clinical skills and the delivery of simulation within the nursing curriculum. The authors conclude that students preferred smaller interprofessional groups, more simulation, and time to consolidate the skills they learnt.

Martin and Sy, contributing from Australia and the Philippines, remind us of the importance of interprofessional education and practice, citing one of the effects of the COVID-19 pandemic as having resulted in more siloed practice. They argue that, post pandemic, healthcare teams will have to work more collaboratively and provide clinical placements for individual students or groups of students. They share 12 tips for clinical education and learners.

Strang presents findings from a pilot study, involving 62 respondents,

into peer led group supervision for undergraduate social work students in the United Kingdom. She discusses the benefits of group supervision, noting the development of communication skills and the increased confidence achieved by students. The groups also provided a much-needed safe space for reflection and discussion of thoughts and feelings. The article concludes with an acknowledgement of the role of practice educators in helping establish environments conducive for interaction as they observe the group and encourage open and honest interactions.

From a Welsh perspective, *Mohammed* shares insights into progress and limitations of practice education suggesting that social work practice education in Wales is an under-researched area. This practice note outlines the conflict between the roles of practice 'educator' and 'assessor' and makes the case for better recognition of practice educators in Wales.

Mano's scoping review outlines what is known about black African social work students in England who have support needs – also an under-researched area. She examines an interesting collection of ideas through a critically examination of eight articles. The aim of this paper is to uncover what constitutes good practice for supporting black African social work students generally and, in particular, those who have additional support needs. The article concludes that black African students need first to feel accepted and supported within the learning environment before any meaningful discussions about additional needs can be understood and met.

Writing from the United States of America, *Campbell* offers insight into the benefits of social work student self-evaluations of a statistics module at a Historically Black College or University (HBCU). She contends that student evaluations can be useful in many ways both in the classroom and during field education and that they are a source of feedback for instructors. This paper assesses the benefits of student evaluations for improved curriculum design and instruction.

Jean Gordon reviewed the book *Doing a PhD in the Social Sciences: A student's guide to postgraduate research and writing* written by Francis Jegede from Derby University, UK. She outlines the strengths of this book citing its accessibility, use of flow charts, mix of information and practical strategies as useful for people contemplating undertaking further studies. The book helpfully outlines the differences between practice based (professional) and traditional doctorates.

Welcome

The Editorial Board would like to welcome Dr Michael Sy, who joined us in September 2021 from the Philippines with research interests in Interprofessional teaching and learning.

Appreciation

As always, I would like to thank our reviewers who continue to give up their time to evaluate papers for the journal. Special word of appreciation to our editorial board members, the production team and of course all our subscribers. To our authors who have chosen our journal to disseminate their research.

We would like to thank the speakers, reviewers and participants who contributed to the success of our International Conference which was held virtually in October 2021 and attracted speakers from Australia, Ireland, South Africa and Japan, with special thanks to Helena Low who organised and coordinated the conference with the invaluable assistance of Elena Peleris, the conference administrator and the support of Editorial Board members.

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Editor
Associate Professor and Chair of Dept
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