

# Editorial

Welcome to another issue of the *Journal of Practice Teaching and Learning*. We have another multidisciplinary offering for you and as always, it strikes me how much we can learn from other professions. To that end, this edition begins with an article by Cust, Alderson and Cartwright on Interprofessional Education (IPE). The authors describe a one day IPE conference, which enabled nursing students studying for different specialisms, to come together to consider the theme of Child and Adolescent Mental Health. It was clear that participants learnt valuable information about child and adolescent mental health but also appreciated that breaking out of the confines of their particular discipline, enabled holistic patient care.

The second article, focuses on visually impaired and blind higher education students in an Israeli university. The article is a little different from what we usually publish, but we felt it was important to think about best practice in supporting students with disabilities, either within universities, or indeed, on placement. Of particular note in the article, is the focus on helping students to think about developing their own self-advocacy skills and this has relevance for field educators working with all students, as well as students with disabilities.

The third article by Flett and Tyler, focuses on the education of Youth Workers in the UK and details the use of action learning sets. This approach was utilised due to the concern that Youth Work Students were struggling to apply theory – their university learning – in their placements. Indeed, this has long been a concern within social work education. The use of action learning sets therefore was experienced very positively by the students and aided them considerably to a wide range of outcomes, including confidence, peer support and detailed reflections on the work being undertaking in practice.

The fourth article by Scourfield, focuses on English Social Work education and explores empirically the use of shadowing as a pedagogical tool. As the article points out, this is a well utilised practice on many

social work programmes in the UK and elsewhere, yet little had been written about its effectiveness and purpose. If you are utilising such approaches in other professional contexts, the *Journal* would be very pleased to hear from you.

The last article, a practice note, details the use of coaching techniques in social work. It considers the use of observation of social work practice (for already qualified practitioners) and a coaching approach to the task of pre-observation planning and post-observation feedback. This practice note is reflective in style and utilises the experience of the author, McDonnell, of receiving feedback post-observation of his practice. The article however is practical in orientation and contains very useful guidance about feeding back after observation. It offers, therefore, a useful resource for all field and practice educators as well as supervisors and managers.

This edition has a bumper five reviews of interesting and highly relevant books: *Mastering Academic Writing*; *Student Practice Supervision & Assessment: A guide for NMC nurses & midwives*; *Applying Critical Thinking and Analysis in Social Work*; *The Routledge Handbook of Green Social Work*; *Developing a Relational Model of Care for Older People: Creating environments for shared living*; and *Helping Vulnerable Children and Adolescents to Stay Safe*.

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As always, I am keen to hear from new as well as experienced writers. I am keen to hear about your practice experiences as a trainer, lecturer or field educator in any profession. What challenges have you faced in these roles? How have you overcome them? What techniques and tools have you used to good effect? How do you assist students to link theory to practice? How do you fairly assess the students? We are keen to develop the practice note section further. These are shorter, less 'academic', more reflective accounts of your work. So if you have an idea, do contact me to discuss further. As a journal we have a strong ethos to support all writers –practitioners as well as academics – to publish.

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