Editorial

Welcome to issue 17(2) which showcases papers from Saudi Arabia, United States of America, Canada, and the United Kingdom, in keeping with our international scope.

As the world goes through a period of uncertainty due to the Covid-19 pandemic, one thing we can be nearly certain about is that the 'new normal' will include the use of information technology for many professions and disciplines. While some will embrace these changes with energy and enthusiasm, others will approach new innovations with scepticism and apprehension. University programmes with a practice learning/field education component will need to consider different ways of delivering their teaching whilst students embrace new ways of learning, enabled by technology.

In this issue, we are presented with a variety of papers which speak to the creativity and innovation in fields of social work and radiography.

In our first paper, Ibrahim presents the findings from research in Saudi Arabia which investigated teaching staff awareness of Web 2.0 applications and the value of using its applications in social work field training. The author focuses specifically on field training in health care institutions and identified that high teaching loads could in part account for low engagement with Web 2.0 applications on the part of social work academics. The paper concluded that whilst applications such as Wiki, Blogs, Facebook, Twitter and Skype were used regularly by academics to facilitate field training, Wikipedia was considered to be the most frequently used due to its availability in multiple languages.

Our next paper by Flaherty examines how Evidence -Based Interventions (EBI) can be used in clinical mental health practice. She discusses the age-old dilemma of what constitutes best research evidence and helpfully introduces the 'Evidence Pyramid' to assist us understand the range and types of evidence available to social work practitioners. Flaherty makes the claim that mental health providers disadvantage their

clients in the processes of referral, assessment, and case management when they do not incorporate research into their practice.

Banach, Rataj, Ralph and Allosso report on findings from an empirical study conducted at one university in the United States of America. The study examined students' perceptions of the benefits, challenges, and areas for improvement of an intensive simulation which formed part of a course requirement in an undergraduate social work programme. The authors conclude that role plays should provide opportunities for students to improve their skills through practice. They emphasise the importance of feedback, proposing that feedback from simulations can help students solidify their knowledge and skills in relation to working with clients.

Staying in North America, our fourth paper by Goulden reiterates the importance of Disability Competence for social workers and goes on to review relevant scales that could complement the assessment of social work students and practitioners in education and practice. She evaluates these scales, presents their strengths and limitations and offers some implications for practice teaching.

Our final paper by Hadwen, Harvey-Lloyd and Strudwick report on the way in which values-based practice has been embedded in undergraduate radiography programme at one University in the United Kingdom. This important paper outlines some of the strategies used to develop students' compassion and enhance their skills in person-centred practice from the point of selection onto the programme. One of these strategies examined within the paper is the 'Pledge wall' where students were required to make pledges about which NHS values they would strive to embed during their period of practice learning in a diagnostic imaging department.

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Within this array of works, authors have touched on themes which could be of benefit to educators during this pandemic. The importance of using social media and other technology to facilitate learning is already here and likely to stay, the use of evidence-based interventions is important but more so at this critical time when we are actively seeking ideas and interventions which have been used successfully during previous pandemics. The paper about the use of role plays and simulations in

teaching and learning could not have come at a better time when physical meetings service users and clients are being restricted globally as part of measures to reduce the spread of the coronavirus.

We are reminded about the need for social work students to work inclusively with people with disabilities and while having a disability does not necessarily put someone at risk from Covid-19, according to the WHO, persons with disabilities may have specific underlying conditions that make them more vulnerable. Finally, it is timely to discuss how student radiographers' values are aligned with the values of the National Health Service (NHS), the UK's frontline service working to combat covid-19.

We have two book reviews in this issue, the first is *Teaching and Learning in Higher Education Disciplinary approaches to educational enquiry,* Second edition by Elizabeth Cleaver, Maxine Lintern and Mike McLinden (Eds.) reviewed by Jean Gordon. The second is *Avoiding Plagiarism* by Thomas Lancaster, reviewed by Violet Hejazi.

I would like to take this opportunity to express my sincere gratitude to the peer reviewers who have given up their time to review manuscripts and to the authors who have chosen the *Journal* to disseminate their work. It is my hope that educators will feel inspired to share their work with us in the future.

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