

Editorial

There is increased focus on interdisciplinarity, and the co-creation of knowledge among stakeholders is a theme running through this issue. Authors in this issue have worked with students and colleagues to address problems in their institutions and on their programs and within professional practice.

It is my pleasure to present this double issue comprising eight papers and six reviews. This issue engages us in a wide range of topics relevant to practice learning in social work and health. Authors are from Korea, Indonesia, the United Kingdom and the Kingdom of Saudi Arabia.

In the first article *Park, Park and Kim* share their research on the development of a model that combines a medical education curriculum with service activities in Korea. The K-SL-ME Model was developed over a period of 3 years and was evaluated every year in order to ensure necessary changes and adaptations could be implemented with the next cohort of medical students. The model is being recommended for the delivery of service-related programmes in medical education in Korea.

The second article of this issue by *Atiek* examines the development and psychometric testing of an Indonesian clinical assessment tool (In-Cat) for student nurses. Using an exploratory sequential mixed method research design, the author concludes that the IN-CAT functions as a tool for student assessment and also guides preceptors in clinical teaching and assessment and is beneficial for nurse education in Indonesia.

Staying with the focus on student nurses, *Baillie and Fish* share, from a UK (London) perspective, their work on an evaluation of a unified practice assessment document for student nurses. They outline the experiences and views of students, mentors and academics. The paper highlights the

complexities involved in the assessment of nursing competence. These complexities are particularly apparent when, as often happens, students on the same placements are different Universities using different practice assessment documents. This puts additional pressure on nurse educators who had to work with several kinds of documentation for the students they had on the same placement. The development of a unified document was found to minimise confusion and workload for mentors. The authors argue that students would no longer need to explain their University's practice assessment documents to their mentors.

Writing from the Kingdom of Saudi Arabia, *Al-Mubarak* shares her work about students as recipients and providers of feedback in an in-class activity and argues that peer feedback is important in preparation for practice learning in professional contexts. This action research study occurred as part of a Master of Science in Healthcare and Patient Safety at her University where the students, all of whom were full time employees in the health sector. There were many reported advantages of this approach, including maximising the transferability of peer feedback into skills development.

The fourth paper by *Higgins* explores the implications of virtue epistemology and epistemic humility for social work and argues that both of these concepts offer ethical alternatives to what can be considered to be a limited focus on rules and processes in social work decision making. The paper sheds some light on a 'humility model' for practice learning introduced at the author's University which has resulted in students becoming more open to accepting different and often undervalued sites for their practice learning, encouraging them to focus on what they can learn from these placements.

The article that follows is by *Buckley, Richardson, Newcombe and Dobrzycka* who report on a project at their institution which explored inter-disciplinary communication with social work and nursing students. This paper reiterates the importance of interprofessional working and highlights the role of interprofessional education in developing an appreciation and respect for other professionals' skills and knowledge. The authors share six themes identified from the data, and go on to explore four of these more thoroughly. These four are: service user/patient health and wellbeing; group dynamics within an inter-disciplinary context; active listening and effective group discussions; and finally professional roles, responsibilities and limitations. Their findings remind us of the importance

of interdisciplinary communication, that practitioners do not speak the same professional language, and that effective interdisciplinary working requires time to build, maintain and grow.

In a Practice Reflection, *Ahmed* takes the reader through her experiences of becoming a social work practice educator and likens it to acquiring an Art. Using first person, this reflection identifies five main areas: The Art of motivation and learning; the Art of reflective supervision; the Art of conversation; the Art of feedback and reciprocity and finally the Art of letting go. She argues that a social work practice educator through these various 'Arts' supports social workers in the profession.

In the final article by *Cane*, there is a shift in focus to considering how racial division in social work classrooms can be disrupted through small-group activities. This paper is timely as it has been 13 months since the murder of George Floyd in the United States of America and the subsequent Black Lives Matter protests around the world. The author draws upon empirical research conducted in 2018 and shares examples of in-class activities undertaken with social work students as part of their 'Readiness to Practice' module ahead of their practice placement. Cane proposes the idea of disruptive pedagogies in teaching and views this as an opportunity for students to learn, debate and reflect on anti-racist and anti-oppressive practice.

Book Reviews

As a Journal we consider book reviews to be an integral part of scholarly activity and an important source of information for researchers, students, practitioners and libraries. According to Obeng-Odoom (2014) some journals sacrifice book review sections when they perceive there to be a pressing need for other scholarly papers. This journal is committed to recognising and sharing book reviews which have the potential to support learning and enhance practice. This issue contains six book reviews

- *Innovations in Practice Learning. Critical skills for social work* edited by Sue Taplin and reviewed by Mark Sweeney.
- *Pass your Exam* by Lorraine Anderson & Gordon Spark and reviewed by Violet Hejazi.

- *Read critically* by Alex Baratta and reviewed by Violent Hejazi.
- *Learning theories for everyday teaching* by C. Thompson and L. Spenceley reviewed by Paula Beesley
- *Is assessment fair?* By Isabel Nisbet and Stuart D. Shaw. Reviewed by Jean Gordon
- *Understanding supervision and assessment in nursing* by Aine Feeny and Su Evrett. Reviewed by Helena Low
- *Developing skills and knowledge for social work practice* by Michaela Rogers, Dawn Whitaker, David Edmondson & Donna Peach. Reviewed by Jenny Peddar.

The Journal continues to support new and aspiring writers and I am delighted that this double issue contains many 'new' voices. We remain indebted to all our Reviewers for the work they continue to put in to ensure that articles and books they review are of good quality. Please do contact us if you would like to become a reviewer for the Journal or to discuss your ideas for a paper.

Forthcoming Events

Please join us on 13 and 14 October 2021 for our International Practice Teaching Conference which will be held online. There is an open call for papers on the theme: 'Recovery, Restoration, Reconstruction, Renewal'. For details contact enquiries@whitingbirch.net or visit [www. https://whitingbirch.net](https://whitingbirch.net).

We also have a Twitter handle @jpacedu so please follow us to promote your own research and to follow that of others in your field.

References

Obeng-Odoom, F. (2014) Why Write Book Reviews? *Australian Universities Review*, 56, 1, 78-82

Dr Prospera Tedam
Editor