

Editorial

As the first editorial of the year, I would like to wish our readers, reviewers and authors all the very best in 2023 and we look forward to growing our readership and our author base in the years ahead.

In an interesting co-incidence it is my pleasure to present this issue comprising five (5) articles and two (2) book reviews with four of the articles from the Philippines and relevant to our international readership.

In the first article, *Ford, Martin and Sy* offer an interesting and accessible exploration of 12 tips which they propose will assist in refining current workplace practices and processes to make them more collaborative, intentional, and streamlined at the point of care in healthcare teams. Among these 12 tips are *Tip 3* which is around the adoption and use shared language and *Tip 8* which calls on practitioners to undertake continuing professional development. Shared language encourages collaborative practice between healthcare workers from multiple disciplines and backgrounds and help prevent errors that may occur from miscommunication between and among professionals. Continuous professional development is crucial for practitioners to enhance skills and knowledge in order to remain productive.

Using a qualitative cross-sectional design which involved observation, interviews, and review of documents, *Medallon* offers a comprehensive analysis of professional behaviours and professionalism demonstrated by Occupational Therapy interns in the Philippines and argues that their attitudes are formed through repeated experience of responding to events and situations. The challenge then is how these professional attitudes and behaviours are facilitated through relevant teaching and learning strategies.

Reflecting on fieldwork experience in Southern Cebu in the Philippines, *Bulan, Pestano and Sy* in the third article, use a case study design to explore the indigenous occupations of an Ati tribe community

through fieldwork activity in an occupational therapy undergraduate programme. The Ati people are considered ethnic minorities in modern-day Philippines and are reported to be among the poorest and most disadvantaged groups in Filipino society due to disproportionately poor access to education, health, and human rights. The authors argue that learning about indigenous culture, peoples, and occupations can be enhanced through fieldwork or internship programmes and can contribute to decolonizing the curriculum.

Writing from England, *Cust, Cope, Brown and Baker* evaluate a small pilot study of a peer mentoring initiative for undergraduate nursing students in one higher education institution. They outline the importance of peer mentoring and highlight its many significant positive benefits such as enhancing communication, offering a safe space for discussions, heightened sense of belonging and increased confidence for both mentees. Due to positive evaluations from mentors and mentees, the peer mentoring programme is being continued and will be expanded to include other professions such as paramedic students and operating department students.

The fifth and final article in this issue is by *Comia, Manalo, Areglado, Revera and Reyes* who examine virtual internships for occupational therapy students during the covid-19 pandemic in the Calabarzon region in the Philippines. The researchers utilized a focus group discussion (FGD) with six participants and found that while there were disadvantages to virtual internships such as unavailability of resources, non-engagement by some clients and technological challenges, some positive outcomes were achieved for example having the time to prepare evaluation process and visual aids for use with clients.

Book reviews

According to Obeng-Odoom (2014) some journals sacrifice book review sections when they perceive there to be a pressing need for other scholarly papers. 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, practice educators and libraries and so we are committed to recognising and sharing book reviews which

have the potential to support learning and enhance practice. This issue contains *two* (2) book reviews.

Hayley Heasford, Professional Development Officer for Bournemouth, Christchurch and Poole Council reviewed the book '*The Social Work Degree Apprenticeship*' by Clare Stone and Mary Shannon by Critical Publishing and concludes that the book serves as a useful guide for anyone wanting to understand degree apprenticeships.

In the second review, Sally Scott who is a Qualified Social Worker and Practice Educator offers some insight into the book *Creative Approaches to Social Work Practice Learning* edited by Heidi Dix and Aisha Howells suggesting that the book is a useful addition to a practice educator's library.

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 and the invaluable assistance of Elena Peleris who joined us in August 2022.

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Editor & Associate Professor
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