

Editorial

It is my pleasure to introduce this truly international edition of the journal with contributions from scholars in nursing, healthcare and social work from the UK, Qatar, Greece, Australia and South Africa.. As these examples show, practice and virtual education are essential bridge from classroom to professional life, fostering competencies that are critical in today's complex health and social care environments. There are a total of nine articles and one book review

The first article by *Paula Beesley* explores how social work students in England develop diligence through their placements and supervision. Using a narrative inquiry method, the study observed eight supervision sessions and interviewed participants to understand what factors contributed to the students' professional development. The key finding was that students' commitment and organisation for supervision increased as they recognised its role in enhancing their knowledge and skills. The article emphasises the importance of preparation and engagement by both students and practice educators, ultimately fostering a diligent attitude towards supervision. Recommendations for educators and practice supervisors are also provided to help students build this professional commitment.

Staying with a focus on students and learners, *Emma Hyde Maryann Hardy, Ruth Mary Strudwick and Amanda Upton* present a study on the effectiveness of a Massive Open Online Course (MOOC) in raising awareness of patient-centered care (PCC) among diagnostic radiographers. Despite a low completion rate, the MOOC showed potential as a valuable tool for improving PCC awareness. The study revealed that participants were generally familiar with PCC before the course, but the MOOC deepened their understanding of its application in practice. The authors highlight barriers such as workload pressures and low morale in the healthcare field, but stress the importance of continued efforts to support radiographers in implementing PCC in their daily work.

The third article is by *Marguerita McGovern* who examines how AI chatbots, specifically Perplexity and ChatGPT, can be used as educational tools for social work students and practice teachers. The article suggests

that these AI platforms can aid in developing critical thinking and expanding students' awareness of technological advancements that may influence the future of social work. While acknowledging the limitations of AI-generated information, McGovern emphasises its value in providing a fresh evidence base and offering new perspectives on complex issues during social work placements. This article advocates for integrating digital tools to enhance both teaching and learning experiences in social work education.

Sharif Haider highlights the use of using online forums to teach social work students recognising the growing importance of critical reflection, a skill enabling social workers to navigate ambiguity, challenge power structures, and improve practice. Rooted in critical social theory, this process involves questioning assumptions, analysing systemic inequities, and transforming practice through self-awareness and creativity. He argues that online forums, foster critical thinking by engaging students in deconstructing practices and managing emotional complexities. By equipping students with this skill, educators enable them to address power dynamics and adapt to evolving professional demands, ensuring they thrive in an increasingly volatile environment.

The next article by *Louise Beckinsale, Sonya Morgan, Stephen Duffull, Phil Hider, Louise McDermott, Aynsley Peterson and Eileen McKinlay* investigates collaborative decision-making among pharmacy and medical students in an interprofessional virtual learning setting. Using the Model of Interprofessional Decision-Making, the study evaluates how well students from both fields work together on medicines management tasks. It found that collaboration levels varied significantly, with most students operating at the "Deliberation" stage—demonstrating some collaborative efforts but still falling short of full teamwork integration. The research suggests that while interprofessional education activities can foster improved collaboration, there is still much work to be done in optimising the decision-making process. The findings indicate that future studies should explore whether these variances are due to the educational design or if they reflect broader trends in interprofessional healthcare training. The study advocates for more robust interprofessional frameworks to better prepare students for real-world healthcare environments.

Continuing with the theme of interprofessional practice, *Priya Martin, Saravana Kumar, Wendy Ducat, and David Snowdon* delve into the concept of interprofessional supervision (IPS) within healthcare settings. By utilising Proctor's model of clinical supervision, the authors argue that IPS, where the supervisor and supervisee come from different professional backgrounds, can significantly enhance the learning process. The study highlights how healthcare professionals can benefit from understanding supervision beyond

their immediate discipline, which in turn supports better client care. The authors provide practical strategies for facilitating IPS, urging healthcare workers to embrace both direct and reflective supervision methods. The paper concludes that interprofessional collaboration in supervision can foster a more cohesive healthcare environment, recommending further exploration into how different professions can share supervision frameworks to improve overall healthcare outcomes .

Writing from Greece, *Sophia Martinaki Sofia Dedotsi, and Konstantinos Kontoangelos* examine the impact of clinical placements in mental health settings on social work students. Through placements in psychiatric facilities, students reported significant growth in preparedness, attitudes toward mental health, and career aspirations in this challenging field. Using a mixed-method evaluation with the P/MHCPS scale, the study found that exposure to psychiatric environments reduced negative stereotypes and increased students' confidence and readiness for mental health careers. These findings underscore the importance of hands-on experiences in shaping future mental health professionals, as students confront real-world challenges and reassess their career trajectories in social work and mental health fields.

From South Africa, *Elizabeth Ivy Smit* presents her findings from a community engagement project with Disadvantaged Communities in South Africa designed to address social issues in Lokaleng Village. Using a generalist social work approach, the project focuses on empowering high school learners by addressing key challenges such as poverty, unemployment, and substance abuse. Social group work serves as the primary intervention method, with students acting as intermediaries between the university and the community. The initiative also aims to promote sustainability by involving community leaders in the project's outcomes. Through educational and mutual aid efforts, the project seeks to develop a self-sustaining model of social relief. Smit emphasises the importance of bridging the gap between academic theory and practical community work, arguing that projects like these not only serve the community but also provide invaluable hands-on experience for social work students.

Salman Riaz and Roozbeh Naemi explore the impact of training levels on medical students' approach to learning and applying non-technical skills (NTS) such as communication and teamwork. Focusing on students in their clinical years, the authors emphasise the critical role NTS play in enhancing patient safety and healthcare outcomes. The research examines how simulation-based training programs can help students develop these skills, particularly as they transition from

theoretical to practical, real-world settings. It highlights that while many students show improvement in technical knowledge, integrating NTS into their everyday practice remains challenging. The study calls for tailored educational interventions to bridge this gap and for further research into how different training levels influence the learning curve for NTS. Simulation emerges as a valuable tool for making this transition smoother, but there are significant barriers that need addressing, including resistance from traditional educational models.

Book Reviews

In Practice Education in Social Work: Achieving Professional Standards Paula Beesley and Sue Taplin provide a comprehensive guide for practice educators in social work. It aligns with the British Association of Social Workers (BASW) Practice Educator Professional Standards (PEPS), making it a vital resource for new and experienced educators alike. It highlights the critical educator-student relationship and the post-pandemic shift towards blended learning, emphasising self-directed activities to enhance reflection and integration of knowledge. The book introduces models like the MANDELA model, addressing specific challenges faced by students of Black African heritage, while balancing practical insights for on-site and off-site practice educators. The book was reviewed by Oliver Burford, a Social Worker, with Local Authority Statutory Adults Services.

As we come to the close of 2024, I extend my appreciation to all authors, reviewers and editorial board members who give up so much of their time to ensure the journal continues to publish high quality, innovate research in the area of health, nursing and social work.

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