

## Editorial: ‘Onward and upward’

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It seems fitting to be taking over as Editor of the IJPBL after celebrating its tenth anniversary, which provided an opportunity to pause and reflect on where the journal started and where it is now. I am excited and admittedly, a little daunted, about taking on this important role – excited because of the opportunities to continue developing the journal and shaping practice-based learning into the future, and daunted because I have big shoes to fill. I am deeply appreciative to Lynn Clouder for taking me on as a co-editor just over seven years ago and for mentoring me in all things about being a journal editor. I am thankful she is staying on as a co-editor and that we have such a competent and experienced editorial team.

As an occupational therapy academic in South Africa with many years of experience supervising undergraduate students in practice learning placements, my passion lies in understanding how we can best equip health- and social care professionals for the real world of practice, bearing in mind the increasing complexities they encounter in their daily work. My intention is to build on the excellent work of the founding editors by attracting articles from a broad range of countries that showcase innovations and evidence-based practices related to any aspect of practice-based learning. I would also like to see the IJPBL increasing its readership and expanding its current reviewer base. My big dream is for the IJPBL to become the journal of choice for publishing timely research and scholarship on practice-based learning that ‘showcas[es] innovative, ground-breaking practices that could revolutionise the landscape of practice-based learning’ (Clouder et al., 2023, p.6).

The articles in this issue present research conducted in Jordan, South Africa and the United Kingdom, involving health professionals in general (1 article), physiotherapy (2 articles), occupational therapy (1 article), speech-language pathology (1 article) and nursing (2 articles). Jordaan and Hugo-Van Dyck (2024) report on a holistic instrument for evaluating clinical learning environments, which could inform decisions about placement choices for all health and social care professions. The instrument may also have value for monitoring placement quality and identifying additional support needs. Rhodes et al. (2024) looked at promoting physiotherapy student well-being during practice-based learning and found that a wellness intervention significantly improved students’ coping and self-efficacy. Tan et al. (2024) highlight how physiotherapy and occupational therapy students successfully met their learning outcomes despite the changes made during the COVID pandemic. From a different perspective, Dreidi et al. (2024) reported mild to moderate stress in nursing students during their clinical placements and concluded that stress may impact negatively on clinical performance and patient care. Cook et al.’s (2024) examination of speech-

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language pathology student perceptions of reflective practice provides evidence to support reflective practice learning activities with students.

Two articles relate to what I would term ‘indirect’ practice-based learning experiences that occurred during COVID. Robinson et al. (2024) found that a specific telerehabilitation teaching and practice experience had a positive impact on physiotherapy students’ confidence and perceived competence to deliver telerehabilitation. Abu Shosha and Al-Kalaldeh (2024) explored nursing students’ perspectives of High-Fidelity Simulation Learning (HFSL). While the students perceived HFSL to be effective, it did not build their confidence to work with patients with contagious diseases in clinical settings. Lastly, Wareing et al.’s (2024) investigation of the factors motivating career choice in nursing and midwifery students could be useful to inform tailored recruitment strategies for nursing and midwifery.

In closing, I’m looking forward to this new challenge and would like to thank the authors of the articles and the editorial team for all the work they have put into this issue. As usual, we encourage you to spread the word about the journal and look forward to receiving your contributions. We hope you enjoy reading this issue!

In the words of C. S. Lewis (1954), ‘Onward and upward!’

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