

# Editorial: Persistent Positive Change in Challenging Times

\*Stella Howden<sup>a</sup>

a: Heriot-Watt University, United Kingdom

This issue brings together a diverse range of studies from health professionals and educators across Australia, Canada and the UK and a range of education and care contexts. The diversity and complexity of learner, trainee and patient needs are also highlighted against a backdrop of constrained resources.

What then is the common theme for this issue? It is the persistence of these authors, practitioners and academics to be curious about what could be better and engage with scholarly enquiry to advance practice-based learning.

This is reminiscent of Professor George Kuh and colleagues, writing in 2005 about what can be learned from high-performing colleges and universities, those that appeared to be exceeding expectations in relation to learner experience and outcomes. They identified a common approach to improvement which they expressed as “positive restlessness” (p. 46), where staff continuously questioned how things can be enhanced, to support learning and the quality of education. This is the commonality that is evident in the articles presented in this issue, with practice educators and supporters, positively restless about students, trainees and practitioners learning.

The first article by Massé et al. (2025) questions how medical trainees transfer learnings from less traditional practice-based sites, in the community, to traditional clinical settings. This Canadian study illuminates how exposure to the community settings enabled shifts in physicians’ perceptions of healthcare systems, sensitising trainees to patients lived experiences, psychosocial factors and interdisciplinary working. Barriers and enablers to applying learnings are discussed highlighting the ability to integrate the more inter-personal and patient care aspects but the challenges presented by organisational and structural factors. The authors raise a call to action for those involved in shaping healthcare policy and practice to consider their findings.

Continuing with the topic of transition and learning, Tan et al. (2025) explore how newly qualified physiotherapists experienced joining the world of work after a COVID-19 impacted study experience. Speaking to new graduates (qualifying through 2019-21) and working as physiotherapists in the UK they identified a range of themes, both positive and negative. Their findings highlight that some did feel concerned about their readiness for practice, others noted the value of initiatives developed by universities for example bridging programmes with masterclasses and specific support for applying for

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\*Corresponding Author: Stella Howden PhD MSc(Ed) SFHEA, Associate Professor (Learning and Teaching Enhancement), Learning and Teaching Academy, Heriot-Watt University, Edinburgh, EH14 4AS, Scotland, UK.

Email: [S.Howden@hw.ac.uk](mailto:S.Howden@hw.ac.uk)

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jobs. A key insight from Tan and colleagues is to consider the significance of the positive initiatives from the pandemic, including pastoral support, flexibility of teaching, and ask: what enduring lessons can be drawn from those times and initiatives?

Staying with the UK context, Newton (2025) introduces a novel interprofessional major incident simulation debriefing strategy. Having identified a gap in the literature, Newton reports on the outcomes of a pilot study, involving health professions students trialling the 'Trinity Technique'. Using the new strategy with a range of simulations and with paramedic science, nursing, physician associate and forensic science students revealed its value in supporting reflection, promoting learner engagement and focus. The findings will be of interest to those involved with simulation and more generally for those developing interprofessional sessions with lessons to learn about enabling students' engagement, and dialogue and promoting psychological safety.

Turning to paramedic education, Wilkinson and Copson (2025) explore the use of podcasts to support learning. The study findings provide a valuable insight into learner reaction to podcasts. Apprentice paramedics responded positively to the podcasts in relation to engagement and enjoyment, highlighting the accessibility and flexibility of podcasts. For those planning to integrate podcasts within education/development programmes the authors highlight the care required when making decisions beyond engaging content, including consideration of voice qualities, duration and more holistically how podcasts are situated as part of an overall suite of learning materials and opportunities.

In the final paper Kenny et al. (2025) from Australia prompt us to consider the importance of questioning and examining the effectiveness of CPD workshops. Moving beyond the common approaches to workshop evaluation of seeking self-report of experiences and satisfaction. The authors integrate goal setting as part of a development session on supervision skills and follow up survey, to ask what happened next in relation to their goals and practice. When resources are scarce and CPD is so critical, these ideas about enhancing workshop effectiveness and feeding participants' experiences back into sessions has never been more important. Overall, an excellent prompt for all practice educators to consider embracing the complexity of engaging with new ways of thinking and practicing with the dynamic of learner, context and clinical educator.

We hope this issue holds value for all readers, irrespective of practice, place and learner focus. Across the papers the authors demonstrate their persistent pursuit of change, to enhance learning for students, trainees and practitioners, demonstrating the gains from a commitment to staying positively restless.

## ORCID

Stella Howden <https://orcid.org/0000-0002-6460-3869>

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