

Editorial – Has Your World Turned Upside Down?

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How the world has changed since we published the last issue of the journal. As I write, it is just over eight weeks since I last went into work and since then, like academic colleagues around the world, I have established a new work routine spending lots of time on Zoom™ or Microsoft® Teams and feeling busier than ever. This is likely to be similar for many readers of the journal but for others I realise it may be business as usual as essential workers, frontline staff or volunteers, working in different roles in response to the Covid-19 pandemic. In the United Kingdom we applaud your input each Thursday evening standing on our doorsteps as a very small gesture of solidarity in a world that feels very uncertain. Inevitably, this is shaping all of our thinking.

Looking at the papers in this issue, they represent a pre-pandemic world but one that was already changing, not least in response to limited placement resources. Will this change post-Covid? Time will tell but already the alternatives to placement experience are being explored. Three articles in this issue consider the use of clinical simulation as a substitute, even in part, for placement experience. Penman and her colleagues focus on simulations for speech and language students in lieu of adequate availability of placements, while Wareing *et al.* consider a tool to structure simulated clinical learning environments for midwifery and ODP (operating department practitioner) students. Blackford *et al.*'s article also investigates the use of clinical simulation for physiotherapy students. Their findings suggest that clinical educators' perceptions of replacing the first week of placement with a simulation experience were that it had both pros and cons. In the current context, perhaps the rationale for increasing reliance on simulated experience is more compelling.

Two articles in this issue present a common theme in that they both focus on assimilating students into the workplace in the United Kingdom. Ryan and Morris's article shares the potential of a placement passport to enhance collaboration between physiotherapy students and clinical educators, whilst Brand's article explores nursing students' experiences of mentoring. He focuses on the impact of mentors on creating a sense of belonging, helping students settle into a team and developing their learner identity. Both of these articles present viable solutions to helping inducting students into the workplace-setting, however that might look in future.

The articles by Tétréault *et al.* and Mackenzie and McAulay have particular resonance for the future 'caring' workforce within the current context. Of concern in the light of an aging population, Mackenzie and McAulay's article – which focuses on dietetics students' attitudes to and knowledge of working with older people – found that working with the elderly was the least preferred specialty, indicating a need for increased placement experience working with older adults. Similarly, Tétréault *et al.*'s study of occupational therapy and social work students suggests that they are not necessarily aware of the

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Journal URL: <https://publications.coventry.ac.uk/index.php/pblh>

Clouder, L. (2020). Editorial – Has your world turned upside down? *International Journal of Practice-based Learning in Health and Social Care*, 8(1), ii–iii.



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challenges and responsibilities of the helping relationship. Maybe events of the past few months have provided that insight, potentially motivating some and discouraging others.

What the next few months hold in terms of impact on preparation of health and social care professionals around the world is unclear, but anecdotally there are interventions such as final-year students being drafted into employment to play a significant role in the Covid-19 response that it would be great to capture. As you read this issue you might reflect on the changes in your own practice suited to a short reflective piece for publication.

You will notice that we have an addition to this issue in the form of a book review written by Dr Lois Meyer from UNSW Sydney, Australia. We welcome Lois to the journal editorial team as Book Reviews Editor, and ask that if you find books relevant to the practice education field that you contact Lois – l.meyer@unsw.edu.au – with suggestions for future reviews. Meanwhile I hope that you enjoy this issue.

Covid-19 Special Issue - Call for Editor/s

We are keen to invite expressions of interest from our readers, authors and reviewers in guest editing a Covid-19-themed Special Issue of the *International Journal of Practice-based Learning in Health and Social Care*, to be published in 2021. Please distribute this call to your colleagues.

The guest editor may be an individual or a group of two or three co-editors. We anticipate that the issue will contain articles on how practice-based learning has adapted to meet the challenges of Covid-19, as well as reflective submissions, or interesting stories, about the changes experienced.

You can contact Helen Buchanan helen.buchanan@uct.ac.za, Lindy McAllister lindy.mcallister@sydney.edu.au or Lynn Clouder l.clouder@coventry.ac.uk to share ideas informally.

Deadline

Expressions of interest must be received by **10 July 2020**.