

## Editorial: [Ab]normal Life Goes on

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It's a year since I last took a turn at drafting an editorial for the journal and in that year much has changed, and nothing has changed. We continue to have a healthy trickle of articles submitted for review and we are immensely grateful to our pool of reviewers for their help in assessing and providing constructive feedback to our authors. Back in spring 2020 the board of the National Association of Educators in Practice took the decision to cancel its annual conference. After much deliberation on whether or not to go virtual this year again it was decided to forego the conference but to publish the abstracts accepted in 2020 on the NAEP website ([NAEP, 2021](#)). This issue provides a link to the abstracts that give some sense of how vibrant the conference usually is. Let's hope that 2022 brings opportunity to bring people together again.

The articles in this issue cover a range of topics on practice in Australia, Canada and the UK although student perspectives on placement provide a unifying thread for several articles. Rachael Mason, Rachael Hunt and Ros Kane ([Mason et al., 2021](#)) consider placement experiences in care home settings aimed at improving student employability and developing social connections. These placements were found to develop skills, knowledge and understanding in the context of caring for older adults. As well as planning and implementing activities, engaging and communicating with the residents, and working alongside care home staff the students valued opportunity for peer learning and inter-disciplinary teamwork.

Robyn Johnson, Alison Purcell, Emma Power and Steven Cumming's article ([Johnson et al., 2021](#)) also highlights the importance of communication with patients and colleagues for speech pathology students on placement. Students' views shared in focus groups on a communications screening tool acknowledge its value in identifying students with weaker communication skills early in their programme and in initiating support.

The article by Betsabeh Parsa, Sue Murphy, Donna Drynan and Tal Jarus ([Parsa et al., 2021](#)) presents a study designed to develop a framework to define the concept of professionalism from occupational therapy and physical therapy students' perspectives through analysis of their reflections. Using a content analysis approach, the study suggests that the students consider professionalism to be a multi-dimensional and context-specific concept. Although their perceptions of professionalism were comparable to other theoretical frameworks, they primarily focused on the relational and personal dimensions of professionalism.

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Sally Hanks, Hilary Neve, and Thomas Gale's article (Hanks *et al.*, 2021) discusses the perceived usefulness of a model of capability in preparing health profession students for practice in complex real-world settings. Sharing findings from a workshop with a group of international health profession educators it concludes that there is a readiness for a paradigm shift in education practice, moving to 'educating for capability'. Whilst promoting, observing and assessing capability in practice is acknowledged as challenging for educators, the use of reflection and de-briefing, mapping curricula outcomes to capability, utilising programmatic approaches to assessment, and embracing contextual diversity could all facilitate the development of graduates able to respond effectively in the complex and unpredictable global healthcare environment.

The final article by Hortensia Gimeno, Lucy Alderson, Gillian Waite, Deepti Chugh, Graeme O'Connor, Lucy Pepper, Faith Gibson, Jo Wray and Debbie Sell (Gimeno *et al.*, 2021) turns the focus onto clinical academic careers and the development of research capacity in a health care context for allied health professionals at a tertiary children's hospital in the UK. A research capacity and culture tool captured views of success or skill for a number of research-related items. The authors share the development of a suite of supportive strategies targeting the individuals' perceived gaps in research abilities addressing awareness, accessibility, opportunity and capacity, and knowledge and skills.

The book review provided in this issue by Reviews Editor Lois Meyer (2021) is an edited book by Lisa M. Meeks and Leslie Neal-Boylan on Disability as Diversity. A Guidebook for Inclusion in Medicine, Nursing and the Health Professions, Springer, 2020. Finally, Guest Editors for the special issue, Maggie Bartlett, Stella Howden, Alison Jones, and Linda Martindale (Bartlett *et al.*, 2021) and have included a short piece to whet the appetites of readers for the Special Issue due out in autumn 2021.

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