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## Editorial: Reflecting on 10 Years of the Journal

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### Introduction

It is now 10 years since the first issue of the International Journal of Practice-Based Learning in Health and Social Care was published. Since then, there has been significant change; not just in practice learning itself but across health and social care, the ways people work and study, and in political and regulatory domains. As a way to celebrate the resilience of the journal and its contributions to the evidence base, we are delighted to have put together this special anniversary issue. The issue brings together 10 articles that highlight the range and excellence of the 157 publications from the past ten years. We also present an interview with two of the founding members of the journal, reflecting on the last ten years, including the developments and challenges that have characterised this time.

To identify our ten articles, we started by looking at those articles which attracted most readers across the years. We then reviewed those popular articles, selecting a diverse mix of topics, professional backgrounds, geographies and research/evaluation approaches. Having selected articles for the special issue we asked the original authors to reflect on the impact of their work, highlighting its currency and sharing what happened next. These reflective commentaries capture the significance of the studies and their contributions to advancing practice-based learning.

### An interview with...

This issue starts with an interview with Professor Lynn Clouder and Professor Jill Thistlethwaite, two of the founding journal editors. The interview format captures not just the changes and milestones of the journal but also the enthusiasm, vitality and commitment of those involved in the journal to enhancing practice-based learning and providing an inclusive space for publications in this field. Lynn and Jill reflect on the journal's beginnings and the efforts to keep it going in the early years, and offer insights into the journal's contributions and into how practice-based learning more broadly has developed and could continue to innovate into the future.

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## Ten selected articles

The articles, coupled with their respective reflective commentaries, are presented in chronological order. We start with the oldest, in which Jackson and colleagues (2013) tackle the complex issue of avoiding a theory-practice gap in interprofessional education. Whilst ten years have passed since the publication of this paper, IPE remains a high priority in health and social care education, with a growing body of literature suggesting that IPE results in changed attitudes towards other disciplines and improvements in collaborative behaviour (Spaulding et al., 2021). The question posed by Jackson and colleagues remains relevant; how do educators best support students to learn with, from and about other health and social care professionals to advance collaborative practice and the quality of care?

Three articles were originally published in 2015, covering student failure (Krusen, 2015), accessing personal therapy during training (Wilson et al., 2015), and simulated learning (Blackford et al., 2015). Krusen contributes one of the few student perspectives on the topic of student failure, providing valuable insights into how students feel when they fail and adaptations they use when faced with failure. While the numbers of students who fail placement is small, supporting these students is resource intensive (Milgate et al., 2023) and the impact on both student and supervisor is significant (Nicola-Richmond et al., 2017). Investigation of the student experience of placement failure remains an under-researched area, with the student voice much less prevalent in the literature than that of university educators and placement supervisors. Another under-researched area is addressed in the study by Wilson et al. (2015). They explore the experiences of trainee clinical psychologists who are undertaking personal therapy during their studies. Using narrative analysis the researchers highlight the student journey, associated stigma and the personal and professional impact of personal therapy, suggesting that personal therapy can provide both personal and professional support to trainee clinical psychologists. Such issues remain critically important in light of the increasing acknowledgement of the important role that sound mental health plays in people's lives (World Health Organisation [WHO], 2023). One in every 8 people in the world live with a mental illness (WHO, 2022), with depression currently one of the leading causes of disability worldwide (WHO, 2023). This has resulted in increased need for clinical psychologists who have the skills and attributes to deliver quality care.

The final 2015 paper by Blackford et al. provides some of the earliest work relating to the use of simulation in physiotherapy, with positive outcomes demonstrated in relation to student confidence and professional and clinical skills. Finding sufficient numbers of quality placements continues to be challenging for the delivery of health and social care education, as is the preparation of students for transition to practice learning environments. The provision of simulated learning either as preparation for placement or as a replacement has grown in popularity over recent years with a growing body of evidence to support its efficacy (Bridge et al., 2022). Moving on to 2017, Mackenzie and Newman also focus on innovation to expand placement capacity. They investigated an innovative approach to provide placements for dietetic students. Using a partnership model and expanding placement settings beyond clinical and other healthcare settings, they embedded students in social care settings with positive outcomes. This study highlights the need to develop placements across a range of settings in order to produce a work-ready dietetic workforce equipped to work across sectors.

The journal's first special issue (Threshold Concepts Special Issue) was in 2018, showcasing the influence of the threshold concepts framework on healthcare disciplines. This issue demonstrated ways in which threshold concepts can provide different perspectives on practice-based learning. This is particularly clear in the article by Barradell and Peseta (2018), which linked threshold concepts, concept mapping, and ways of thinking and practising. It explores ways to support students in the liminal space while they develop understanding of healthcare practice holistically, making links between knowledge and understanding, and applying it in practice. This article makes for very thought-provoking reading around professional identity and being that remains current today.

The article by Cooper and colleagues (2019) discusses the significant challenges in the UK confronting the growth of clinical academic careers for nursing, midwifery and allied health professionals (NMAHP). It sets out two practical examples of successful approaches that have supported clinical academic career development. Key themes are drawn from these examples and the argument made that sustained strategic support is needed to ensure the formation and development of clinical academic roles within the NMAHP professions for strengthening innovation and quality outcomes in health services. Lessons offered here are

useful more broadly as the importance of clinical academic roles becomes increasingly recognised in many other countries' health and care services.

Moving to more recent times, a Canadian study by Parsa et al. (2021) investigated occupational therapy and physical therapy students' perspectives on the meaning of professionalism using a retrospective content analysis of students' reflections during clinical placements. Analysis led to a student-centred framework of professionalism that was multifaceted and included personal, relational, and societal dimensions within the dynamic of the complex professional contexts. The paper highlights the importance of taking a student-centred approach in interpreting meanings and practices for our clinical teaching and curriculum, as well as the potential value of drawing on retrospective data to support current and future teaching practices. Also in 2021, Johnson et al.'s article "The Early Exposure is Really Helpful" – Students' Views of Participating in Communication Skills Screening" presents an innovative approach to screening speech pathology (speech and language therapy) students to identify support needs with communication skills. The topic is relevant to all health and social care professions education, and the student-led approach aligns with the growing interest and evidence-base around co-production and co-creation that can be seen in healthcare education literature currently. The article highlights the adverse influence that poorer communication skills can have on practice learning if not addressed and proposes a novel and replicable approach to enhance student learning.

A range of innovations and alternative ways of thinking about placements emerged in response to the global pandemic (COVID-19) amid the suffering and distress. To disseminate associated leanings, a two-part Special Issue: COVID-19 was published (Bartlett et al., 2021 and 2022). In part two of the issue, Johnston et al. (2022) explored the impacts of reflective debriefing for care home staff, mediated via online conversations. Their findings provide insight into the value of the debriefing sessions (emotionally and educationally) as well as aspects of acceptability and feasibility.

We hope you enjoy "listening" to the interview perspectives on both the journal's development and how practice-based learning is evolving, and then revisiting the original articles as well as reading a rare insight from authors about, 'What happened next'? Across all the contributions the importance of practice-based learning in its many forms shines through, reminding us of the impact it ultimately has on all of us as we encounter health and care services. Looking back, we also have a sense of the progress and innovation that pervades practice-based learning so look forward with enthusiasm to the next ten years of the journal.

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