

Editorial

In this issue, we include two short reports written by keynote speakers from our annual conference. The theme of ANZAHPE 2017, held at the Adelaide Convention Centre, was “Transitions”. Both authors remind us that transitions are ubiquitous and, by their nature, troublesome. Scott reminds us that we are not only educating students and trainees for current practice, but also to be ready for the future. Changes in practice and in society add uncertainty to that future, and this makes our task harder. In a discussion of the pedagogies of learning in professional programmes, Shulman (2005) coined the phrase “pedagogies of uncertainty”. Students need to cope with uncertainty in the learning environment and to learn to make judgements under uncertainty. Rees provides an overview of the health professional education literature on transitions and describes some of her own work alongside useful theoretical frames. She notes the importance of considering the range of concurrent transitions experienced by learners, social as well as educational and practice-based.

Transitions are features of many of the studies in this issue. Petit, Hodgson and Williams explore the readiness of radiography students to transition into practice. Wright and Capra describe a process used to transition from competency-based standards to a curriculum shaped by entrustable professional activities. Rose, Copely and Scarinci pilot a simulation activity for speech pathology students as a response to changes in the clinical learning environment. Woodward-Kron, FitzDowse, Shahbal and Pryor utilised real patient complaints to design and deliver communication skills learning for emergency-care doctors. Similarly, Teodorczuk and Billett have used authentic clinical incidents for developing learning and modifying practice in elderly care. Both of these latter studies reflect a transition from professional-derived education to patient-derived education informed by authentic data.

As part of the editorial for 18.2, Clark (2017) reflected upon the growing diversity of the Association and journal authors. That diversity is seen in this issue, with original work from radiography, speech pathology, nutrition and dietetics, the multi-professional team in elderly care and medicine.

In this final issue for 2017, I would like to thank all of the reviewers who have given their time and skills to the peer review process (listed on p. 92). I also take this opportunity to remind you to visit the journal website and to ensure that your areas of interest are up to date.

I wish you well with the transition from one academic year to another and from 2017 to 2018.

A/Prof Andy Wearn
Editor

References

- Clark, R. (2017). Editorial. *Focus on Health Professional Education*, 18(2), 1–3.
- Shulman, L. S. (2005). Signature pedagogies in the professions. *Daedalus*, 134(3), 52–59.