

## Editorial

In this issue, we present a variety of papers that deal with the nitty-gritty of delivering health professional education. The authors consider how to do things smarter (Moore et al.; Bacchi, Guo, Brown, Symonds and Hudson; Thalluri and Penman), engaging students in their learning (Iqbal, Velan, O’Sullivan and Balasooriya; Fyfe, Fyfe, Dyce and Radley-Crabb) and applying established techniques in new professional contexts (Shorland, Morris and Stephens).

I write this in the run up to our annual conference, where the theme is sustainability in health professional education (<http://www.anzahpeconference.com.au/>). So, what does this issue say about sustainability?

At conference, Prof. Lara Varpio will speak on being “nimble”. Bacchi et al. present a comparison of two approaches to seeking evaluation via student experience questionnaires. Asking students to consider their group, and not their individual view, provides a picture of the state of play with fewer respondents required, a valuable insight when we risk overburdening students with evaluation requests. Moore et al. report on an ANZAHPE Hot Topic Action Group (HTAG) who are concerned with student-led clinic services. These clinics provide a controlled context for learning and provide an alternative access path to care for patients. Thalluri and Penman describe the impact of a variant on the flipped classroom—the lectorial. All of these papers exhibit nimbleness in terms of efficiency of resources and effectiveness for learners.

Iqbal et al. put the magnifying glass on small group learning and identify the importance of collaboration for the group and future practice. Evaluating new ways of teaching and learning anatomy using an interactive digital table shows that tutor training, good briefing and integration are key (Fyfe et al.).

Shorland et al. explore the perceptions of their speech-language pathology (SLP) students to introducing an embedded simulation experience in the workplace. Although common in other health professional programmes, this is a newer initiative for SLP. Their students found that these sessions reduced their real-workplace anxiety and increased their feeling of confidence.

Sustainability also reminds me of another conference I attended earlier this year on selection in health professional education (2nd International Selection in the Health Professions Conference). Our programmes and our workforces are not sustainable without careful thought about how and who we select, as well as where the needs are in our workforce. At ANZAHPE 2018 in Hobart, I suspect that equity and social accountability will be discussed as part of sustainability, and widening participation is a significant part of the discourse in selection. A review of 10 years of a widening participation scheme by Girotti, Park and Tekian indicates that although there are some extra costs for institutions along the way, diversity is achieved, and performance in the United States postgraduate licensing examination increased as the programme became established (Girotti et al., 2015). An international review of strategies for widening

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participation indicated four strategies that worked: quotas, selection for personal attributes, applicants who were involved in their local communities and positive marketing at applicants' secondary schools (Larkins et al., 2015).

The journal looks forward to receiving your completed work on sustainability in the health professions, following the conference. Don't just present it; write it up!

**A/Prof Andy Wearn**

Editor

**References**

- Girotti, J. A., Park, Y. S., & Tekian, A. (2015). Ensuring a fair and equitable selection of students to serve society's health care needs. *Medical Education*, 49(1), 84–92.
- Larkins, S., Michielsen, K., Iputo, J., Elsanousi, S., Mammen, M., Graves, L., . . . Neusy, A. J. (2015). Impact of selection strategies on representation of underserved populations and intention to practise: International findings. *Medical Education*, 49(1), 60–72.