

## EDITORIAL

## Celebrating partnerships

As 2022 draws to a close, we reflect on the value of partnerships in health professional education. The theme of this year's ANZAHPE conference, partnerships are core to the health professions broadly. A complex undertaking, health professional education relies on diverse partnerships between health professional educators, clinical educators, professional staff, educational researchers, regulatory bodies, healthcare and higher education providers, learners, and last but not least, patients and their carers. Much has been published about partnerships in health professional education, for example, through interprofessional education (Morgan et al., 2019) and student–staff partnerships (Mehta et al., 2022), and with Indigenous Peoples (Moore et al., 2022), patients (Khalife et al., 2022) and healthcare providers (McClosky et al., 2022).

The first known use of “partnership” was in 1576, indicating people who were partners, participating in (or on) something together (Merriam-Webster, 2022). Now widely used to indicate a business or a personal relationship, the sense of partnership that we value in health professional education dates back 650 years.

As an association for health professional educators across two countries, ANZAHPE builds on and facilitates partnerships in health professional education. Through its annual conference, popular online professional development, member networking workshops, fellowship scheme and Hot Topic Action Groups (HTAGs), ANZAHPE provides opportunities for communities of practice (CoPs) to form and foster new partnerships. And, on behalf of its members, ANZAHPE partners with the Australasian Interprofessional Practice and Education Network (AIPPEN) and many other national and international organisations to ensure local and global aspects are front of mind in our discussions.

*FoHPE* is supported by ANZAHPE and helps ANZAHPE meet its strategic goals and priorities while maintaining an independent editorial board. For example, articles celebrating ANZAHPE's six core values will be published in *FoHPE* throughout 2023 as part of the 50th anniversary special theme. Partnerships form the bedrock of *FoHPE*—involving authors, reviewers, editors, journal manager, administrative officer, copy editor, designer and University of Otago Library—and enable it to achieve four publications each year. In this final issue for 2022, we thank the reviewers by name who have generously reviewed articles for *FoHPE* this year and provided valuable advice to authors and editors.

### ***In this issue***

Many of this issue's articles highlight research that involves partnerships. A partnership between nurses and medical students in a healthcare worker influenza vaccine program

is outlined by Fahey, Clucas, Elia, Uahwatanasakul, Cobbletick, Addlem and Crawford. The development of novice assessors' skills in workplace-based assessment in anaesthesia training is explored by Marshall and Castanelli, who highlight the value of self-reflection and experience, and ongoing collaboration with supervisors. Guidance from supervisors is also valued by hospital-based new-graduate physiotherapists for their professional development, as identified in a study by Tan, Phan, Martin, Mandrusiak and Forbes. Additionally, Shakhovskoy, Dodd, Masters, New, Hamilton, Nash, Barr, George, Pelly, Reid, Taylor and Bogossian make recommendations for effective design of interprofessional education, focusing on participants, learning constructs (theories, frameworks and objectives) and learning approaches. In contrast, a scoping review by Barrett, Woodward-Kron and Cheshire identifies ways in which flexibility and individualisation can be integrated into medical programs to meet individual students' needs and areas of interest. Finally, McConville, Chambers, Hased, Morris and Hahne identify predictors of physiotherapy students' future stress, anxiety, depression, study engagement and academic performance, and the effect of a mindfulness program.

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