

EDITORIAL

Continuation and change

At the 2025 ANZAHPE conference, Professors Jodie Copley and Simone Gibson will take over from Professor Karen Scott as co-editors of *Focus on Health Professional Education*. Jodie and Simone bring a wealth of experience to the role through their academic and clinical work and as internationally respected health professional education researchers. Both have served for many years as associate editors. *FoHPE* is in excellent hands.

Time seems to have passed quickly since Jodie and Simone joined the editorial board at the 2016 and 2019 conferences, respectively, in Perth and Canberra. And yet so much has changed in health professional education research and publication, and in society more broadly. Society faced tremendous upheaval during the Covid-19 pandemic, and while restrictions have eased, many people are still affected. During the pandemic, *FoHPE* experienced a surge in submissions yet reduced availability of peer reviewers and increased pressure on the editorial team—some had more free time while others had less. The number of articles about the impact of COVID on health professional education has declined in recent years, however the increase in submissions about mental health and wellbeing is unsurprising.

It has been rewarding to see *FoHPE* continue to improve its standing as a health professional education journal. *FoHPE*'s impact factor has risen, with increasing publications and readership, and at the same time, *FoHPE*'s journal ranking has improved. *FoHPE* has maintained the quality of publications; the horizontal themes (Focus on Methodology, Interprofessional Education and the ANZAHPE 50th Anniversary Collection) have been popular; and processing times have reduced. This has been achieved through the dedicated work of the editorial board, past and present, Journal Manager Jill Romeo, Journal Editorial Assistant Kendall Marriott, the copyeditor and designer and the support of the ANZAHPE Committee of Management.

FoHPE moved to an open access model from February 2021. This decision has benefited authors and readers and is a major factor in the improved awareness and standing of the journal. *FoHPE* is now accessible across a wider range of professions and geographical locations, and this move aligns with ANZAHPE's strategic priority to support research, scholarship and innovation in health professional education. The past 5 years have been ones of significant growth in ANZAHPE, and as the journal published by ANZAHPE, *FoHPE*'s achievements add to the association's reputation and community offerings.

As part of the continually evolving academic publication environment, we have developed and updated policies and procedures to ensure that *FoHPE* aligns with international standards and contemporary best practice. For example, we have developed approaches to the use of AI in research and academic publications, which continue to be updated, as needed.

Research and innovation in health professional education continues to evolve, however the investigation of topics such as effective teaching methods and developing clinical skills required for practice has persisted over the past 3 decades (Sarkar et al., 2025), which is also reflected in *FoHPE*. Interestingly, some topics have increased in prominence, such as promoting resilience and wellbeing in students, indicating educators' and researchers' concern for student wellbeing and how important this is in these uncertain times. This trend is mirrored in *FoHPE*, for example, where in physiotherapy training, predictors of stress and anxiety were determined, along with research into how a mindfulness program influenced these (McConville et al., 2022). Education innovations abound, with Haddadan et al. (2023) finding the DRUMBEAT interprofessional psychoeducational groupwork program had the potential to promote collaboration, reflection and enhanced wellbeing.

Teaching and learning of First Nations students has been consistently found to be the least researched topic across the past 3 decades internationally (Sarkar et al., 2025), however *FoHPE* continuously seeks to publish in this area. Examples include a co-designed escape room (Moore et al., 2022) and an evaluation of an Aboriginal cultural awareness program (Rissel et al., 2022). Following policy change, Pitama et al. (2024) explored representation of Māori patients and inclusion of ethnicity in assessment questions in medical education. They found the policy change resulted in reduced racist stereotyping and "othering" of Māori patients and improved understanding of social and cultural determinants of health.

Looking ahead as new editors, Jodie and Simone are keen to contribute to ongoing improvement in the standing and recognition of the journal. We aim to continue Karen's and previous *FoHPE* editors' legacy by being responsive to new challenges and opportunities in health professional education that arise from the forces shaping our healthcare system and society in general. This will include a commitment to supporting and promoting diversity, equity and inclusion, research that is informed and led by Indigenous knowledges and publishing practices that embrace new technology with integrity and humanity.

We look forward to working with you, the health professional education community, in this next chapter.

In this issue

In their article, Nagasundaram, van Heerden, Porashemi and Gray showed that use of virtual reality can improve medical students' empathy in a paediatric setting. The use of well-designed learning activities involving simulated or supervised failure is proposed by Shahid and Waheed as a formative learning tool to prepare students for the reality of clinical practice.

In their study into allied health placements with military personnel and first responders, Greenham, Post, Cockram, Parfitt and Nelson found that students enhanced their knowledge of occupational culture, attitudes towards working with veterans and first responders and ability to work with individuals with mental ill health. Hine, Ward, Stubbs, Casey, Diug and Wallace examined medical students' reflections and learning from completing a clinical audit. Finally, Ronayne, Olson, De Silva, Guan, Newsham-West and Anakin explored the development of interprofessional competency of oral health, medical laboratory sciences and dental surgery students through the implementation of an interprofessional teaching activity.

Prof Jodie Copley, incoming co-editor, *FoHPE*

Prof Simone Gibson, incoming co-editor, *FoHPE*

Jill Romeo, journal manager, *FoHPE*

Prof Karen Scott, outgoing editor, *FoHPE*

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