



From the Chief Executive

Adjunct Professor Annette Solman
Health Education & Training Institute (HETI)

It is with pleasure that the Health Education and Training Institute (HETI) launches this inaugural issue of *Health Education in Practice: Journal of Research for Professional Learning*.

My vision, when I commenced in the role of Chief Executive, was the creation of a journal that will enhance the profile of the education and training that occurs within NSW Health. A journal that will also draw attention to the need for scholarly evidence-based practice to underpin the different educational approaches used within education program design and delivery.

The journal seeks contributors from within NSW Health and other educational institutions to further the empirical evidence base regarding best practice. I encourage all staff to subscribe to this free journal and those working in education and training to contribute to its future issues.



From the Editor

Dr Suzana Sukovic¹
Editor-in-Chief

The first issue of *Health Education in Practice: Journal of Research for Professional Learning* is in front of us, bringing together different communities of practice with a variety of insights into education of the health workforce. This journal is the first of its kind for NSW Health and for the Health Education and Training Institute (HETI) as the journal publisher. Initiated and published by NSW Health, the journal has the ambition to create a rare meeting ground for different types of research-based knowledge about education of the health workforce. Professionals and researchers from different industries and disciplines, nationally and internationally, are invited to contribute.

For the Editorial Team and Board, this first issue is a sign that our ideas about creating an interdisciplinary meeting space are taking shape. We aim to nurture and develop conversations between professionals at the coalface of educational practice and academics from different disciplines to enrich our collective understanding of education of the health workforce. Our goal is, ultimately, to improve patient health outcomes while contributing to the shared pool of knowledge. Admittedly, progress towards these goals is notoriously difficult to document. As one of our authors, Professor Peter Goodyear, writes in this issue, 'learning is often diverse and messy' (p.7). However, collaboration and the sharing of insights, across industry and disciplinary boundaries, are the best ways to document progress and to learn from the researched practice.

In light of our ambition to contribute to sharing of ideas, this is a free-to-publish, open-access journal, hosted by Sydney University Press. This model ensures free sharing of content, and continuity

in archiving, which is vital in the volatile information environment of knowledge production. The journal has two publication streams: *Research & Evaluation* for double-blind peer-reviewed articles, and *Education-in-practice* for shorter pieces about news and insights from practice.

Although journal issues will be published biannually, articles will be published online on a rolling basis. In this way, authors and readers searching for the most recent content will have access to articles as they become ready for publication. Electronically bound issues will be available for readers who prefer journal browsing.

In this first issue, we present four scholarly articles in the *Research & Evaluation* stream. Professor Peter Goodyear reflects on the current state of educational research and difficulties in capturing the best evidence to inform design for learning. He argues for design based on understanding of the mechanism, of 'the how' and 'why' of learning. A challenge, in his view, is to become more sophisticated about different types of actionable knowledge in our practice of educational design. Professor Goodyear suggests that a journal such as this has a place in stimulating innovation in educational practice.

Professor Tim Shaw and co-authors contribute to innovation by sharing their CASE methodology as a systematic way of developing evidence-based scenarios for online learning. As the authors state, this framework ensures a Collaborative approach to developing Authentic and Succinct case scenarios that are founded on Embedding the best available evidence. This methodology is based on the authors' extensive experience and literature review. It is likely that this approach will provide an effective way to embed case scenarios in learning.

The integration of evidence-based practice (EBP) in daily work is a necessary and challenging process. In a study of undergraduate students' confidence in and attitudes to EBP, Dr Kylie Ann Murphy and co-authors found significant advantages in teaching EBP as part of workplace learning. Students who learnt these skills in workplace contexts felt more confident about them than those students who learnt about EBP within research subjects. Also, students perceived EBP as a more prominent part of their professional identity when they were exposed to relevant practices in the workplace setting.

Dr Audrey Wang, Ms Georgia Fisher and Ms Jillian Hall considered the impact of a one-day workshop on a biopsychosocial approach to pain management in geriatric patients. The authors found that clinicians changed their attitudes and beliefs after the workshop without changing their practice. The authors propose that a more complex approach is required to change clinicians' practice.

In the *Education-in-practice* stream, we present an interview with Professor Paul Bannon, Deputy Director of the Hybrid Theatre at Sydney Imaging, part of the Core Research facilities at the University of Sydney. The Hybrid Theatre is one of only four in the world, and the first to be dedicated solely to research and training. In an interview with Ms Jamaica Eisner, a member of our Editorial Team, Professor Bannon shared news about the Theatre.

It has the potential to play a role in advancing research and preparing the health workforce to work with current and emerging technologies.

I wish to thank all the contributors for sharing their work with us. With these contributions, the journal starts from a strong position. I look forward to the next round of thought-provoking manuscripts.

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