

## **Editorial: Risks, rights and roles: addressing healthcare education and application challenges from faculty to front line.**

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Welcome to the second edition of the student e journal Communicare! In this edition we look at how the RGU student and staff community are addressing current healthcare education and application challenges from faculty-based to front-line work. In particular the focus is on consideration of risks, rights and roles.

The first of these important aspects is addressed by two papers from students and staff in The School of Pharmacy and Life Sciences. The initial paper on ergonomics in healthcare education introduces readers to the origins and main aspects of ergonomics and explains how consideration of human factors and associated risk is so highly relevant to healthcare and healthcare education. This sets the scene for the second, related paper which demonstrates a specific application of ergonomic assessment in community pharmacy. In doing so it gives a clear example of how faculty, students and front-line practitioners can give detailed consideration to the context, process and outcomes of a risk assessment practice.

The relationship between risk and rights at first may not seem obvious. However the third paper in this edition, written by a student and staff member from The School of Nursing and Midwifery, makes the link all too clear. In focusing initially on the global problem of tuberculosis, the authors provide overview of prevalence and incidence that highlight the risks that persist for many individuals and communities throughout the world. Importantly however, there is explanation of prevention and treatment strategies that can make a huge positive difference. Bound up in this global problem is the issue of the human rights of communities and individuals. The authors highlight tensions between these aspects and related considerations for management, including those relevant to front-line healthcare professional roles in the UK.

A similar combination of concerns is tackled in the fourth article also from The School of Nursing and Midwifery, that focuses on HIV/AIDS and illustrates how human rights affect the prevalence and containment of the disease.

The role of one set of healthcare professionals in the UK (District Nurses) is examined in the course of the next article by a student and staff member from The School of Nursing and Midwifery. Specifically, this explains the journey from learning theory at university and moving to its application in the context of a busy NHS caseload. Such a journey is typical of the experience that so many of

our students have within and out with professionally focussed universities like RGU.

The final article in this edition takes this further by focusing on the outcomes experienced by our clients in practice. Appropriately this article, written by a student and staff member from the School of Applied Social Studies, spans consideration of risks, rights and roles involved in the experiences of Looked After and Accommodated Children.

We hope that these papers give insight into the nature and scope of the important issues that our faculty and students are engaging with. In doing so we also hope that this demonstrates an outward-focused mindset, whether that be engaged with local, national or global aspects of health and social care education and practice. Feedback to the editorial team is warmly welcomed at: [communicare@rgu.ac.uk](mailto:communicare@rgu.ac.uk) .

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