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EDITORIAL

Celebrating Professor Jan Dewing

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In this editorial we would like to celebrate Professor Jan Dewing, who sadly died in August. Her relationship with us both was multidimensional. She was a colleague, mentor, educator, co-researcher, supervisor and co-supervisor, but also a friend. Her presence is deeply missed.

Our intention is not to provide a full account of Jan's work and the influence it has and continues to have on individuals and practice. Instead, we start this celebration with personal accounts of our relationships with Jan and how it has influenced our development professionally. This is followed by a celebration of the ways in which we have experienced her contribution to the field of practice development and to participatory ways of working, person-centredness and person-centred practice.

Celebrating the person

Kate

Through my role at the Foundation of Nursing Studies (FoNS), I was fortunate to work with Jan for more than 20 years. Initially this was through the activities of the [International Practice Development Collaborative](#) (IPDC), working to advance the theoretical base of practice development as a methodology for developing person-centred cultures. But we also facilitated many practice development schools and worked together to found and establish this journal. It was always a privilege to be exposed to Jan's wealth of knowledge and experience of person-centred, critical and creative, and participatory approaches to learning, and the development of persons, practice and cultures. She constantly encouraged me to move to the edge of my comfort zone and beyond, ultimately leading to me to undertake my doctoral studies. As a supervisor, Jan walked alongside, helping my explorations to go further and deeper, facilitating my progression as a person-centred researcher and facilitator. Her influence on my ways of knowing, doing and being will continue.

Caroline

I began working with Jan in 2015 when she became the Sue Pembrey Chair in Nursing at Queen Margaret University, Edinburgh (QMU). In that role she became the head of the graduate school and director of the [Centre for Person-centred Practice Research](#) (CPCPR). As a scholar in person-centredness and person-centred practice, she researched and published extensively, particularly in the fields of care of older people and the development of person-centred cultures. However, she was also committed to developing others. Jan was a colleague but also my mentor, helping me to develop as a person-centred

facilitator, researcher and research supervisor. As an early career researcher, I was keen to learn from Jan and she was generous with her time, her wisdom, her support and challenge!!! With her help, I learned about the importance of preparation, being open to critical questioning and feedback. Jan encouraged and helped me prepare for my role at the *IPDJ* as co-academic editor and celebrated my success in securing the position. She was a catalyst for my involvement with the IPDC and the [Person-centred Practice Research International Community of Practice](#) (PcP-ICoP). She also encouraged me to consider impact in everything I do and to turn that into evidence for further progression as an educator and researcher. She continues to be a guiding light for me.

Celebrating her contribution

Jan has always had a passion for approaches to learning that are transformative. As an active member of the IPDC, a key contribution was her work on 'active learning' (Dewing, 2008, 2010; Dewing and Lynch, 2021). This is an approach to in-depth learning that draws on individuals' workplace experiences and acknowledges that there are a wide range of ways of knowing (multiple intelligences). It values critical reflection and dialogue with self and others, ultimately leading to the generation of knowledge to inform actions that can be taken in the workplace (Dewing, 2010). This learner-led approach assumes that as persons we are continuously developing, and recognises the potential of life experiences to be the 'material of transformation' as we continuously evolve (Dewing and Lynch, 2021, p 273). Some examples of this approach to learning can be found in the *IPDJ* (van der Zijpp, 2011; Middleton, 2013; Yalden et al., 2013; LeGrow et al., 2016). It is a method that is widely used by members of the IPDC and PCP-ICoP in practice, education and research.

Jan's commitment to the development and sharing of knowledge is evident in the creation of the *IPDJ* with FoNS and the IPDC. She was this journal's first academic editor, a position she held for eight years. She had a vision for developing a scholarly international journal to publish articles that challenged assumptions and provoked new visions and ideas. She wanted to help professionals working at all levels of systems across health and social care practice, policy, education and research to engage in critical and creative dialogue about innovation and transformation towards person-centredness, person-centred practice and person-centred cultures. Not only did she want to engage experienced authors, but she also committed to nurturing novice writers, hence the development of the Critical Reflections and the *IPDJ*'s support for mentorship relationships and writing buddies.

After Jan's tenure at the *IPDJ* she became the editor-in-chief of the journal *Nursing Philosophy*. This move reflected her ever-increasing knowledge and contribution to nursing philosophy and her commitment to encouraging others to consider the different philosophical stances that contribute to the burgeoning body of knowledge around person-centredness. Jan's commitment to philosophy and theory was also evident in her encouragement of others to use these as the starting point for any development, whether in practice, education or research.

As the Sue Pembrey Chair in Nursing at QMU, Jan's dedication to developing people, practice and cultures was evident. Within the division of nursing and paramedic science, she created opportunities that developed the team's expertise in person-centred education and research. She encouraged the team to 'think outside the box' and sought out and supported them to participate in research projects and other scholarly work; to write for publication and use creative means of dissemination. She helped them to reframe their teaching, learning and assessment strategies to reflect their core philosophy and values as a team. Jan's influence was key to the creation of a person-centred culture within the division, through her leadership in the masters programmes across nursing, occupational therapy and arts therapies, all underpinned by the Person-centred Practice Framework (McCance and McCormack, 2017, 2021), and her strategic role in reshaping the pre-registration nursing programme at QMU.

Jan's commitment to developing others was also evident in her active support of the Student International Community of Practice Person-centred Practice (SICoP), a community of practice related

to the PcP-ICoP, hosted by QMU. There she enabled doctoral candidates to develop their philosophical, theoretical and methodological research thinking and practice, by creating an ethos of reciprocity, where everyone supported each other to reach their common goal. The impact of this is clear in the voices of postdoctoral students who collaborated to write [a poem](#) in her memory.

As founding president of the Sigma Omega-Xi Chapter, Jan encouraged the extension of networks and community beyond Scotland to the rest of the world.

For all these reasons, we are truly thankful.

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