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EDITORIAL

A cause for celebration

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In the current climate where there often appears to be little to celebrate, we have something we would like to celebrate with you. We have succeeded in becoming joint Academic Editors of the *International Practice Development Journal* and we couldn't be more pleased! The qualities we bring to the role are based on backgrounds that are similar yet distinct. Kate has been a member of the Foundation of Nursing Studies team for 20 years, and has a previous clinical background in acute nursing and health visiting. Caroline is an academic at Queen Margaret University, Edinburgh, and an associate member of the Centre for Person-centred Practice Research, with a clinical background in community nursing, quality and practice development. Where we connect is as committed practice developers and participatory researchers, with extensive and continuously growing knowledge of the philosophical, theoretical and methodological underpinnings of person-centred practice. We see our differences and shared interests as strengths that we can bring to our editorial partnership. We can draw on our individual attributes to be efficient in terms of role allocation, while giving each other support and opportunities to continue to grow in areas we feel we need to develop as Academic Editors.

We celebrate the journey the *IPDJ* has travelled to become a high-quality journal of choice for health and social care practitioners, social entrepreneurs, educators and academics with an interest in person-centred practice, participatory ways of working and researching and practice development, as well as related fields of inquiry, improving and transforming practices and cultures of care. We also celebrate the contributions of previous Academic Editors, Professor Jan Dewing and Dr Gemma Stacey, acknowledging the strong foundations they have created for us to build on. And as we take forward their work, we are also building on our own longstanding involvement with the journal. Kate was instrumental in its creation in 2011 and has helped steer it as Managing Editor and Associate Editor, while Caroline has been involved as a reviewer for a number of years and more recently as a member of the Editorial Management Board.

We view the partnership between the Foundation of Nursing Studies, the International Practice Development Collaborative (IPDC) and the International Community of Practice for Person-centred Practice (PcP-ICoP) as a key strength behind the journal and as something else to be celebrated. We will continue to nurture the enduring relationship with the IPDC, develop the budding relationship with

the PcP-ICoP and strengthen collaboration across both partners. As part of this, we'll be facilitating a review and refinement of the aims and scope of the journal and helping to create a shared vision and ethos. We'll also be developing a strategy to expand our reach, internationally and across disciplines, and exploring new digital opportunities to facilitate engagement with the body of knowledge generated through the journal.

Finally, we must of course celebrate the amazing work undertaken by colleagues in practice, research and education. We thank you for taking the time to write up and submit your work to the *IPDJ*, particularly during the COVID-19 pandemic. Your commitment to the continued growth of this body of knowledge is inspirational and means we are able to offer a wide variety of articles in each issue. In this issue, two articles contribute to theory development around effective workplace cultures and person-centred practice with older people in long-term care. Two more demonstrate how methodologies, such as appreciative inquiry and Lean Six Sigma, can align with person-centredness and can be used to inform and underpin developments in practice. Articles such as these, along with others that use creative methods such as comics, give insight into how we can work with others to:

- Understand what matters to people
- Work in new ways
- Evaluate the impact of these approaches on the experiences of care

This issue also features articles on how authors have evaluated the impact of educational opportunities on individuals, others and practice. We share a literature review exploring person-centred communication with persons living with aphasia and, last but no means least, present four articles in which practitioners and researchers critically reflect on their work.

So, thank you for sharing in our celebrations and we look forward to this new chapter, for us and for the *IPDJ*. We hope you enjoy reading this issue and we encourage you to consider the links with other work disseminated through the journal. Previous issues are readily available here: fons.org/library/journal-issues.

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