

Editor's Note

The editorial board was humbled by the support we received from NorQuest College executive, marketing department and the Faculty of Health and Community Studies during the launch of our first issue in February 2021. A special thank you to Canadian Association of Practical Nurse Educators (CAPNE) and all those who made the launch of our first issue a success. This is the *Journal of Practical Nurse Education and Practice* (JPNEP) second issue. This could not have been possible without the tremendous contributions from our valued authors and dedicated peer reviewers. Our diligent copy editor (Kay Rollans) was sponsored by NorQuest College Curriculum Department – thanks to Dawn Witherspoon for the generosity, greatly appreciated. JPNEP relies on volunteers who dedicate their valuable time to support the journal and I am very grateful for their support. JPNEP's objective is to publish high quality peer reviewed articles whose content is accessible to a variety of readers.

The articles submitted to JPNEP undergo a double-blind peer review process. We accept manuscripts of any length and authors can incorporate interactive media during the review process. Our focus is on practical nurse education and professional practice. Practical nurse educators, policy makers, healthcare professionals, nursing students and all practical nursing stakeholders are encouraged to submit manuscripts for review and publication with JPNEP. The manuscripts could be based on original research, literature review, policy analysis, thesis/book reviews, case studies or responses to previously published articles.

In this issue, we share articles that are thought provoking. Nichole Parker writes about “*Facilitating Trauma-Informed Pedagogy*”. She presents an argument on some of the challenges faced by trauma survivors to achieve learning outcomes given that trauma can impact how learners learn. As educators, it important to gain some insights and understand how trauma survivors learn in order to provide relevant supports. In her second article, Parker reviewed literature related to addiction stigma and arts-based learning and pedagogical strategies that can reduce stigma and meet social justice learning outcomes. Parkers encourages educators to use artistic pedagogical technologies to design social justice learning outcomes with an anti-discriminatory framework. In the third manuscript, Lawrence Onwuegbuchunam reflects on the possibility that healthy

spirituality and healthy religious practices, together with psychotherapy and pharmacologic interventions, could be effective in the treatment of anxiety disorders and other mental health conditions. Lawrence challenges us to consider issues related to spirituality in healthcare. The fourth article is a literature review by Jamie Tycholiz where she presents an intriguing argument on the impact of role ambiguity in healthcare. Jamie pointed out that lack of clarity on roles creates challenges for nurses, employers, educators and regulatory bodies. The fifth manuscript by Carol Reid and her colleagues evaluates an innovative student nurse placement model developed in rural Australia through a multidisciplinary partnership. The authors challenge us to reflect on student nurse placement models that enhance students' learning experiences as they develop relevant knowledge and skills.

Authors are our valuable partners that determine the success of academic journals. I want to take this opportunity to thank our authors who keep providing oxygen for our journal. To all readers and contributors, please continue to share about our journals with your contacts. Our journal is open access and please help us disseminate the [link](#) with your peers. Thank you for your support!

Sincerely,

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