

## Editor's Note

It feels like yesterday when we launched our first issue in February 2021. The editorial board is grateful to the authors who publish their amazing work with the *Journal of Practical Nurse Education and Practice* (JPNEP). A special thank you to the NorQuest College's Curriculum Department for their unwavering support. To Dawn Weatherspoon and Kay Rollans we say thank you for living up to the NorQuest College Q-Values and Purpose Statement. Together, we make a difference and significant contribution to the quest for knowledge. JPNEP's objective is to publish high quality peer-reviewed articles whose content is accessible to a variety of readers.

The manuscripts submitted to JPNEP undergo a double-blind peer review process. We accept manuscripts of any length and authors can incorporate interactive media. Though our primary focus is on practical nurse education and professional practice; we accept articles that address issues of learning and teaching in post-secondary. We kindly encourage practical nurse educators, policy makers, healthcare professionals, nursing students and all practical nursing stakeholders and higher education educators to submit manuscripts for review and publication with JPNEP. Manuscripts can be based on original research, literature review, policy analysis, thesis/book reviews, case studies or responses to previously published articles. If you have experience facilitating learning during the COVID-19 pandemic you would like to share, the JPNEP community would love to learn from your experiences.

In this issue, we share articles that are very informative and thought provoking. In the first article, Dr. Danielle Gould and Dr. Memnun Seven assessed 106 nurse practitioners' knowledge, competency, attitudes, adoption, and confidence regarding genetics and genomics in their practice. The participants were board-certified nurse practitioners in Massachusetts. The authors found that the knowledge level of nurse practitioners was high and adoption of genetics was low resulting in limited collection, utilization of family history and relevant referrals to genetic services. There is a need for more research investigating factors influencing the adoption of genetics activities into practice.

In the second article, Dr. Cindy Ko writes about emotional intelligence in nursing. Using van Manen's orientation to hermeneutic phenomenology research paradigm, Dr. Ko explored lived experiences of practical nursing students with regard to emotional self-management in clinical settings. The study was carried out at a community college in the southern Ontario, Canada. Dr. Ko's findings suggest that the participants believe that they have basic emotional intelligence knowledge. Despite the importance of emotional intelligence in nursing, a review of the literature and program curricula in Ontario by Dr. Ko revealed that the practical nursing curriculum does not specifically include emotional intelligence (EI) and the core concept of emotional self-management. Dr. Ko's study supports the idea that EI deserves a place in the nursing curricula.

Undoubtedly, authors are our treasured partners who support the journal and contribute to our success. To all readers and contributors, please continue to share the news about our open access journal and forward the link to your contacts. Thank you for your contributions and support!

Sincerely,

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