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EDITORIAL

A new chapter for the South West Clinical School Journal

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Background

The concept of creating an online journal to disseminate, and celebrate, the academic achievements of nurses, midwives and allied health professionals originated from the growing success of a local 400-word writing competition Cornwall's South West Clinical School introduced to its range of staff engagement opportunities (Underwood and Shawe, 2021). The journal's first electronic iteration was hosted on Cornwall Health Library's internet site in 2021. This immediately opened access to an eager readership and through example, stimulated others to write for the Journal.

New developments

In 2022, ambitions grew and the opportunity to enable past and future published articles to have unique digital object identifiers or DOIs and improved database searchability saw the Journal, and its articles, migrate to the University of Plymouth's Open Access Research Repository – PEARL, where it proudly resides today.

The opportunity to nurture novice talent through journal writing was recognised across the wider South West Clinical School's region. In 2023, the journal ceased to be a solely Cornwall focused publication. From this edition, the Journal is open to submissions from all five regional South West Clinical Schools.

Welcome to the first new regional edition

The journal's core pledge, *to grow a nurture clinical academic writings' of nurses, midwives and allied health professionals*, remains steadfast at its heart, as is the commitment to maintain its 400 word limit. In this first new regional edition of the journal you will see some excellent examples of the talented colleagues we have in our region.

The journal celebrates its first published case study; exploring the impact of a recent evidence search directing a district nurse to a contemporary wound debridement treatment that brought significant patient and service benefits.

Another first is celebrated too; the first article to be published highlighting the work and impact of our research delivery teams. In this article, the pandemic's distribution triggers sustainable changes that respond directly to evidence highlighted challenges in research study delivery and data management.

Other articles from around the region report on an improvement project that asked, and listened to, women who were not able to attend obstetric ultrasound appointments. This project has informed a number of recommended meaningful changes. Also actively listening, is a masters dissertation write-up of a research project that sought the views of assistant practitioners entering nurse training to inform programme adaptations to support this transition. And finally, a literature review on the leader's role in agile organisations present an accessible evidence summary of the topic that is reflected on.

I hope these 400-words encourage you to delve deeper into this and past editions of our journal.

References

Underwood, F. and Shawe, J. (2021) 'Nurturing clinical academic talent', *South West Clinical School Journal*, 1 (1). DOI: <https://doi.org/10.24382/gwjf-hx05>



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