



Foreword

Colleagues,

I was delighted, on arriving at Huddersfield University, to discover that there was a journal that was specifically targeted at practitioners, researchers, educators, managers and service users and carers in Mental Health and Learning Disabilities.

For me it seemed to fill a gap in the market and would be very much the first call for practitioners and academics, who were working with clients and their families. As the journal is relatively new, it is difficult to judge its long-term success but it is clear that it has a market niche.

For me, as a nurse, it was good to note that one of the aims was to support and encourage novice researchers and writers, particularly in my discipline. Professionals are sometimes reluctant or lacking in confidence when it comes to publishing, so this is good news.

The article by Simon Whitaker on Learning Disabilities Registers (Volume 1, Number 1) was particularly helpful in bringing an update and exploring a contemporary issue.

It was appropriate to see a range of articles in the first two volumes of the journal. However, I would urge colleagues, service users and carers in Learning Disabilities to redress the balance of articles within the journal by submitting more articles highlighting the research and development in that area.

Finally, the University is proud to support this important publication.

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