

Foreword

In the last five years, the School of Nursing and Midwifery has benefitted hugely from working with international faculty through the Human Resources for Health (HRH) program. The Nursing Master's program is a testament to these collaborations, and the papers in this special edition emerge from the collaboration and the postgraduate programs.

In each case, the emphasis has been on the postgraduate student legitimately being the first author, and so the advice, mentoring, and guidance have always challenged the pursuit of credible research questions, appropriate methods, and most appropriate analysis of data.

We have adopted a position where there can be no flaws in the research training or representation of results in the final dissertation; these pieces of work stand for the integrity of our programs and must always honour the participants of the research, who are often the people we serve in healthcare. The School of Public Health at the University of Rwanda has a highly regarded track record in publication for Masters' students, and the School of Nursing and Midwifery is emulating this fine legacy.

The topics selected are fascinating and come from experience in clinical practice, sometimes simple observations, and concerns borne of clinical intuition. Thus, the implications for policy should be explicated and are a necessary part of training for students. Clinical academic institutions seek to make sense of the world – to translate and interpret the world – for clients, patients, and communities, and as such have to reflect on the change that research and discovery can bring to the lives of the people we encounter every day.

Research should stand as witness to the things that affect the lives of ordinary people, and after publication, our greatest task is to be open to the extraordinary changes that the results might lead us into so that after balanced judgment we work to close the implementation gap.

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Professor Philip Cotton, OBE

Vice Chancellor

University of Rwanda