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**Editorial**

*Elizabeth A. Bates*

*University of Cumbria*

[Elizabeth.Bates@cumbria.ac.uk](mailto:Elizabeth.Bates@cumbria.ac.uk)

Welcome to the tenth issue of the Journal of Applied Psychology and Social Science (APASS). We received very positive feedback from our first nine editions which further demonstrates some of the excellent work our staff and students are undertaking. We are proud to be able to showcase the excellent work of both our recent graduates, MSc and PhD students and staff in this new edition; indeed, this is reflected in the increased rate of submissions.

However, our tenth edition represents the last publication for this journal. We have seen some excellent work published and have gained a significant readership. This particular journal will no longer take submissions individually as it merges with the new University of Cumbria Institute of Health publication: [Journal of Health, Research and Education](#).

Our tenth edition includes five excellent written pieces of qualitative research. The first paper presented involves an interpretative phenomenological analysis of the accounts of partners of submariners. Elizabeth Harper presents an interesting interview-based case study analysis of the narratives of three partners. Findings included that the partners experienced inconsistencies in communication from the Royal Navy and that they sought emotional closeness and emotional support from their partners.

The second paper aimed to explore perceptions of inclusion of LGBTQ+ students at University. Specifically, Louise Askew conducted one of the first UK based studies to explore the perceptions of students and found that universities demonstrated strengths and weaknesses in how they tackled issues of inclusion and called for more staff training, and more facilities and recognition.

The third paper presents an action research study that aimed to establish whether a bespoke workshop would change how CBT therapist trainees think about and use supervision. Jason Roscoe's research revealed that the workshop helped trainees develop a deeper understanding of supervision and that future cohorts may benefit from this being integrated into their existing course training.

The fourth paper presents a qualitative exploration of the lived experiences of people who regularly play online video games. Daniel Gibbons found through his interpretative phenomenological analysis that regularly playing online video games was seen as facilitating social interaction, gave players a sense of community, and provided a competitive release and immersive experience; although there were some negative outcomes that were also discussed.

Our final paper is another interpretative phenomenological analysis, this time of the lived experience of men with learning difficulties and challenges who have engaged in a programme designed for reducing offending behaviour. Javier Sánchez-Díaz and Emily Tarrant explored the accounts of four men and found five themes in their analysis including learning, motivation and relationships. Participants further made recommendations of how to improve the programme.

I hope you enjoy the latest and indeed last edition of APASS. I would like to end this last editorial by saying again thank you to everyone who has submitted to the journal over the last 10 editions. Also, a huge thank you to our wonderful team of reviewers.

We hope that you will follow the development on the new journal and consider submitting your work in the future.