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Editor's Note

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Beginning its eight year of publication, this issue of the Journal contains information on a national consortium” which can provide us with an active role and voice in resolving critical issues and addressing significant trends in health care and health care education. Two articles contain important information for classroom teachers. The first article addresses reading and interest levels for current health occupations education textbooks in dental assisting, home health aide, medical assisting, and nursing assisting. The second article presents guidelines and strategies to avoid legal actions by students. Another article may be of importance to local and state supervisor as it describes a model to assess school effectiveness from groups within and outside the school structure.

Anderson and Jones assess the readability and interest levels of 17 current health occupations education textbooks. Using a variety of formulas, they found that all the formulas were highly correlated. They report that teachers can place more confidence in using microcomputer programs to evaluate reading levels of their classroom textbooks. High human interest textbooks may motivate special needs learners to be successful.

Walters and Wilmoth identify a model to evaluate, revise, and improve effectiveness of schools. They developed a school effectiveness function to unify single indicators of school effectiveness. This function could assist school personnel to evaluate their effectiveness by using groups with the school structure (e.g., students, teachers, and school board) and well as outside the school structure (e.g, parents, and business and industry leaders).

Raynor describes the development of the National Consortium on Health Science and Technology Education (NCHSTE). Its purpose is to provide a collective approach to proactively resolve critical issues and address significant trends that serve health care and health care education. She outlines the five goals and specific outcomes for each goal. Current positions on the Board of Directors are held by representatives from education, professional education and health care organizations, a health care provider, and a publisher's coalition.

Mohn provides health occupations education teachers with current information on avoiding legal action from their students. Due process guidelines and key intervention strategies are identified to protect teachers and their respective institutions from legal challenges. As nurturers, health occupations education teachers may experience emotional conflict when they fail students but they are bound by professional ethics to assure that patients receive 'adequate health care.

Beverly Richards
Interim Editor