

1995

## Editor's Note

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### Recommended Citation

Richards, Beverly R.N., Ed.D. (1995) "Editor's Note," *Journal of Health Occupations Education*: Vol. 10 : No. 1 , Article 3.

Available at: <https://stars.library.ucf.edu/jhoe/vol10/iss1/3>

## Richards: Editor's Note

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This issue of the Journal offers a model for assessing current supply and future employment projections of allied health professionals, examines the current and preferred importance of institutional goals in an associate degree nursing program from four constituent groups, provides a case study describing the use of **multiskilling** and patient-focused care in one health care organization, describes restructuring leaders' reactions to mandated site-based management, and uses learning principles to teach students how to learn.

Gebert and Edwards describe the employment status of various allied health professions at the national and regional levels. Specific to the state of Tennessee, the authors provide information on the current supply of allied health professionals, areas of identified need, and employment projections for 25 occupations grouped into seven major categories. The study provides a model for similar longitudinal studies which could be initiated by other interested states.

DeLeon found that nursing and allied health occupations are expected to account for 54,000 of the projected 10.3 million jobs available in the Texas workforce in the year 2000. The author examines the current and preferred importance of institutional goals among four community college associate degree nursing constituent groups: advisory board members, college administrations, faculty, and final semester students.

Maw and Sleezer explore the topic of **multiskilling** in (a) healthcare trends that drive the need for **multiskilling**, (b) perspectives from the **multiskilling** literature, and (c) a case study describing the use of **multiskilling** and patient-focused care in one organization. They depict **multiskilling** as a strategy to lower costs, facilitate collaboration among health care providers, and increase patient satisfaction.

O'Brien and Reed investigate changes that had occurred in three school systems in response to state legislation mandating site-based management. Using a qualitative approach the authors interviewed 38 restructuring leaders located in central North Carolina. Their findings have implications for teacher and administrator preparation programs in institutions of higher learning.

Kiewra and Witmer examine learning principles to help teachers design instruction consistent with the ways students should learn. By using these learner-compatible methods, teachers teach students how to learn. Producing learners who can learn is an important part of preparing health occupations students to meet the expectations and demands awaiting them as health care providers.

I apologize for the delay of publication of this issue. The Journal is still in transition to another editor.

Beverly Richards  
Editor