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Editor's Note

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In response to legislation requiring the opportunity for students to develop **basic** as well as occupational skills, Gable and **Ransdell describe** a six-step model for integrating science and health occupations education courses. They analyze both **the** process and product of courses developed within a secondary magnet program. This model **could** assist other health occupations education programs to better **prepare** students for the work world.

Richards, Akroyd, and O'Brien explore the ability of **extrinsic** and intrinsic work related rewards to **predict** the organizational commitment of **health** occupations education teachers. Effective schools require effective **administrators** and teachers. The contributions of effective administrators are paramount to increasing the work satisfaction and organizational commitment of teachers.

Hudson, **Dietzel**, Sandiford, and Morris describe the planning, implementation, development, and evaluation of distance education technologies for technical updating **programs** of vocational teachers in Florida. Eight public universities **collaborated** to deliver 12 satellite programs. Analysis of responses from **participants** depicts acceptance of the use of distance education technologies for technical updating programs.

Chappelka surveys practical nursing **programs** in Virginia to determine current policies and procedures concerning Hepatitis B. Occupational Safety and **Health** Administration regulations require that **health** care facility employees at risk of **bloodborne** pathogen exposure be provided the hepatitis vaccine at no cost. These regulations do not include students in health occupations education. She recommends that all states survey their health occupations education programs for **baseline** data. From **this** data, states can determine if there is improvement in the number of students protected by the hepatitis vaccine **in** the future.

Three book reviews are included in this issue. **I Make A Difference: Making the Transition from Clinician to Educator** will help the new or experienced teacher move from the role of practitioner to educator. The text discusses educational methodology, addresses **program** marketing, and provides information on how to use current technologies. **Medical Ethics: Moral and Legal Conflicts in Health Care** moves logically from an overview of moral **value** in health care to specific ethical topics. Its strengths **include** its conversational tone and student-oriented examples. **Health Education Teacher Resource Handbook: A Practical Guide for K-12 Health Education** could serve as an excellent resource for health occupations education teachers. It addresses current trends in education and the role of governmental **health** and education agencies, including agencies' addresses and further information.

Beverly Richards
Editor