

1998

## Editor's Note

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### Recommended Citation

Burley-Hicks, Rosie L. Ed.D.M.T. (ASCP) (1998) "Editor's Note," *Journal of Health Occupations Education*: Vol. 13 : No. 1 , Article 3.  
Available at: <https://stars.library.ucf.edu/jhoe/vol13/iss1/3>

## Burley-Hicks: Editor's Note

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Hicks and Gable profile secondary health occupations students in Indiana by using the **Myers-Briggs** Type Indicator (**MBTI**). The study compares the students' preferences for accessing and processing information **to** that of secondary **health** occupations teachers and health occupations practitioners. By identifying the differences in learning style preferences of these groups, curriculum planning, instruction, and career counseling can be addressed and modified to accommodate the individual differences in learning preferences exhibited by students in the classroom.

Van Hove and **Leitsch** attempt to identify a meaningful **profile** of critical thinkers. With a rapid change in health care delivery, the **workforce** needs to be critically thoughtful, and educational institutions need to develop techniques to enhance the acquisition of critical thinking of all students regardless of their preferences.

Spector and **Sleezer** focus on **HIV** prevention education for incarcerated women. They describe an HIV peer-education model for incarcerated women, and a leadership role for health occupations educators in HIV education.

Knee and Whitehead discuss the use of the World Wide Web as a means of promoting a dynamic, interactive learning community for nursing education. The interactivity and up to date access to information provided by the World Wide Web can only enhance nursing education **as** it moves into the year 2000.

**Stewart, Miller, and Walker** chronicle the development and implementation of a pilot offering of the patient-centered care curriculum sponsored by a partnership of schools of Allied Health and Nursing and a local health care system. The study aids in understanding opinions of nursing and allied **health** faculty and students regarding a new patient-centered care curriculum.

Butler gives a brief history of problem-based learning. She summarizes information in the current literature surrounding each of the steps in the problem-based learning process. The author challenges fellow health occupations educators to adopt problem-based learning, a promising new strategy which encourages the development of problem-solving skills in students.

As we bring closure to this phase of the publication of this journal, we wish to thank the many individuals who have contributed their expertise to maintaining the expectations and standards of the founders of this journal. The journal has provided current and relevant information to educators in health occupations education for over two decades. This issue is dedicated to **all** health occupations educators and practitioners.

Fall 1998-Spring 1999, Volume 13, Number 1  
Rosie L. **Burley-Hicks, Ed.D.**, Managing Editor