Editor's Note

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Huff examines the effects of a perioperative nursing course on student attitudes and knowledge in relation to the perioperative role. Students were tested before and after a perioperative nursing course. Results are discussed in relation to theory and previous research.

Whitehead compares the characteristics of effective clinical and theory instructors as perceived by LPN to RN students and generic students in an associate degree nursing program. This study was concerned with student perceptions and the relationship of student ethnicity to the research questions.

Jones and Rzonca investigate changes in selected measures of educational aspiration, preparation, and achievement of African and Caucasian American high school students for the years 1975, 1985, and 1995 who indicated a commitment for a health career collegiate major. When comparing the three time periods, there is a higher degree of interest in health careers for the time periods represented in the study.

Tiwald explores the benefits of vocational Health Occupations Education programs that afford young people the opportunity to make realistic career decisions while in high school. The benefits are appropriately relegated to three main categories: financial, academic, and character development.

Wright’s book review indicates that the content is excellent both for persons with first time exposure to ACLS and for those needing review. He suggests that this book could serve as a source on instruction for physicians, medical students, nursing, and other health care providers.

The information presented in this issue can be applied to health occupations programs at all levels. Insights into the attitudes, perceptions, and preparation of students in health occupations programs is examined and analyzed. The findings could benefit all programs in both theoretical and clinical settings. It is anticipated that further research will continue to provide data that will improve programming for now and in the future.

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Rosie Hicks, Editor