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### Letter from Co-Editors

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Higher education is undergoing great changes. You cannot pick up a newspaper or professional journal without some mention of these changes. Topics of cost, course delivery, technology, and student needs are discussed in these stories. This is no less true for all of the disciplines under the health sciences. We will continue to publish articles that address such changes and the innovations that faculty in the health sciences are using to teach students about their discipline and the health care of individuals and populations.

In this issue, we are showcasing four articles. The first article entitled, *A Coordinated School Health Approach to Obesity Prevention among Appalachian Youth: Middle School Student Outcomes from the "Winning with Wellness" Project* (Dalton, Schetzina, & Conway-Williams, 2014) describes an obesity prevention program aimed at middle school-aged children. The authors describe their findings from the self-reported health outcomes that they obtained from the participants over the course of their intervention. Their results indicate that effecting change in weight control is multifactorial and needs continuous support and intervention.

The next article, *The Use of High-Fidelity Simulation in Psychiatric and Mental Health Nursing* (Murray, 2014), describes one faculty's attempt to use four simulation scenarios designed to cover drug or alcohol abuse to teach this content in an interactive format. Nursing students who participated in this study found the experience to be beneficial and effective.

The third article in this issue discusses a *Report of a Curriculum Used in a Peer-Delivered Intervention to Reduce Obesity of Adolescents in Southern Appalachia and its Relationship to the National Health Education Standards* (Mozen, Crenshaw, Dalton, & Slawson, 2014). In this interventional study, the authors used college students to effect change in healthy living activities among high school students living in southern Appalachia. The authors present their findings, successes, and challenges.

The final article by Flores (2014) details the *Development of a Partnership for International Rural Advanced Pharmacy Practice Experiences*. The author presents the preparation needed for such an experience and highlights the students' benefits across many such initiatives.

We believe that you will find in each of the articles new ways to provide information and to engage students. We welcome your feedback to the articles in this issue. We want the reader to discover new ways to teach and involve students in health sciences education.

Wendy M. Nehring and Jacek Smurzynski

Co-Editors