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Letter from the Editors

Lisa Haddad

East Tennessee State University

Jacek Smurzynski

East Tennessee State University

Kenneth D. Phillips

East Tennessee State University

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Submissions to the journal continue to grow. We are excited to see the increase in international submissions. Downloads from our published articles continue to increase.

We already have exciting articles, both international and domestic, submitted and in review for the next issue. We continue to look for experienced reviewers. If you are new to peer reviewing articles, we accept interns each year to mentor. If you have a desire to review, please contact the journal.

In this issue, we have five papers. The first article, from Ireland, is entitled, “Attitudes to Interprofessional Education Among Health Science Students Engaging in a Multidisciplinary Workshop Series.” This article is a wonderful example of the benefits of interprofessional education and different disciplines working together.

The second article entitled, “The Effect of Competency-Based Education on Medical and Nursing Students’ Academic Performance, Technical Skill Development, and Overall Satisfaction and Preparedness for Future Practice: An Integrative Literature Review” provides a timely and much-needed literature review. This article suggests that competency-based education may be an effective framework that could potentially outperform traditional educational methods.

The third article, “Patient Deception in Health Care: Physical Therapy Education, Beliefs, and Attitudes” examines the educational curriculum in Physical Therapy programs around the United States. In one program, students were given an educational intervention to address beliefs and attitudes towards patient deception. This was found to be an under-addressed topic in Physical Therapy education.

The fourth article, “As a Pediatrician, I Don’t know the Second, Third, or Fourth Thing to Do: A Qualitative Study of Pediatric Residents; Training and experiences in Behavioral Health” used focus groups to examine pediatric residents training in behavioral health. Their findings suggest gaps in behavioral health training that can be addressed in future educational programs.

The fifth and last article, “Outcomes and Experiences of an RN to BSN online Cohort: An Academic-Practice Partnership” provides a description of an academic-practice partnership between a School of Nursing and a University Medical Center. Graduates identified barriers that hindered their return to school and suggested that a support system was an important consideration in their decision to return to school.

We appreciate health care professionals who submitted manuscripts and presented for consideration their ideas and experiences. We welcome feedback and suggestions. You may contact us at the email addresses below.