

Editor's Notes

In this issue of *Education for Health* we have a selection of articles for you that deal with various aspects of the dynamics in health profession's curricula. How much stress do students experience in a curriculum, and how do they cope with that stress, is addressed by Shaikh *et al.* Prince *et al.* address the reality shock that students experience in the transition from medical school to clinical practice. Mayya *et al.* investigate possible differences between academic achievers and underachievers in their judgments about the same curriculum, and Bansal shares his thoughts about the need to strengthen internship training. Malik *et al.* report their experiences in developing a core curriculum. The status of health promotion initiatives in schools where students are placed is studied by Waggie *et al.*, whereas Cashman *et al.* investigate how health care facilities in the community, as well as students themselves can benefit from student involvement. An example of this latest topic is added by Hussein *et al.*, who describe students being employed as vaccinators and independent monitors in the community. Spinello *et al.* give an example of the use of on-line simulation, using a web-based community simulation.

Two separate articles address special topics that are not related to specific educational approaches: O'Donnell studied pharmaceutical representatives' attitudes towards their roles: marketers or educators, and Majumdar provides a disclosure of medical and nursing students' knowledge and attitudes towards violence against women.

Practical advice is given on how to present medical research (and, may we say, also educational research. . .) in a way that makes it more accessible.

In our interview sections we carry interviews with a Dean from Columbia and a Student from India. (The latter nicely complements Bansal's reflections.) A new position paper from the Network: TUFH, addressing Multiprofessional Education will hopefully ignite a discussion about this worthy topic; reactions are welcome!

Judging from another angle: our current issue of *Education for Health* presents research from India, Malaysia, South Africa, USA, the Netherlands, Canada, Pakistan and Sudan and offers further contributions from key people from India and Columbia.

We wish you much pleasure with issue 17(3) of *Education for Health*!

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