

RISK: Health, Safety & Environment (1990-2002)

Volume 1
Number 4 *RISK: Issues in Health & Safety*

Article 2

September 1990

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RISK Editorial Board

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Repository Citation

RISK Editorial Board, *Table of Contents, Volume One, Number Four, Fall 1990* 1 RISK [ix] (1990).

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RISK

—Issues in Health & Safety—

VOLUME I

1990

ISSUE 4

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Although the focus is narrow, this article argues that, in the face of short half-lives of current knowledge, continuing education requirements are needed and suggests possible improvements in the way that continuing education is implemented. While the issue is not explicitly addressed, readers might ponder whether such requirements might be profitably extended to other disciplines.

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