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NON-COMPETITIVE DIVISION

Public Health Emergency Management Curriculum for Interprofessional
Learners

In our world, hazards and disasters are becoming more frequent and increasingly destructive. The impacts disasters have on physical, mental, and environmental health are substantial and can be devastating. Responding to and recovering from disasters with increasing complexities require interdisciplinary teams with the knowledge, skill, and attitudes that transcend several fields. This interprofessional collaboration is possible through interprofessional education (IPE). IPE, by definition occurs when 2 or more students from multiple professions study with the shared goal of collaborative practice (CP). IPE is indispensable in the medical and allied health professions, with the World Health Organization and the Institute of Medicine acknowledging IPE as a critical competency. Moreover, the public health and emergency management professions share similar competencies, disaster response frameworks, and most importantly, the unified goal expressed by IPE; improved health outcomes for the people and communities they serve. Relevant literature calls for more research on implementation, evaluation, and effectiveness of IPE-centered curricula.

This study aimed to investigate the essential educational factors of interprofessional education (IPE) and develop an effective curriculum that

implements IPE for use in public health emergency management (PHEM) education.

Presentation Theme: The theme of the presentation is research and curriculum development for emergency management and related fields.

Collaborators, Advisor(s) and Department(s) that assisted with this research: Elisabeth Schlegel, MSc, PhD, MBA, MS (HPPL), FIAMSE
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