

ORIGINAL RESEARCH

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DISASTER PREPAREDNESS AND MANAGEMENT THROUGH INTERPROFESSIONAL EDUCATION: A SIMULATION-BASED STUDY AMONG HEALTH PROFESSION STUDENTS

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Introduction: Interprofessional education (IPE) equips health profession students for collaborative practice [1]. Simulation-based IPE allows students from different professions to learn together in simulated scenarios, enhancing teamwork and patient care [2]. This study aims to conduct a comprehensive evaluation of a simulation-based IPE activity focused on disaster preparedness and management for health profession students [3].

Methods: An IPE simulation focused on disaster preparedness and management phases (mitigation, preparedness, response, recovery) was conducted for undergraduate health profession students. Students, assessors, and standardized patients (SPs) participated. Data was collected from students

using the Team Perception of Collaborative Care, from assessors using the Modified McMaster-Ottawa Scale, and from SPs using the Standardized Patient Team Evaluation Instrument.

Results: Thirty-three students, 13 assessors, and 8 SPs participated. Students self-reported positive perceptions of teamwork, with over 90% agreement across all domains. Assessors' ratings corroborated these findings, with over 80% of students scoring at or above expectations in all domains. While not statistically significant, a trend towards improved performance across cases suggested a learning curve effect. Students with prior IPE experience demonstrated significantly better performance, with a mean score of 2.42 (95% CI: 2.24-2.60) compared to 2.06 (95% CI: 1.80-2.33) for students without prior IPE experience. Similarly, students who completed a practice placement achieved a higher mean score of 2.48 (95% CI: 2.30-2.65) compared to 2.12 (95% CI: 1.86-2.37) for those who did not. SPs evaluations aligned with these positive trends, with over 70% strongly agreeing or agreeing on positive interprofessional practice behaviors.

Discussion: This study provides evidence supporting the integration of IPE into health profession curricula to enhance disaster preparedness and interprofessional collaboration.

Ethics Statement: As the submitting author, I can confirm that all relevant ethical standards of research and dissemination have been met. Additionally, I can confirm that the necessary ethical approval has been obtained, where applicable.

REFERENCES

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