

Emergency Preparedness Education/Training Activities: What are the Next Steps?

Lily O. Engstrom
Director, Office of State and
Local Preparedness
OASPHEP, DHHS
January 23, 2004

Education and Training

- Two Major Categories
 - ◆ **Training of Existing Workforce** – readying the current workforce to respond to bioterrorism, other infectious disease outbreaks, and other public health emergencies
 - ◆ **Workforce Development** – stimulating/enhancing the “pipeline” in order to address workforce shortages

Training of Existing Workforce

- Didactic training
- Performance/competency based training
- Distance learning
- Dissemination of written or electronic information (printed materials, website documents, etc.)

Issues and Considerations

- How do we minimize the redundancies and overlaps (and identify gaps) that exist among E/T activities supported by the three HHS programs?
- Should we advocate standardization of training?
- Whose standards should be considered?

Issues and Considerations

- In the absence of standardization, how do we ensure quality and utility?
- Should we attempt to undertake an evaluation of the E/T curricula, courses or syllabi that are being used?
- Are we reaching the appropriate target audiences?

Workforce Development

- Identify impediments to augmenting/expanding workforce
- Identify impediments to recruitment of necessary personnel
- How much of this is within our control and/or influence?
- Can we exploit existing legislation to address these shortages?

Issues and Considerations

- Identify the disciplines requiring additional personnel (e.g., epidemiologists, laboratorians)
- What types of programs are necessary to meet the short and long term needs in these shortage areas?

Issues and Considerations

- What kinds of incentives should be provided to attract individuals into these disciplines?

For example, should there be a loan payback program for those studying epidemiology in return for 1-2 years service in public health?

- How can the Schools of Public Health play a more aggressive role?

Issues and Considerations

- What role should the Academic Centers for Public Health Preparedness play?
- How should we engage the CSTE, APHL and other relevant professional associations in these efforts?