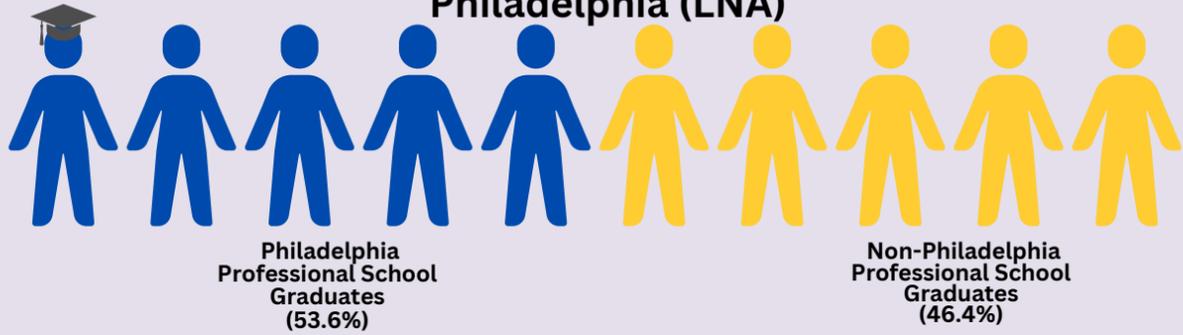


Infection Prevention & Control Learning in Professional Schools

This infographic presents both results from Philadelphia Department of Public Health's (PDPH) Professional School Survey (PSS) and PDPH/CDC's Project FirstLine Learning Needs Assessment (LNA).

- The PSS ascertained ways that infection control is taught and assessed in professional schools, confidence in students' abilities to adhere to infection prevention and control (IPC) standards, and IPC topics that schools requested additional resources in for their curriculum development
- The LNA ascertained healthcare professionals' priority IPC needs and interests that will inform development of IPC training content and decisions about training delivery for healthcare professionals.

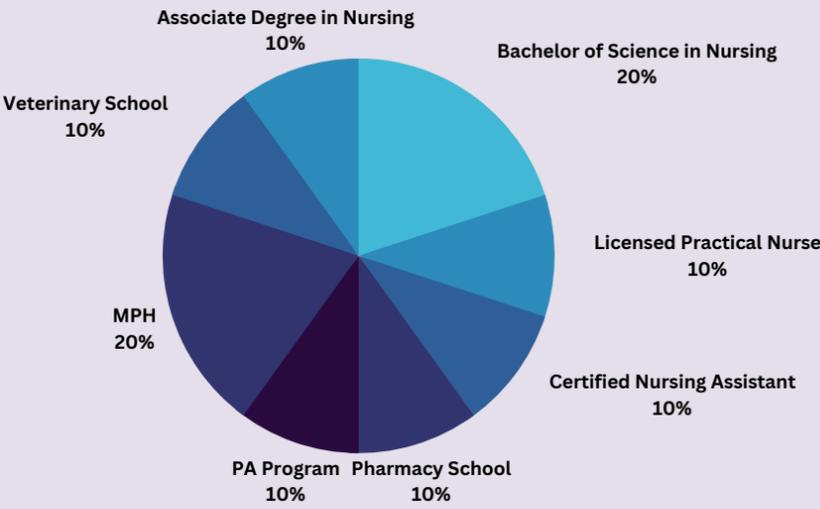
53.6% of healthcare workers in Philadelphia received their training in Philadelphia (LNA)



PSS

LNA

Healthcare Programs Represented



Most Trusted IPC Training Sources

- #1 CDC
- #2 Professional Associations
- #3 State/Local Health Dept.



Preferred Learning Formats are...

- #1 Self-Paced Online
- #2 Listening to a Live Discussion
- #3 Interactive Discussion

ONLY 20%

of professional schools reported having a required course in their curriculum solely dedicated to IPC content

100% of professional schools required other courses which cover IPC content

82% of healthcare workers received training specific to IPC through employment

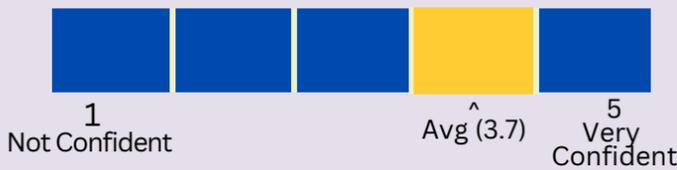
18%

of healthcare workers did not receive training specific to IPC through employment

WHY IS IT IMPORTANT?

IPC Knowledge Impacts IPC Confidence

Schools Perceived Confidence on their Students' Abilities to Adhere to the IPC Standards of their Profession Upon Graduation

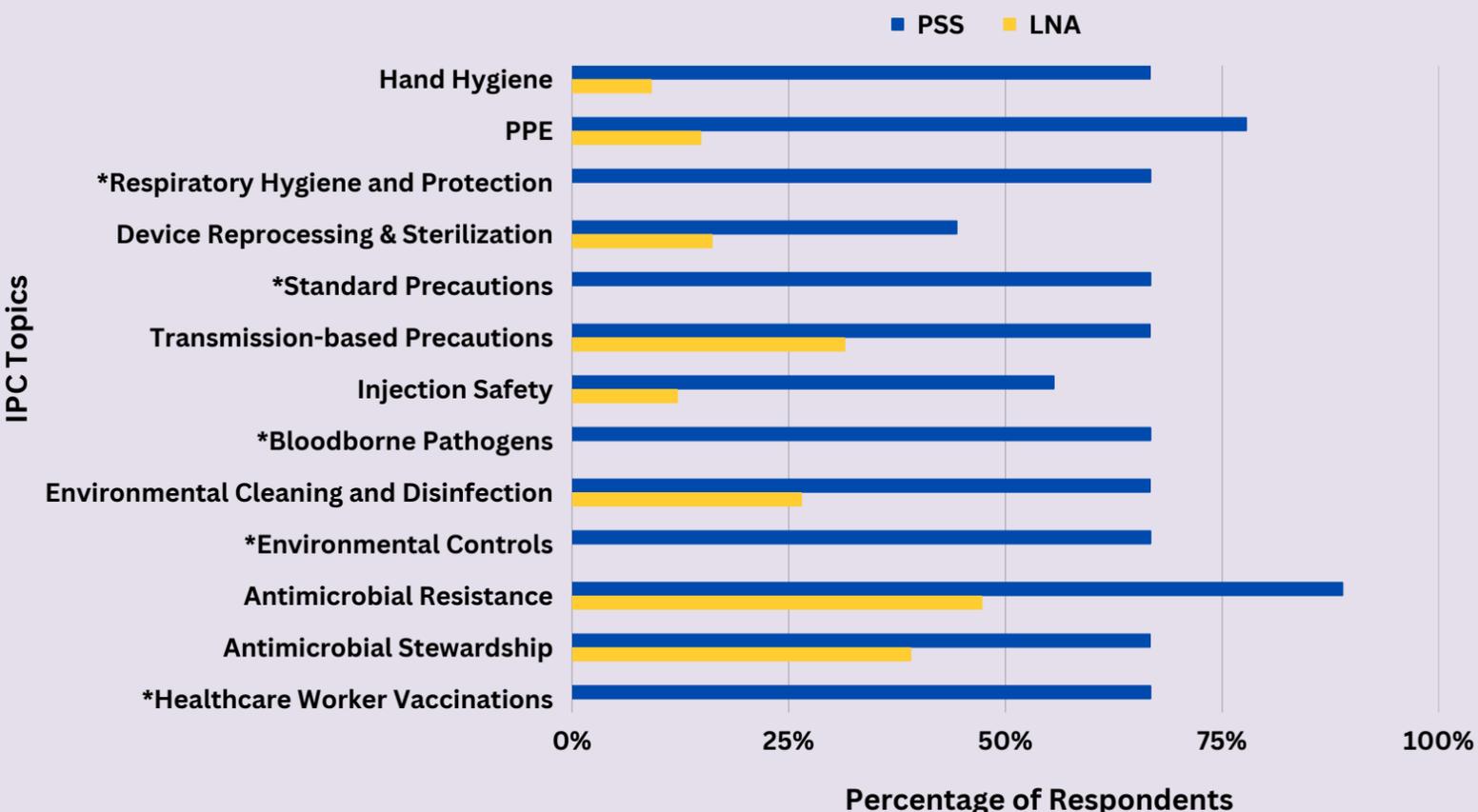


WHY IS IT ESSENTIAL?

Healthcare professionals are the first line of defense from healthcare-associated infections and need to protect both their patients and themselves from infection



Preferred Topics for Additional IPC Training



*Topic not offered in the LNA