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Developing One Health Competencies Through Interprofessional Co-Design: A Community Case Study of Veterinary Doctoral Students Collaborating with Pre-Service Science Teachers

Inhalt

Veterinary doctoral training equips researchers to produce specialized One Health knowledge, but rarely to communicate it to non-specialist audiences, collaborate across disciplines, or translate it into societal contexts—the capacities One Health requires. This community case study examines how five veterinary PhD students experienced a 13-week interprofessional course co-designing school teaching materials with pre-service science teachers, using a Two-Eyed Seeing-informed transfer framework. Qualitative content analysis of 114 segments from learning journals, a focus group, and videographic recordings combined deductive NEOH competency coding with inductive coding. Because scientific work is strongly shaped by English-dominated discourse, several participants found explaining their research in accessible native-language terms a substantive learning experience. Across all cases, seven situated communication practices developed, including conveying zoonotic risk without unnecessary alarm. Participants also described an epistemological shift, recognizing educational research as a legitimate knowledge system beyond “p-values and graphs.” Notably, 32.5% of coded material fell outside the NEOH framework, including 20 unprompted implementation proposals, suggesting current models underspecify the strategic action competence such co-design activates. Interprofessional collaboration can help researchers move from producing One Health knowledge toward enabling its use in society.

Keywords

One Health education, veterinary doctoral training, interprofessional education, science teacher education, Synoptic Transfer Framework, One Health Teaching Clinic, community case study

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No, I am not a Junior Scientist.

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