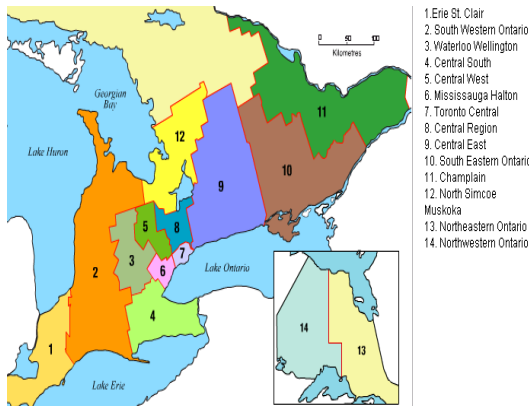


Development of a RICN Non-acute Care ICP training program (NACICP) in Ontario

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Background:

Ontario RICNs identified a need for a training program for ICPs in non acute care settings through a needs assessment.

A working group was established in 2006 to review the needs assessment data and explore the feasibility of a NACICP training program. The working group is comprised of Network Coordinators, Network Infection Control Consultants and Administrative Assistants.

After exploring several options, the group designed a unique course offering specifically for ICPs in non-acute care settings. The non acute care settings include long term care, community health and public health. Initially a contract position was employed to develop the course processes and outline

Administrative processes for the program were established with one network leading the program, one providing administrative support for the technological advancement of the program and one network guiding the associated mentorship program.

Each of the 14 RICNs enrolled up to two learners, provides direct mentorship and access to resource materials. Each learner completed a technical readiness survey to determine their access to necessary technology such as DVD player, email and computer access.

In recognition of the unique needs of this group of learners and their need for an accessible and economical course offering as well as the diverse geographic locations of learners a distance option was required. Also, as many of the learners are not employed full-time and spend only a portion of their work time in IPAC activities, we recognized the need to provide an active mentorship program for these students to assist them. For many of these students this was their first formal instruction in IPAC.

The first iteration of the course has now been completed and plans are underway for the next course offering in the fall of 2009.

The program:

The program consists of 11 modules covering all aspects of IPAC practice in non-acute care settings.

The modules for this course include:

- Role of the Infection Prevention and Control Professional
- Microbiology including disease processes
- Routine Practices and Additional Precautions
- Epidemiology and Statistics
- Surveillance
- Outbreak Management
- Environmental Management (construction, equipment cleaning disinfection and sterilization and cleaning the environment)
- IPAC and Edenization of the Environment
- Occupational health
- Clinical Practices, Settings and Support Services
- Adult Learning

Each module ranges from 4-8 hours of content including completion of course assignments.

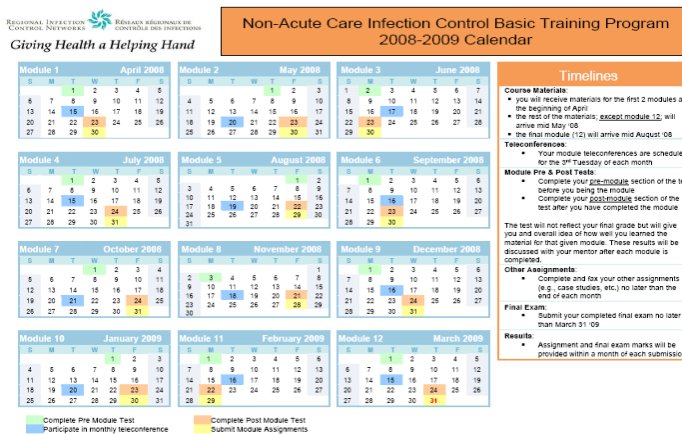
For each module, content experts prepare a DVD of their presentation, compose pre and post test questions and develop two case studies. Content experts include both RICN staff as well as other recognized content experts.



Presentations were initially developed using Voice over PowerPoint™ and then converted to DVD format using Microsoft Moviemaker™. The DVD can be played on a computer or a home DVD player and contain both video (PowerPoint slides™) and audio narration from the content expert.

There is a monthly teleconference including learners, mentors and the content expert for the module to discuss the module assignments and respond to learner queries.

Each learner and mentor has a course calendar which outlines timing of modules, assignments, tests and teleconferences.



Learners complete an evaluation after each module. Results from these evaluations were used to inform the changes that were made in planning for the second program to be offered in 2009-2010.

One of the unique aspects of this course is that each network actively mentors the learners they enroll and provide them with face to face or remote support, as well as texts, journals and other resource materials.

Results:

A mid course and final evaluation were completed by students.

In April 2009, 28 learners successfully completed the course.

Recognition for students included acknowledgement in network newsletters.

Comments from learners have been constructive and positive.

The working group has reviewed evaluative feedback from learners and mentors and has revised the course content outline and refined objectives for each module.

A course package is mailed to each learner and their mentor each month. This package includes:

- Learning objectives
- Learning activities
- Evaluation
- Printed copies of slides in note page format
- DVD(s)

Pre and post tests are for the learner to assess their knowledge and do not comprise the final mark.

The marks from the case studies, mid term and final exam comprise the learners' marks.

A passing grade of 60% is needed to successfully complete the program.

Lessons Learned:

- Some course modules were too lengthy and some content would be more appropriate in another section.
- An active mentorship program is essential for the learners in this program
- More user-friendly options for recording DVDs are required.
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Next Steps:

- Conversion of course to an on-line e-learning format
- Moving to Articulate™ as the method for recording DVDs
- CHICA endorsement is currently being sought