


**How Are We Training ICPs Across Canada?**  
**Sharon Wilson, Cathy Egan, Lucie Beaudreau, Bernadette Demone**  
**Teleclass broadcast sponsored by GOJO ([www.gojo.com](http://www.gojo.com))**

**How Are We Training ICPs Across Canada?**  
**What Are the Gaps?**

**Panel Discussion Members:**  
**Sharon Wilson - Alberta**  
**Cathy Egan - Ontario**  
**Lucie Beaudreau - Quebec**  
**Bernadette Demone - New Brunswick**

Teleclass Broadcast Sponsored by **GOJO**

www.webbertraining.com May 26, 2014




*Alberta*



**IPAC Education in the West and North**  
 Building a strong knowledge base for  
 Infection Prevention and Control

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**IPC Education in the West and North**  
 Building a strong knowledge base for  
 Infection Prevention and Control

**Disclosure**

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Sharon Wilson is an instructor in the IPAC Online Novice Infection Prevention and Control program. My employer ( Alberta Health) has provided time off to participate at this conference. IPAC NA is funding my attendance at the conference.

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**From the North**

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Talked with a colleague in Northern Territories who identified that there are very few positions in the north for IPAC, and there is only one person per large facility

The NT Government has a education allowance for employees that provides a sum annually which was instrumental in her obtaining the course from Queens.

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**From the North**

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She supports the online concept of education and that the novice course is important to establish a good basic preparation.

Reinforced her role with the MOH is critical and with Public Health inspectors and CDC nurses

Recent success was a 70% uptake in immunization at her site

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**Beautiful BC**

- One region identified that a goal is to hire fully competent ICPs however.....
- Incorporating a developmental opportunity with BCNU: a one year program and internal training and registering in the IPAC online course with the final expectation to achieve CIC within 3 years
- There are two newer staff who are at different stages in the program and there is not been an opportunity for evaluation of the process

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**Beautiful BC**

- Appreciate the value of the on line course as it recognizes the needs of the adult learner, meets family needs and also allows for working on the course anytime
- Indicated if time at work available - opportunity to do some course work

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In our province we have a setting where we have one major health delivery service provider, Alberta Health Services, and many engaged partners across the continuum of care -Covenant Health , Capital Care, Good Samaritan Society and others.

Several years ago the Alberta Health ministry provided an education grant that was used to provide IPAC education to ICPs and front line staff and a grant for MDR education and certification

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**The Opportunity for a unique adventure**

In Alberta Health Services there was a loss in the IPAC staffing (40%).

The loss was predicted by wise people (e.g. Dr. E. Henderson) and mainly due to retirement, some maternity/family life and some career changes.

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**The Opportunity for a unique adventure**

Looking at the opportunity to provide the basic education to the front line IPC staff, the AHS IPC senior management recognized that given the wait lists and lack of readily available spaces in all recognized IPC basic education programs there was a challenge.

AHS approached IPAC Canada and is providing IPAC Canada's Online Novice Infection Prevention and Control program to 29 new ICPs throughout Alberta.

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**The Opportunity for a unique adventure**

This is a novel approach and when evaluated at the end of the program on the impact for the novice front line ICPs, the analysis may provide strength around the need to increase the capacity on how courses are delivered.

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# How Are We Training ICPs Across Canada?

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### Other partners

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Covenant Health:


- Participating in the development of the working IPAC orientation manual with Alberta Health Services as a learning tool by partnering a senior ICP and a new ICP on the working committee to develop a usable orientation product.
- A strategy currently under development to reinforce IPC workforce with a potential to hire casuals/temporary staff and assign project work e.g. surveillance; cater work loads and provide education through the mentoring and via on line courses that will help in the understanding of the IPC world



### Other partners

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- In discussion with two colleagues in Continuing Care the need to have a strong educational basis for the new ICP is important
- Issues around the challenges of the cost and the conflicts around work and education are important to address as the organizations go forward
- Sadly, one organization was in the midst of a downsizing that took the IPAC program from 4 FTE to now 1 FTE among two ICPs.



### Advanced education

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- Need to look at the advanced ICP and where should/could we be going ( Masters, Post-graduate certification) to keep our active energized IPCs learning and challenged
- Many other programs are also foundational for IPAC learning
  - CSA ( CSAZ317.2; 317.13)
  - MDRT online training
  - Annual IPAC Conference, chapter education and others



### Comments from Learners

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<u>Current course: National and AHS</u>	<u>Former learners: All on-line programs</u>
Appreciate the 24/7 access to allow for anytime discussion and study with no scheduling commitments beyond deadlines	√
"They're correct" and needing to strongly emphasize the extra time needed	√
Some have luxury of work time while many do not but in the work and/or study learners have come across information helpful in the other role – helps in the researching of issues.	√
Very user friendly platform	Yes and no




### Comments from Learners


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- Have not met anyone in the last 5 years in my travels who has had the opportunity to attend the in-person program given budget and travel restrictions.
- With the advent of online and other technology it makes in person course delivery a benefit to those who are close geographically.
- The best outcome for the in person course along with the annual conference is the networking that develops contacts for life.





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## Training Infection Control Professionals in Ontario

IPAC – Canada Conference 2014

Cathy Egan  
Director, Infection Prevention and Control

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CFPC Conflict of Interest  
Disclosure of Commercial Support

**Presenter Disclosure**

**Presenters:** Cathy Egan

**Relationships with commercial interests:**

- Grants/Research Support: None
- Speakers Bureau/Honoraria: None
- Consulting Fees: None
- Other: None

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### History of IPAC Investments in Ontario

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### Public Health Ontario's IPAC Programs

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### Knowledge to Action in IPAC at PHO

KNOWLEDGE TO ACTION:  
Shared leadership and collaborative planning to achieve IPAC ambitions within PHO.

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### Our Experience Working With ICPs

- Different settings have different experiences
  - **Acute care:**
    - Support for ICPs is good, and IPAC teams are typically well-resourced
  - **Long-term care homes (LTCH):**
    - "ICP" usually has several other duties; lots of turnover
  - **Retirement homes and Community settings**
    - IPAC is a relatively new concept, so training for ICPs is in demand
- Regulatory changes in LTCH and Retirement homes that enhance IPAC programs
- ICPs are generally very busy, and learning and development opportunities must be used wisely!

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### Public Health Ontario ICP Training Opportunities

- IPAC Core Competencies Online Learning Course
- Non-Acute Care Infection Control Professional Course
- Mentoring and Ongoing Support
- CIC Study Preparation
- Communities of Practice
- Online Learning Offerings

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## IPAC Core Competencies Online Learning Course

**IPAC Core Competencies Online Learning Course**

Infection Prevention and Control (IPAC) core competencies are basic knowledge and skills all health care workers in Ontario need to possess about infection prevention and control, regardless of their role or position, education, experience or culture.

This course is based on Provincial Infectious Diseases Advisory Committee (PIDAC) best practices. It provides health care providers with essential information on how to protect themselves, their patients, and co-workers from infections.



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## Non-Acute Care Infection Control Professional (NACICP) Course

- Course initiated in 2008 as collaborative effort of RICNs
- E-learning modules on a secure site of PHO's web presence
- Pre and post-tests for self-assessment
- Mid-term and final exams, graded case studies, assignments and group projects
- Material based on PIDAC-IPC's Best Practice documents
- Endorsed by IPAC-Canada, December 2013

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## Non-Acute Care Infection Control Professional (NACICP) Course

- Modules in the course curriculum
  - Role of the Infection Control Professional (2 hours)
  - Microbiology (4 hours)
  - Routine Practices and Additional Precautions (4 hours)
  - Adult Learning (3 hours)
  - Common Infections and Occupational Health (5 hours)
  - Environmental Cleaning and Reprocessing of Medical Devices (5 hours)
  - Construction and Health Care Design (5 hours)
  - Surveillance and Epidemiology (8 hours)
  - Outbreak Management (2 hours)

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## Non-Acute Care Infection Control Professional (NACICP) Course

- Final Assignment
  - IPAC program assessment project
- Monthly teleconferences
  - All students join the module's instructors for discussion on topic at hand
- Discussion Board
  - New addition this year to enhance student engagement
- Challenges:
  - Some students struggle, leave the course, or are late with assignments because they underestimated the workload involved in the course
  - Workload to mark assignments is heavy for RICN staff

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## Mentoring and Ongoing Support

- Mentoring is a major component of the NACICP course
  - Limit of 4 or 5 students per RICN taken into the NACICP course to ensure adequate access to mentors
- Informal mentoring by
  - RICN Coordinators and Consultants
  - Colleagues in their networks
- Consultations
  - Inquiries on specific issues or situations as they arise
- Challenges
  - Time required for mentor and mentee to connect can be a challenge

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## Novice ICP Days

- Material is tailored to long-term care or acute care depending on audience
- Content includes:
  - Transmission of infection
  - Antibiotic resistant organisms
  - Surveillance and outbreak management (partner with public health)
  - Antimicrobial stewardship
  - Routine practices/Additional precautions
  - Environmental cleaning
  - Reprocessing
- Challenges
  - Filling the demand for these sessions in a strategic way to meet ICP needs

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## CIC Study Preparation

- Small groups of ICPs who plan to write the CIC exam are gathered by RICN staff to prepare themselves to write the exam
- Groups formed when a “critical mass” of individuals express interest
- Challenges
  - Some individuals participate in the study groups, but do not write the exam – therefore hard to gauge true effectiveness

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## Communities of Practice

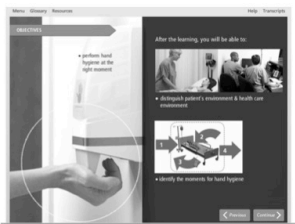
- Each RICN has communities of practice (CoP) that have formed around a variety of sectors or areas:
  - Retirement homes
  - Long-term care
  - Environmental services
  - Primary care
  - Public health
- Some have further segmented themselves
  - Long-term care interested in environmental cleaning
- Challenge
  - Need a user-friendly platform to support development of CoPs

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## Tools and Resources

- Online resources
  - Hand hygiene module
  - JCYH resources
  - Environmental cleaning
  - Cohorting in Acute Care
  - New resources coming soon!



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## Successes and Challenges in General

- Success rate -- ?
  - Now able to begin to evaluate our offerings in a coordinated fashion
- Reaching different audiences
  - Tailoring tools to the different settings (e.g. LTCH, acute care)
- Finding the “sweet spot”
  - Ensuring an adequate level of detail contained in resources that are short enough to fit into ICPs’ busy schedule
- Going Beyond Education as a Tool
  - How to better understand and apply implementation science and behaviour change strategies to achieve change in practice in health care settings

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## INFECTION PREVENTION AND CONTROL NURSE IN QUEBEC: EDUCATIONAL OPPORTUNITIES

Lucie Beaudreau, RN, M.Sc., Ph.D.(c)  
Clinical nurse specialist in infection prevention and control  
Institut national de santé publique du Québec (Quebec National Institute of Public Health)  
Associate professor, Sherbrooke University

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## Outline

- Infection prevention and control (IPC) nurses' educational needs
- IPC clinical nurse specialist
- Educational opportunities for IPC nurses in Quebec

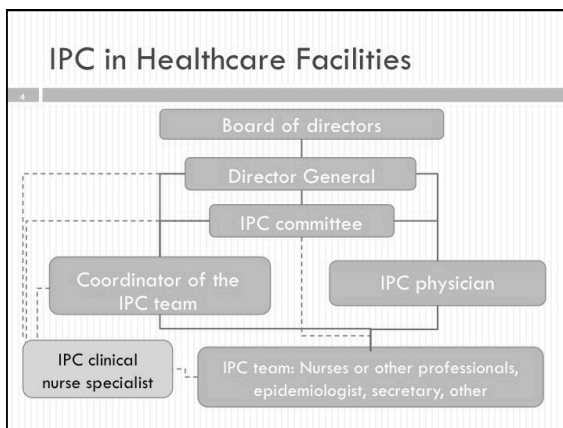
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## IPC nurses' educational needs

- Provincial**
  - Ministry: IPC nurse coordinator; IPC committee
  - Institut national de santé publique du Québec (INSPQ): IPC team; IPC expert committee
- Regional**
  - Physician – some nurses
  - IPC regional committee
- Local**
  - ICP teams – physician, nurses and others
  - IPC nurses with or without physician

Ratio: 1 IPC nurse / 100-133 beds in acute care facilities; 1 / 250 beds in long term care facilities

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## IPC Clinical Nurse Specialist

Specialization certificate (by-law)

- Graduate Diploma in IPC from one of the two Quebec universities offering a graduate program in IPC
- Exam at OIIQ (Order of nursing in Quebec)
- Payment of fees

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## IPC Clinical Nurse Specialist: Graduate Programs Requirements (by-law)

- Theory courses:**
  - Epidemiology (45 hours)
  - Microbiology and infectious diseases (45 hours)
  - Surveillance (30 hours)
  - Outbreak management (15 hours)
  - Role of the clinical nurse specialist (45 hours)
  - Environmental risk management (45 hours)
- Clinical internship: 385 hours**

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## IPC Clinical Nurse Specialist: Université de Sherbrooke's Programs

- Introduction to IPC (3 credits)  
(in collaboration with INSPQ)
- Micro program in IPC (12 credits)
- Graduate Diploma in IPC (30 credits including internship)

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IPC Clinical Nurse Specialist:  
 Université de Montréal's Programs

Micro program in IPC  
 (12 credits)

Graduate Diploma in IPC  
 (30 credits including internship)

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IPC Clinical Nurse Specialists

- Clinical IPC nurse is recognized as a specialist since the end of 2011
- 26 IPC clinical nurse specialists in Quebec
- Approximately 5 - 10 new ones in the next month

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In addition... educational opportunities

- Introduction to IPC course (Université de Sherbrooke - INSPQ) (3 credits)
  - One of the most popular
  - At least 30 – 45 nurses each year
  - Personal readings, exercises
  - On line, real time activities (WebEx)

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In addition... educational opportunities

- INSPQ continuous education:
  - e-learning sessions
  - Provincial surveillance programs and provincial guidelines
  - On line, real time activities (WebEx)
  - Recorded and free access anytime

May 2014

In addition... educational opportunities

- Webber Training teleclasses
- IPAC Montréal – conference days
- Association des infirmières en prévention des infections (APII) annual scientific conference
- INSPQ bi-annual scientific conference

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Conclusion

- IPC clinical nurse is recognized as a specialist in Quebec
- A graduate diploma in IPC is required to obtain a clinical nurse specialist certificate
- The role of the IPC clinical nurse specialist in the IPC team remains to be defined
- Continuous education opportunities are available for the novice and specialist IPC nurse

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References

- By-law on IPC clinical nurse specialist: (OIIQ website)  
<http://www.oiiq.org/pratique-infirmiere/specialites/infirmiere-clinicienne-specialisee-en-prevention-et-contrôle-des-i-0>
- Université de Montréal's IPC program website:  
<http://admission.umontreal.ca/programmes-detudes/?groupeProgramme=298>
- Université de Sherbrooke's IPC program website  
<http://www.usherbrooke.ca/cfc/activites-de-formation/diplome-2e-cycle/prevention-et-contrôle-des-infections/>
- INSPQ:  
<http://campusvirtuel.inspq.qc.ca/pages/formations-par-expertise>
- INSPQ – Nosocomial infections website  
<http://www.inspq.qc.ca/infectionsnosocomiales>



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Thanks

Silvana Perna, IPC Clinical Nurse Specialist  
Madeleine Tremblay, IPC nurse  
Laurence Bernard, Université de Montréal  
Andréanne Tanguay and Francis Brière, Université de Sherbrooke

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Infection Prevention and Control Education  
In the Atlantic Provinces

Bernadette Demone RN MN

ICP Education in the Atlantic Provinces

- ▶ Basic ICP education
- ▶ Orientation
- ▶ Mentorship

Continuing education

- ▶ Facility education
- ▶ IPAC
- ▶ Other education
  - a) Webber Training
  - b) vendor education
  - c) PH, CPSI, SHN, groups

Issues

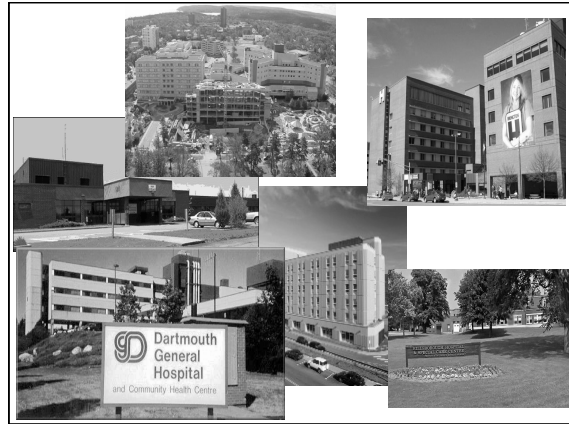
- ▶ Continuing education
- ▶ Certification in Infection Control
- ▶ Scope of practice
- ▶ IPAC local chapters/meetings

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Challenges

- ▶ Cost
- ▶ Availability
- ▶ Accessibility



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