Unpack the world of IPAC: Doing virtually everything in Web based PAG 101



An IPAC Program designed for front-line healthcare workers, developed on principles of adult learning. The ultimate learning goals for this course are to increase students' theoretical knowledge and to establish practical skills to prevent infections and diseases and solve real healthcare problems. This comprehensive online course aims to provide learners with a thorough knowledge of the basic principles of infection prevention and control, so they can apply them in various healthcare settings. The course covers essential topics such as Adult Education, Clinical Microbiology, Facility Design and Development, Cleaning, Disinfection and Sterilization Practices, etc.

Synchronous 100-hour program consists of 14 units for a total duration of 16 weeks. The availability of the internet and virtual/online trainings/learnings has produced numerous educational benefits. Many adult learners enjoy flexibility when they have to balance work, study, and family responsibilities. The wide range of various technological advancements used by the college and instructors enhances the interaction among students and instructors with the students.



CONCLUSION





The success of this education program was confirmed by the high rate of students who successfully completed course, expended IPAC knowledge, and demonstrated immediate retention and competence.

The worldwide COVID-19 pandemic declared on March 11, 2020, by the World Health Organization has revealed gaps across the continuum of healthcare in Canada. Severe Acute Respiratory Syndrome (SARS) in 2003 highlighted the need for professional expertise in Infection Prevention and Control (IPAC) and has had positive outcomes on the development and investments in IPAC Programs, in acute care settings. However, the response was limited to acute care settings, widening the gap in expertise between acute care and other components of the healthcare system in Canada. The COVID-19 pandemic highlighted the need for increased infection control training for healthcare workers in other sectors including long-term care, retirement homes, and community settings. The COVID-19 pandemic has forced the world to engage in the ubiquitous use of virtual learning, while online and distance learning has been used before to maintain continuity of health care, the scale and urgency to respond to the need for IPAC training in the current crisis is unprecedented.



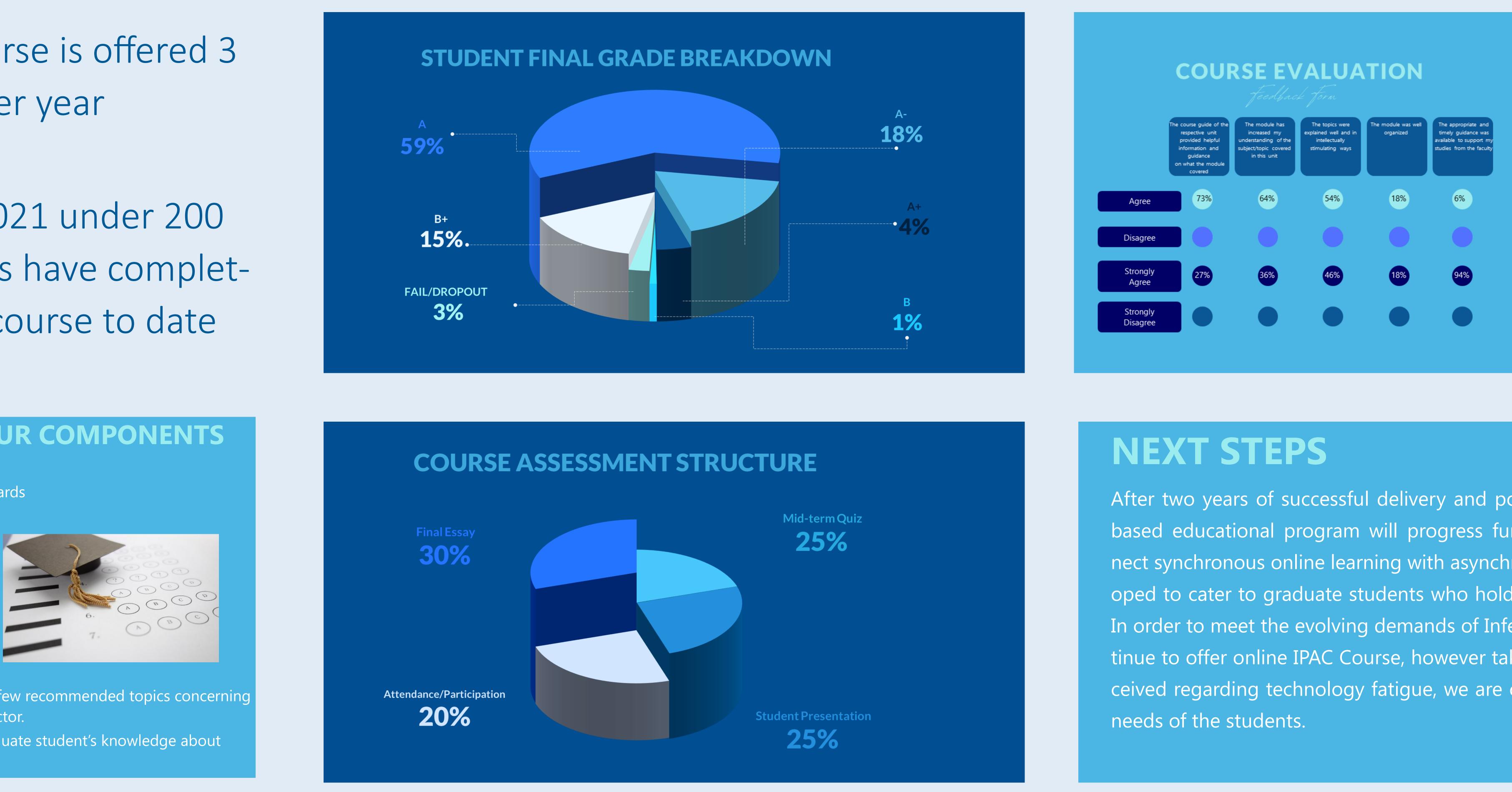
The course is offered 3 times per year

Since 2021 under 200 students have completed the course to date

STUDENTS ARE ASSESSED IN FOUR COMPONENTS

Participation: Attendance and Participation in Discussion Boards Quiz: Comprised of 150 questions

- a) True/False Statements
- b) Multiple Choice Questions
- c) Choose the Best Answers
- d) Clinical Scenarios



Presentation: Students pick a topic of their choice among a few recommended topics concern infection prevention and control management by the instructor. Final Paper: Students write a paper on assigned topic to evaluate student's knowledge about basic IPAC principles.

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The online course evaluations are voluntary. Students complete the survey after completing the course and before receiving final grades. This approach gives students time to complete the assessment, which can lead to more thoughtful responses and better quality and quantity of written feedback on voluntarily basis. Students complete the survey after the course is completed, and before the final mark is received. This approach provides students with time needed to complete the evaluation, perhaps resulting in more thoughtful responses and an increase in the quality and quantity of written comments.

Results are available immediately enabling instructor and college to use the data to improve the lessons.

The challenge with online course evaluation presents itself in lower percentage of students completing the evaluations. In addition to the online survey, the college staff also follows up with the students over the phone. The students are random selected, calls are used to gauge if students are successfully navigating throug the class platform, finding all information successfully and have any technical challenges. The information is used for immediate assistance and support.

After two years of successful delivery and positive feedback from our participants, the internetbased educational program will progress further in its development. The course aim to connect synchronous online learning with asynchronous modalities. This approach was initially developed to cater to graduate students who hold full-time jobs and require flexible learning options. In order to meet the evolving demands of Infection Prevention and Control practitioners, will continue to offer online IPAC Course, however taking in account to address the feedback we have received regarding technology fatigue, we are considering to offer in-person classes that meet the

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