**Form 29A**

**Revised Sept 2019**

**Revised Nov 2019  
 Revised March 2024**



**INFECTION PREVENTION AND CONTROL CANADA (IPAC CANADA)**

## Endorsement of Basic Education Courses for Infection Prevention & Control Practitioners

**Application Form**

**APPLICATION FEE:** This application must be accompanied by a cheque payable to IPAC Canada in the amount of $1,000 CAD plus 5% GST. Payment will also be accepted by credit card.

Card Number: Enter Card Number Expiry Date: mm/yy CVV# cvv#

Name on Card: Cardholder Name

**Educational Institution:** Click here to enter text.

**Name and position of representative: Click here to enter text.**

**Mailing address: Click here to enter text.**

**Telephone: Click here to enter text. Fax: Click here to enter text.**

**Email: Click here to enter text.**

**Date of application: Click here to enter text.**

**Name of course and course number (if applicable): Click here to enter text.**

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**1. Course description**

**Provide a brief course description that can be used on IPAC Canada’s web site. A university/college calendar description is appropriate. Include contact information and links to curriculum.**

Click here to enter text.

**2. History of the course**

**Provide a brief summary of the history of the course—e.g., who developed it, when and why; when it was last offered and when it will next be offered; usual enrollment numbers; target group; success rate of participants.**

Click here to enter text.

**3. Course details**

***Provide, as a separate document, a detailed course outline. It must include the following information but you may also provide other details you feel are important:***

* Number of hours per class or topic
* Specific learning objectives per class or topic
* Teaching/learning methods used
* List of assessment strategies (e.g., assignments, projects, quizzes, exams, group work)
* Required and recommended texts, readings and other learning resources (e.g., videos).
* Description of methods of evaluation of student learning outcomes, and their weights.

In addition to submitting the course outline, please complete the following table and identify:

1) where/when the topic is covered (e.g., what module or unit); and

2) the extent to which each topic is covered, using the following **legend**:

**0 = not covered   
1 = defined, briefly introduced  
2 = moderate coverage of the topic  
3 = covered extensively in notes, exams and/or as a discussion topic**

| **Content area (reflects IPAC CANADA Core Competencies for Infection Control Professionals**) | **Where/**  **when covered** | **Extent of coverage (see legend)** | **Comments** |
| --- | --- | --- | --- |
| **Role of the ICP** and IPAC committees; developing and evaluating IPAC programs; auditing; IPAC in a variety of health care settings | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Principles of adult **education**, instructional design (lesson planning, evaluation, assessment of learning needs), coaching and mentoring, evidence translation, behaviour change | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Basic **microbiology** of significant and emerging microorganisms (e.g. AROs) in community and health care settings, mode of transmission, risk factors, reservoirs, incubation periods | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| **Specimen collection**, handling, transportation; and diagnostic testing including general approaches to testing, and interpretation of results | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Antimicrobial resistance and **antimicrobial stewardship** | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Chain of infection, hierarchy of controls, components of **routine practices** | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Components of **additional precautions** (AP) including when to initiate and discontinue AP | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Basic **epidemiology** principles and statistical analysis: risk, incidence, prevalence, rates, interpreting p-values | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Principles, purposes, types and methods of screening and **surveillance** | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| **Surveillance program** design (identifying organization priorities, goals and objectives; data collection; interpretation and communication of data) | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Strengths/limitation of common **research designs**, accessing journal articles, critical appraisal of validity and reliability of information, implementation of evidence-based recommendations | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Risk assessments in **Construction, Renovation, Maintenance, Design** (CRMD) projects and measures to address them and current standards related to CRMD | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Common risks to health care works; **Occupational Health & Safety** (OH&S) programs (e.g. immunizations, sharps injury prevention); collaboration with OH&S (e.g. policies, exposure investigations) | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| **Outbreak** identification and management, pandemic planning and preparedness, bioterrorism agents | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Concepts of **Quality Improvement** (QI), organizational culture, behavioral change, QI program implementation and evaluation as it relates to IPAC and patient safety | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| **Reprocessing** of reusable devices/equipment; standards (e.g. CSA); storage, handling and transportation; risk assessments and auditing | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Principles of **communication** including barriers, enablers, and strategies | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| **Leadership**: Principles and practices of program planning and development; principles of collaboration, teamwork, coaching and influence | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| **Management**: Strategies for planning and operationalizing a program; cost-benefit analysis; teamwork; guidelines, standards and legislation | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| **Professionalism:** Codes of conduct; legislation related to confidentiality; privacy and information sharing; ethical principles; professional accountability | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| Other (\*list) | Click here to enter text. | Click here to enter text. | Click here to enter text. |

**4. Organizational support**

**Provide a list of the organizational resources available to support student learning and faculty teaching: e.g., classroom or web facilities, library resources, technical support, and support staff for registration or administrative issues.**

Click here to enter text.

**5. Course Faculty**

**Provide the names and positions of the individuals who will be teaching in or have responsibility for the course when it is next offered, including mentors. Specify the roles/ responsibilities each will have; examples of roles include teaching content, leading discussion, grading, or practice/project supervision.**

**In addition to a brief summary in this application form, submit, as separate documents, a CV for each individual.**

**Outline the criteria for selecting individuals.**

**6. Pass level for the course**

**Identify the assigned level or mark required for a student to pass the course and explain the rationale for that level. Briefly summarize how different strategies are used to assess the student’s knowledge and comprehension (e.g., assignments, projects, quizzes, exams, group work).**

Click here to enter text.

**7. Course revisions and updating**

**Describe the methods used, or planned, to evaluate the course and faculty, and for revision or updating the course. Provide examples of previous course and faculty evaluation and how they were used.**

Click here to enter text.

Send completed application and accompanying documents by email to:

[executivedirector@ipac-canada.org](mailto:executivedirector@ipac-canada.org)

Attached is a detailed course outline, per Section 3

Attached are CV’s for course faculty members, per Section 5

If paying by credit card, please contact [admin@ipac-canada.org](mailto:admin@ipac-canada.org)

If paying by cheque, send to:

IPAC Canada

PO Box 46125 RPO Westdale

Winnipeg MB R3R 3S3

**Questions?**

Lorinda Stuber RN BSc MSc BScN CIC

Chair, IPAC Canada Endorsement Review Committee

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Email: [endorsement@ipac-canada.org](mailto:endorsement@ipac-canada.org)

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