

**APIC GNY/Chapter 13 Meeting
Education and Research CBIC Questions
March 15, 2023
By Arsenia Golfo MSN RN CIC**

The CIC test will have approximately 12 questions on the topic.

Education from the CBIC website

1. Assess needs, develop goals and measurable objectives for preparing educational offerings.
2. Prepare, present, coordinate, and/or disseminate educational content that is appropriate for the audience.
3. Identify the difference between the concepts of knowledge, training, and competency.
4. Provide immediate feedback, education, and/or training to healthcare workers when lapses in practice are observed.
5. Facilitate education of patients, families, and others regarding prevention and control measures.
6. Assess the effectiveness of education and learner outcomes (e.g., observation of practice, process measures).
7. Implement strategies that engage the patient, family, and others in activities aimed at preventing infection.

Research from the CIC website

1. Conduct a literature review.
2. Critically appraise the literature (e.g., p value, peer-reviewed).
3. Facilitate incorporation of applicable research findings into practice.
4. Identify opportunities for research related to performance improvement (e.g., effectiveness studies, product trials).

Question 1

With which teaching style (Grasha) does the IP focus on content rather than relationships with learners?

- Demonstrator
- Formal authority
- Facilitator
- Expert

Answer: Formal authority

Formal authority - Anthony Grasha's teaching style are expert, formal authority, demonstrator, facilitator, and delegator.

Expert	IPs use their vast knowledge base to inform learners and challenge them to be well prepared. This can be intimidating to the learner.
Formal Authority	This style puts the IP in control of the learner's knowledge acquisition. The IP is not concerned with learner-educator
Demonstrator or Personal Model	The IP coaches, demonstrates, and encourages a more active learning style.
Facilitator	Learner-centered, active learning strategies are encouraged. The accountability for learning is placed on the learner.
Delegator	The IP role is that of a consultant and the learners are encouraged to direct the entire learning project.

Question 2

When teaching a group comprised of nurses with years of experience and novice nurses, the best approach is to:

- encourage experienced nurses to share experiences.
- use the same approach with all participants.
- separate the nurses into two separate groups.
- remind the experienced nurses to be patient with the novice nurses.

Answer: Encourage experienced nurses to share experiences

This strategy benefits the more experienced nurses who are shown respect for their experience and the novice nurses will benefit from forming a bond thru their attention and feedback.

The characteristics of adult learners must be taken into consideration for successful education to take place. Adult learners are autonomous and self-directed, they have a foundation of life experiences and knowledge and are goal oriented by nature, are relevancy oriented and practical in healthcare settings, and need to be shown respect.

Young adult learners may need to be approached differently from an educational perspective from the more mature adult. Recognizing the differences in technological capabilities and how younger adults view their job responsibilities will require that teaching methods be adjusted as a means of engaging this group.

Question 3

Considering the goals of the learning process, which goal is associated with the learning behavior of applying?

- Memorizing
- Classifying
- Demonstrating
- Comparing

Answer: Demonstrating

The three types of learning are:

1. Cognitive: mental skills (knowledge)
2. Affective: growth in feelings or emotional areas (attitude or self)
3. Psychomotor: manual or physical skills (skills)

Bloom's Taxonomy updated by Lorin Anderson (student of Bloom) shows the 2 graphics.

Learning Behaviors	Goal of the Learning Process
Remembering: Can the learner recall or remember the information?	Define, duplicate, list, memorize, recall, repeat, reproduce state
Understanding: Can the learner explain ideas or concepts?	Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Applying: Can the learner use the information in a new way?	Choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.
Analyzing: Can the learner distinguish between the different parts?	Appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
Evaluating: Can the learner justify a stand or decision?	Appraise, argue, defend, judge, select, support, value, evaluate
Creating: Can the learner create new product or point of view?	Assemble, construct, create, design, develop, formulate, write.

Question 4

The most basic goal of infection prevention education is:

- a. Ensuring knowledge of policies and procedures.
- b. Identifying risk for disease transmission.
- c. Developing competency in infection prevention.
- d. Developing evidence-based procedures.

Answer: Developing competency in infection prevention (c)

In the APIC text on key concepts:

- The most basic goal of healthcare education and training is to improve job skills and competence.
- Workplace training in healthcare is a response to emerging issues in the field and tends to be problem-focused.
- Learning retention increases when immediate application follows instruction.
- Workplace education is business-driven and tied to administrative and financial goals, productivity, and the need to benchmark against the best professional practices.
- Needs assessments or performance improvement studies identify deficiencies in knowledge, skills, or attitude and serve as the basis for educational program development.
- An educator should develop a well-defined plan for each learning experience that includes goals, objectives, and appropriate teaching methods.
- Education and training should be linked to a facility's organizational vision, mission, and values.

Question 5

A competency statement describes:

- a. Responsible personnel.
- b. Steps in a psychomotor skill.
- c. Recommended performance measures.
- d. Worker skill, knowledge, and mind set needed to perform a duty.

Answer: Worker skill, knowledge, and mind set needed to perform a duty (d)

In APIC, a competency statement states that:

To be successful, it is important that HCP be able to transfer new knowledge into practice and be able to consistently apply this knowledge regardless of the setting.

Work done by Gebbie and Merrill defined a competency as a combination of knowledge, attitude, and skills.

Hsu et al. took this a step further and asserted that competency statements are broad and need to be aligned with specific statements of activity or performance that are measurable.

Carrico et al. applied this to infection prevention and provided the first set of competencies devoted to infection prevention among hospital-based HCP.

Taken from APIC text online, CBIC test questions online, and CBIC website.