

Study Group vs Independent Study

*“Are Two Heads Really
Better Than One?”*

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Giving Health a Helping Hand

REGIONAL INFECTION CONTROL NETWORKS  RÉSEAUX RÉGIONAUX DE CONTRÔLE DES INFECTIONS

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Objectives

- To discuss the pros and cons of study groups
 - To demonstrate how to develop a study group
 - To review helpful resources
 - To share the success of the regional networks in Ontario
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Need to recognize that adults:

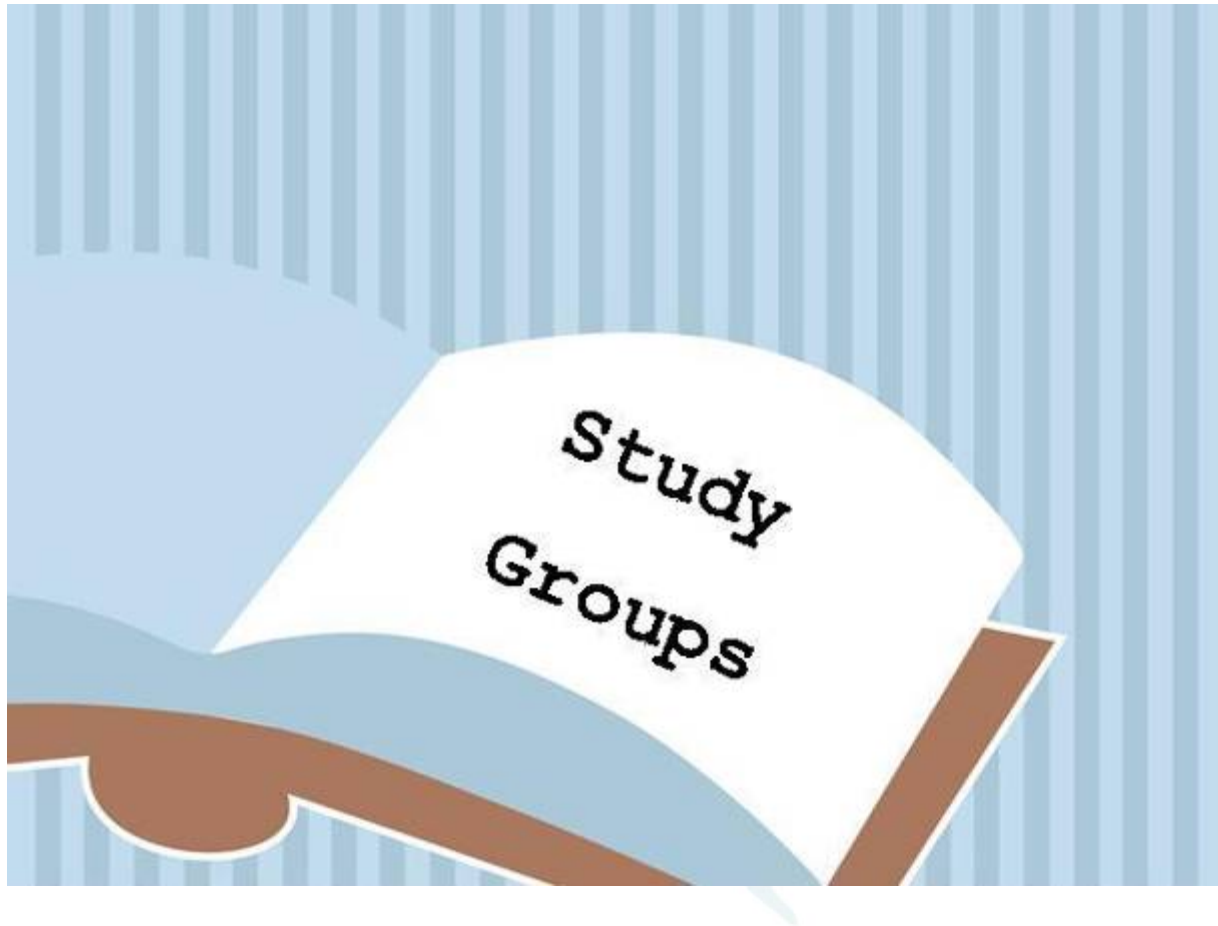
- have previous experiences, knowledge, learning
 - need meaningful learning experiences in a supportive, non-threatening learning environment
 - need input and involvement into learning process
 - prefer active learning experiences which include social interaction
 - need to feel respected
 - need feedback, reinforcement and ongoing evaluation
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Independent Study



Benefits vs Disadvantages

Benefits	Disadvantages
<ul style="list-style-type: none">•time flexibility•study can focus on perceived areas of weakness•best suited to mature students who have strong self-study and time-organization skills	<ul style="list-style-type: none">•tendency to procrastinate when studying alone•no opportunity to test understanding of the material by teaching to other people•can not double-check to ensure understanding of all the materials



Study Groups

- Studies have shown that students who studied in groups were
 - more engaged in their studies,
 - better prepared for class
 - learned significantly more than students who worked on their own
 - Independent review required to maximize study group experience
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Benefits vs Disadvantages

Benefits	Disadvantages
<ul style="list-style-type: none">•ask questions to clarify areas of uncertainty or confusion,•improve grasp of the material by hearing the answers to questions from fellow students•can take on the role of teacher•source of encouragement•committed to study -group members are depending on your participation.•Can be enjoyable	<ul style="list-style-type: none">•easily distracted/ off track•develop into a “social group” instead of a study group•participants not coming to sessions prepared•stronger members dominating discussions•timing not sufficient between sessions

Characteristics of a Successful Study Group

- diverse membership
 - members are prompt and come prepared to work
 - regular attendance
 - each member contributes to discussions
 - feels free to ask questions,
 - actively listens without interrupting
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Characteristics of a Successful Study Group

- show respect for each other
 - at the end of each study session, an agenda including responsibilities is prepared for next session
 - above all, the positive attitude that “we can do this together” is maintained
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How to Start a Study Group

- Determine interest
 - Invite participants
 - Decide how often and for how long you will meet
 - Decide where you will meet
 - Decide who the leader will be
 - Define objectives
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Access to study group

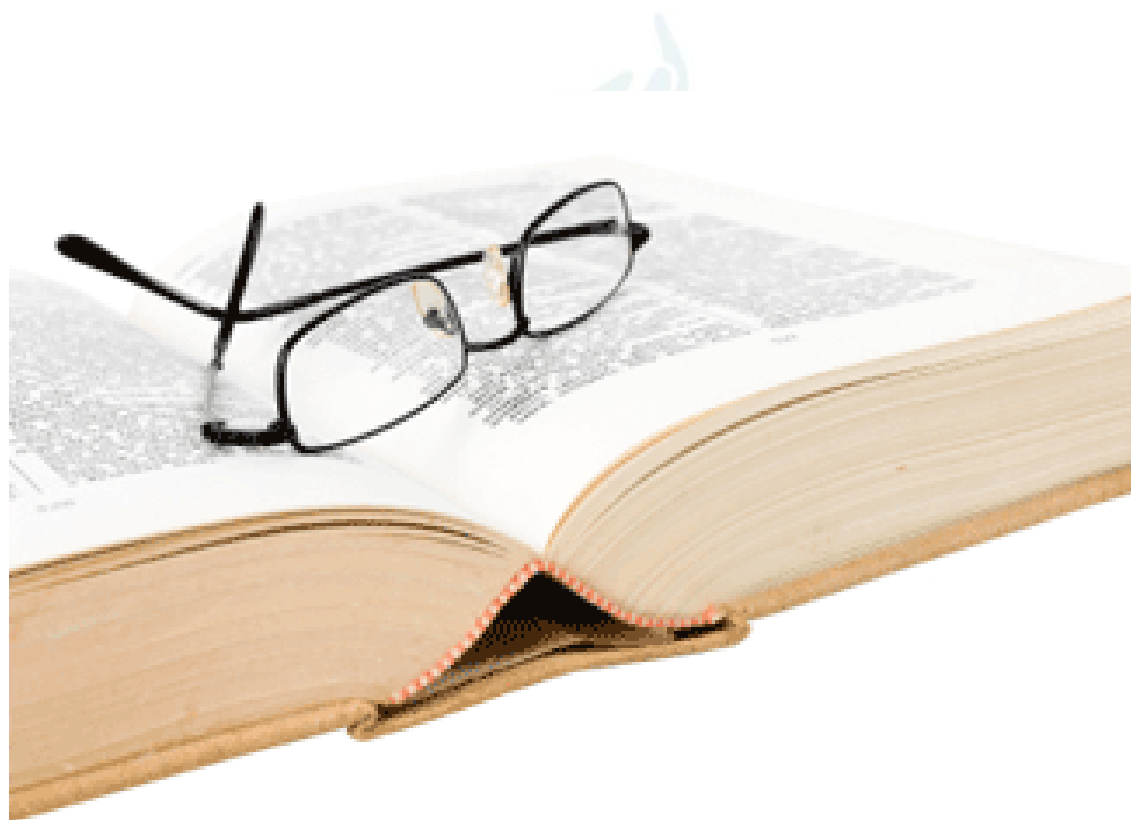
- Central location
 - Survey interested parties to determine best time and place- can be done via e-mail
 - Use existing groups for contact information (e.g. CHICA chapter)
 - Teleconference & videoconference access
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Interest Questionnaire

Questionnaire Management 		
	Edit	Delete
<p>Are you interested in attending a CIC study group?</p> <p><input type="radio"/> Yes: please continue with questionnaire</p> <p><input type="radio"/> No: questionnaire completed; thank you for your time</p>	Edit	Delete
<p>Meeting Frequency: how often would you prefer to meet?</p> <p><input type="radio"/> 10 weekly session: 2-2 1/2 hours long</p> <p><input type="radio"/> 5 half day sessions</p> <p><input type="radio"/> 2 full day sessions</p>	Edit	Delete
<p>What time of day would you prefer?</p> <p><input type="radio"/> evenings (after regular working hours 4:30pm-7pm)</p> <p><input type="radio"/> mornings (9am-11:30am)</p> <p><input type="radio"/> afternoons (1pm-3:30pm)</p>	Edit	Delete
<p><input type="button" value="Continue"/></p>	Edit	Delete
<p>What day of the week would you prefer?</p> <p><input type="radio"/> Monday</p> <p><input type="radio"/> Tuesday</p> <p><input type="radio"/> Wednesday</p> <p><input type="radio"/> Thursday</p>	Edit	Delete
<p>Would you prefer to attend the meetings?</p> <p><input type="radio"/> in person</p>	Edit	Delete

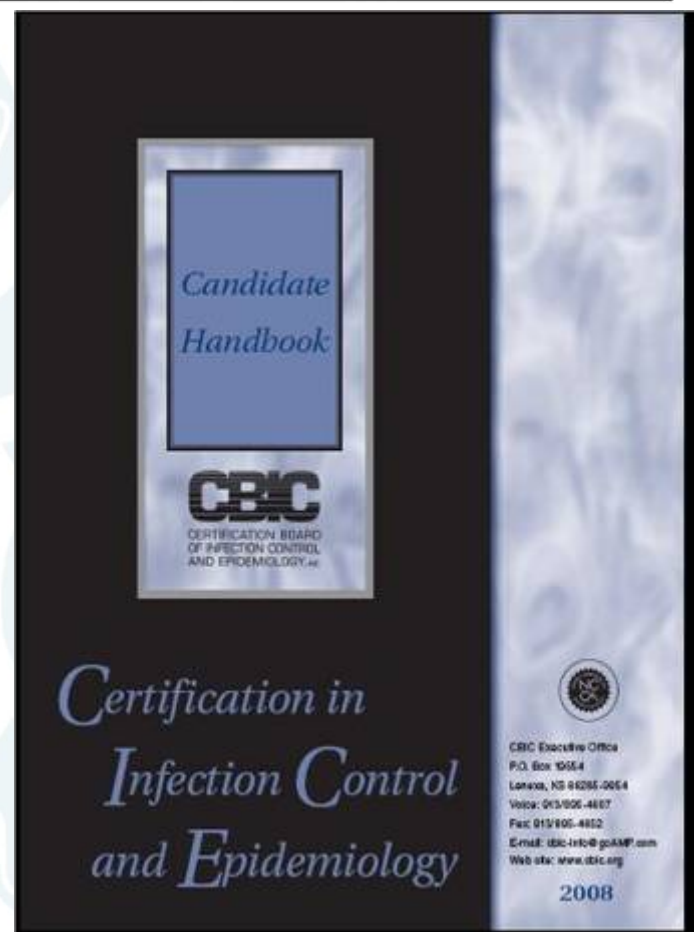
List Questionnaire

Resources



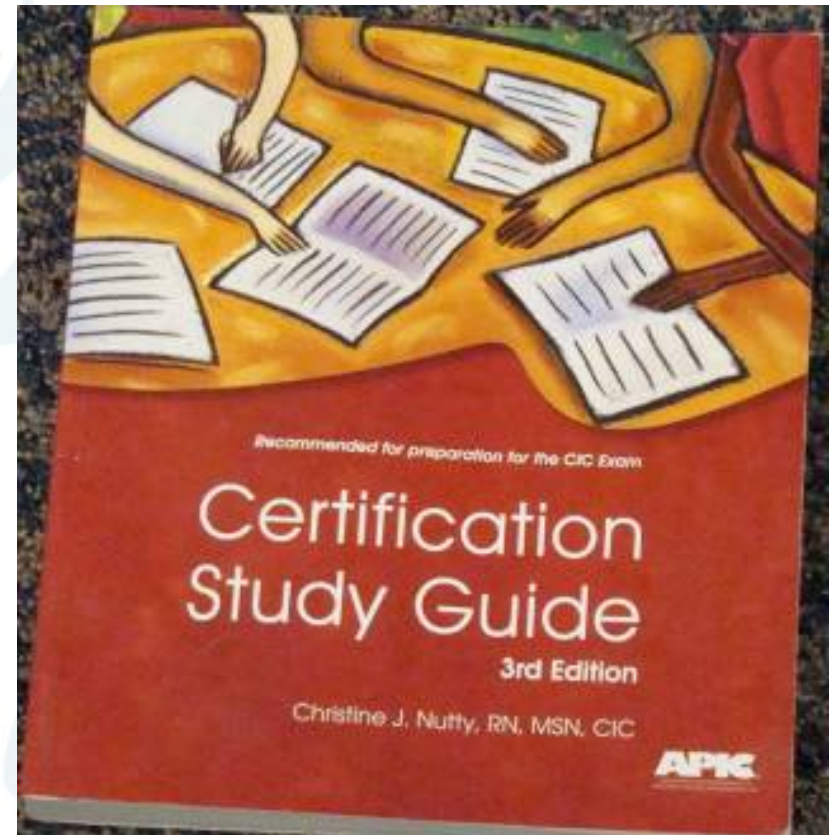
Candidate Handbook

- Contains “syllabus” of study
- Outlines required knowledge
- Available electronically from web site
- www.CBIC.org



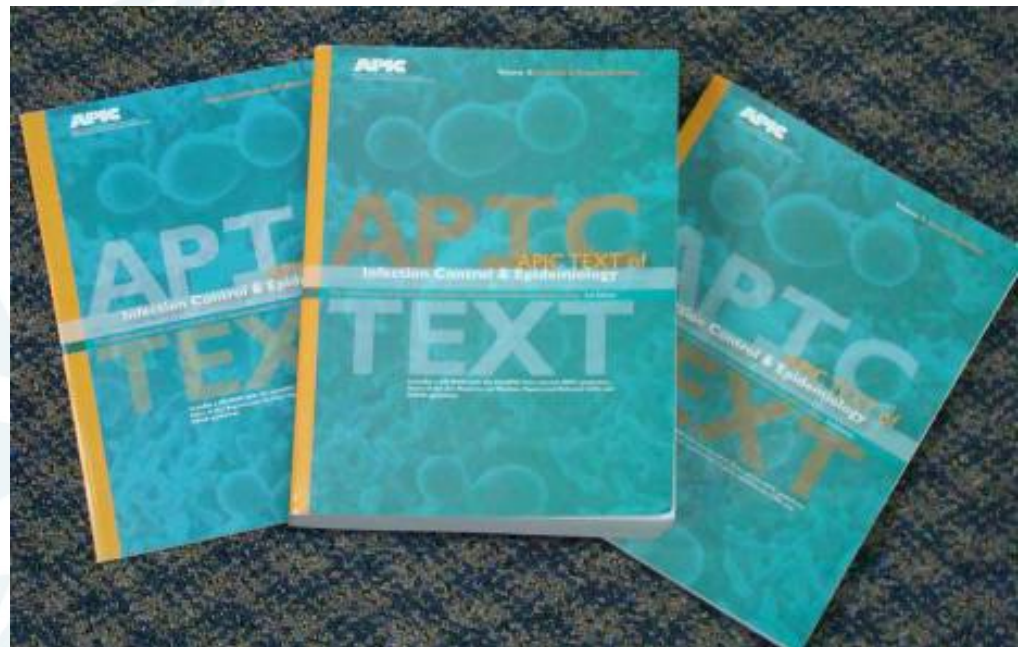
APIC Study Guide

- Developed by APIC as a study tool
- Not a CBIC product
- Will help identify gaps in knowledge



APIC Text

- Primary study tool
- All members need access to text
- Consider setting up “library” to provide access



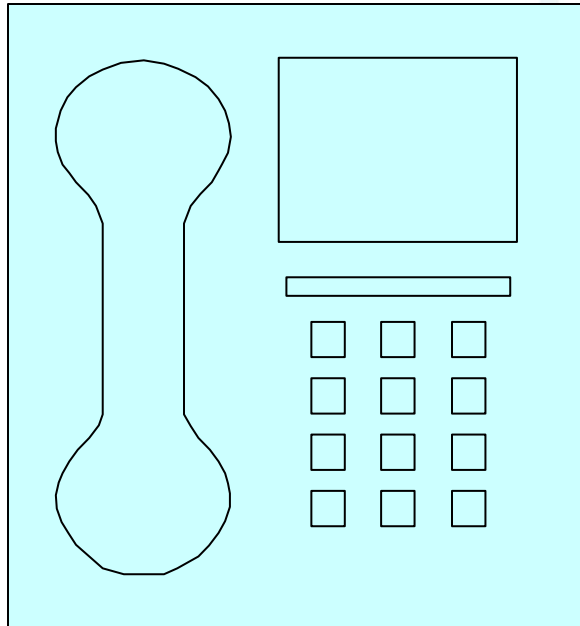
Guest Experts

- Can help fill gaps in knowledge
- Should have knowledge of required information
- Provide “non-IPAC” experts with handbook for guidance
- Recent successful candidates



Technology

- teleconference



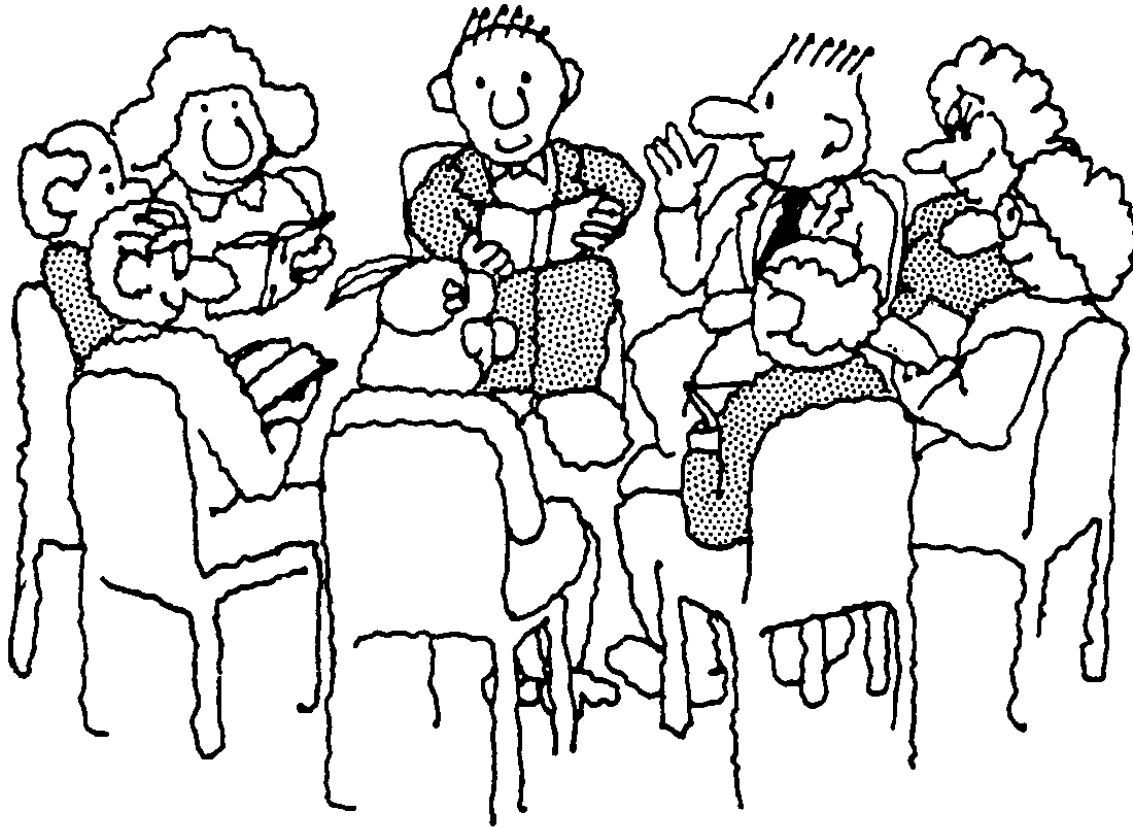
- videoconference

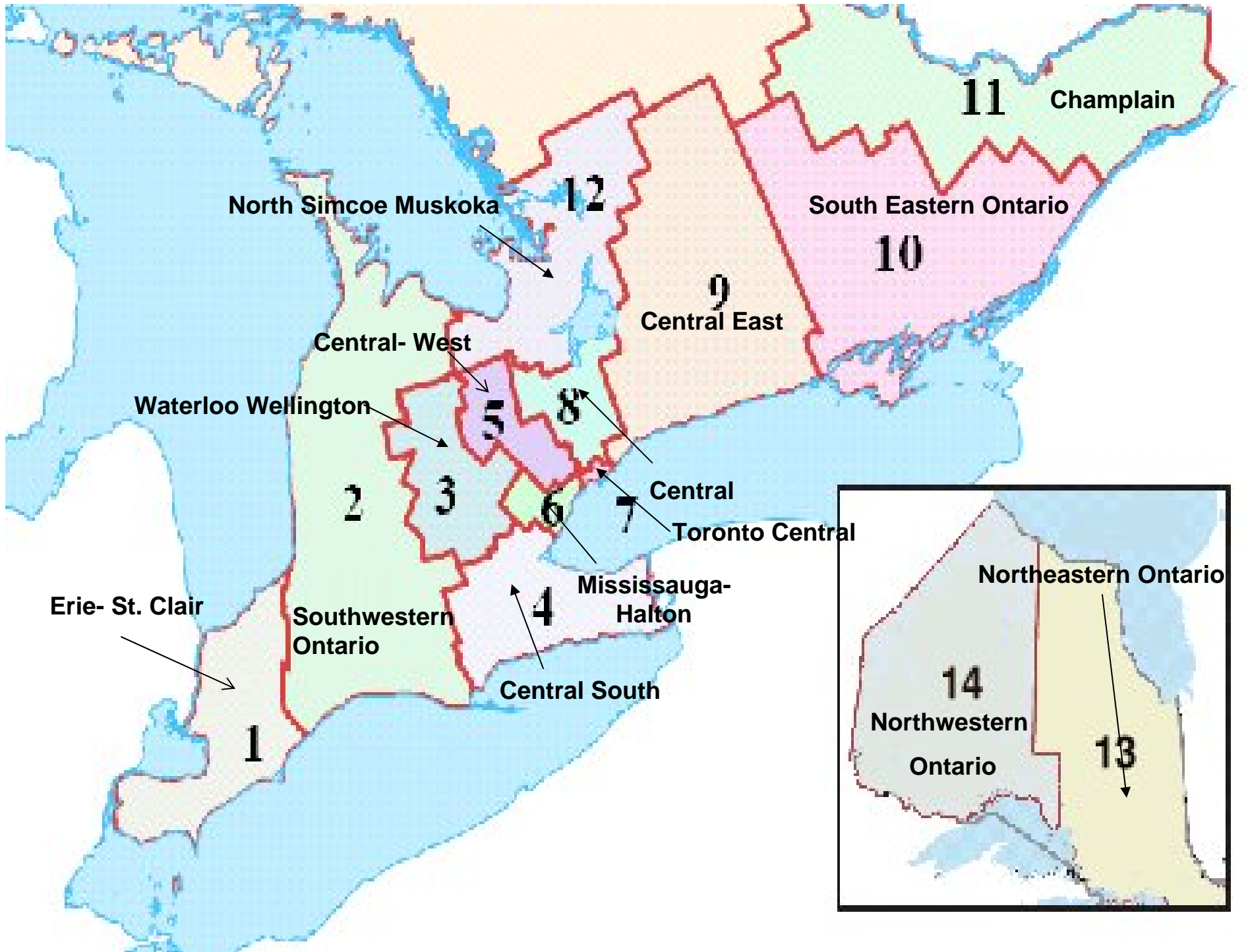


Helpful Hints

- If you are a procrastinator, commit to the study group, it will get you started
 - Book your exam a few months ahead, set out your study schedule and prepare.
 - Combination of group and independent review works best for many.
 - Don't tell anyone when you have booked your exam...just let them know when you have been successful
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RICN Success Story





RICN Experience

- 13 of 14 RICN's have run at least one study group
 - RICN contact data base used to determine interest
 - Study group facilitated by networks
 - Casual, non-intimidating atmosphere
 - Toolkit developed to assist newer networks
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Participant Requirements

- Eligible to write exam
 - Participation in discussions
 - Complete study guide questions
 - Respect others opinions
 - Learn from other group members
 - **Have fun!**
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Study Group Toolkit

- 10 week course of study (flexible)
 - information on exam “how to”
 - recommended reading
 - links to reference material
 - field trips (Micro Lab, Central Processing etc.)
 - prepared presentations based on CBIC handbook “syllabus”
 - sample questions
 - games
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Certification Study Group Schedule

Option #1

Week	# of Weeks	Topic	CBIC Question Wgt	Study Guide Chapter	APIC Text Chapters	Ready Reference Chapters
	2-3	Identification of Infectious Disease Processes	27	1	14, 15, 16, 17, 38-44, 58-62, 69-101	6, 7, 8, 9, 11, 13, 15
	2-3	Surveillance and Epidemiologic Investigation	32	2	2, 3, 4, 5, 6, 7, 22, 23, 24, 25	2, 3, 4, 17
	2-3	Preventing/Controlling Transmission of Infectious Agents	36	3	13, 18, 19, 20, 21, 45-57, 63, 64, 65, 67, 68, 102-109, 113-120	1, 10, 13, 14, 15, 17, 18, 19
	1	Program Management and Communication	17	4	1, 8, 9, 10, 12, 33, 34, 35, 36, 37, 121	1, 5
	1	Education and Research	12	5	11, 29, 30, 31, 32	
	1	Infection Control Aspects of Employee Health/Occupational Health Program	11	6	26, 27, 66, 110, 111, 112	16, 7, 12,

Developed by CIC Study Working Group
August 2008

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Challenges

- Distance
 - Remote areas use videoconferencing and teleconferencing extensively
 - Weather
 - Varied background of participants
 - Acute care
 - Long Term Care
 - Community Care
 - Public Health
 - Extra sessions needed to fill identified gaps
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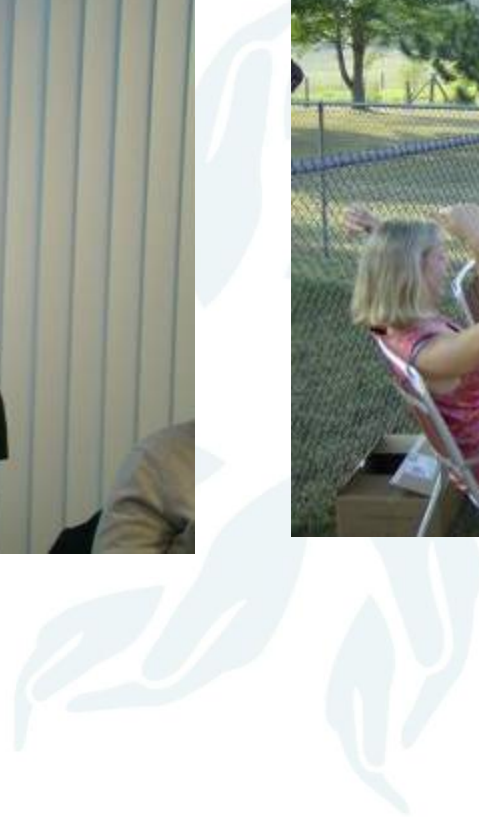
RICN Successes

- Average attendance at groups : 10-12
 - Varied backgrounds and experience levels of participants
 - Study Group attendees (as of March 1, 2009)
 - Newly certified: 72
 - Re-certified: 5
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South Eastern Ontario Experience

- 3 study sessions held
 - 2006: 5 CIC in SE Ontario
 - March 15, 2009 : 19 CIC in SEO
 - Since 2006: 13 newly certified, 1 re-certified
 - All but 1 newly certified and 1 re-certified have attended study group sessions
 - Weather & distance a factor in attendance
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Celebrate your Successes



Thank You



References

- Comparing Student Performance in Independent Study versus Traditional Lecture Sections
 - Donna J. Fremont, Norman Giesbrecht, Kenneth Loose,, University of Calgary
 - Brookfield, S., (1990). *Understanding and facilitating adult learning*. San Francisco, CA: Jossey-Bass
 - Caffarella, R., (2002). Devising transfer-of-learning plans. In *Planning programs for adult learners: A practical guide for educators, trainers, and staff developers* (2nd ed.). San Francisco: Jossey-Bass
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