



Putting prevention into practice: an education module

PRE-COURSE ACTIVITY

This activity is designed to help you identify:

- **what implementation strategies are currently in place in your practice**
- **areas for further improvement**
- **areas where implementing prevention activity would benefit.**

It requires reflection and consideration of issues within your practice.

1. Complete the practice prevention inventory and plan on *page 2*.

Consider each of the key points listed and:

- determine whether you agree or disagree with the statement in relation to your practice
- rate how well you perform this function, activity or task within your practice. Use a scale of 1–10, with 1 being poor and 10 being excellent
- rate how important this function, activity or task is for your practice. Use a scale of 1–10, with 1 being unimportant and 10 being extremely important
- identify current or possible barriers and difficulties that your practice will encounter in implementing the function activity or task.

Note the last two columns, which identify actions and resources, will be completed at the conclusion of the course.

If you undertake this course with other practice members, it would be useful to complete the inventory together. Alternatively, complete it separately and compare responses afterward. Focus on those areas where there are discrepancies in responses.

2. After completing the inventory, review your responses.

Consider:

What are you currently doing well?

What are the major areas where you would like to make changes?

In what areas are you most likely to encounter barriers and difficulties?

After completing this course, what areas would you consider most important to focus on in putting prevention into practice?

Please keep your inventory for review at the end of the course.

Practice prevention inventory and plan						
Issue	Agreement (Yes, No, Unsure)	Performance 0–10	Importance 0–10	Barriers and difficulties	Action taken by whom	Resources and supports
PRINCIPLES: THE SUM IS GREATER THAN THE PARTS, HAVE A PLAN						
Does the practice actively use a patient centred approach through:						
<ul style="list-style-type: none"> Actively involving patients in the consultation, including decision making? Encouraging autonomy? Supporting patient self management? Having strategies that address health inequalities and disadvantage? 						
Does the practice systematically:						
<ul style="list-style-type: none"> Adopt a whole of practice approach to prevention? Use tools such as surveys, needs assessment? Focus on what the practice and GPs are competent, interested and able to do? 						
RECEPTIVITY: IDENTIFYING THE BENEFITS AND FACTORS THAT INFLUENCE PREVENTIVE CARE						
Is providing systematic and a practice population approach to preventive care:						
<ul style="list-style-type: none"> Important and worthwhile? Feasible and realistic? Likely to be adequately supported? Sustainable (can it be made a routine part of your practice)? 						

Practice prevention inventory and plan

Issue	Agreement (Yes, No, Unsure)	Performance 0 – 10	Importance 0 – 10	Barriers and difficulties	Action taken by whom	Resources and supports
Are the implementation strategies that the practice uses or plans to use to deliver prevention care:						
<ul style="list-style-type: none"> Transparent (all staff know what needs to be done)? 						
<ul style="list-style-type: none"> Respectful of staff abilities, skills and workload? 						
<ul style="list-style-type: none"> Consistent with professional and practice goals 						
<ul style="list-style-type: none"> Been discussed and agreed by all key players (eg. GPs, PN, PM)? 						
If you work with community based agencies to provide preventive care:						
<ul style="list-style-type: none"> Do you understand the role and expectations of your partner organisations? 						
<ul style="list-style-type: none"> Could you participate in joint training with community based workers? 						
ABILITY (CAPACITY): ENSURING THE PRACTICE HAS THE NECESSARY KNOWLEDGE, SKILLS AND RESOURCES						
Do GPs and/or practice staff have adequate:						
<ul style="list-style-type: none"> Time for preventive activities? 						
<ul style="list-style-type: none"> Knowledge about prevention activity and how to implement prevention systematically? 						
<ul style="list-style-type: none"> Motivational interviewing skills and techniques? 						
<ul style="list-style-type: none"> Behavioural skills and techniques? 						
<ul style="list-style-type: none"> Team building skills? 						

Practice prevention inventory and plan						
Issue	Agreement (Yes, No, Unsure)	Performance 0–10	Importance 0–10	Barriers and difficulties	Action taken by whom	Resources and supports
Is there support within the practice to undertake prevention tasks?						
• All GPs in the practice support the activity						
• The practice nurse/s support the activity						
• The practice manager supports the activity						
Does the practice have sufficient organisational infrastructure to support the prevention tasks?						
• Practice register						
• Reminder systems						
• Information management system						
• Policies and protocols						
• Patient education and decision aids						
• Involvement of your local division of general practice						
COORDINATION: WORK IN PARTNERSHIP WITH PATIENTS AND AS A TEAM IN THE PRACTICE						
Prevention activities need to be planned at the practice level:						
• Do staff and patients agree that the prevention activity is important?						
• Is there a designated coordinator of the prevention activities?						
• Do you have effective communication processes (eg. do all staff know what they need to do)?						

Practice prevention inventory and plan

Issue	Agreement (Yes, No, Unsure)	Performance 0 – 10	Importance 0 – 10	Barriers and difficulties	Action taken by whom	Resources and supports
• Do you operate as a team?						
• Are staff roles defined?						
TARGETING: TARGET AT RISK AND/OR ELIGIBLE PATIENT GROUPS						
Has the practice identified:						
• Why a particular activity or group have been targeted?						
• The level of need for a particular prevention activity?						
• A particular population group for a prevention activity?						
• How to apply the 'less is more' approach?						
• Community based organisations or programs that could support the practice approach?						
ITERATIVE CYCLES: HAVE A CYCLICAL PLANNING PROCESS THAT MEASURES PROGRESS						
For individual patients, does the practice have:						
• Agreed review appointments for those with complex conditions?						
• Flow sheets and other resources that monitor patient progress?						
Can you measure the activity and/or the outcome of preventive care:						
• Through feedback?						
• Surveying patients?						

Practice prevention inventory and plan						
Issue	Agreement (Yes, No, Unsure)	Performance 0–10	Importance 0–10	Barriers and difficulties	Action taken by whom	Resources and supports
<ul style="list-style-type: none"> Mechanisms/strategies that help to make the outcomes of your activities visible? 						
<ul style="list-style-type: none"> Other 						
As a practice entity, do you:						
<ul style="list-style-type: none"> Have information on local health needs and priorities? 						
<ul style="list-style-type: none"> Use a 'PDSA' cycle to implement and review processes? 						
<ul style="list-style-type: none"> Discuss prevention at practice staff meetings? 						
<ul style="list-style-type: none"> Measure and celebrate success as you achieve your prevention target/s? 						
COLLABORATION: WORK IN PARTNERSHIP WITH COMMUNITY AND NATIONAL PROGRAMS						
Does the practice coordinate with other groups and organisations involved in prevention?						
<ul style="list-style-type: none"> Divisions of general practice 						
<ul style="list-style-type: none"> Community health agencies and staff 						
<ul style="list-style-type: none"> State health departments, health promotion and public health programs 						
<ul style="list-style-type: none"> National health promotion and public health programs 						
EFFECTIVENESS AND EFFICIENCY: MAKE THE BEST USE OF THE EVIDENCE AND LIMITED RESOURCES						
Is the practice able to:						
<ul style="list-style-type: none"> Prioritise prevention activities? 						

Practice prevention inventory and plan

Issue	Agreement (Yes, No, Unsure)	Performance 0 – 10	Importance 0 – 10	Barriers and difficulties	Action taken by whom	Resources and supports
<ul style="list-style-type: none"> Delegate tasks based on competency with and outside the practice? 						
<ul style="list-style-type: none"> Embed prevention activity within the practice routine? 						
<ul style="list-style-type: none"> Maximise use of other health professionals (eg. QUIT line)? 						
<ul style="list-style-type: none"> Identify the most appropriate intervention for the patient? 						
<ul style="list-style-type: none"> Undertake a cost benefit analysis of the activity? 						
<ul style="list-style-type: none"> Maximise your information management systems? 						
<ul style="list-style-type: none"> Refer? 						
<ul style="list-style-type: none"> Use protocols? 						
<ul style="list-style-type: none"> Use guidelines? 						
<ul style="list-style-type: none"> Use incentives? 						
<ul style="list-style-type: none"> Use standing orders? 						
<ul style="list-style-type: none"> Use prompts and reminders? 						
<ul style="list-style-type: none"> Use health summaries? 						
<ul style="list-style-type: none"> Use at risk registers and disease registers? 						
<ul style="list-style-type: none"> Undertake case note audits? 						

Source: Appendix 1. Putting prevention into practice (green book). 2nd edn. RACGP, 2006.