



EPIC

Module
Development
Guidelines

Educating Practices In the Community



Educating Practices In the Community (EPIC)

What is EPIC?

Physicians and other pediatric health care providers are in a unique position to interact with families early in the child's life. For this reason, bringing timely information and training to health care professionals is of the utmost importance for identifying young children with emerging health or developmental concerns and providing appropriate support and services for these children and families.

The Connecticut Chapter of the American Academy of Pediatrics (CT-AAP) and the Connecticut Chapter of the American Academy of Family Physicians (CT-AAFP) in partnership with the Child Health and Development Institute of Connecticut have developed an education program to deliver topical information on child health and developmental issues to pediatricians, family physicians, and other health care professionals. The program, Educating Practices In the Community (EPIC), uses practice change as the key to improving care provided to children and families.

Two components contribute to the uniqueness of this model: 1) it focuses on education of the entire office team including nurses, physicians and office staff; and 2) it emphasizes practice change using clinical information, tools, and resources.

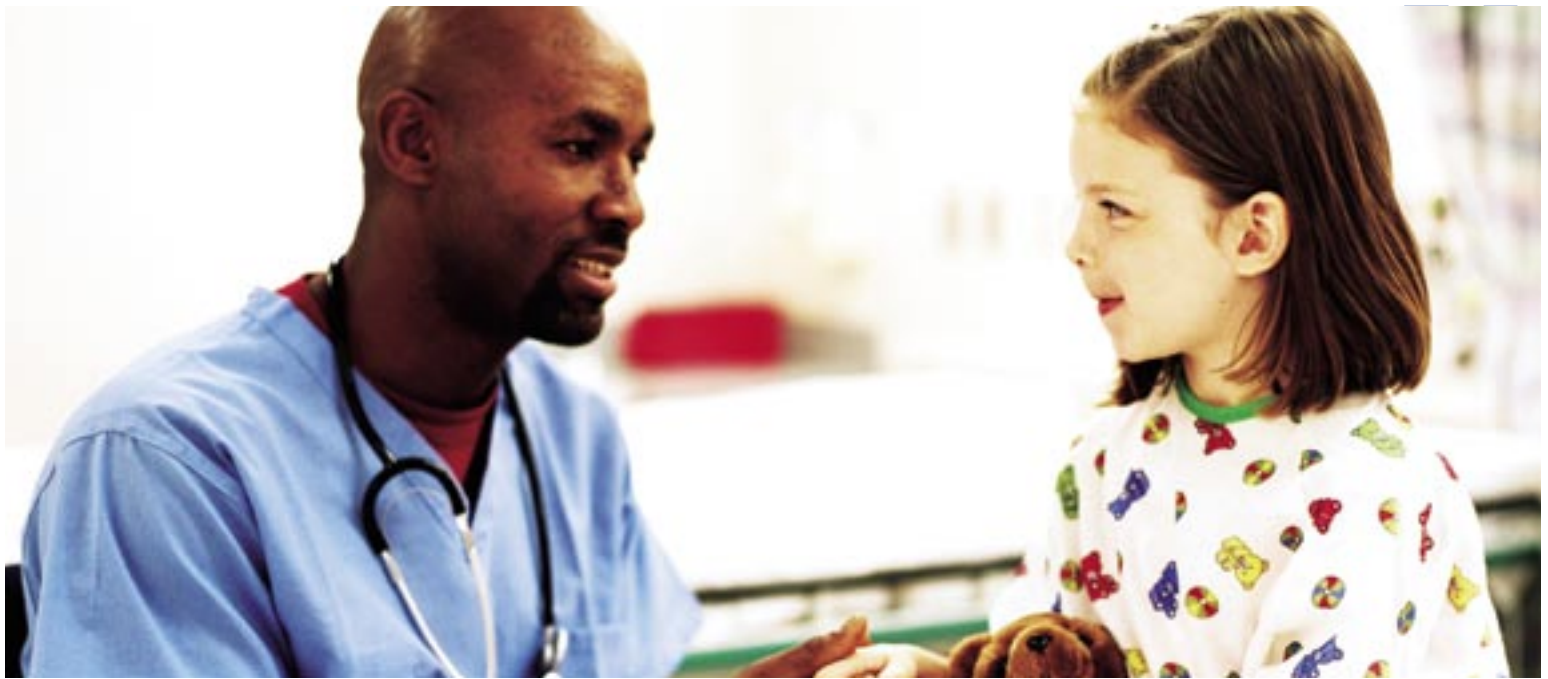
How EPIC Works

The EPIC presentation format is 30 minutes to one hour of presentation and discussion over breakfast or lunch at the office. A physician or other health care professional with expertise in the topic area visits the practice at a convenient time, brings food, delivers a short presentation, answers questions, and leaves resources related to the topic. There is no cost to the practice.

EPIC Goals

- To move recent research and care guidelines on health-related issues into clinical practice in the pediatric primary care setting
- To enhance skills of the entire office staff of a pediatric or other primary care practice in addressing health issues
- To identify and disseminate timely, accurate, and evidence-based materials and programs on specified topics for primary care providers to promote the early detection and prevention of childhood developmental and health problems
- To promote a system of medical education about children's health that will reach primary care health providers in an efficient and cost-effective way





Interested in Developing a New Module?

Proposals for new EPIC modules may be submitted to the Child Health and Development Institute of Connecticut for review and approval by the EPIC Steering Committee based on the Criteria for EPIC Modules. Support and feedback for module development is provided by Child Health and Development Institute staff.

Criteria for EPIC Modules

The guiding principle for an EPIC module is that it must lead to improved quality of care for pediatric patients in the primary care setting.

The module must be generally recognized as relevant to pediatric primary care, and reflect a clinical area in which care is not optimal.

The module information must reflect evidence-based practice in children's health or development and cover a content area for which educational opportunities may be lacking.

The module must be appropriate for all professionals and staff in the office, and training should engage the entire office.

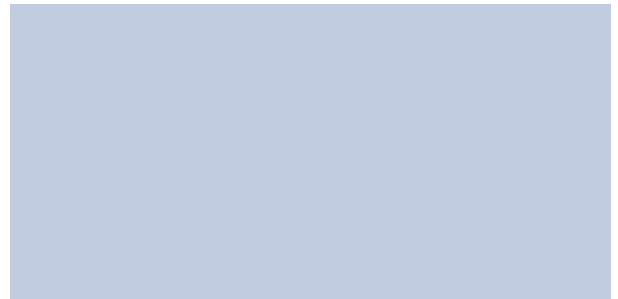
The module information must lead to staff behavior change that is closely tied to important patient outcomes.

Participants must have opportunities to practice new skills and discuss implementation as part of the training.

The module must be a Connecticut-based initiative and have a Connecticut contact to work with the EPIC Steering Committee.

The module must include a follow-up component to support the practice during implementation.

Information regarding additional resources need to be available as part of the module.



When You're Ready to Present

Tips for Preparing EPIC Presentations

The EPIC program is designed to accomplish three things:

- Educate and motivate physicians and other health care providers to hear and understand the module information
- Educate and motivate physicians and other health care providers to use the module information and resources
- Assist providers with systematizing the implementation of practice changes offered

The overall presentation is short (30 to 60 minutes). Be prepared to shorten the presentation based on the practice situation.

Choose three main messages or ideas with the underlying message that “this is easier than you think.”

Lecture and discussion are the two strategies for providing the general content information. A relatively large amount of material, especially facts and theories, is conveyed to the audience in a relatively short timeframe. The information is reinforced with audio-visual material.

The central focus of the training is the PowerPoint presentation that can be easily covered in 20 minutes. The presentation should include interaction with the participants.

- Pitch the information to address practice issues
- Ensure that resources in the topic area are identified and available to the practice

Presenting an EPIC Module

Be prepared to wait until the full staff is available to attend the presentation. Most often, staff will be running late as they finish up morning appointments. The providers usually have limited time before returning to their patients scheduled for the afternoon. It is helpful to reiterate at the beginning that the presentation will be brief.

Know your audience. Larger clinic or hospital-based practices are often subsidized financially, and have medical students, interns and residents on site. These practices usually have more time for education sessions. Community-based practices, varying in size from solo to multiple providers, often need to maximize office visits and charges in order to remain financially solvent and may have limited educational time.

Know the available space. Many presentations are given in the waiting area or in small kitchen areas where using the computer screen may be optimal. Whether using the computer screen or projecting the PowerPoint presentation onto a screen or wall, allow time to determine where the audio-visual equipment can be set up.

Training Reinforcement

Always leave resource information in an easy-to-use format to reinforce the information given in the training.

Resource examples:

- *Folder with the PowerPoint presentation copy*
- *Checklists for providers*
- *Referral resources with phone numbers and contact information*
- *Handouts for parents*
- *Articles related to the module topic*

