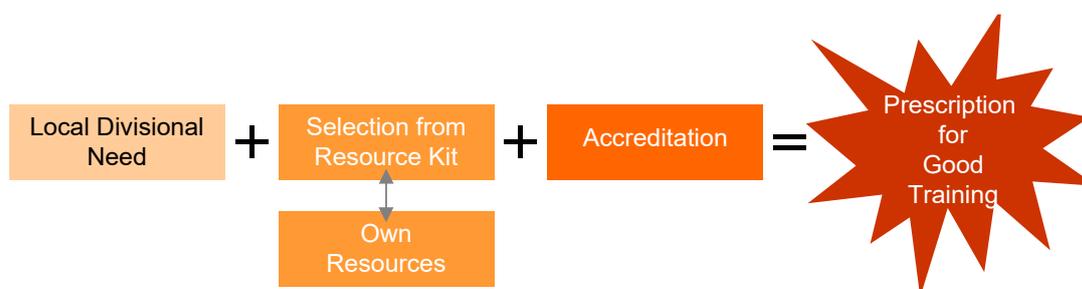


A2. USING THE RESOURCE KIT

GP Training often ranges from a short one-hour session through to a series of sessions with further workforce development as a potential option or an integral part of training. The Resource Kit is designed to be equally useful for this wide range of training applications because the onus is on the trainers to get 'it' sorted! The Kit provides triggers. What you use and how you use it is trainer–GP interdependent.

GPs know their communities and know many of the problems that arise from AOD use. Local Divisions of General Practice monitor and record GP learning/support needs on a regular basis and provide for accreditation. The Resource Kit is intended to provide a bridge between these two important aspects of training.



What the Kit Doesn't Do

The Resource Kit does not provide a designated starting point or finishing point for trainers to deliver a training topic or set of training modules.

It does not provide:

- a rationale for each topic since this will be determined by the needs of each group of GPs
- a 'closed' set of objectives since these should arise from discussion with GPs about their perceived needs
- a definitive set of learning materials as these should be determined by the above
- pre-tests or post-tests for CPD credit.

Suggested Process for Using the Resource Kit

1. Find out GP Needs and the Training Context

Is training alone the best or most appropriate response to meeting GP needs? Clarify with GPs:

- what needs to be learned?
- why does it need to be learned?
- what pre-requisites are there and what are the CPD requirements (if relevant)?
- what teaching and learning strategies will be used to facilitate learning?
- what are the practical issues associated with the learning environment (where and when will this occur?)
- what is the time frame for teaching, learning and assessment?
- how GPs and you will know when it is learned (assess)?
- how can clinical outcomes be improved (and how will you know this has occurred?)

2. Select a Topic(s) or parts from the Kit

Start small and build on the GPs' existing knowledge and skills. Consider packaging the training within the context of a needs analysis. If possible, include strategies to assist transfer of learnings to the workplace, and include an outcome evaluation strategy rather than provide a one-off session that may have little long-term impact.

3. Determine Key Points (Take Home Messages)

Ensure that you have adequate opportunity to emphasise your key messages. Try to limit this to 3-5 key messages – and reinforce these throughout the session to assist retention. Be ready to redefine these with the group as you work with them.

4. Select and/or Modify Suggested Objectives

Ensure that your stated objectives are acceptable to GPs, and achievable within the context of the training, and timeframe. Ensure objectives are matched to the learning needs.

5. Select Resources and Learning Strategies

When selecting your resources and learning strategies ask yourself:

- do these match with preferred learning styles of GPs?
- is this making the best use of resources and the time available?
- how will use of resources enable GPs to attain their learning needs/goals?

6. Prepare a Training Plan or Blueprint

7. Market the Training (if needed)

8. Deliver, Monitor and Follow-up

The Resource Kit enables trainers to use it in the way that they consider most beneficial to enhance learning and transfer to practice. This should be grounded in training that is based on adult learning principles. Two key factors are:

- training that is needs based
- training that is active and supports the facilitation of learning.

The following are guides for using the Resource Kit Tools in order to facilitate learning.

SLIDES: GOOD PRACTICE

- Be clear about the purpose of using slides. What are you expecting GPs to get out of it?
- GPs bring a wealth of experience with them – make use of it rather than presenting a didactic ‘expert’ presentation.
- Avoid information overload (too many slides are likely to confuse, miss the main point(s), be a turn-off, reduce the energy of the group etc.
- Keep to 10-15 slides maximum in any one session and provide other relevant information as Handouts.
- Provide a variety of slides (information, key question prompts, short case study, images) that can ‘open-up’ discussion where appropriate and relevant.
- Use slides creatively, for example as prompts or conversation starters. Provide additional detail on PowerPoint, handouts or readings if you feel additional information is necessary.
- Get feedback (either as you go or at the end) e.g. what made most sense? What needs more discussion etc.

ACTIVITIES: GOOD PRACTICE

- Be clear about the purpose of the activity(ies). What are you expecting GPs to get out of it?
- GPs bring a wealth of experience with them – let them lead ‘how to do’ rather than being too prescriptive.
- Make sure you have the relevant resources needed and/or construct your own.
- Keep a time check so that there is sufficient time for exploring issues that arise etc.
- Facilitate the process and be ready to help ‘draw the threads’ together.
- Get feedback (either as you go or at the end) e.g. what made most sense? What needs more discussion etc.
- If there is interest (windows of opportunity) to pursue a matter further, capitalise on it.

HANDOUTS: GOOD PRACTICE

- Be clear about the purpose of the handout(s). What are you expecting GPs to get from it/them?
- Check for currency, accuracy, relevancy, readability and length.
- Integrate with the content of the training so that Handouts are not just add-ons.
- Find out if GPs find them useful (now and in their clinical practice).