

# **IMPLEMENTATION GUIDE**

## **Teens Increasing Preventive Services (T.I.P.S.)**

*Using an Evidence-Based Program to develop  
a process model for program delivery in the practice setting*

**Note:** Refer to “Using What Works: Adapting Evidence-based Programs to Fit Your Needs.” Review the appropriate modules and the handouts provided in each to modify and evaluate this program to meet the needs of your organization and audience.

“Using What Works” is available online at  
[http://cancercontrol.cancer.gov/use\\_what\\_works/start.htm](http://cancercontrol.cancer.gov/use_what_works/start.htm).

### **I. Program Administration (Type of Staffing and Functions Needed)**

**Pediatric primary care providers** (adolescent medicine)

- Implement screening and charting forms.
- Give adolescents positive reinforcement if they report they are engaging in healthy behavior and express concern to adolescents if they report engaging in risky behavior, such as using tobacco or alcohol.
- Deliver brief counseling messages in each area.

**Expert Training Panel** (adolescent medicine specialists and intervention clinic staff)

- Conduct the 8-hour provider training session.

**Educational Theater Actors** (actors trained to conduct medical role-plays)

- Portray adolescent patients during the 8-hour provider training session to enable providers to practice role-plays.

### **II. Program Delivery**

**For additional information on modifying program materials, refer to the appropriate module(s) for program adaptation from “Using What Works.”**

**A. Program Materials** (*All listed materials can be viewed and/or downloaded from the Products Page*)

- **Provider Office Screening Form:** Screening form included questions about risk engagement in a variety of areas, including sexual behavior, tobacco use, alcohol use, and helmet use, that is used to cue providers for feedback. Prompts and cues in the target areas are included to remind providers to screen and deliver brief counseling messages.
- **Provider Office Charting Form:** Charting forms for medical records, with asterisks next to behavior areas targeted in the intervention, remind providers to screen and counsel in those areas and enables them to document services provided to the adolescent. This form becomes a part of the adolescent's medical record.
- **T.I.P.S. Provider Training Workshop Manual**
- **Screening and counseling training steps**
- **Workshop demonstration of role-plays**

## **B. Program Implementation**

The steps used to implement this program follow:

Step 1: Conduct the 8-hour training workshop for providers. The training workshop focuses on increasing providers' knowledge, attitudes, self-efficacy, and skills to conduct preventive services; training also covers adolescent health, confidentiality, screening, and conducting a brief office-based intervention that includes anticipatory guidance/brief counseling for risk behaviors. The workshop contains four components:

1. Didactic presentations (presentations about adolescent health and risk behavior statistics, adolescent development, the role of primary care providers and risk prevention, interviewing adolescents, confidentiality, screening and brief counseling, and prioritizing in clinical visits)
2. Discussion (discussion and question-and-answer sessions based on the presentations)
3. Demonstration role-plays (conducted by the expert panel with theater actors playing adolescents)
4. Interactive role-plays (providers have the opportunity to practice screening and counseling with the theater actors)

Non-provider staff attend a 1-hour lunchtime training that focuses on general topics of adolescent development and adolescent priorities in the health care setting.

Step 2: Patients complete the provider office screening form while waiting for their well visit with their provider.

Step 3: Based on the responses, providers are cued to give adolescents positive reinforcement if they are engaging in healthy behavior, such as not using tobacco or always using a bicycle

helmet when riding, and to express concern to adolescents if they report engaging in risky behavior, such as using tobacco or alcohol.

### **III. Program Evaluation**

**For additional information on planning and adapting an evaluation, review the appropriate modules for program implementation and evaluation from “Using What Works.”**

[http://cancercontrol.cancer.gov/use\\_what\\_works/start.htm](http://cancercontrol.cancer.gov/use_what_works/start.htm)

For further assistance in designing and conducting an evaluation, consider communicating with members from NCI’s Research to Reality (R2R) community of practice who may be able to help you with your research efforts. Following is a link to start an online discussion with the R2R community of practice, after completing registration on the R2R site:

<https://researchtoReality.cancer.gov/discussions>