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Learning Outcomes for Participants

Teams will have an important opportunity to share adaptations and innovative strategies developed to successfully implement the intervention. The final Learning Session will also give teams a chance to anticipate the work of sustaining their efforts beyond the collaborative experience. Participants will accomplish the following objectives:

- Share key improvements from their collaborative experience with other teams.
- Create a plan for sustaining and spreading the practice within their organization and community.
- Develop a strategy for maximizing the final Action Period.

Priority Tasks for Faculty

1. **Develop an agenda that creates the opportunity for teams to present successes.** During the course of the collaborative, teams have made improvements in order to successfully implement the new practice. Past collaboratives have welcomed opportunities to hear and "steal shamlessly" what has worked well for other teams.

2. **Create opportunities for participants to be the experts.** There has been a gradual transition throughout the collaborative of teams becoming expert in areas of improvement and innovation. The faculty will create a platform during the final Learning Session for individuals and teams to share their knowledge and skills.

3. **Analyze and review data gathered throughout the implementation process.** An analysis of metrics utilized can provide an **opportunity for reflection and learning** regarding the gains during the collaborative.

4. **Develop a segment or segments to discuss the issue of sustaining and growing the practice within participants' organizations or communities.** Because of the intensity of the collaborative process of both learning and implementing a new practice, there may not be sufficient time to focus on how teams will sustain the practice within their organization or how they anticipate spreading it to other departments or agencies.

5. **Create a celebration.** During the final day of the collaborative, the teams and faculty should find a way to celebrate the work and the relationships that have been a part of the experience.

6. **Clarify ways for collaborative members to maintain connections after the collaborative concludes its final session.** Many collaboratives have maintained contact following the third session through cluster calls, listservs, and the Intranet.

7. **Evaluate the Learning Collaborative process.** Often the final session is packed, but it is important to schedule sufficient time to conduct a final evaluation as part of the third Learning Session.

Learning Outcomes for Supervisiors

Supervisors will have an opportunity to meet with each other and share innovations in supervisory practice developed throughout the collaborative. Supervisors will be key in working with Senior Leaders to spread the practice beyond the collaborative members. They will focus on the following in the final Learning Session:

- Developing a plan for sustaining and spreading the intervention.
- Sharing strategies with other supervisors regarding improvements in supervisory practice.
- Plan for use of metrics in post-collaborative phase.

Priority 1:

Develop an agenda that creates the opportunity for teams to present successes.

Tips:

- The Cracker Barrel activity is a fast-paced sharing activity that allows multiple teams to highlight a success. The success can be a significant innovation that has changed their practice or it can be a specific technique or improvement that shows the creativity of the team. A detailed description of the "how to conduct the Cracker Barrel" is included in Support Materials.
- Storyboards can be used to capture significant innovations from every team. Instruct each team to create a storyboard that highlights one innovation that was important to its success and schedule a time for sharing storyboards in the agenda.

Priority 2:

Create opportunities for participants to be the experts.

Tips:

- Choose participants to lead or co-lead presentations and breakouts on topics in which they have significant expertise.
- Consider the outcomes of the metrics as a guide to teams that have made improvements in a target area to present on how they made an impact on the area. For example, if a team has showed significant improvement regarding the number of youth served, create an opportunity for them to share their process.

Priority 3:

Analyze and review data gathered throughout the implementation process.

Tips:

- Use the final Learning Session to review the data gathered so far in the collaborative. This will include metrics gathered from the first Action Period and the mid-point evaluation conducted after Learning Session 2. It can be an important opportunity to look at the cumulative gains of the teams and also focus on areas that were not significantly impacted for further discussion and attention.
- Highlight teams that used data to inform their improvement process. Some teams have used their monthly metrics as a tool to guide them toward activities that will positively impact their metrics, which should correlate with their goals.

Priority 4:

Develop a segment or segments to discuss the issue of sustaining and growing the practice within participants' organizations or communities.

Tips:

- Consider a time for teams to reflect on what they have accomplished and what areas still need improvement. Provide a framework for them to construct a three-month plan to continue their efforts in the implementation and maintenance of their team effort.
- Consider having a breakout by affinity groups (supervisor/leaders and clinicians) to discuss a plan for continuing to implement the intervention. Faculty can provide a format for each affinity group to share their ideas with the large group when reassembled.
- The third Learning Session can offer a platform for supervisors or leaders to consider the challenges of hiring new staff, sustaining use of the intervention with fidelity, and integrating the practice into the organization.
- An action period following the final Learning Session can focus specifically on the issues related to sustaining and spreading the practice. If that interests the collaborative membership, create a plan and schedule during the face-to-face meeting.

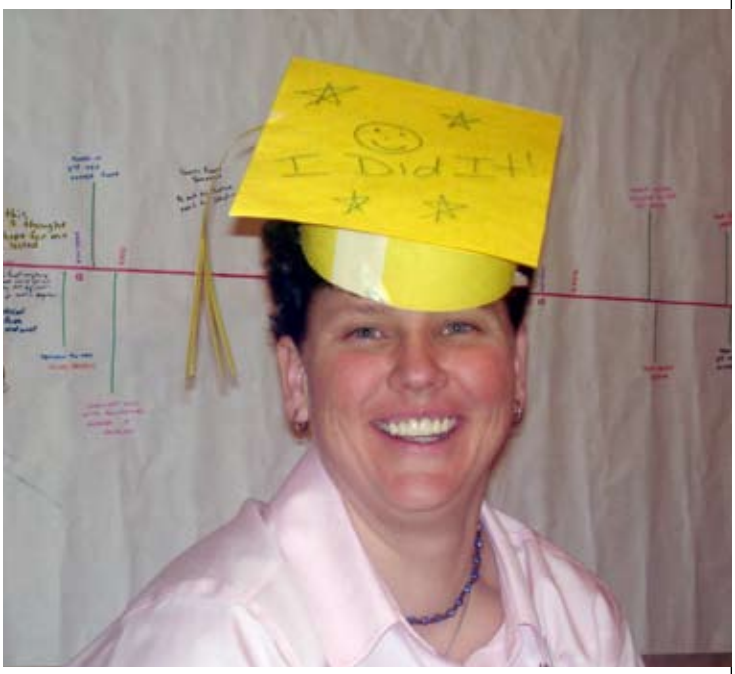
Priority 5:

Create a celebration.

Tips:

- Teams appreciate the chance to acknowledge the effort and energy that has been sustained over the year-long collaborative. Relationships develop, and it is important to both celebrate them and offer the opportunity to say goodbye to colleagues who have contributed to the collaborative process. Collaboratives have celebrated in a number of ways:

  - **Treat:** Each team brings a treat representing their community to share with the collaborative. Have a feast of goodies as a closing for the last day.
  - **Cake:** A traditional celebration with the faculty bringing cake and a chance to wish each other well as a part of final activity.
  - **Popcorn activity:** Bowls of flavored popcorn and beverages are provided. Participants are asked to “pop” up and share briefly what was most impactful about the collaborative experience.



Priority 7:

Clarify ways for collaborative members to maintain connections after the collaborative concludes.

Tips:

- Faculty can develop a survey to assess the level of interest from participants for continuing contact after the Third Session.
- An online survey can be quick and allow participants to see the cumulative response of the whole collaborative.
- Continued contact can be highly structured or a more informal discussion format based on the needs and interests of the group. One collaborative decided to pursue a specific area of focus for calls and actually convened a fourth session to further skill building in that area. Another group continued monthly calls with little facilitation as a discussion group solving barrier problems together.
- Here are some ways other collaboratives have maintained communication with other teams and faculty:
  - Continuation of consultation calls with all participants with a transition to participants facilitating calls.
  - Continuation of supervisor-only calls to further explore issues relevant to both clinical and organization maintenance of effort.
  - Listservs.
  - Blogs or discussion boards.
  - Sharing via the Intranet.

Priority 6:

Evaluate the Learning Collaborative process.

Tips:

- Don't miss the chance to do a thorough examination of the outcomes of the collaborative, even with all the competing agenda items.
- A complete description of activities for final evaluation is described in Module 5: Evaluation.
- Conducting focus groups can serve multiple functions. It is an excellent mechanism to allow participants to articulate the impact of the experience and examine the potential barriers and work ahead of them. It also lets them hear each other's comments (rather than reading surveys) and helps them formulate a broader awareness of the experience.

Frequently Asked Questions

Q: Some teams are clearly not done with the collaborative experience and need the continued support, particularly teams that began implementing later in the process. Any suggestions?

A: Each collaborative experience is unique based on the focus and the membership. Part of the momentum of the collaborative is the diversity and number of teams implementing and adopting together. If the faculty supports one or two teams in continuing, it loses the dynamic of cross-site sharing and innovation. Possibly, the early adopters could begin to support the faculty and lend a hand to further their own learning experience.

Q: The faculty is worried about the agenda getting too “syrupy” during the celebration and good-bye portion of the session. Is all that really necessary?

A: If faculty is not in their comfort zone facilitating these portions of the agenda, it is a great opportunity to solicit help from the collaborative membership. Solicit a participant who has been expressive and an active member of the group to lead a closing activity or to make comment at the celebration. Teams who have gelled well and shared a lot through the course of the year appreciate giving voice to their feelings for each other and the experience as a whole.

Support Materials Module 11

List of Support Materials

- Faculty Checklist
- Sample Design for LS3
- Mini-Session Activity

Faculty Checklist

Learning Session 3

- ❑ Ensure all participating teams have information regarding logistics in advance (ground transportation to/from airport, to/from learning session, start/end time of learning session, planned dinner gatherings).
- ❑ Arrange for learning session space. Tables and adequate room to move easily between tables.
- ❑ Design a learning session that focuses primarily on Sustaining Practice, Successes and Celebration. Sample agenda in Support Materials.
- ❑ Adapt and send out flyer to all teams regarding Mini-Sessions and post to Intranet site.
- ❑ Prepare brochure to announce mini-sessions at LS3.
- ❑ Invite teams to bring treats to share for the afternoon celebration on day two of the Learning Session. Post announcement to Intranet.
- ❑ Plan for a celebration. Create certificates, bring beverages, napkins, etc.
- ❑ Develop a materials list based on Learning Session agenda.
- ❑ Make arrangements for refreshments and meals (if appropriate).
- ❑ Copy materials.
- ❑ Design room setup, anticipating small group work. (Samples in Support Materials)
- ❑ Test and run audio/visual equipment.
- ❑ Create signage to direct participants to meeting space.
- ❑ Compile all items on the Materials List.
- ❑ If teams are staying at a hotel, a welcome letter delivered at check-in is helpful. Outline the schedule and the location of the learning session (either within the hotel or another venue).
- ❑ Facilitate a gathering after the first day of the Learning Session (either drinks or dinner).
- ❑ Conduct an evaluation.

NCTSN The National Child Traumatic Stress Network

Sample Agenda for Learning Session Three

The sample agenda is a tool for faculty to assist in their design of the learning session. The agenda is meant to be used as a communication method between faculty members and not intended for distribution to participants.
The agenda will assist in these ways:

- Provide organization to make essential assignments between faculty members concerning preparation of materials, handouts and slides.
- Provides a more detailed breakdown of the schedule and time allotment for each segment.
- Highlights the primary themes of LS 3—Sustaining and Spreading Practice, Successes and Celebration.
- Assists in assessing the "flow" of activities. The more detailed description of each segment during the learning session provides an overview of the methods being used to convey the material and allows faculty to assess the diversity of activities and presenters. An abbreviation in the duration column will alert faculty to the type and seating for each activity.
- Includes more detailed instructions regarding each segment to assist faculty during the learning session. It can also be extremely helpful if a faculty member is absent and someone else is asked to step in to cover their segment.
- Allows faculty to track easily the groupings during the learning sessions. Noted on the agenda will be a designation for activities done in teams (from the same organization) or in a mixed team (from multiple sites). Faculty will want make sure that activities are done both within and across teams in order to establish relationships in both of those configurations.

The types of activities utilized in this sample are:

- Jigsaw Rotation
- Games for Review
- Mini-session

More in depth explanation of these activities can be found in the support materials.
Please note under the **Duration** column there will be initials with these designations:

ST- seated by team
SMT- seated by mixed teams
SAG- seated by affinity group (ie. Clinician, supervisor, other groupings like By type of organization.
LGP- Large group presentation and discussion
SGA- Small group activity
DA- Dyad activity
LGD- Large group debrief

Mini-Session Sharing an improvement or innovation with your collaborative partners

We are asking teams to identify one innovation or improvement that your team made during the Learning Collaborative experience. For example,

_____

Once you have identified the topic, prepare to present in a small group environment a twenty minute presentation/discussion. There will be several "rounds" where participants rotate to topics being presented at individual tables. You can identify one person from your team to present during all of the rounds or you can rotate presenters so they can hear other presentations.

<u>What does all that mean?</u>

- Choose one improvement or innovation to share
- Have at least one team member prepared to present three times. You are welcome to alternate presenters so each one presents only once.
- Each presentation is 15 minutes total—including questions and discussion
- Think quick, fast-paced sharing on a specific improvement, adaptation or innovation
- Handouts, interactive materials and visuals are fine—no powerpoints!
- Prepare a brief description (2 -3 sentences) for inclusion in brochure that will highlight your presentation. Don't be shy—get creative!