

Module 7:

Using Technology to Promote Learning Collaborative Activity



Painting by Emilija Stefanovska, age 10, from Macedonia www.icafe.org

Learning Outcomes for Faculty

- Identify key uses of the Intranet.
- Describe how to perform basic navigation and key Intranet functions, such as:
 - Posting a document
 - Browsing important pages from the Intranet homepage
 - Searching for files or contact information
 - Setting email alerts for specific pages, web spaces, and/or groups
- Identify who to contact/other resources to access for assistance or questions about the Intranet.

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“The Intranet has great potential to support Team members in the collaborative efforts to implement evidence-based practices. This tool provided a wealth of information—available anytime, anyplace and lie any other on-line community-type environment, works better when Collaborative members take the time to contribute, read, and respond to others.”

Debbie Ling

National Center for Child
Traumatic Stress

Program Manager, Training and
Technology

Priority Tasks for Faculty

1. **Select technology-based tools and activities.**

There are a number of different options and types of electronically mediated communication tools available to consider. This LC Toolkit module focuses on free or relatively inexpensive options in the marketplace. If the Learning Collaborative faculty or Planning Team are able to consider using services that have a cost associated with them, the availability, capacity, and complexity of these resources broadens considerably.

2. **Understand the multiple uses of technology for collaboration.**

Before faculty can make informed choices regarding technology-based tools for the LC, they first need to understand the various uses of technology to foster collaborative communication and work.

3. **Encourage use of technology and resources available.**

The decision to utilize certain modes of communication will depend not only on the needs of the LC participants but also on the resources of the faculty.

4. **Create Intranet workspace, listservs, and/or capacity for conference calls.**

The Learning Collaborative faculty and the NCCTS will work together to build basic communication capabilities for each collaborative, including an Intranet workspace, a listserv, and the ability to facilitate toll-free conference calls.

5. Teach LC members how to use the Intranet.

Providing patient and careful support to use the technology effectively is essential to overcoming barriers and resistance among collaborative membership.

6. Use technology to promote teaching, collaboration, and sharing.

Technology becomes a primary means of maintaining relationships long distance that foster the learning and growth of the Collaborative Teams.



“The Learning Collaborative model has inspired me immensely. I am a participant in the NCTSN TF-CBT Train the Trainer Program. I over the past 2 years, will only provide TF-CBT training to organizations and communities who are willing to set up mini-learning communities which are structured like the Learning Collaboratives. I believe that this is the best way to truly implement and sustain evidence based practices in communities.”

Kristine Buffington

Cullen Center of Toledo Children’s Hospital

Participant, Target Learning Collaborative



Priority 1:

Select technology-based tools and activities.

Tips:

► Some of the key tools to consider in this regard include:

- **Listservs**—e-mail distribution lists through one central address or server. ✓
- **Intranet workspace** for posting collaborative materials (including relevant documents, measures, PDSA cycles, and metrics/progress reports). Scaled-down versions of an Intranet workspace are available for free (e.g., Yahoo! Groups). Members may post documents, write messages to others in the group, and perform other basic functions on these sites. ✓
- **“Real-time” communication** or instant messaging.
- **Discussion boards or blogs.** A discussion board has multiple contributors, whereas a blog (or web log) is usually a digital diary by one or a few members to be read by a larger audience. Readers can make comments in regards to the blogger’s (person who hosts the blog) entries.
- **Digital recordings of calls/meetings**, which can be posted on a web site and accessed on demand. These digital recordings can also be burned on a CD for listening and archiving. Special equipment is required for digital recording. ✓

✓ *These communication tools can be set up by the NCCTS for NCTSN Learning Collaboratives. Some of these resources (such as digital recordings) are available on a more limited basis.*

► Decide how you plan to use the collaborative tools. Issues for consideration in using these tools include whether or not the collaborative will require the following:

- One large listserv where all LC members receive every message or several listservs for multiple subgroups of the collaborative.
- The ability to share documents by posting them on the Intranet so that others can access them from this central location at any time.
- The ability to post spreadsheets of progress on metrics for each team. How many data points? How will the data be presented?
- The ability to post PDSAs cycles in a form that is useful and accessible to other members and teams in the collaborative. This might involve more than simply posting MS Word files, since that method requires a user to open each PDSA file individually.
- The capability to use a “chat” or “instant message” function with other members of the collaborative. This can be used if members of the collaborative are accustomed to this mode of communication, but it is unrealistic to expect that participants will be comfortable using chat functions without prior exposure and usage.

continued

Based on our experience with other collaboratives, there are several lessons learned from our previous usage with various modes of electronic communication. The mode of communication to utilize in a particular collaborative may be informed by these lessons as well as the level and type of electronic communication needed with other LC members. See the chart "Selecting Technology Tools" for the benefits and challenges of various technological communication tools.

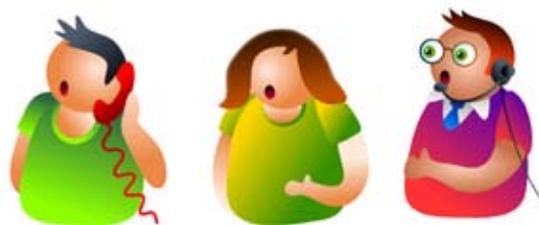
Selecting Technology Tools

Mode of Communication	Benefits	Challenges
<p>Listserv</p> <p>(See example in Support Materials)</p>	<ul style="list-style-type: none"> ➤ Easy to set up. ➤ Easy to understand. ➤ Easy to use—it is a form of e-mail and thus familiar. ➤ Equality of members—e-mail discussions are generally not monopolized by those that are more talkative or ask a lot of questions. 	<ul style="list-style-type: none"> ➤ Every person on the list gets every e-mail, which can overload e-mail boxes. ➤ Generally no archive kept of all communications and files sent. ➤ Not particularly efficient for groups to review documents. Sometimes large files are sent. ➤ Activities not transparent to others not on the listserv. ➤ Can sometimes take up to a few hours for messages to transmit since messages must go to and then be distributed from a central server or need to be "approved and released" by a listserv administrator before the message is distributed to the list of subscribers.
<p>Newsletter</p> <p>(see example in Support Materials)</p>	<ul style="list-style-type: none"> ➤ Can be a good way to impart information with a simple format. ➤ Can also be entertaining and a way to promote a fun and engaging learning environment (which is a key part of collaborative learning) if done well. ➤ Works best for a large collaborative with resources to create the newsletter. ➤ A simple e-newsletter or e-update works to keep Learning Collaborative members informed. 	<ul style="list-style-type: none"> ➤ Hard to get people to read if the information is not relevant or helpful across the collaborative or is just a review of previously conveyed information. ➤ Takes a lot of time and effort for a Planning Team member to create this and maintain it, especially if the newsletter is distributed with high frequency.
<p>Web Conferencing</p> <p>(see example in Support Materials)</p>	<ul style="list-style-type: none"> ➤ The developers of the IHI model are exploring this technology for conducting virtual Learning Sessions. 	<ul style="list-style-type: none"> ➤ Cost for usage beyond a short trial period for large or small groups. ➤ May be a bit more complicated and advanced than most teams/sites in the collaborative would prefer.

Mode of Communication	Benefits	Challenges
<p>Workspace on NCTSN Intranet</p> <p>(See example in Support Materials)</p>	<ul style="list-style-type: none"> ➤ Relatively easy to set up. ➤ Relatively easy to use once you have become familiar with it. ➤ One location for all LC business. ➤ Can serve as a center of activity for those teams that meet virtually. ➤ Information available whenever anyone in the collaborative wants to access it. Unlike with e-mails and attachments, which are often difficult to sift through or delete, once information is posted on the Intranet it is readily available for quick and easy access at any time. ➤ Quick distribution of information and files both large and small without going through an e-mail server. ➤ All members of the Learning Collaborative can contribute and post items on the Intranet. ➤ Intranet is a more private venue (compared to e-mail listservs) since it is username/password protected. ➤ Many unused capabilities for more and better collaboration are part of the Intranet provider's (Sharepoint Services) offerings. However, these have not been thoroughly investigated yet. 	<ul style="list-style-type: none"> ➤ Can be intimidating at first glance. ➤ Can be difficult to navigate depending on complexity of site. ➤ Hard to remember to go to the Intranet site. ➤ Requires log-in. ➤ Requires some specific training and takes some getting used to. ➤ In order to learn both basic maintenance and possibly tap into the great potential of the Intranet site, there needs to be some time and effort devoted to investigation, trial and error, and learning. For a basic user, the length of time required is probably around one-half hour of instruction/orientation and perhaps one to two hours of individual use. For more advanced functions, regular visits and contribution to the Intranet for about a week may be required.
<p>Conference Calls</p>	<ul style="list-style-type: none"> ➤ Conference calls are one of the most efficient means to hold distance/virtual meetings and communicate relatively economically and in real time. ➤ Collaborative members need to become familiar with and comfortable using this technology. The good news is most people already extensively use conference call services. ➤ Smaller group discussions tend to be more effective than large group discussions over a conference call. 	<ul style="list-style-type: none"> ➤ Can be hard to engage everyone in the discussion. ➤ Easy for talkative people to dominate the conversation. The less talkative people may disengage or shy away from participation. ➤ Inherent disconnection between participants by not being able to physically see each other.

Priority 2:

Understand the multiple uses of technology for collaboration.



Tips:

Technology can support the goals of the Learning Collaborative experience in a number of ways. It can be used:

- To provide a place for collaborative-wide information and resources, including announcements and news; materials for meetings, calls, and Learning Sessions; and training tools and resources to support implementation.
- To foster communication and maintain regular linkages between teams from centers that may be in similar stages of organizational readiness and/or practice implementation.
- To provide a central location for teams to share their progress by posting metrics.
- To provide an opportunity for teams to share their successes and challenges, and learn about strategies (PDSAs) used by other teams to overcome barriers in implementing changes in practice.
- For the Planning Team and faculty to communicate with teams about overall collaborative progress.
- To provide a forum for teams to “share and steal” helpful tools developed by other teams, such as measures, forms, and ideas to facilitate change in practice.
- To foster strong collaborative relationships among teams from various sites across the country. To provide a sense of belonging, ownership, and partnership in the collaborative so that members can sustain their ongoing learning and cross-team sharing of ideas and resources even when they may only be able to communicate virtually with other teams.

Priority 3:

Encourage use of technology and resources available.

Tips:

- Assess how much money and manpower is available to develop and maintain these communication tools.
- Designate at least one person at the coordinating site who will maintain and monitor the chosen communication modes.
- Each Collaborative Team will need at least one point person for communicating with the technology coordinating site, who will be able to use each of the communication modes relatively well, and who will be available to assist other team members in the use of the technology.
- Assess the capabilities collaborative membership to utilize the resources (e.g., access to computers—not all school-based clinicians will have this).

Priority 4:

Create Intranet workspace, listservs, and/or conference calls.

Tips:

- **Intranet workspace:** The NCTSN Intranet site will contain a workspace for each new NCTSN Learning Collaborative. The workspace will include basic functions such as a document library, announcement postings, and contacts list. These workspaces can be tailored to the needs and nature of the Learning Collaborative. For instance, there may be specific areas for resource sharing, or training tools, or case presentations. It is best to start with relatively simple Intranet tools and options and help participants become familiar with the basic navigation and purpose.
- **Listserv:** If the Learning Collaborative chooses to use a listserv as the primary tool to communicate with each other, a special effort should be made to monitor and store the information passed back and forth in the various listserv conversations and files.
- **Conference calls:** The NCCTS will work with faculty for NCTSN Learning Collaborative to properly schedule and host the conference calls. The frequency and duration of calls and participation may vary among collaboratives.

Priority 5:

Teach LC members how to use the Intranet.

Tips:

- ▶ The Learning Collaborative faculty, with support from the NCCTS, should plan to have one or two basic training sessions on Intranet usage with the entire collaborative. These sessions may be conducted as part of a group conference call (as they least expensive option), but they can also be conducted in conjunction with in-person Learning Sessions. If teaching takes place on a conference call, team members should be online to be led on a “walk through” of the workspace.
- ▶ Individual sessions for technical assistance can also be employed. These sessions can be set up with the NCCTS.

Priority 6:

Use technology to promote teaching, collaboration, and sharing.

Tips:

- ▶ Envision the Intranet and the technological tools as a way to extend the teaching experience. Faculty not only can extend their contact with participants but can create links between participants to continue the learning process beyond the face-to-face Learning Sessions.
- ▶ The best way to promote usage of the technological tools is for the faculty to model their use. Faculty must be willing to learn how to post materials in the Intranet workspace, such as agendas. Links to the Intranet workspace can be included in e-mail reminders for conference calls, with a note that the agenda will be posted on the Intranet but not distributed by e-mail. When collaborative members navigate to the Intranet, they will browse to see what other resources are available.
- ▶ The same principle applies for usage of less complicated technologies. If the faculty wishes for clinicians to discuss difficult clinical cases on the listserv between Learning Sessions, they must jump start the interaction by making the first steps to send prompts or items that will promote discussion through the listserv.



Frequently Asked Questions

Q: What is the NCTSN Collaborative Intranet address? How can I access a Learning Collaborative workspace?

A: You can access the Intranet homepage at <http://Intranet.listserv.org>. See “Brief Orientation to Collaborative Workspaces” in Support Materials.

Q: Can the NCCTS help me establish a listserv and/or Intranet Workspace for my new NCTSN Learning Collaborative?

A: Yes, the NCCTS can assist you by creating an Intranet Workspace and listserv for your Learning Collaborative. The NCCTS will create a workspace for your collaborative that will have a few basic features common to all other Learning Collaborative workspaces.

Items needed to create a Listserv are:

- ▶▶ Name of Learning Collaborative
- ▶▶ Listing of all members in collaborative: Name (Last, First)
- ▶▶ E-mail address for each member
- ▶▶ Organization name for each member
- ▶▶ Role in Learning Collaborative

Q: What kinds of resources will I find on the Intranet site?

A: The information may include announcements, helpful tools and measures, electronic discussion boards, lists of resources, and an events calendar of deadlines.

Q: Who posts messages and content on the Intranet?

A: The Intranet will include content posted by the NCCTS and by your colleagues at other NCTSN sites and their partners. Once you have a login name and password, you may post. The usefulness and breadth of information on the Intranet Workspace for your collaborative is entirely up to the faculty and collaborative membership. In the past, faculty and teams have used the Intranet to post agendas for conference calls, questions about the intervention, assessment measures, and materials developed by teams for use in their settings (e.g., fliers for recruiting group members). The more the collaborative uses and contributes to the Intranet workspace the better it is.

Q: How do I learn more about basic navigation around the Intranet site?

A: Several basic tutorials exist in pdf format with screenshots and step-by-step instructions for posting documents, creating events, getting to your workspace, etc. These tutorials can be obtained either in the document library called “Intranet Help! Documents” in the document library accessed on the “Quick Launch Bar” on the NCTSN Intranet homepage.

Glossary of Terms for Module 7

Document Library: A type of webpart on the NCTSN Intranet where documents can be posted to share with other members. The documents can be organized in subfolders and documents can be moved from folder to folder in “Explorer View” (available on the left hand side navigation bar inside a “document library” page).

Intranet Workspace: A dedicated page on the Intranet site devoted to a specific Learning Collaborative or

Collaborative Group. These can be found by clicking on the name of the collaborative or group from the NCTSN homepage in the webpart called “Workspaces and Links” on the right-hand portion of the homepage. A NCCTS staff person will be needed to setup a new workspace for your collaborative.

Log-in: A username and password are required to access the Intranet site. The username is generally the first part of your e-mail address before the “@” and the default password is “lightbulb.” Learning

Collaborative members are asked to please change your password when you login to the Intranet for the first time.

Posting: The basic mechanism by which users of the Intranet will add information to the site. Collaborative members may create new entries on various lists, may add documents to a document library, may access and download items already posted on the Intranet site.



Support Materials Module 7

List of Support Materials

- Faculty checklist
- Samples and Screenshots
- Intranet Help and Tutorials
- Brief Orientation to Collaborative Workspaces

Faculty Checklist

Listserv and Intranet Workspace Development

- Familiarize yourself with the different types of electronic communication tools available to you.
 - Identify the most important ways to use technology for your collaborative.
 - Obtain a list of all the members including faculty in your collaborative which includes: Name (Last, First); E-mail address; Organization; Role in collaborative.
 - Identify and list contact information for at least one person from each team and for each faculty who will be the Intranet and Listserv point person to communicate with the NCCTS.
 - Contact the NCCTS to assist with setting up a listserv and/or collaborative workspace.
 - Learn how to use the listserv and Intranet Workspace tools. Schedule a tutorial session with the NCCTS staff if you would like extra personal help.
 - Arrange to have a NCCTS staff person join a call with your entire Learning Collaborative once everyone has received Intranet usernames and passwords. Members should take the call in front of their computer if possible and log in to <http://intranet.nctsn.org>.
- TIP:** Bookmark this page or make it one of “your favorites.”
- Use the Intranet site yourself to post documents like meeting agendas and do not send them via e-mail to the collaborative to encourage them to go and use the Intranet site.
 - Be creative and contact the NCCTS staff if you would like to try some more advanced tools like web conferencing or real-time communication/presentation methods.

Samples and Screenshots

Modes of Electronic Communication for Collaboration

NCTSN Listserv: **CollabName@listserv.nctsnet.org**

E-mail distribution list which can be configured differently if groups want the communication to be one way, or if they want members to be able to hit “reply” to reply to everyone on the listserv.

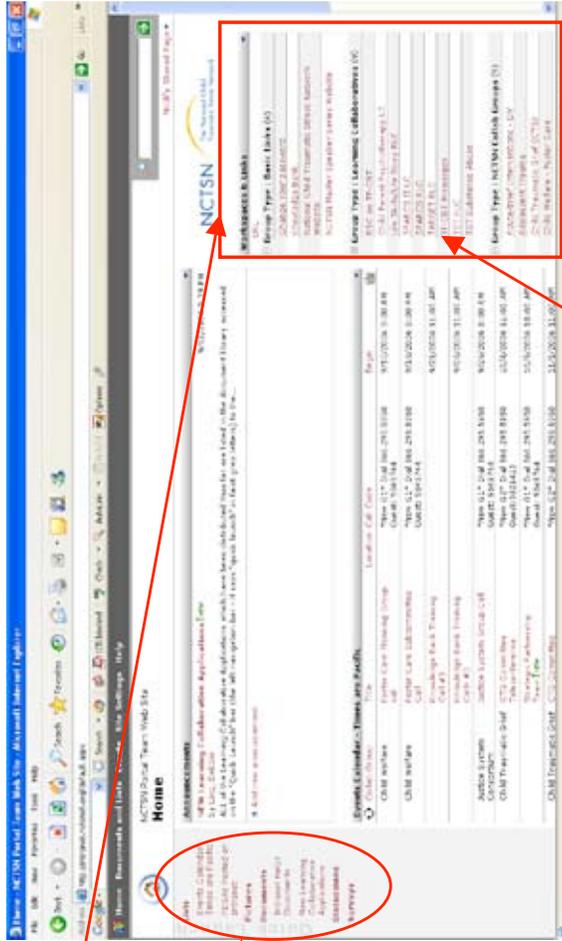
EXAMPLE: ADOLESCENT@listserv.nctsnet.org Membership

Jim.vandenbrandt@MHCDC.ORG	James Van den Brandt
Georgia@WFTS.ORG	Georgia Bronson
MaggieByrnes@AUMHC.ORG	Maggie Byrnes
Isuarez@BU.EDU	Liza Suarez
yhsmike@YAHOO.COM	Mike Dunmire
cepstein@SAFEHORIZON.ORG	Carrie Epstein
pia.escudero@LAUSD.NET	Pia Escudero
hochesal@UMDNJ.EDU	Amy Hoch
holla031@MC.DUKE.EDU	Judy Holland
Kay.jankowski@DARTMOUTH.EDU	M. Kay Jankowski
Mary.K.Jankowski@DARTMOUTH.EDU	Mary K. Jankowski
sandrak@NSHS.EDU	Sandra Kaplan
pkung@MEDNET.UCLA.EDU	Peter Kung
CMLayne@MEDNET.UCLA.EDU	Christopher Layne
dling@MEDNET.UCLA.EDU	Debbie Ling
dramos@LCDP.ORG	Dennis Ramos
aschneir@CHLA.USC.EDU	Arleen Schneir
nstefanidis@CHLA.USC.EDU	Nikolaos Stefanidis
strosper@BU.EDU	Sarah Trospen
aturnbul@NSHS.EDU	Amy Turnbull
lucy@WFTS.ORG	Lucy Zamarelli

* Total number of users subscribed to the list: 21

NCTSN Intranet Homepage
 Web address: <http://intranet.nctsn.org>

- Please take note of a few key areas:
1. **“Workspaces and Links”** – This is where you will find links to the “workspace” for a Learning Collaborative or NCTSN Collaborative group (just look at the listing under the correct “Group Type”)
 2. **“Quick Launch Bar”** – Click on the links in this area to directly go to the page listed.



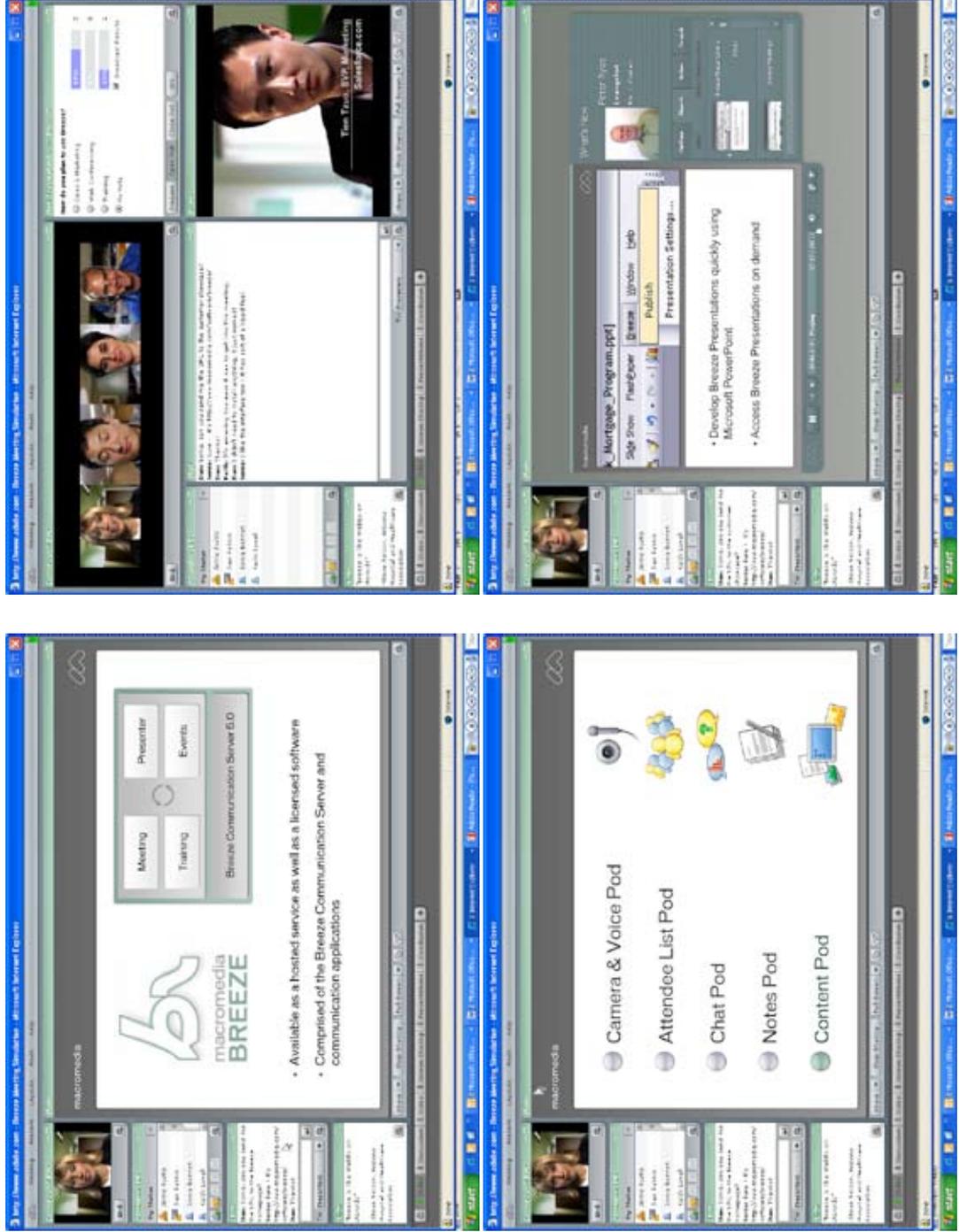
Learning Collaborative Workspace
 EXAMPLE: SPARCS II – click here to access the workspace for the second SPARCS Learning Collaborative.
 Each workspace has a different color theme.
 Direct web address: <http://intranet.nctsn.org/SPARCSII/default.aspx>

- Please take note of a few key areas:
3. **“Web Parts”** – Specific areas in the workspace for announcements, document library, contacts, meeting agendas, etc.



Web Conferencing Software
EXAMPLE: Macromedia Breeze

Web address for demo: http://www.adobe.com/products/breeze/productinfo/meeting/experience/index_mm.html
 There are several different products for Web conferencing software/services available. Macromedia Breeze is the one product the NCCTS is most seriously considering at this time. Web-conferencing for the NCCTSN is not yet available on a large scale. A free small scale trial (5 users or less) can be arranged through macromedia. See link above. A few shots from their online demonstration are shown below.



Newsletters

Simple E-mail Update Newsletter

Subject: REMINDER - Developing Agenda for Affinity Group Calls in April: INPUT NEEDED FROM TEAMS.

Dear BSC Teams:

Thanks to all of you who have already sent some great suggestions for the affinity group calls on April 26, 2006.

This is a reminder that we would like to hear from as many team members as possible by April 10, 2006 about your ideas, topics, and issues to address for each of the affinity group calls. Please respond to Nancy Timmons with your ideas and we will plan to send out a summary of these topics next week.

Thanks.

Cassie Kisiel

Dear BSC Teams:

On the second day of the Learning Session in San Diego (January 19-20), immediately after the “engaging families” panel discussion, you each joined your “affinity group” for brainstorming and discussion. Five affinity groups met based on the defined roles with your teams—Administrators, Clinicians, Supervisors, Consumers/Family Members, and Community Partners.

In your evaluations of the Learning Session, you told us that the opportunity to talk with your colleagues and peers from other agencies and states during these affinity groups was one of the most rewarding parts of the Learning Session. To this end, we are trying to “spread” this experience by hosting five separate affinity group calls based on these defined roles in April in the place of the standard All-Collaborative Call.

Please read these instructions carefully:

All of the calls will be held at the same time as the previously scheduled All-Collaborative Call: Wednesday, April 26th at 1:00 EST. We will have separate call-in numbers for each affinity group, with which we will provide you closer to the call itself along with the agenda that YOU have designed.

Because we hope the connections you make across teams will last long beyond the final Learning Session in May, we want these affinity groups to truly belong to you. Thus, we are asking you to help develop and facilitate the agenda for these calls. Please think about what issues you would like to address on your affinity group call and send an e-mail to Nancy Timmons at NTimmons@mednet.ucla.edu with the following information: your name, your team, your affinity group, a brief description of the issues/topics you would like to discuss.

Please take advantage of the opportunity to really make these calls yours by sending your ideas to Nancy no later than Monday, April 10. Your ideas and responses will determine the agendas for the different affinity group discussions. Also, if you identify yourself with multiple affinity groups within your organization, please note that there will be other opportunities for

discussions in various affinity groups for you to participate in. We hope that these affinity group discussions in April will set the stage for future collaborations within affinity groups both at Learning Session 3 and beyond.

Additionally, because we hope these affinity groups provide a strong vehicle for spread, cross-team sharing, and collaboration beyond the formal BSC, we encourage you to invite others from your agency and community to participate on these calls. Similar to the All-Collaborative Calls, these are not intended for core team members only; in fact, the more people we can have on each call, the richer we know the discussion will be.

We are looking forward to helping you continue to forge these cross-team connections over the coming months. Please don't hesitate to contact me with any questions and we look forward to supporting you as you craft the agendas to make sure these calls meet your needs.

Thanks,
Cassie

Note: For a more elaborate newsletter example, see *Intranet Insider!*—the newsletter created to keep members in the Breakthrough Series Collaborative in the loop.

Intranet Help and Tutorials

- For access issues and technical questions about the Intranet site contact James Wu (CLWu@mednet.ucla.edu) or Peter Kung (pkung@mednet.ucla.edu).
- For assistance with navigation of the Intranet and/or content suggestions or questions contact Debbie Ling (dling@mednet.ucla.edu).
- If you would like to have a NCTSN listserv or Intranet Workspace set-up for your Learning Collaborative, contact Debbie Ling (dling@mednet.ucla.edu).
- Self-paced Intranet tutorials in pdf format with detailed instructions and screen shots are available on the following subjects:
 - Part I: Intranet Homepage Tutorial
 - Part II: Collaborative Workspaces Tutorial
 - Part III: PDSAs and Intranet Fill-in Forms Tutorial
 - Part IV: Intranet Discussion Boards Tutorial

The tutorials listed above are available on the Intranet and can be accessed by clicking on the words “Intranet Help! Documents” on the Quick Launch Bar on the homepage.

Alternatively, you may contact Debbie Ling and she can send you the pdf files and assist you as you go through them. E-mail: dling@mednet.ucla.edu.

Do not be afraid! The Intranet is your friend! The NCTSN staff is happy to help!

Brief Orientation to Collaborative Workspaces

Each LC and Collaborative Group/Committee should have its own workspace that is designed specifically for that collaborative or group.

To access your group’s workspace: go to the Intranet homepage at **<http://intranet.nctsnet.org>**

1. Look for the area called “Workspaces & Links” on the right side of the page. Don’t click on those words yet!
2. Look under the “Group Type” you are looking for—either LC or NCTSN Collaborative Group. Find the name of your specific group.
3. Click on the name of your specific group or collaborative. You will be taken to your “Workspace/Homepage.”
4. Each workspace is a bit like a site within a site and most have some of the same components, including “Announcements,” “Membership/Contact List,” “Meeting/Call Agendas,” and “Document Library.”
5. While in a workspace:
 - a. to return to the Workspace/Homepage: click on “Home” in the upper LEFT-hand corner.
 - b. To return to the parent Intranet Homepage: click on the words “Up to NCTSN Portal Web Site” in the upper RIGHT-hand corner.
6. Within your workspace, members of your collaborative/group can post announcements, issues, working documents, surveys, etc. You can also create lists, post manuals for your particular treatment, and add events to the calendar.
7. Have fun exploring and adding new items to your group’s workspace. The more content you and your group mates add to the site, the more interesting and useful it is. Take a peek at other group’s workspaces; some have multiple “tabs” or pages to organize work for separate projects/products.
8. There is a lot of flexibility and customization available using this Intranet. The addition of certain Intranet elements sometimes requires one of the web site developers to create it. Please contact Debbie Ling (dling@mednet.ucla.edu) if you have an idea for a list or document library or anything else you would like created!