

## Sample Design for Learning Session Two

This sample agenda is a tool to assist faculty in their design of the Second 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 Learning Session 2—advanced clinical competencies, overcoming barriers to implementation, introduction of the Model for Improvement and sharing innovations.
- 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 easily track 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 to 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:

1. Card Sort
2. You Write the Script

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 type of organization).

LGP- Large group presentation and discussion

SGA- Small group activity

DA- Dyad activity

LGD- Large group debrief

## Sample Agenda Learning Session Two

| DURATION   | CONTENT/LEARNING POINT   | METHOD/<br>ACTIVITIES   | MATERIALS<br>AIDS  | TRAINER |
|--|--|---|--|---------|
|  | <b>Day One</b>   |   |  |         |
| <b>8:00-8:30 am</b>  | <b>Registration/Continental Breakfast</b> <ul style="list-style-type: none"> <li>○ Faculty will actively meet/greet/welcome participants</li> <li>○ Ask teams to sit together</li> </ul>   | Faculty will be assigned to different tasks (i.e. Registration, main room, etc)   | Music, CEU materials, signage to room, table assignments, baskets of toys  | All     |
| <b>8:30 – 9:30 am</b><br><b>ST</b><br><b>SGA</b><br><b>LGD</b> | <b>Introductory Ice Breaker /Review</b><br>Teams will review the major components of the intervention model through a team exercise.   | <b>Card Sort</b><br>Each team will be given a deck of cards with 4-6 categories or components related to the intervention. The team will sort the cards according to the components- matching definitions, examples and descriptions to the correct component. It allows teams to discuss key elements of the intervention in a collaborative, fast paced activity. | Deck of cards for each team.<br>Answer sheet for each participant with the correct groupings of cards under each heading. A slide with the correct answers to reference in review. |         |
| <b>9:30-9:45 am</b><br><b>ST</b><br><b>LGP</b>                 | <b>Welcome and Overview of the Learning Session</b> <ul style="list-style-type: none"> <li>○ Welcome from faculty and review of agenda</li> <li>○ Guidelines for participation in the learning session- with emphasis on addition of team meetings and clinical and supervisory breakouts</li> </ul> | Orient members to the objectives of the Second Learning Session and the key differences from the First Learning Session.  | Slides<br>Handout  |         |

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| <p><b>9:30-10:30 am</b><br/><b>ST</b><br/><b>LGP</b></p>                  | <p><b>Brief team updates</b><br/>An opportunity for teams to share current status of implementation.<br/><b>Clinical Competencies</b><br/>Presentation regarding clinical implementation of the intervention—picking up on themes raised through the updates.</p> | <p>Create a brief, focused report-out to update the Collaborative on progress of teams. May want to alert teams in advance via Intranet and on calls about what they will be asked to report on. (i.e. number of assessments complete, partnership with new referral source or ask them to identify 3 key accomplishments of their team during the First Action Period).</p> |   |  |
| <p><b>10:30-10:45 am</b></p>  | <p><b>Break</b></p>   |  |   |  |
| <p><b>10:45- 12:00 pm</b><br/><b>ST</b><br/><b>SGA</b></p>                | <p><b>Clinical Competencies and Practice Opportunity</b></p>  | <p><b>Small Group Activity</b><br/>Utilizing a case scenario, create an opportunity for skill practice.</p>  |   |  |
| <p><b>12:00-1:00 pm</b></p>   | <p><b>Lunch</b></p>   |  |   |  |
| <p><b>1:00-1:10 pm</b><br/><b>SMT</b></p>                                 | <p><b>Changing groups</b><br/><b>Mix the participants up!</b></p>   | <p>Can ask participants to count off or label nametags with symbols to regroup.</p>  |   |  |
| <p><b>1:10 – 2:15 pm</b><br/><b>SMT</b><br/><b>SGA</b><br/><b>LGD</b></p> | <p><b>Advanced Clinical Practice</b></p>  | <p><b>Small Group Activity</b><br/>Can use one of the role play formats utilized in Learning Session 1.</p>  |   |  |
| <p><b>2:15-2:45 pm</b><br/><b>SMT</b><br/><b>LGA</b></p>                  | <p><b>Introduction to the Change Package</b><br/>Brief presentation on the purpose of the Change Package.<br/>Opportunity for participants to review the Change Package and share barriers and challenges during the initial Action Period.</p>                   | <p>Flipchart sheets are posted throughout the room with the components of the Change package. Participants are asked to read each sheet and post on sticky notes next to the component where they have experienced challenges.</p>   | <p>Change package divided into 6-7 pages, enlarged and posted throughout the room. Sticky pads (divided up to give each participant 10-15 notes) Copies of the change</p> |  |

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|   |  |   | package for each participant.   |  |
| <b>2:45-3:00 pm</b>   | <b>Break</b><br>During the break, faculty will evaluate the barriers posted and look for themes to report out during the debrief.  |   |   |  |
| <b>3:00- 3:15 pm</b><br><b>SMT</b><br><b>LGD</b>              | <b>Debrief for Change Package Activity</b><br>Faculty share important themes identified by participants.   | The faculty reports out on themes identified from the notes posted on the Change Package. These notes should be recorded and copied for distribution the next day.  |   |  |
| <b>4:30-5:00 pm</b>   | <b>Wrap-up and Review</b>  |   |   |  |
|   | <b>Day Two</b>   |   |   |  |
| <b>8:30 -8:45 am</b><br><b>ST</b><br><b>LGP</b>               | <b>Welcome</b> <ul style="list-style-type: none"> <li>○ Review of agenda</li> <li>○ Review of content covered during previous day</li> <li>○ Sit with teams</li> </ul>                           |   |   |  |
| <b>8:45-9:30 am</b><br><b>ST</b><br><b>LGP</b><br><b>SMA</b>  | <b>Small Tests of Change to Create Improvement</b><br>Introduction to the Model for Improvement. An experiential activity that demonstrates the benefit of the use of the model for improvement. | Using an experiential activity, teams will demonstrate through the activity the value of improvement method. A large group debrief allows participants to voice the lessons learned from the activity. Following the activity, a brief presentation on the Model for Improvement is shared. | Tennis Balls (one for each table)<br>Slide presentation<br>Stopwatch for each table<br>Flipchart set up to record data from tests |  |
| <b>9:30-10:30 am</b><br><b>ST</b><br><b>SGA</b><br><b>LGD</b> | <b>Team Meeting</b><br>Utilizing the list generated from Day 1 of barriers and obstacles, each team will   | This is a small group activity but faculty float throughout the room to assist teams develop  | Typed list of barriers generated from Day One   |  |

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|  | identify one or two key barriers to overcome using a small test of change. Although only one person on the team may implement the test, all team members can add their thinking and creativity. | small tests of change and complete at least one worksheet to be conducted “by next Tuesday”. The guidance of faculty is crucial during this activity. Large group report-out of one PDSA generated by team.   | and copies for each participant. Worksheet, flipchart, paper, and markers |  |
| <b>10:30-10:45 am</b>                            | <b>Break</b>  |   |   |  |
| <b>10:45-12:00</b><br><b>SAG</b>                 | <b>Advanced Clinical Skills for Clinicians</b><br><br><b>Supervisory Focus</b>  | The participants are divided into two groups of clinicians and supervisors (If there are a large number of clinicians you may need more than one group). Devise a separate agenda to allow dialogue within the affinity groups regarding relevant implementation issues.  |   |  |
| <b>12:00-1:00 pm</b>                             | <b>LUNCH</b><br><b>Ask teams to sit together on their return from lunch</b>   |   |   |  |
| <b>1:00 – 2:00 pm</b><br><b>ST</b><br><b>LGP</b> | <b>Advanced Clinical Competencies</b><br>This activity gives participants an opportunity to practice, through their own role plays, specific skills regarding the intervention.                 | <b>“You Write the Script”</b><br>Identify several different situations that a clinician could be faced with where they would have to demonstrate a specific technique or have to problem solve to deal with the situation effectively.<br>With their small group, ask participants to develop their own role play to demonstrate how to effectively deal with that situation. Allow at least 15-20 minutes for development of the role play. Give a chance for groups to demonstrate. |   |  |

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| <b>2:00 – 2:30 pm</b><br><b>ST</b><br><b>SGA</b> | <b>Metrics</b><br>What have you learned from your metrics? What questions do you have for other teams regarding their outcomes? Are there other improvements/small tests of change that are needed based on your metrics? | <b>Team Meeting</b><br>A focused team opportunity to review the data and discuss implications.   | Copies of metrics from each team. Slides with all Team Metrics and posing questions for discussion. |  |
| <b>2:30-3:00 pm</b>                              | <b>Making the Action Period Work for Your Team and the Collaborative</b><br>Creates an opportunity for participants to share in the responsibility of the success of calls and connection during the Action Period.       | Brainstorm topics for discussion on calls. Generate a list of co-facilitators from teams to work with faculty on conducting specific calls. Discuss the use of the Intranet. | Call Schedule Intranet site if available to create a live demo of use of the website.               |  |
| <b>3:00 – 3:15 pm</b><br><b>ST</b><br><b>LGP</b> | <b>Evaluations completed</b>  | Evaluations passed out   | Evaluations   |  |
| <b>3:15 -3:30 pm</b><br><b>ST</b><br><b>LGA</b>  | <b>Wrap up</b><br>Closing Activity  | Create an opportunity for reflection and plans for next steps.   |   |  |