

Western TF-CBT

Learning Collaborative

WESTERN TF-CBT LEARNING COLLABORATIVE

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Welcome to all Participants of the Western Trauma-Focused Cognitive Behavioral Therapy Learning Collaborative!

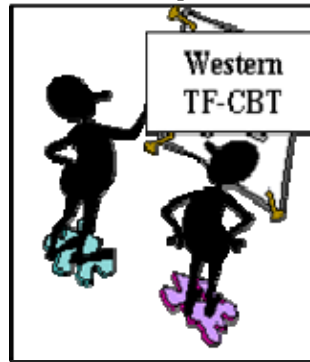
The faculty for the Western Trauma-Focused Cognitive-Behavioral Therapy Learning Collaborative is pleased to inform you that your application for participation in the Collaborative has been accepted!

We are beginning an exciting year-long journey by a group of organizations committed to adopting and implementing TF-CBT with children and their non-offending caregivers. Sites throughout the Network and partner settings will be participating in this unique learning community. The organizations attending the first Learning session are:

- Presbyterian Children's Homes and Services
- SCAN Inc.
- Montana Center for Investigation and Treatment of Childhood Trauma
- Methodist Children's Home
- ITS-Girls
- Child and Adolescent Traumatic Stress Services Center of Southern Arizona
- DePelchin Children's Center

We are hoping to create a group experience and environment that promotes the best opportunity for adoption and implementation of TF-CBT within each organization participating in the

Collaborative. Here are some of the elements that will be a part of the Learning Collaborative experience.



- A face-to-face learning session with TF-CBT program developer Dr. Anthony Mannarino.
- Three face-to-face learning sessions with Roy Van Tassel MS, LPC, Family & Children Services and Dr. Robyn Igelman, Chadwick Center for Children & Families.
- Two pre-learning session calls to discuss organizational readiness and the pre-work prior to the learning session. Each team will complete an organizational readiness assessment as a group to consider their strengths and needs as an organization changing practice.
- Twice monthly group telephone consultation with expert faculty on relevant topics related to successful

adoption and implementation of TF-CBT.

- Participation by clinical supervisors in all sites in all phases of the collaborative experience.
- Access to a website specially designed for this learning collaborative to facilitate communication among participants and provide easy access to information about the group.
- Utilization of a continuous quality improvement model to capture small trials of change. Simple, focused measures will be devised to monthly gauge success.
- Materials and resources available to support the learning experience. Feedback and evaluation from participants will inform and help shape the learning collaborative experience.

We look forward to meeting everyone in Tucson and want to encourage each of you to contact us if you have any questions regarding your participation in the Learning Collaborative!

Roy Van Tassel
Robyn Igelman
Jan Markiewicz

Travel Information for Learning Session 1



Downtown Tucson and the surrounding mountains.

Start/End Time- The Learning Sessions will begin at 8:30 am and conclude each day at 5:00 pm. Please make every effort to stay for the entire session on the second day.

Location- The first Learning Session is scheduled in Tucson, Arizona on February 23 and 24. The Child & Adolescent Traumatic Stress Services Center of Southern Arizona is hosting the Learning Session but no hotel or conference room has been booked at this time.

More information about hotel arrangements, the conference room where the training will take place, meals during the day, and the ground transportation to and from the airport will be relayed to you as soon as it is confirmed.

Announcing the Learning Collaborative Intranet

Get Connected! With all your collaborative partners from across the country!

<http://intranet.nctsn.org>

A password protected "intranet" site has been set up to provide a common workspace and information-sharing forum at for all participants of the National Breakthrough Series and Regional Learning Collaboratives. The site is currently being populated so feel free to browse as soon as you receive your log in information.

The site will feature the following:

Events Calendar – one master calendar for all Learning Collaborative activities

Learning Session Meeting Space – to share documents, agendas, tasks, bulletins, list of attendees, etc. with your Learning Collaborative team members.

Contacts/Participants Database – will include all Learning Collaborative participants. Each person can be designated as part of one or several Learning Collaborative teams.

Announcements – for all general updates on NCTSN training and adoption activities including the NCTSN Training and Adoption Bulletin.

Links – a place to post helpful or interesting website addresses for others to visit

Tasks – lists of items that can be assigned to a particular team or person

Innovative Ideas to Steal and Share – collaborative members have a place to share relentlessly innovations and improvements. (and steal, too)

Meeting Space – members with MSN passports can sign on simultaneously to "meet" online and work in a common space.

Document Upload/Share Space – members can upload any documents to be shared with their team. You can also create a workspace to share comments or post your input on a particular document. For instance, you can post a MS Word survey and each participant can post their completed survey.

Online/Dynamic Survey/PDSA cycles/Collaborative Measures – There will be the capability to post certain monthly updates PDSA cycles and required measures in an online survey so that real-time progress can be charted and compared in Excel spreadsheets and graphs.



PRE-WORK PHASE

The pre-work phase includes a diverse set of activities aimed at preparing teams for Learning Session 1. Conference calls, increasing exposure and understanding of the intervention and meeting with your team to discuss readiness to adopt a new practice are essential aspects of this phase of the collaborative experience.

Pre-work Calls

**** All calls will use the same conference line:**

Dial: 1-888-296-6500

Participant code: 235501

Senior Leader's Call

December 15 at 10 a.m. PST/1 p.m. EST

Call Information– Dial 1-866-295-5950; Guest
5006647

Logistics Call

January 5 at 11 a.m. PST/ 2:00 p.m. EST (Optional)
30 minutes

Brief call to review lodging, travel and respond to
other questions about the Learning Collaborative

Pre-work Call 1

January 12 at 11 a.m. PST/ 2 p.m. EST.

Agenda

- Welcome to all Teams
- Brief introduction of all teams and faculty
- Review of the Pre-work phase and assignments
- Discussion about readiness to implement 2-4 weeks after LS 1
- Brief overview of the collaborative experience
- Questions

Pre-work Call 2

February 16 at 11 a.m. PST/ 2 p.m. EST.

Agenda

- Roll call
- Presentation by faculty regarding key clinical competencies related to the intervention
- Questions

Pre-work Activity

Storyboard

It is suggested that teams start working on their Storyboard before the first pre-work call. More information on this activity is given on page 2 of this package.

Pre-reading/Work

The following tutorial and readings are required for all participants prior to attending the Learning Session 1 in March. The second Pre-work call will reference these readings as part of the discussion.

Complete the TF-CBTWeb: A Web-based Learning Course for Trauma-Focused Cognitive Behavioral Therapy available at <http://tfcbt.musc.edu>.

Cohen, J.A., Mannarino, A.P., & Deblinger, E. (2006). *Treating Trauma and Traumatic Grief in Children and Adolescents*. New York: Guilford Press. Available at www.guilford.com and www.amazon.com.

Putnam, F.W. (2003). Ten-Year Research Update Review: Child Sexual Abuse. *Journal of the American Academy of Child & Adolescent Psychiatry*, 42(3), 269-278. (available for download at www.nctsnet.org).

van der Kolk, B.A., Hopper, J. & Crozier, C. (2001) Child Abuse In America: Prevalence and Consequences. *Journal of Aggression, Maltreatment and Trauma*, (Available for download at www.nctsnet.org).

5. Feeny, N. C., Foa, E.B., Treadwell, K. R. H., & March, J., (2004) Posttraumatic Stress Disorder in Youth: A Critical review of the Cognitive and Behavioral Treatment Outcome Literature. *Professional Psychology: Research and Practice*, Vol. 35, No. 5, 466-476

**** Recommended Reading:** Deblinger, E., & Heflin, A. (1996). *Treating Sexually Abused Children and their non-offending parents*. Thousand Oaks, CA: Sage Publications. Check www.amazon.com for availability.

Storyboard Activity

CREATING YOUR TEAM NAME AND MOTO

Building your Core Team is critical to the success of this work. We think that developing a team name and a short team motto will help you discuss and define your team and goals in a creative, fun and (hopefully) light-hearted way. It will also help you communicate your identity to the Faculty and to other teams. Keep in mind that these names and mottos will be yours throughout the Collaborative!

PREPARING A STORYBOARD

Each Learning Session is designed to create an environment conducive to sharing and learning. At the initial Learning Session we will be asking you to share information about your team through developing a storyboard.

A “storyboard” is a way for you to provide information about your team to the others in the Collaborative, including faculty and other teams. It must fit into a space

approximately four feet by four feet. It may be created from a collection of letter-sized sheets or one large poster. (You will need to transport it with you to the Learning Session, so keep it manageable!) Boards, pushpins, scissors, and other supplies will be provided for you at the Learning Session.

Your audience will be the other participating teams and faculty who are not familiar with your site or your



team. Therefore, your storyboard should be as clear and concise as possible.

Recommended Storyboard Outline

- Provide a brief description of your site with the site's name shown prominently;
- List your team name, team motto, team members (including Senior Leader), and their titles;
- Provide a brief description of your pilot population (the target children and youth you will be utilizing the intervention with)
- Help us know your team and their strengths! Be creative! What qualities and characteristics of your team members make them unique.
- Introduce us to your community, culture, region--- we want to know the context that your team is delivering this intervention.

Organizational Readiness

All teams are asked to complete the Organizational Readiness Assessment as a team by December 8th and send it to Ben Uhrich (benjamin.uhrich@duke.edu). This is in preparation for the Senior Leader's Call on December 15th facilitated by Charles Wilson (Call Information: Dial 1-866-295-5950; Guest Code is 5006647). Here are some suggestions about conducting the assessment:

Use the questions as an opportunity to discuss with your team your readiness to change and do things differently as an organization.

Make sure all team members have a voice in responding to the questions

Identify key successes and challenges revealed in the assessment

Prioritize the key areas your team will focus for improvement

Assessment attached on email.

Overall Timeline for Western TF-CBT Learning Collaborative

SENIOR LEADERS CALL DECEMBER 15, 10:00 AM PST/1:00 PM EST

LOGISTICS CALL JANUARY 5, 11:00 AM PST/2:00 PM EST

PRE-WORK CALL JANUARY 12, 11:00 AM PST/2:00 PM EST

PRE-WORK CALL FEBRUARY 16, 11:00 AM PST/2:00 PM EST

LEARNING SESSION 1 FEBRUARY 23-24 IN TUSCON, ARIZONA

ACTION PERIOD 1

On-going Consultation Calls with Faculty
Metrics Posted by the 10th of each month

LEARNING SESSION 2: JUNE 21-22 IN SAN DIEGO, CALIFORNIA

ACTION PERIOD 2

On-going Consultation Calls with Faculty
Metrics Posted by the 10th of each month

LEARNING SESSION 3: LATE SEPTEMBER IN HOUSTON