Sample Design for Learning Session One

This sample agenda is a tool to assist faculty in their design of Learning Session 1. 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.
- 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 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. Team Resume
2. Listening Teams for Active Lecturing
3. Analysis and Feedback Activity
4. Index card match

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

Sample Agenda Learning Session One

DURATION	CONTENT/LEARNING POINT	METHOD/ ACTIVITIES	MATERIALS AIDS	TRAINER
	Day One			
	If using storyboards, allow time for posting.		Timer Signal for "time's up!" Bells or chimes to reconvene group	Assign timekeeper to maintain schedule
8:00-8:30 am	**Registration/Continental Breakfast** Faculty will actively meet/greet/welcome participants	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
8:30 – 9:15 am **ST** **SGA** **LGD**	**Introductory Ice Breaker** Team Introductions: Allows an opportunity for team members to get to know each other and share their strengths. Faculty should also complete resume. **Important debrief point:** the extensive expertise and experience in the room to build on thru-out collaborative experience. **If storyboards are being utilized can use a storyboard activity instead.	**Team Resume** Each team does this activity together.	Flip chart & markers LCD, Slide with instructions Tape if paper is not adhesive	
9:15-9:30 am **ST** **LGP**	**Welcome and Overview of the Learning Session** ➢ Introduction of faculty and review of agenda ➢ Guidelines for participation in the Learning Session	Clear expectations of participant involvement and their role	Slides Post It flip chart	

	➢ Parking Lot explained			
9:30-10:15 am **ST** **LGP** **10:15-10:30 am** **ST** **SGA** **LGD**	**Clinical Competencies** (Dependent on the level of Pre-work, faculty may want to provide an overview that reviews Pre-work or move directly to the initial clinical competency relevant to implementation of the intervention. The assumption is that some context has been set in Pre-work Calls. **Debrief of lecture:** Each team will have 7-8 minutes to accomplish their assignment and 7-8 minutes for each group to report out.	**Active Lecture** Assign Listening Teams before lecture. Divide the participants into 4 groups (multiple tables can be part of the same group). Explain each team's task and provide 15 minutes for small group aspect of activity.	Slides, video or audio demo	
10:30-10:45 am	**Break**			
10:45-12:00 pm **ST** **LGP**	**Clinical Competencies** Combination of lecture and fish bowl demonstration using volunteers to show the competency or video clip. **Debrief**	**Lecturette** Demonstrate the technique or example by calling on a participant to illustrate or use a video clip.		
12:00-1:00 pm	**Lunch** Ask teams to sit together on their return from lunch			
1:00-1:10 pm **SMT**	**Changing groups** Activity to mix teams up for the rest of the day. Ask participants when they move to take their belongings to their new table. Ask participants to spend a minute introducing themselves to their new table mates.	**Candy Matching** Choose different candy types that represent the number of tables or groupings. Put only the number of each candy type as the number of individuals at each table. Go around and ask everyone to choose one candy then group with others of the same candy.		

1:10 – 1:45 pm **SMT** **SGA** **LGD**	**Puzzle piece/Learning Collaborative activity** Provides an overview of the essential elements of the Learning Collaborative. Each small group will generate their own rationale for the benefit of the Learning Collaborative model.	Small group discussion (20 minutes) and large group debrief (10 minutes)	Puzzle pieces and handout slide with instructions	
1:45-2:45pm **SMT** **LGP**	**Clinical competency** Rather than waiting for all discussion to occur at the end of a lecture, this activity stimulates the curiosity of participants by encouraging speculation and discussion prior to the presentation.	**Inquiring Minds Want to Know?** Begin the presentation with a key question regarding the topic. Ask participants to turn to the person beside them and discuss. Encourage them to speculate based on their experience. Gather some of the responses and then begin your presentation.	Development of a key question to pose, slides	
2:45-3:00 pm	**Break**			
3:00- 4:30 pm **SMT** **LGP** **SMA**	**Clinical Competency** Collaborative learning activity with opportunity for small groups to respond and discuss key questions regarding a case scenario.	**Large group presentation and small group response to case scenario** After a presentation by faculty (could include video or audio demonstration) participants are asked to work with their small groups to respond to a set of questions regarding the case scenario.		
4:30-5:00 pm	**Wrap-up and Review**			
	Day Two			

8:30 -9:00 am	**Welcome** ➢ Review of agenda ➢ Review of content covered during previous day ➢ Mix participants up for morning session	**Index Card Match** Active, fun way to review key concepts from the previous day and mix up participants.		
9:00-10:30 am **SMT** **LGP** **SMA**	**Clinical Competency**	**Analysis and Feedback Activity** After a brief presentation, breakout into groups with one faculty assigned to each group. Preferable to have breakout rooms to avoid noise of multiple groups discussing.		
10:30 –10:45	**Break**			
10:45-12:00 **SMT** **SMA**	**Clinical competency** • Participants begin to practice skills • Consider issues of quality and fidelity • Contribute to a culture of cooperative learning	**Coaching Role Play** Participants are divided into groups of three. One participant is the therapist, one the child or family member, and one the observer.		
12:00-1:00 pm	**LUNCH** Ask teams to sit together on their return from lunch			
1:00 – 2:00 pm **ST** **LGP**	**Metrics**	Lecture and large group discussion	Handout, slides, sample metrics	
2:00 – 3:00 pm **ST** **SGA**	**Team Meeting** Create an opportunity for teams to meet and discuss implementation plans and concerns or anticipated barriers.	**Team Planning** Formulate key questions for teams to respond to or revisit their Organizational Readiness Assessment.	Slides Copies of Organization-al Readiness Assessment	

		Encourage to formulate next steps for planning.		
3:00 – 3:15 pm **ST** **LGP**	**What's Next?** Review of the Action Period Activities	Evaluations passed out	Evaluations Slide with Action Period Activities	
3:15 -3:30 pm **ST** **LGA**	**Wrap up** Closing Activity	**Popcorn Activity** Participants are asked to share the most significant "take away" learning from this Learning Session. Make it fast—each participant pops up and shares one thing quickly.		