Our Program Team

Veenu Aulakh, Program Director
Megan O’Brien, Program Manager
Angela Liu, Program Coordinator
The Opportunity

How might we spark, seed, and spread what works to prevent, screen, and treat the effects of childhood adversity in safety net care settings?
Conclusions

Safety net organizations are ready to take action NOW & NEED SUPPORT

• Safety net field is nascent in integrating systems to support trauma
• Lots to learn about what works on the ground
• Lots of resources and toolkits exist but not focused on needs of pediatric safety net
• Need to create more successful models
CCI launched the **Resilient Beginnings Collaborative**: a 24-month learning program dedicated to addressing childhood adversity in pediatric safety net care settings.
RBC Cohort

7 organizations from across the Bay Area

1. UCSF Benioff Children's Hospital Oakland
2. San Mateo County Health System
3. Marin Community Clinics
4. LifeLong Medical Care
5. Ravenswood Family Health Center
6. Petaluma Health Center Inc.
7. West County Health Centers
<table>
<thead>
<tr>
<th>Organization</th>
<th>City</th>
<th>County</th>
<th># Employees</th>
<th># Sites</th>
<th># unduplicated patients / year</th>
<th># unduplicated pediatric patients ages 0-5 / year</th>
<th>% of ped patients of overall patient pop.</th>
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<tr>
<td>UCSF Benioff Children’s Hospital</td>
<td>Oakland</td>
<td>Alameda</td>
<td>2,763</td>
<td>21</td>
<td>83,405</td>
<td>32,341</td>
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<td>San Mateo County Health System</td>
<td>San Mateo</td>
<td>San Mateo</td>
<td>1,000</td>
<td>5</td>
<td>68,922</td>
<td>6,865</td>
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<td>Marin Community Clinics</td>
<td>Novato</td>
<td>Marin</td>
<td>455</td>
<td>8</td>
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<td>4,750</td>
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<td>LifeLong Medical Care</td>
<td>Berkeley</td>
<td>Alameda</td>
<td>800</td>
<td>16</td>
<td>61,000</td>
<td>6,600</td>
<td>10.8%</td>
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<tr>
<td>Ravenswood Family Health Center</td>
<td>East Palo Alto</td>
<td>San Mateo</td>
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<td>Sonoma</td>
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<td>3,655</td>
<td>11.6%</td>
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<tr>
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<td>Guerneville</td>
<td>Sonoma</td>
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<td><strong>OVERALL COHORT</strong></td>
<td><strong>5,800</strong></td>
<td><strong>64</strong></td>
<td><strong>309,200</strong></td>
<td><strong>58,270</strong></td>
<td><strong>309,200</strong></td>
<td><strong>58,270</strong></td>
<td><strong>58,270</strong></td>
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Today’s Agenda

• Welcome, Overview of the Day, & Introductions
• RBC Program Overview
• Break
• Team Sharing
• Lunch
• Organization Wide Trauma-Informed Care Training Introduction & Planning
• Program Feedback, Evaluation & Closing
The Resilient Beginnings Collaborative is a part of Genentech’s philanthropic commitment to addressing childhood adversity across low-income communities in the Bay Area, called The Resilience Effect.

The Resilience Effect supports clinical and community partners to design, test and scale the most effective ways to address adversity and strengthen resilience among young children and their caregivers. Our vision is one where all Bay Area children facing early adversity have the best possible start in life and the opportunity to build healthy and vibrant futures.

Learn more about the Resilience Effect: [www.gene.com/resilience](http://www.gene.com/resilience)
A growing body of research shows that early childhood traumas — abuse, neglect, violence, and other forms of adversity — affect kids on a cellular level, and can lead to higher rates of many of the most life-threatening diseases.

We’ve launched a new signature charitable program — The Resilience Effect — to try and make a difference on this issue in our community.
VISION:
All Bay Area children facing early adversity have healthy and vibrant futures

GOAL:
Significantly improve the health and well-being of young children and families affected by adversity in the Bay Area through the pediatric healthcare system and the community settings that support it.
We are largely focused on the forces impacting the care kids receive.
Key strategies

Sustaining services and addressing payment barriers

Driving the science forward to improve care quality and health outcomes

Improving patient access, engagement, and retention

Strengthening the care environment and services provided

Advancing collective action across systems
- Core investment
- Significant potential impact
- Builds local capacity
- Advance practical learning
Thank you.
What is Resilience?

• Resilience is the capacity of people to successfully **adapt and recover**, even in the face of highly stressful and traumatic experiences.

• Can be enhanced by strengthening a variety of **protective factors**, including:
  
  • Individual (i.e., cognitive ability, self-efficacy, self-regulation, coping strategies, spirituality)
  • Family (supportive parent-child interaction, social support)
  • Community characteristics (positive school experiences, community resources)

• Protective factors that promote resilience can also vary culturally.
10 Ways to Build Resilience

1. Make connections.
2. Avoid seeing crisis as insurmountable problems.
3. Accept that change is a part of living.
4. Move toward your goals.
5. Take decisive actions.
7. Nurture a positive view of yourself.
8. Keep things in perspective.
9. Maintain a hopeful outlook.
10. Take care of yourself.

Almost 30 million American children will be exposed to family violence by the time they are 17 years old. Kids who are exposed to violence are affected in different ways and not all are traumatized or permanently harmed. Protective factors can promote resiliency, help children and youth heal, and support prevention efforts.

Research indicates that the number one protective factor in helping children heal from the experience is the presence of a consistent, supportive, and loving adult—most often their mother.

Get started at www.PromisingFuturesWithoutViolence.org
National Domestic Violence Hotline: 1-800-799-7233 (SAFE)
National Dating Abuse Hotline: 1-866-331-9474 or text “loveis” to 77054

Promising Futures: Best Practices for Serving Children, Youth & Parents is a project of Futures Without Violence.
Warm Up Activity

**Reflection:** What are strategies toward or examples of **resilience** in your personal and/or professional life?

**Action:** You have 6 minutes.

- Find 3 people you don’t know.
- Introduce yourself.
- Share one thing you do, hear one thing from them.
- Capture what you heard in one word on a sticky note.

At the end of the 6 minutes, or once you’ve talked to 3 people, put your sticky notes on the wall.
RBC PROGRAM OVERVIEW
Key Objectives

Strengthen organizations’ capacity to prevent and mitigate the effects of trauma in young children, taking a multigenerational approach;

Build on existing organization-led initiatives and interventions to address childhood adversity;

Enable organizations to further test, develop, and strengthen their role in addressing trauma and promoting resilience; and

Contribute to broader field-wide learning.
What Makes this Different?

- Coordination with other national efforts
- Local Bay Area initiative
- Pediatric safety net focus
- Early childhood focus

Ages 0-5
Program Support & Delivery

Support for organization-wide Trauma-Informed Care Training

- $80K Grants ($40K/year)
- 3-4 In-Person Convenings
- Coaching
- Site Visits
- Toolkits, resources and webinars
- Access to technical experts

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Grant Support

$80,000 over 2 years

Can be used to:
- Offset staff time spent participating in this program & leading change efforts at your organization;
- Travel costs to attend the program’s in-person convenings and site visits;
- Other associated costs.
In-Person & Virtual Sessions

3-4 In-Person Sessions + Quarterly Webinars

1. Session #1: Tuesday, June 12, 2018 (half day)
2. Session #2: November 2018
3. Session #3: May 2019
4. Session #4: November 2020

*All sessions will be held in the Bay Area; most likely on Genentech’s campus in South San Francisco.*

Content & Idea Sharing Webinars planned once a quarter; additional webinars can be added if needed.
Coaching

Coaching Support

- Helps with troubleshooting and assists teams in advancing work
- Monitors your experience of the program
- Connects you with additional resources and informs CCI of additional needs
- Provide support & guidance on implementing TIC, based on experience
Coaching

Deirdre Bernard-Pearl, MD
Santa Rosa Community Health

Denise Armstroff
Master Coach
Site Visits

1-2 visits to exemplar organizations

- Intended to inspire teams and provide guidance for work in the program
- Location pending; 1 will most likely occur in Southern California & the other on the East Coast
- Expect to send up to 2 team members per site visit
- Will occur in first quarter of 2019
Faculty & Technical Experts

Trauma Transformed
Strengthen capacity of practitioners across the Bay Area to deliver trauma-informed care

Johns Hopkins University
Runs SAMHSA-funded Pediatric Integrated Care Collaborative (PICC)

.....and more!
Connections

**Center for Youth Wellness**
Works to transform pediatric medicine, raise public awareness, and transform the way society responds to children exposed to ACEs and toxic stress.

[https://centerforyouthwellness.org/](https://centerforyouthwellness.org/)

**ACES Connection**
Connects people with each other, news, research and events using trauma-informed/resilience-building practices.

[https://www.acesconnection.com/](https://www.acesconnection.com/)
Phases

**Phase 1: Deepen Trauma-Informed Organizational Practices**
- Identify project team
- Identify TA needs
- Work with evaluator to define metrics
- Participate in organization-wide TIC training

**Phase 2: Test and Implement Care Delivery Changes**
- Develop action plan
- Identify community partners
- Co-design strategies with partners, patients, and families

**Phase 3: Sustain and Spread**
- Document workflows and protocols
- Reinforce and sustain partnerships
- Build referrals
- Spread lessons learned
Phase 1: Deepen Trauma-Informed Organizational Practices

Core Activities

• Identify a project team to participate
• Clarify organizational level needs that would benefit from technical assistance
• Work with evaluator to define metrics and start collecting baseline data
• Participate in organizational-wide trauma-informed care training *

Trauma Informed Care Training*

Goal of organization-wide, all staff training: to create a trauma-informed system of care to ensure a foundational understanding of:

• Clinical impact of trauma and adversity on children and their families.
• Building a trauma-informed organizational culture to support enduring clinical integration of trauma-informed practices.
• Understanding the core elements for integration of trauma-informed practices into clinical settings (i.e. patient engagement, training of non-clinical staff, leadership buy-in).
Trauma-Informed Care Training

Each organization will host the training onsite for all staff, and secure training space, protect time for staff to be trained, and work with the trainers to set dates and times for the training. CCI will cover the costs of the training.

The training is expected to last two hours, with an additional session geared toward organizational leadership.

The expectation is that all staff will be trained within the first six months of the program but trainings can be split across different days to accommodate all staff.

CCI is committed to working with organizations in the program to ensure this training model is feasible given organizational constraints (i.e. size of the organization, different sites, union contract concerns, etc).
Phase 2: Test & Implement Care Delivery Changes

- **Develop a plan** to identify the activities and approaches for implementation and how CCI technical assistance resources would support success.

- **Begin testing and implementing** the core elements.

- **Identify community partners** with expertise in early childhood interventions and aligned with goals of addressing trauma.

- **Co-design strategies** with community partners and patient advisory groups to ensure referral resources and coordination efforts meet needs.
Phase 3: Sustain & Spread

Document **internal workflows and protocols** to strengthen internal clinic infrastructure

Build a cadre of **internal and external referral resources** and design a process for seamless referrals

**Reinforce partnerships** made with community and public agencies and referral resources with an emphasis on sustainability

Document, communicate, and **spread lessons and stories** of success within clinic and across learning collaborative
**In-Person Opportunities**

- **Session #1**: June 12, 2018 (half day)
- **Session #2**: Nov. 2018
- **Site Visits**: Jan-April 2019
- **Session #3**: May 2019
- **Session #4**: Nov. 2019

**Remote Support**

- **Webinar #1**: July 2018
- **Webinar #2**: Oct. 2018
- **Webinar #3**: Jan. 2019
- **Webinar #4**: April 2019
- **Webinar #5**: July 2019
- **Webinar #6**: Oct. 2019
- **Webinar #7**: Jan. 2020
- **Webinar #8**: April 2020

**Coaching Calls**

**Key Phases & Program Activities**

- **Phase #1**: Build team. Collect baseline data. Complete org-wide TIC training. Develop action plan (June-Nov 2018)
- **Phase #2**: Co-design with partners & patients; Test & implement elements; (Dec. 2018-Nov. 2019)
- **Phase #3**: Document workflows & protocols; Reinforce partnerships; Build resources; Spread lessons (Nov. 2019-May 2020)

**Additional Activities**

- **Release RFA**: 3/28/18
- **Info Webinar**: 5/25/18
- **Access to Technical Assistance**
- **Final evaluation activities**
EVALUATION OVERVIEW
About CCHE

CCHE designs and evaluates health-related programs and initiatives throughout the United States

Our mission is to improve the health of communities with collaborative approaches to planning, assessment, and evaluation

Partnership

Results

Insights
Evaluation goals

Assess impact of the initiative

Provide real-time feedback to inform technical assistance & program support

Identify lessons learned to ensure better care & support for kids and families experiencing trauma
Assessing impact: what this means for you

**Strategies:** Were RBC teams successful at implementing identified strategies related to preventing and mitigating the effects of trauma for children?

**Select short-term outcomes**

- Increased knowledge, skills
- Strengthened organizational commitment
- Improved internal systems/processes
- Increased/deepened external partnerships
<table>
<thead>
<tr>
<th><strong>Strategy-level metric</strong></th>
<th><strong># of RBC teams</strong></th>
<th><strong>DRAFT metrics to be reported by RBC teams</strong></th>
</tr>
</thead>
</table>
| Develop & foster a **trauma and resilience informed environment** | ●●●●●●●● | • # of staff trained on trauma & resilience  
• # of individuals/families participating in co-design |
| **Assess** whole family health & resilience | ●●●●●●●● | • #/% of individuals screened  
• # of individuals with a positive screen |
| **Address** whole family health & resilience | ●●●●●●●● | • # of individuals who received interventions onsite (by type of intervention)  
• # of individuals who receive referrals to specialty or community services (by referral type) |
| **Coordinate** services & supports for families | ●●●●●● | • #/% of referrals/interventions that were completed  
• Wait time (# of days) between referral and initial visit with partner providers to whom the patient was referred |
| Build **relationships** with communities to support families | ●●●● | • # of existing partnerships  
• # of new partnerships |
| **Engage families** in their own care | ● | TBD |
Assessing impact: what this means for you

**Results**: What difference has implementing RBC strategies made for participating organizations and their patients/families impacted by trauma?

<table>
<thead>
<tr>
<th>Long-term outcomes</th>
<th>Impact</th>
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<tr>
<td>• Enhanced patient engagement</td>
<td>• Improved health (reduced avoidable illness &amp; chronic disease)</td>
</tr>
<tr>
<td>• More appropriate care provided to families</td>
<td>• Reduced health care costs</td>
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<tr>
<td>• Systems that promote family strengths &amp; resilience</td>
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## Planned data collection

<table>
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<tr>
<th></th>
<th>Q3 2018</th>
<th>Q4 2018</th>
<th>Q1 2019</th>
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Phase 1 evaluation next steps

- Baseline assessments (July)
- Interviews (July/August)
- Establishing progress reporting process, including identification of relevant data & metrics (August)
- Post-training surveys (in partnership with T2)
RBC team input: we want to hear from you!

What does success in RBC look like for you and your team? For your organization?

What do you hope is different at the end of the program (June 2020)?

What do you want to learn from the evaluation?
PICC FRAMEWORK
A “change framework” for trauma-informed integrated care

Larry Wissow, MD MPH

The “PICC” collaborative

Johns Hopkins Medical Institutions
Overall Model (1)

• For children to develop to their full potential, they need to be
  • Very good at social interaction
  • Able to use their emotional reactions to their best advantage
  • Able to learn new skills
  • Able to thinking carefully about important choices

• They do this best in homes/families that are supportive, predictable, responsive
Overall Model (2)

- Trauma interferes with the development of these skills
- Parents who have experienced trauma, who are stressed by poverty or living in challenging neighborhoods, have difficulty providing the kind of environment where the skills can develop
- But all parents need support navigating the big life changes that occur as their families grow
Overall Model (3)

- So we need to help families access supports and opportunities that:
  - Address both parent and child developmental and mental health needs
  - Help families gain more economic and social stability when those are threatened
- We want to do this by leveraging the capacity of the healthcare system and partnerships with the community
Why are we doing this together (1)

A “rapid impact” framework

• Develop a variety of strategies and be able to describe them to others
• Use some common measures
• Start getting an idea of what works for whom
• Share our findings among each other
• Keep trying new things and sharing
Why are we doing this together (2)

- Change is hard
- Change needs support from the inside and the outside
- Working together develops a sense of urgency and “why now”
- It’s fun to learn; it’s fun to teach
- We need each others’ support and ideas
- There are too many moving parts for any one team to master
Our Areas of Focus: Six Elements

Oe  
Office Environment  
1. Develop and Foster a Trauma and Resilience-Informed Environment

Cr  
Community Relationships  
2. Build Relationships with Communities to Support Families

Fe  
Family Engagement  
3. Engage with Families in Their Own Care

As  
Assess Health  
4. Assess Whole Family Health and Resilience

Ad  
Address Health  
5. Address Whole Family Health and Resilience

Co  
Coordinate  
6. Coordinate Services and Supports for Families
Office environment

Office Environment

1. Develop and Foster a Trauma and Resilience-Informed Environment
Speed of youth recovery as a function of organizational culture

FIGURE 2  Trends in Shortform Assessment for Children (SAC) total problem behavior for youth in Availability, Responsiveness and Continuity (ARC) and control conditions.
Figure 1: Correlation between parent perceptions of wait times, receptionists, medical assistant and physician empathy

Parent reports, community pediatric clinic. Adapted from Christensen A. J Amb Care Mgmt 2016;39:308-15.
<table>
<thead>
<tr>
<th>GOALS</th>
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<tbody>
<tr>
<td>A.</td>
<td>Communication: To increase staff (at all levels) ability to engage with patients, particularly those who have experienced trauma, so that they feel safe and empowered to express their needs and plan their care.</td>
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<tr>
<td>B.</td>
<td>Knowledge: To help staff (at all levels) understand the prevalence of trauma in children, families, and communities and its impact on behavior and health.</td>
</tr>
<tr>
<td>C.</td>
<td>Environment: To improve office environment so that it is hospitable and calm, promotes emotional wellness, and respects all patients of different backgrounds and cultures.</td>
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</table>
Community partnerships to address social determinants of health

Community Relationships

2. Build Relationships with Communities to Support Families
Ralph Moore’s definition

“The things you can’t CBT your way out of”:

• Lack of adequate schools
• Lack of adequate work
• Lack of adequate transportation
• Lack of adequate housing
• Lack of adequate food
• Lack of a sense of security
• Institutional racism
Weighted contributions to summary health outcomes
<table>
<thead>
<tr>
<th>Goal 1. Understand the Community’s Strengths and Needs</th>
<th>A. Identify and “unpack” key community strengths to understand resources, supports, and connections to health</th>
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</thead>
<tbody>
<tr>
<td>Goal 2. Develop Partnerships with Community Partners Focused on Healthy Families</td>
<td>A. Build relationships with identified community partners</td>
</tr>
<tr>
<td></td>
<td>B. Sustain and strengthen partnerships over time</td>
</tr>
<tr>
<td></td>
<td>C. Include community partners as members of expanded team</td>
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Engage with families

Family Engagement

3. Engage with Families in Their Own Care
Why care about families

• Main provider of children’s social and medical services
  • Material support (food and shelter)
  • Primary source of education (factual, cultural, behavioral knowledge)
  • Day-to-day medical and mental health care

• Conduit/mediator of external social benefits
  • Schools, insurance, other benefits may be contacted and contracted via family members

• Parent and child mental health intimately linked
Possible approaches

- Extend pre-natal/perinatal interventions longer into childhood
- Be more conscious of both parent and child in same brief visit
  - Alliance/holding environment
  - Psychoeducation
- Address both parent and child in same intervention nominally targeting child
  - Parenting programs
  - Group pediatric health maintenance visits

(Barlow J. Cochrane Systematic Reviews Issue 4. Art. No.: CD002020.)
Possible approaches

• Therapies that nominally target parent and child together
  • Eg. Attachment-focused family therapy

• Supported self-help for parent in the context of child treatment
  • Safe places to contact resources
  • Supported use of on-line materials
  • Parent group during individual child tx and vv
Possible approaches

• Recognition, engagement, and “referral”
  • Co-located adult therapist in child setting
    • Parents usually come with children but not vv
  • Return to see child therapist who is capacitiated to care for adults as well
  • Close collaboration with external treatment
  • Close collaboration with external agencies addressing social determinants of family function
Goal 1. Involve Families at the Organizational Level (Service Planning, Implementation, & Evaluation)

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<tbody>
<tr>
<td>A.</td>
<td>Develop formal/informal documents to support family involvement at the organizational level</td>
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<tr>
<td>B.</td>
<td>Recruit and support family members who are ready and interested</td>
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<tr>
<td>C.</td>
<td>Provide orientation, training, and support for staff and family members</td>
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Assess family health and resilience

As

Assess Health

4. Assess Whole Family Health and Resilience
No ideal “screener”

• Integrates range of primary care concerns
• High enough positive predictive value
• Helps differentiate possible conditions
• Accounts for disagreement among observers
• Valid across cultures/languages/literacy issues
But screening is helpful

• Systematizes process
• May create a value that can be tracked over time
• May be of use in assessing coverage of population
• Signposts site’s openness to discuss subject
• Give people time to prepare, process, before visit
| Goal 1. Understand Families’ Assets and Risks | A. Partner with families to understand their family and community context |
|                                             | B. Use appropriate and effective tools that examine risks, needs, and protective factors |
| Goal 2. Engage Families Using Information Learned | A. Use results to engage and partner with all families |
Address protective and treatment issues on site

Address Health

5. Address Whole Family Health and Resilience
Pros & cons of “Evidence-based Practices”

Pros

• Increased potency
• More consistent intervention
• Link particular condition with specific treatment

Cons

• Not always practical for families
• May not fit family (age, gender, condition)
• Not practical for therapists – need too many EBPs to cover population
Invest in brief therapies in addition to EBPs

• Problem focused across and within diagnostic clusters
• Use “elements” on which complex EBPs are based
• Make available in a variety of formats and from a variety of kinds of providers
• Use patient-rated tools to monitor individual progress and system performance
• Don’t “discharge” – offer pulsed work linked through registries and/or primary care
## Brief consult/advice vs. CMHC

<table>
<thead>
<tr>
<th>Scale</th>
<th>Group</th>
<th>Mean improvement</th>
<th>“p”</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDQ (child/youth)</td>
<td>Brief consult/advice</td>
<td>7.08</td>
<td>.004</td>
</tr>
<tr>
<td></td>
<td>Standard CMHC</td>
<td>3.92</td>
<td>.136</td>
</tr>
<tr>
<td>GHQ (parent)</td>
<td>Brief consult/advice</td>
<td>2.46</td>
<td>.009</td>
</tr>
<tr>
<td></td>
<td>Standard CMHC</td>
<td>1.09</td>
<td>.371</td>
</tr>
</tbody>
</table>

Change at 6 months, children 3-16 years, all CMHC attendees excluding ADD, ASD, psychosis, suicidal ideation.
<table>
<thead>
<tr>
<th>Goal 1. Raise Awareness of Links between Trauma/Stress and Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Share information with families about trauma, stress, health, resilience, and wellness</td>
</tr>
<tr>
<td>B. Guide families about how they can help support the child</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 2. Provide Support and Services at the Visit</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Provide parenting and anticipatory / developmental guidance</td>
</tr>
<tr>
<td>B. Provide in-office evidence-based interventions to families, including caregivers who may have experienced trauma</td>
</tr>
</tbody>
</table>
Coordinate services and supports

6. Coordinate Services and Supports for Families
Defining integration

• AHRQ: “unifying care”
  • Communication and coordination among providers
  • Meeting both mental and general health needs

• Occurs at multiple levels
  • In the clinical care of individuals
  • At a system/organizational level
Integration and clinical culture

• What gets integrated may depend on local clinical traditions and evolving financing

  • What constitutes mental health?
    • Epilepsy, development, substance use, psychiatry, trauma-related services, basic needs?

  • Family-oriented care
    • Do providers or systems treat both adults and children or only one or the other

• Being able to address social determinants of health
Possible goals of integration (1)

• Increase access/number served
  – More portals, better detection, less loss from referral to follow-up

• Increase quality
  – More expert service at point of first access and ongoing, reduced time to service once in system, reduced duplication, better match of need to referred service

• Increased choice/better fit with patient preferences
  – Choice of point of entry, place of care, locus of coordination
Possible goals of integration (2)

• Improved clinical outcomes
  – At the individual level
  – At the population level

• Reduction in costs attributable to:
  – Delays in receipt of any or optimal treatment
  – Inappropriate or avoidable use of emergency facilities or inpatient stays
  – Use of expensive medications
  – Disruption to unrelated services
  – Time lost from work (among patients and staff)
<table>
<thead>
<tr>
<th>Goal 1. Provide Coordinated, Integrated Care in the Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Develop capacity in the community for community health workers</td>
</tr>
<tr>
<td>B. Provide training, coaching, supervision, and support to community partners in their ongoing development and advancement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal 2. Provide Coordinated, Integrated Care Across and Within Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Improve processes for obtaining consent across specialists and systems</td>
</tr>
<tr>
<td>B. Improve processes of working with other specialists and systems when patients are “shared”</td>
</tr>
<tr>
<td>C. Determine financing mechanisms to support coordination, communication, and partnership</td>
</tr>
</tbody>
</table>
Our Areas of Focus: Six Elements

**Oe**  
Office Environment  
1. Develop and Foster a Trauma and Resilience-Informed Environment

**Cr**  
Community Relationships  
2. Build Relationships with Communities to Support Families

**Fe**  
Family Engagement  
3. Engage with Families in Their Own Care

**As**  
Assess Health  
4. Assess Whole Family Health and Resilience

**Ad**  
Address Health  
5. Address Whole Family Health and Resilience

**Co**  
Coordinate  
6. Coordinate Services and Supports for Families
The Cabbage Game
TRAUMA-INFORMED CARE TRAINING
Phase 1: Deepen Trauma-Informed Organizational Practices

Core Activities

• Identify a project team to participate
• Clarify organizational level needs that would benefit from technical assistance
• Work with evaluator to define metrics and start collecting baseline data
• Participate in organizational-wide trauma-informed care training

Trauma Informed Care Training*

Goal of organization-wide, all staff training: to create a trauma-informed system of care to ensure a foundational understanding of:

• Clinical impact of trauma and adversity on children and their families.
• Building a trauma-informed organizational culture to support enduring clinical integration of trauma-informed practices.
• Understanding the core elements for integration of trauma-informed practices into clinical settings (i.e. patient engagement, training of non-clinical staff, leadership buy-in).
Trauma-Informed Care Training

Each organization will host the training onsite for all staff, and secure training space, protect time for staff to be trained, and work with the trainers to set dates and times for the training. CCI will cover the costs of the training.

The expectation is that all staff will be trained within the first six months of the program but trainings can be split across different days to accommodate all staff.

The training is expected to last two hours, with an additional session geared toward organizational leadership.

CCI is committed to working with organizations in the program to ensure this training model is feasible given organizational constraints (i.e. size of the organization, different sites, union contract concerns, etc).
RESILIENT BEGINNINGS

Creating trauma-responsive, healing cultures

A project of Center for Care Innovations in partnership with Genentech Charitable Giving
RESILIENT BEGINNINGS COLLABORATIVE
A 24-month learning program dedicated to addressing childhood adversity in pediatric safety net care settings.

Phase 1: Deepen Trauma-Informed Organizational Practices

Goal of organization-wide, all staff training: to create a trauma-informed system of care to ensure a foundational understanding of:

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ABOUT TRAUMA TRANSFORMED

“For human services, practitioners are the interventions.”

-Fixsen, Dean

MISSION: Bay Area communities working together to change the way we understand, respond to, and heal trauma.

VISION: We seek to foster healthy, resilient, and safe communities through trustworthy, compassionate and coordinated public systems.

TRAUMA INFORMED VALUES:

- Understanding trauma and stress
- Compassion and dependability
- Safety and stability
- Collaboration and empowerment
- Cultural humility and responsiveness
- Resilience and recovery
STRESS AND TRAUMA ARE PUBLIC HEALTH ISSUES

- Stress linked to 6 leading causes of death
  - Heart disease, cancer, lung ailments, accidents, cirrhosis of the liver, and suicide
- Trauma impacts more than just the individual
  - Ripple effect to others
- Some communities disproportionately affected
  - Racism + Poverty + Trauma = Toxic
- Intergenerational transmission of trauma
- Systemic, preventative approach needed
Trauma affects organizations and systems as well as communities and individuals.
Organizational Stress and Trauma

- Staff and Budget Cuts!!!
- Technology and Paperwork demands
- Lawsuits, reforms, task-driven vs. relational
- Feeling unsafe at work
- Staff Turnover
- Traumatic events-violence, suicide, deaths
- Patient needs versus HMO or western models of care
- Not enough time for learning or supervision
- Feeling unsafe at work
- Staff Turnover
- Traumatic events-violence, suicide, deaths
- Patient needs versus HMO or western models of care
- Not enough time for learning or supervision
TRAUMA-ORGANIZED
- Reactive
- Reliving/Retelling
- Avoiding/Numbing
- Fragmented
- Us Vs. Them
- Inequity
- Authoritarian Leadership

TRAUMA-INFORMED
- Understanding of the Nature and Impact of Trauma and Recovery
- Shared Language
- Recognizing Socio-Cultural Trauma and Structural Oppression

HEALING ORGANIZATION
- Reflective
- Making Meaning Out of the Past
- Growth and Prevention-Oriented
- Collaborative
- Equity and Accountability
- Relational Leadership

TRAUMA INDUCING  TO  TRAUMA REDUCING
ORGANIZATIONAL CHANGE AND HEALING

Continuous Improvement
Designing a learning organization

Cultural Humility
Transforming Workforce

Leader Behaviors

Management System

Collective Impact
Transforming Communities

Trauma-Informed Systems
Designing a healing organization
RESILIENT BEGINNINGS 101

The Resilient Beginnings Foundational Training is designed for **whole organizational learning** and **delivery** as part of Phase One activities.

**FOCUS OF TRAINING**

- To develop a shared understanding and language about early adversity, stress, and trauma and healing
- To learn guiding principles and practical tools to support building cultures of resilience in our organizations and communities.
PHASE ONE: ORGANIZATIONAL LEARNING

Each organization will host the training onsite for all staff, and secure training space, protect time for staff to be trained, and work with the trainers to set dates and times for the training. CCI will cover the costs of the training.

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ORGANIZATIONAL PLANNING FOR GROWTH AND HEALING
I Like, I Wish, I Wonder

1. Spend 5 minutes *individually* capturing your thoughts on sticky notes.

- **Yellow: I like**
  - What I like about the program

- **Green: I wish**
  - What I wish could be different about the program

- **Pink: I wonder**
  - What I wonder about and still need to better understand about the program
I Like, I Wish, I Wonder: Report Out

2. Share with your tables.

3. Organize sticky notes on the flip chart paper at your table.

4. Select one member of your team to report out to the group.
WHAT’S NEXT & EVALUATION
Communication Tools

- Monthly Newsletter
- Calendar invites for big events
- CCI Program Portal Page
HELLO, RESILIENT BEGINNINGS COLLABORATIVE TEAMS!

This website is a support center for the use of Resilient Beginnings Collaborative participants. Program updates, report due dates, resources and more will be posted to this website. This website is managed by Center for Care Innovations.

For more information about Resilient Beginnings, please visit the program page.

https://www.careinnovations.org/rbc-portal/
Portal Page: Action Items & Activities

Action Items & Activities

<table>
<thead>
<tr>
<th>Action Items</th>
<th>Activities Coming Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Register for Kickoff Meeting</td>
<td>Coming soon!</td>
</tr>
<tr>
<td>June 12, 2018</td>
<td></td>
</tr>
<tr>
<td>9:30 a.m. – 3 p.m.</td>
<td></td>
</tr>
<tr>
<td>Register your team here.</td>
<td></td>
</tr>
</tbody>
</table>

https://www.careinnovations.org/rbc-portal/
Portal Page: Resources & Materials

https://www.careinnovations.org/rbc-portal/

The resources below are designed to help your team and organization with the concepts presented in the RBC program. We'll be developing this resource repository throughout the program.
To-Do’s

CCI

▪ All materials will be posted to network portal
▪ First newsletter: Early July
▪ Will send out information about connections with your coach

RBC Teams

▪ Finalize organizational wide TIC training action plan
▪ Communicate & operationalize your TIC with others in your organization
▪ Find an ongoing time to meet with your coach
▪ Visit & use the portal, and be in touch about TA needs
Evalution

Resilient Beginnings Collaborative (RBC) Kickoff Meeting
Tuesday, June 12, 2018

Thank you for completing the following survey. Your responses are confidential and will be analyzed collectively with other participant responses. Aggregate data will be used to provide the RBC support team with feedback regarding the quality of the meeting and collective benefit to the participants.

1. On a scale of 1-5, please select the number below that best represents your overall experience with today's meeting.
   - 1= Poor
   - 2= Fair
   - 3= Good
   - 4= Very Good
   - 5= Excellent

2. Please select the number below that best represents your response to the statement: The meeting today was a valuable use of my time.
   - 1= Strongly Disagree
   - 2= Disagree
   - 3= Neutral
   - 4= Agree
   - 5= Strongly Agree

3. The meeting was well organized:
   - Strongly Disagree
   - Disagree
   - Agree
   - Strongly Agree

4. The level of participant interaction/engagement in the meeting was:
   - Not enough
   - About right
   - Too much

5. I made connections today with other teams that will strengthen my organization’s RBC efforts:
   - Strongly Disagree
   - Disagree
   - Agree
   - Strongly Agree
   - N/A (not a team member)

6. To what extent did you find the sessions useful?

<table>
<thead>
<tr>
<th></th>
<th>Not useful</th>
<th>Somewhat useful</th>
<th>Useful</th>
<th>Very useful</th>
<th>N/A — Did not attend</th>
</tr>
</thead>
<tbody>
<tr>
<td>RBC Program Overview</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>PCC Framework (Dr. Jamy Niles)</td>
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<tr>
<td>Task Sharing (Coffee Break)</td>
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</tr>
<tr>
<td>Organization wide Trauma-Informed Care Training Overview &amp; Planning (as needed)</td>
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</tr>
</tbody>
</table>

7. What was the most worthwhile part of the meeting?

8. Please provide any suggestions for how the meeting could be improved.

Overall Program Evaluation Input

9. What does success look like for your organization's participation in RBC? What do you hope is different at the end of the program?

10. What would you like to learn from the evaluation?
Thank you!

For questions contact:

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