



A BLUEPRINT FOR LOCAL INNOVATION

# Resilience Leaders Syllabus+Guide 2018

PILOT SITE DRAFT

**RESILIENCE  
LEADERS**



## 1. PROGRAM OBJECTIVES

The **Resilience Leaders course** is designed for local organization leadership who seek to address challenges related to adverse childhood experiences, trauma and maltreatment. Resilience Leaders course participants, working in teams, will research solutions and collaborate with colleagues and partners to improve local services shown to strengthen families.

Resilience Leaders is designed to strengthen the a local office's capacity to:

1. Identify local challenges using data
2. Analyze data to understand problems
3. Conduct research and develop potential solutions
4. Create measurable goals and an evaluation plan to track progress
5. Create programmatic innovation following the continuous quality improvement (CQI) framework

Local teams will create a Resilience Leaders “innovation” with the support from the course instructor and local coaches. These innovations focus on the quality of local services, increasing resiliency factors for families. We are using a data-driven process. The foundation for this work is detailed in the course textbook ***Anna, Age Eight: The data-driven prevention of childhood trauma and maltreatment.***

## 2. PROJECT PRIORITIES

Each local Resilience Leaders program has a leadership team that identifies a priority area for the course projects. The ten areas we work on include increasing the quality of ten vital family service areas: (See last page for areas)

### Web-based Course

**Lesson One:** Engage

**Lesson Two:** Assess

**Lesson Three:** Plan

**Lesson Four:** Act

**Lesson Five:** Evaluate

### Course Assignments

**Feedback Online/Comments**

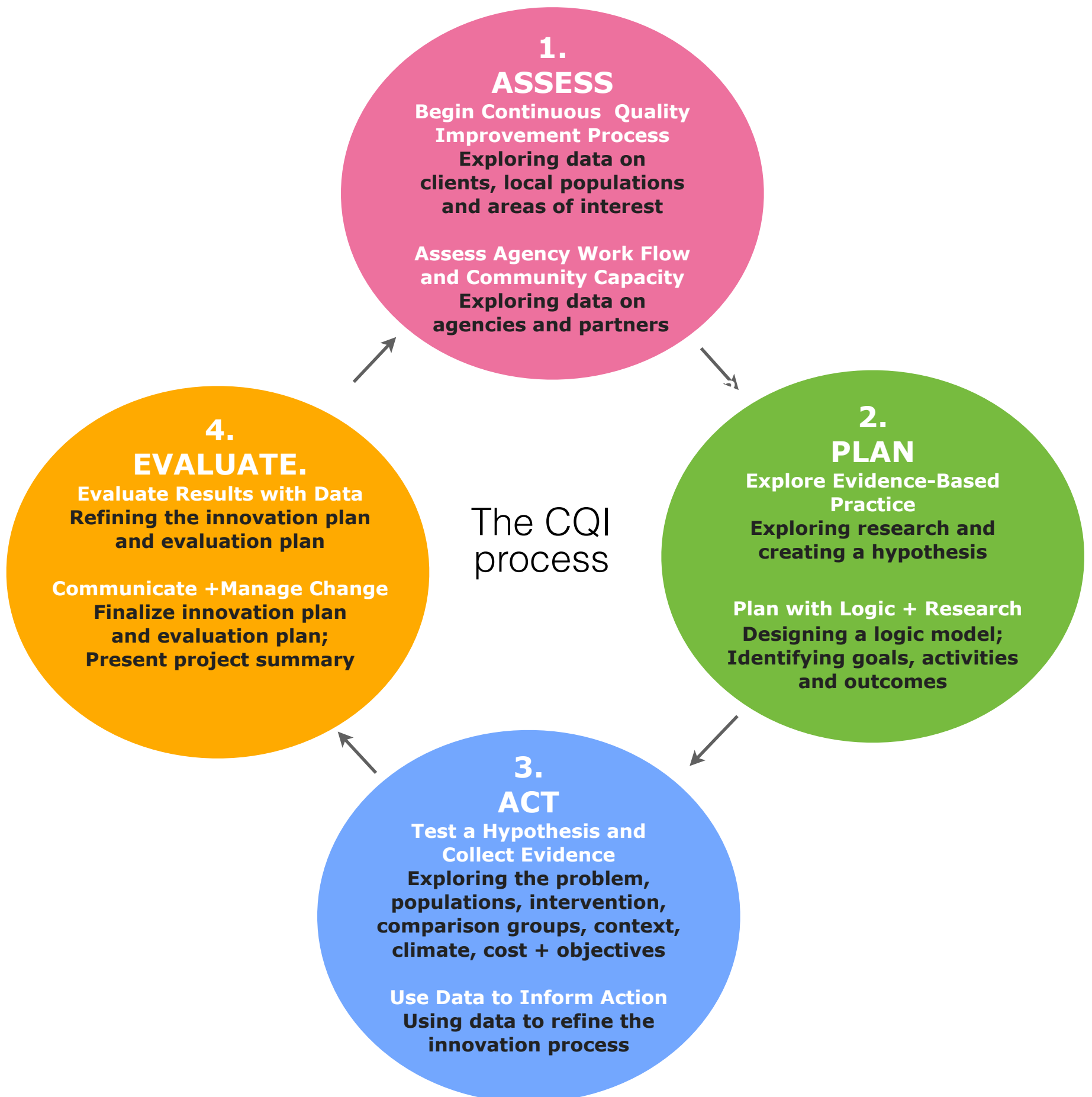
**Post-Lesson Online surveys**

**Logic Model:** Participants will create a logic model, a graphic representation of your project plan, which includes your project hypothesis, goals, activities and outcomes.

**Innovation Presentation:** This presentation allows the team to share with staff and partners the goals of the innovation.

# Continuous Quality Improvement (CQI)

Your innovation, focused on increasing the quality and quantity of vital family services, will follow the four phases of CQI. Your lessons provide you with the skills to explore each phase of CQI: **assess**, **plan**, **act** and **evaluate**. We also provide ongoing information about **Innovation+Technology** to ensure your Resilience Leaders project is infused with the latest technology to increase efficiency.





## COURSE ASSIGNMENTS

Written assignments: **400-450 words (Times, 12pt)**

### **Lesson 1: Engage**

1: Why is Resilience Leaders focused on increasing the quality and quantity of ten vital family-friendly services to prevent childhood trauma and maltreatment?

2: Who are some of the local stakeholders and funders in a position to support the prevention of childhood trauma and maltreatment?

3: What is meant by a data-driven, cross-sector and systemic approach to preventing childhood trauma, and what is the argument for using such an approach with Resilience Leaders?

4: What is continuous quality improvement and how does this data-driven framework inform Resilience Leaders course projects?

5: What is collective impact and how does this model inform Resilience Leaders?

6: What are the social determinants of health and how does this concept inform Resilience Leaders?

### **Lesson 2: Assess**

1: What is the challenge you identified?

2: What data did you use to identify the challenge?

3: What do data tell you about the size of the challenge?

4: What do data tell you about which populations are being impacted by the challenge?

5: What do data tell you about the current capacity of your agency, community or county to address the challenge?

6: Which data can confirm that your challenge is a priority?

7: What data and/or research illustrate the root causes of the challenge?

### **Lesson 3: Plan**

1: Which component of the challenge will you address with a local innovation or change initiative?

2: Describe your review of research focused on your challenge?

3: What potential evidence-based solutions exist in the research?

4: What is the hypothesis that illustrates how your actions might solve the challenge? (As in: "If you do A, then B will happen")

5: What are your key steps, timelines, roles and responsibilities related to your innovation or change initiative?

6: What unintended consequences might you encounter?

### **Lesson 4: Act**

1: How will you secure buy in for the innovation or change initiative in your workplace and/or community?

2: Which, of all your proposed activities, are the most vital?

3: How will you begin implementation of the innovation or change initiative?

4: How will you record and monitor activities as your innovation or change initiative unfolds?

5: What will your process be for making adjustments to your innovation or change initiative?

6: How will you ensure data is collected along the way as your innovation or change initiative unfolds?

### **Lesson 5: Evaluate**

1: How will you analyze and share all relevant data with those working on the innovation or change initiative?

2: How will you ensure that your data and evaluation are presented in an easy to understand manner?

3: How will you determine the strengths and weaknesses of the innovation or change initiative?

4: How will you determine the impact of the innovation or change initiative on your challenge?

5: How will you identify the unintended consequences?

6: How will you measure if people (employees, partners and/or clients impacted by the innovation or change initiative) are better off?

7: How will you ensure that you communicate with all stakeholders on the results of the innovation or change initiative?

# PRESENTATION

Teams create a project—a data-driven innovation. Innovations are focused on increasing the capacity to prevent ACEs, trauma and maltreatment, improving health outcomes for children and families.



**NAME OF INNOVATION**  
Team members  
Office

**Slide one: Your innovation name, team members and contact information**



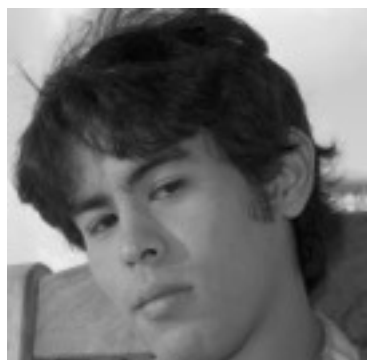
**PROBLEM**  
How do data identify the problem?  
What do data tell us about the populations impacted by the problem?

**Slide two: The data that identifies the challenge you seek to solve**



**RESEARCH**  
What research informs your innovation?  
How might strategies need to be customized to meet local needs?

**Slide three: The research used to identify solutions to the problems and challenges.**



**HYPOTHESIS**  
What research informs your hypothesis?  
How does your innovation test your hypothesis?

**Slide four: Your hypothesis guiding your project and development of an innovation. —"If you do A, then B will happen."**



**STEP INNOVATION**  
What are your actions?  
What is the context/ climate?  
What are costs?

**Slide five: The proposed activities you intend to implement and measure.**



**MEASURING PROGRESS**  
What are short-term, intermediate, and long-term outcomes?  
How will you track progress?

**Slide six: The plan you have for evaluating measurable and meaningful progress.**

# Assessing a community's access to services

We provide to our local Resilience Leaders Leadership Team the *Resilient Community Experience Survey* to assess family members' access to vital services. This information informs course participant's innovations. The survey can be found in the appendices of the text book *Anna, Age Eight*.

