

## **HRSA/MCHB 2007 FEDERAL/STATE PARTNERSHIP MEETING**

### **Building Blocks for Promising Practice Models**

October 14 - 17, 2007

#### **Collaborative Best Practice Models in MCH**

##### **Education and Service**

Linda H. Bearinger: I'm a Mac user. Thank you, Laura, Nanette and Marivie for inviting me to be a part of the panel today. I have a few minutes to create for you a picture of the collaborative, the partnership we've created at Minnesota and what it's been able to accomplish because of the partnership.

We had several problems to solve. The first problem was that we were getting about a half a dozen requests a year in the Center for Adolescent Nursing and our Leadership Education in Adolescent Health, both MCHB funded initiatives. We were getting requests along the lines of--I just hired a new state adolescent health coordinator and she doesn't have a lot of or he doesn't have a lot of background in adolescence. So I'm wondering if they could come spend a week with you. Now, which week would you pick out of your calendar? Well, let's say you could go to six meetings on Monday with me, and so we were--we needed to try to create some sort of a short-term training in adolescent health. Our second problem was we were offering a graduate course once a year, semester long, every Tuesday afternoon for three hours with 5 to 10 participants in it. Okay. Not an efficient use of resources. Our third problem was we needed a vehicle for

reaching a more diverse set of learners than what our graduate programs could offer at the University of Minnesota at that time. I'm happy to say at this point in time, we--that's no longer the case. We have great diversity now. Our fourth problem was that in our area we are--there were lots of symbols on Minnesota, but we were offering too many different, separate, not quite resource-rich programs throughout the year. So we really needed to form our partnership to do something big, something very effective. So in early 1990's we created the Adolescent Health Summer Institute, offered now about the first week in August. In fact, it was the 6:00 PM, five of six on our third day of our institute that the bridge collapsed over the Mississippi. But we had gotten everyone home. A little worried about the planning committee for a while, because we stayed afterwards to celebrate finishing our three-day institute. And I was about a fourth a mile from the bridge when it collapsed, but—so, we've been doing this since early 1990's. And I handed out last year's institute brochure. Now, don't take this home and go, "Hey, everybody. You're really going to want to go August--July 30th to August 1<sup>st</sup>, because these are last year's dates." We're going to have a new brochure for next year, but this is my handout to show you what I'm trying to picture for you in a short period of time. So please follow along and you'll see some of it--some of what we do represented in this brochure.

This last summer our team was working with parents and families together to engage young people. Now, you will recognize in these few minutes, perhaps

you'll recognize something from a MasterCard ad on television. This numerology I'm going to show you.

This last year we had 85 participants. They were from, in our summer institute, they were from our geographic region, our Federal region, our MCH region. We had Iowa, Wisconsin, Nebraska, the Dakotas, we have also extended nationally year after year from Colorado to California, Oregon, numerous states on the East Coast, as well as these past two years, we've had people from the State Department of Health from Mississippi and Louisiana. About a third of our summer institute participants are from racial ethnic under represented groups. We've grown from 30 to 60 to 85 participants last year. With the teaching staff included, we reached the Fire Marshal's limit for the number of people we're allowed to fit in the room. In fact, there was a joke that at one point if one more person came in, somebody was going to have to come out of the room. We've had from clinicians from all ilk, social work, nursing, medicine, nutrition, psychology. We've had clergy. We've had cops. We've had coaches. We've had from schools. We've had educators from various aspects of teaching in the school systems. We had members of the school board participate. And we've had a number of state adolescent health coordinators. We've had representatives from Hong Kong, Bangladesh, Republic of Georgia. That year we had a Russian translator at the table. I was facilitating New Zealand, Australia, and so on. So it's something that over 14 years has grown tremendously, but the goal then, maintain the quality of what we do.

We've had 24 different teaching strategies for learning. Now, I got out our day-to-day planning committee working schedule and counted up 24 teaching strategies. I love this picture. We had a theme. We had done Fish Bowls. If you've seen that technique used with some experts in doing--engaging parents in community activities. And so we came back and everyone wrote down their three top ideas on fish. And then we had fish tanks on the wall. Oh, my goodness. And so our motto is that every 45 minutes, we have to be doing a different teaching strategy. You put 80 people in a room for three days in August you better change your teaching strategy. We don't call our guests presenters. We call them teachers. We call them faculty. We don't want them up there lecturing for hours and will put everyone to sleep.

I think one of my favorite teaching strategies that we adopted a number of years ago are table teachers. We have about six people at a table, which meant last year we had 13--12, 13 tables. They stayed together for the whole three days. So six people, we--they pick a number when they come in. That number is their table. So we have a mix, because we don't want our graduate schools at one table and all the people from Pepin County in another table. We want to mix it altogether right from the start. Few objections to that--I came up with the idea and they thought they'd throw me out, but actually once people got integrated with their table, they got connected.

And then we have an expert in adolescent health at each of those tables. We call them senior adult table teachers. Not old, just senior adult table teachers. And I'll tell you why we call them that in a minute. And they work with those six people all during the whole entire institute. So if I'm up here and I say, "Now, what I'd like you to do is quickly turn to your table and I'd like you to do a talking circle, I'd like you to do this kind of a teaching strategy." Those table teachers would bring them in and we trained them in advance. They can move right into that teaching strategy and work very effectively at the table. They don't spend 10 minutes figuring out who's going to take notes, who's going to report back kind of thing.

We have--this past year, 18 guest faculty--18. Five of them came from national organizations and so on. This is Jerry Stein. He is an expert in creating community partnerships that involve families. You've heard of like the Living Room Conversations and so on, an expert in that area. We also had Anne Henderson who's pictured a little later, who, at a national level, had just testified before Congress on how to involve parents and families in schools. And she was the reason why I think we had 80 people registered in May for our conference in August--for our institute in August.

And one of the things we did, for example, as a teaching strategy is we had Anne give a moot press conference. And so she presented her five-minute press conference message and then we had a press conference session with a dozen reporters. And I'll show you a picture of that in a minute. So teaching strategy

then engaged guest faculty. It'd be guest faculty or guest teachers. We never say we like you to come present at our conference at our institute because we don't want lectures.

We have had 14 years of our Summer Institute. When I said the early 1990s, we've had 14 years. Every year is a different theme but we have focused on health promotion and youth development throughout the whole time. This last year, it was working with parents and families together, probably the hottest topic we've ever had. We listened to our Advisory Board and they said, "This is what people and schools and communities are trying to figure out, how to engage parents and how to engage families." The year before, it was about engaging young people. And we had actually two 21-year-olds from Youth and Fusion teach the third day of our institute.

We've had 12 young adult table teachers. Now you know why I said we were called senior adult table teachers. Our senior adult table teachers are people like--those who have gone--who are in the third year of leadership training program in--leaders of education and adolescent health, people that are quite experienced, people that beg to come back for another year. We know they're really experienced. And we say, "Okay. Here's the one way we'll let you in the door. We got to save our 80 seats for new people. You can come be a table teacher." But our young adult table teachers is absolutely the best thing about the institute. These young people are about two-thirds of them are from our

adolescent actors troop. We have a troop of actors that stay with us all year that work as--they serve as simulated patients for training residents, nurse practitioners, students are--med students or leadership education adolescent health fellows. They are really, as you can just see by their faces, very outgoing young people that also have experience as peer educators in the school systems that we work.

This lower picture on the lower left side is Anne Henderson's lower half. But what I want you to see in this picture, she's our expert doing the press conference, are young people. She gave a press conference. She gave the little five-minute-- here's what I did at the press conference in Washington, D.C. a month ago. Then they turned right to their tables. They created three questions and then sent their young adult table teacher up to the front. And they were all shouting, "Miss Henderson, Miss Henderson," trying to get called on to ask their question at the press conference.

We had eight members of the planning committee. And we never got organized to take our pictures of just the eight of us, but this is a more exciting picture. This is the last day, and if you look over from the far right side, Michael Resnick from LEAH, he's now the PI of our new leaf refunded Leadership & Education Adolescent Health; Kathy Brothen from Minnesota Department of Education; Paul Snyder from the Konopka Institute; and I'll just you others. I was hosting in

the middle and this is a big thank you at the end over there to our table teachers.  
Our planning was sending out a big thank you.

Seven highlights every year. Those highlights change, of course, according to what we've done, what we're planning to focus on next year. If you ask me right now what are we doing next year, I don't know but I'm going to know, too, about two months from now. But actually a month from now--