NOTES FOR MODERATORS/FACILITATORS

LARGE GROUP DISCUSSION GUIDELINES

The Morning Discussions are Informational
They may include questions for presenters as well as comments and illustrations from the audience.

8:45 Large Group Discussion following Introductory Lit Review and Carl Bell’s Keynote
Carl Bell and Susan Wells with all meeting participants

Main Points to Cover:
1. Ensure audience has any informational or definitional questions addressed
2. Ensure clarity about the terms for the day: EBP, cultural competence
3. Ensure clarity about the purpose of the day (identify current state of affairs and future steps in developing and implementing culturally competent evidence based practice)

Possible Questions to the Audience if Questions are not forthcoming: ask, in turn, if there are any questions about any of the above. If no, then ….
A. are there any people who have different understandings or experiences?
B. How might they be used/applied today, or
C. incorporated into our approach to the day?

10:50 Large Group Discussion following the Implementation and Community Response Panels
Moderators Carl Bell and Carol Spigner with panelists and all meeting participants

Main Points to Cover (and potential questions for moderators to ask if discussion lags):
1. What are some of the ways one might produce and/or implement culturally competent evidence based practice?
2. What are the possible community responses to conducting research and/or using evidence based practices?
3. What are some of the possible methods for bridging the community/practice/research divide?
2:00 Large Group Discussion to Wrap up and Close the Day

Carol Spigner

NOTE: This is not a reporting back session in which each group reports their conclusions.

PURPOSE OF THE CLOSING DISCUSSION:

About 10 minutes:
1. Review purpose of the day: identify current state of affairs and future steps in developing and implementing culturally competent evidence based practice,
2. Review or re-cap a few major items from morning papers and discussion that have helped point the way, for example affirming common definitions of culturally competent evidence based practice or changes in definitions that have occurred during the day.

About 50 minutes:
3. Ask the audience, “If we were going to summarize for someone else what we said and learned today, what would we tell them about the common threads? What were the: …. 
   a. Current successes and challenges in study and/or implementation?
   b. Next goals and steps in study and/or implementation?

Preliminary Definition of Terms

Evidence Based Practice (EBP)
Evidence based practice is a process of using evidence-based interventions with children, families and communities that use the most recent valid and reliable information to foster change for individuals and families in the social environment. The validity and reliability of the information available will vary greatly depending on the nature and quality of research that has been conducted, reported and translated for use in the field. The issue is to seek out, develop and use the most scientifically rigorous (valid and reliable) knowledge available in concert with the client’s needs, wishes, and individual situations.

Cultural Competence
In child welfare practice, one encounters many diverse populations. In addition, there is much diversity within each of these populations. Cultural competence is the ability to work with people in the context of their own specific history, culture and environment to deliver services that are meaningful and responsive to their lived experience. There are a number of ways to support this approach to practice such as training and hiring. A necessary component of the ongoing development of cultural competence is continuing discussions and development of relationships with community members from diverse backgrounds.