

# Using the Project ECHO Model to Enhance Your Professional Development and Training

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College of Health Sciences  
Wyoming Institute  
for Disabilities



# Presenters



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- What is your experience with Project ECHO?
  - As a participant?
  - As a presenter?
  - As a hub team member?
  - As an ECHO partner?
- Are you affiliated with a UCEDD, LEND, or both?

# Wyoming Institute for Disabilities (WIND)



- Established in 1994
- Academic Unit, College of Health Sciences
- University for Excellence in Developmental Disabilities (UCEDD)
- ECHO Partner since 2014
- Superhub since 2015
- 2023 ECHO Excellence Inaugural Awardee



# What is ECHO?



Extension of **C**ommunity **H**ealth **O**utcomes



# ECHO Glossary



- **Project ECHO:** Refers to the whole organization/movement and its impact worldwide. Use “Project ECHO” in most cases, especially with funders, prospects and other stakeholders.
- **ECHO Institute:** Project ECHO’s headquarters, located at The University of New Mexico Health Sciences Center in Albuquerque, New Mexico.
- **MetaECHO:** The community of all ECHO partners.
- **ECHO Hub:** Sites that facilitate ECHO programs.
- **ECHO Superhub:** A partner who has been approved by Project ECHO headquarters to certify new ECHO partners as well as train and support other ECHO partners.
- **ECHO Partner:** An organization that has signed Project ECHO’s partnership documents and is eligible to run ECHO programs.
- **ECHO Program (or Series):** A regularly scheduled series of videoconferencing sessions based on the ECHO Model.
- **Hub Team:** A group of subject-matter experts that serve as peer models & provide information on best practices for participants.
- **Participant:** Someone who joins an ECHO session and is not part of the ECHO program team.

# ECHO vs. Telemedicine vs. Webinars



## ECHO

VS.

## Webinars or Telemedicine

- Bi-directional communication between subject matter experts and participants
- Focus on education dissemination
- Generalizable to a variety of situations
- De-identified case information allows providers to discuss cases collaboratively
- Allows the local service provider to take on more complex cases & deepen skills
- Expands knowledge of emerging, innovative & research-based practices in local, underserved areas where training may be limited

- (Webinars) Mono-directional communication from subject matter experts to participants
- Provides remote delivery of specific clinical services directly to the individual being served
- Requires sharing of private medical information & release of information
- Specific licensure may be required to provide specialized services directly to patient
- Knowledge is directly between provider & consumer

# The ECHO Model: Core Components



Use technology to leverage scarce resources



Share best practices to reduce disparities



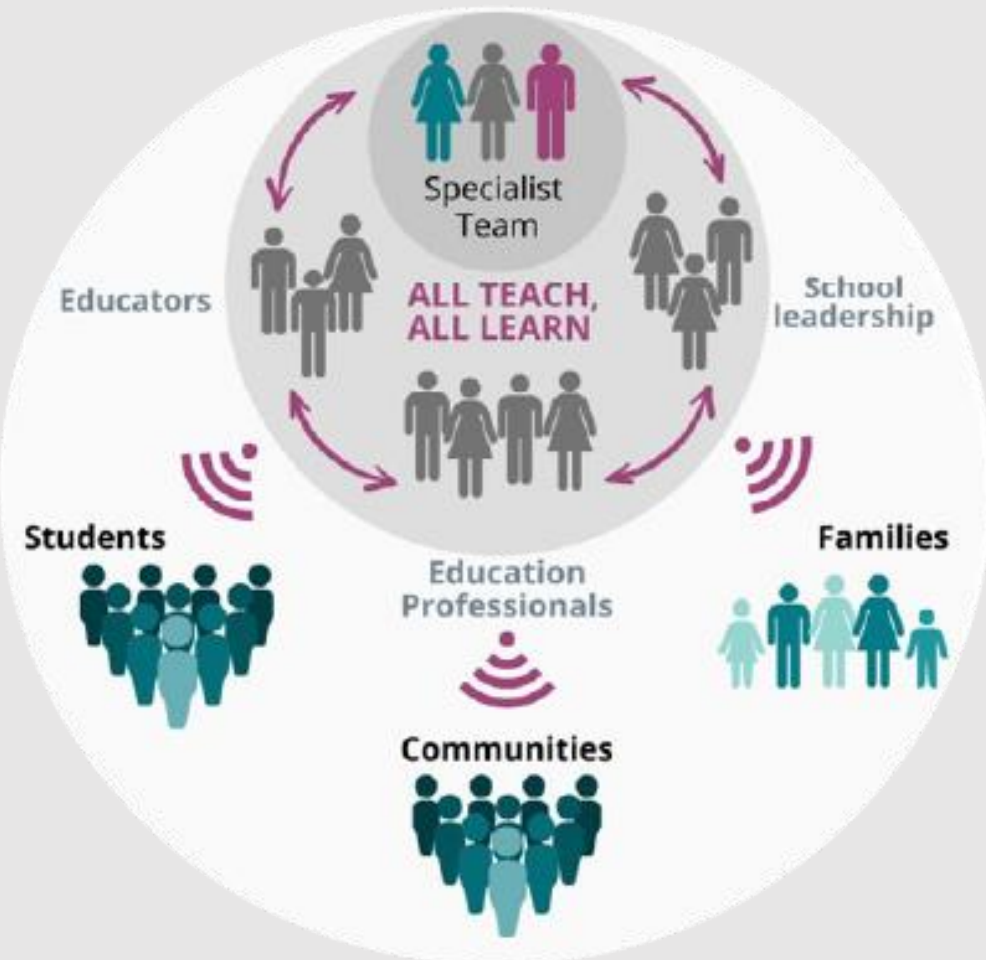
Apply case-based learning to master complexity



Evaluate and monitor outcomes



# Knowledge Learning Loop



- Panel at Hub contribute subject matter expertise
- Participants or Spokes contribute knowledge of local context and cultural considerations
- A community of practice develops over time

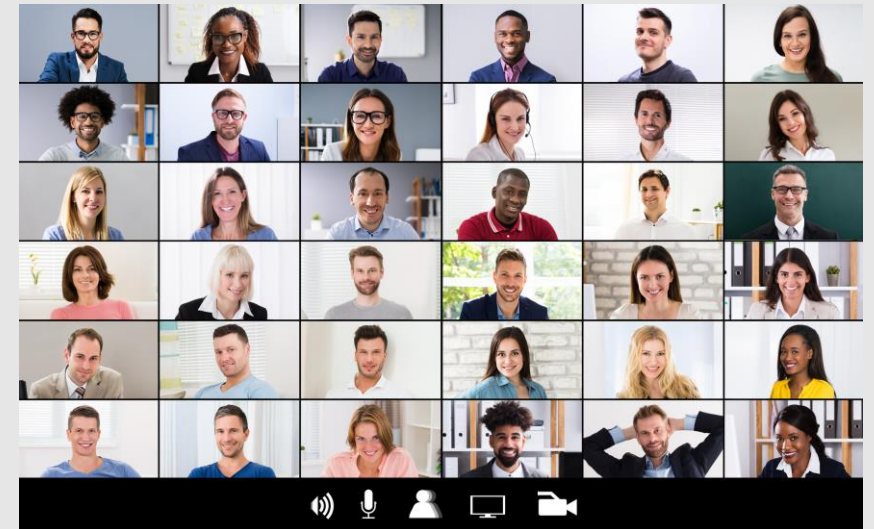
Hub and spoke knowledge-sharing networks create a learning loop:

- Community providers learn from specialists
- Community providers learn from each other
- Specialists learn from community providers as best practices emerge

# Structure of an ECHO Session



- Start Session
- Introductions
- Introduction to the ECHO Model
- Didactic Presentation (~30 minutes)
- Case Presentation
- Case Discussion and Recommendations
- Closing Announcements



# Case Presentations

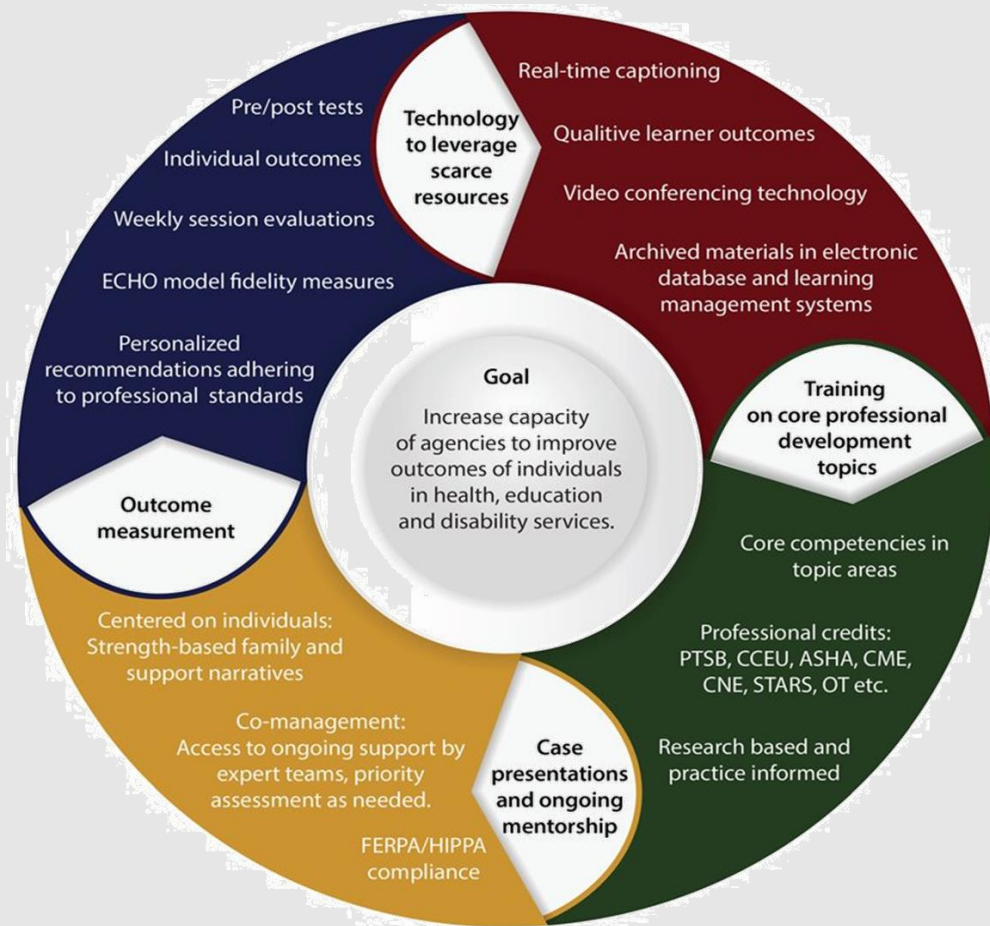
- Opportunities to problem solve with peers
- Reinforces best-practice strategies
- Focus on a current issue or problem of practice
- Can be flexible to meet the needs of the audience
  - Traditional clinical case presentations
  - Reflective stories (focus on professional perspective, experience, and learning journey)
  - Personal stories (emphasize addressing stigma and the lived experience of accessing systems/resources)
  - Other strategies



# Connecting the ECHO Model to UCEDDs & LENDs



## ECHO Model Core Components



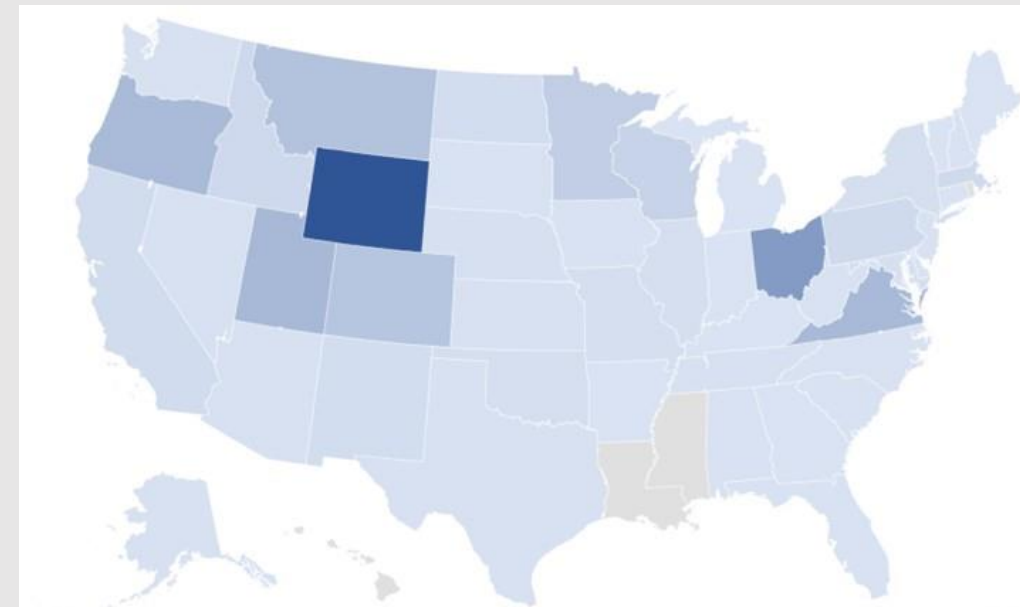
## Core Components of a UCEDD



# UW ECHO Programs: 2014-2023



- Act Early
- Assistive Technology\*
- Autism for Educators\*
- Autism for Rural Healthcare Providers\*
- Behavior Supports\*
- Behavioral Health
- Bright Futures\*
- Career Development
- Early Childhood\*
- Educational Leadership
- Employers
- Families\*
- High Risk Pregnancy
- Integrative Care\*
- School Leadership
- Secondary Transitions
- Student Health\*
- SCOPE (Supporting Children of the OPIoid Epidemic)
- Waiver Services



Argentina, Australia Canada, India, Mexico, Malaysia, Saudi Arabia, Tanzania

# Project SCOPE



- Supporting Children of the Opioid Epidemic
- 3-year national training initiative
- Wyoming Institute for Disabilities, The Nisonger Center at Ohio State University, and Cincinnati Children's Hospital
- 14 ECHO partners
  - Arizona, Colorado, Georgia, Kentucky, Minnesota, New Hampshire/Maine, New York, North Dakota, Ohio, South Dakota, Utah, Vermont, West Virginia, Wyoming
- 274 ECHO sessions
- 10,473 total participant attendance



# LEND ECHO: Autism for Rural Healthcare



- Launched in February 2020
- The ECHO Autism for Rural Healthcare Providers offers healthcare providers best practice strategies and support for working with patients with Autism Spectrum Disorder. The network is delivered by the Utah Regional Leadership Education in Neurodevelopmental Disabilities (URLEND) and the Wyoming Institute for Disabilities (WIND).
- [Article: Development and Examination of a Trainee-Led ECHO Autism Network for Rural Healthcare Providers](#)



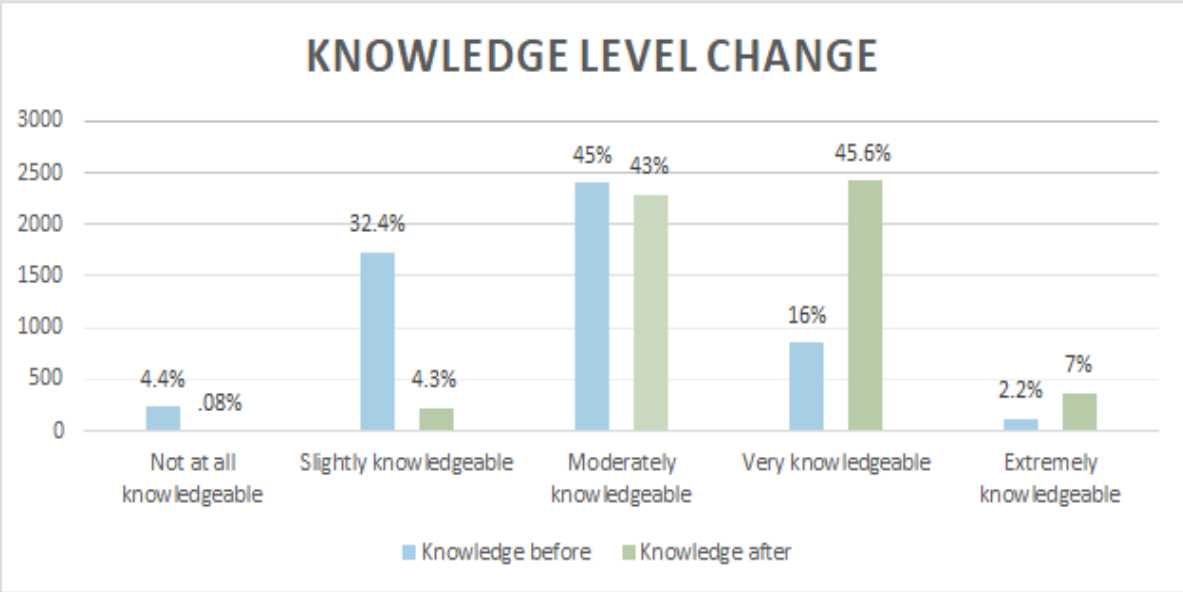
# UCEDDs/LENDs utilizing the ECHO model

- AK - Center for Human Development
- WY - Wyoming Institute for Disabilities
- CO - JFK Partners from the University of Colorado
- GA - Georgia State University Center for Leadership in Disability
- KY - University of Kentucky Human Development Institute
- MN - Institute on Community Integration from the University of Minnesota
- NH - New Hampshire Institute on Disability from the University of New Hampshire
- ME - Maine Center for Community Inclusion and Disability Studies from the University of Maine
- NY - Rose F. Kennedy Children's Evaluation and Rehabilitation Center at Montefiore, New York from the Albert Einstein College of Medicine
- ND - North Dakota Center for Persons with Disabilities from Minot State University
- SD - University of South Dakota Center for Disabilities
- UT - Institute for Disability Research, Policy, & Practice at Utah State University
- WV - West Virginia University Center for Excellence in Disabilities
- AZ - Northern Arizona University Institute for Human Development
- VT - The University of Vermont Center on Disability and Community Inclusion
- OH – University of Cincinnati Center for Excellence in Developmental Disabilities; The Ohio State University Nisonger Center
- WA – University of Washington Institute on Human Development & Disability
- WI – University of Wisconsin – Madison Waisman Center
- CA - UC Davis at the MIND Institute
- DC - Children's Research Institute
- MT - University of Montana Rural Institute
- NC - Carolina Institute for Developmental Disabilities
- NV - Nevada Center for Excellence in Disabilities



# Outcomes & Impacts: Knowledge Level Change


## Project SCOPE



## Project SCOPE



# Outcomes & Impacts: Act Early ECHO

- 86% felt connected to other professionals
  - 92% would share session materials with others
  - 96% felt some level of confidence in implementing new learning
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- “Thank you all so much for providing these sessions. I feel so informed after these sessions and full of so much knowledge.
  - “Great opportunity for collaboration and shared problem-solving!”
  - “I appreciate gaining a better understanding and larger picture of the issues and challenges facing families and professionals through this multi-state conversation. It helps me have a wider perspective.”

# Outcomes and Impacts: Community of Practice

## Student Health: Fall 2021

- **Over 70%** reported attending ECHO sessions helped them feel connected to other professionals and expanded their professional/personal/support network

## Integrative Care: Fall 2022

- **Over 60%** reported attending ECHO sessions helped them feel connected to other professionals and expanded their professional/personal/support network

# UW ECHO Program Outcomes



- Article: A comparison of costs of two forms of educator professional development in Wyoming: Traditional conference vs. Project ECHO
- Article: Development and Examination of a Trainee-Led ECHO Autism Network for Rural Healthcare Providers
- Article: ECHO: A Model for Professional Development in Nursing Through Learning Networks
- Article: A public health approach to family supports: Empowering families of children with autism through the ECHO model
- Communities of Practice Research

# Replication Process



- Implementation and adoption of the ECHO model based on community needs and resources with training and technical assistance from the ECHO Institute and other Superhubs
  1. Getting ready →
  2. Partner Launch Training →
  3. Launch Readiness →
  4. Launch and Continuous Improvement

# Next Steps: Getting Ready



- Join a session
  - [bit.ly/uw-echo](https://bit.ly/uw-echo)
- View past session materials: [projectecho-wind.com](https://projectecho-wind.com)
- Present a case

# Next Steps: Partner Launch Training



## **February 5-6, and August 5-6, 2024 via Zoom**

- ECHO Overview and Using the Model
- Creating Your Hub Team
- ECHO Roles
- ECHO Session Format
- Case Presentations
- Technology Overview
- Creating a Curriculum
- Recruiting Your Participants
- Evaluating Your Programs
- Mock ECHO

# ECHO Partnership



- Collaboration with ECHO requires:
  - Replication Statement of Collaboration: outlines the roles and responsibilities of both partners in any replication collaboration
  - IP Terms of Use Contract: legally binding agreement that details all the elements of the State of Collaboration, with a specific focus on Intellectual Property issues
- Partners agree to:
  - Follow the ECHO mission and model
  - Use the ECHO name and trademarks
  - Mutual expectation of sharing
  - Use iECHO
  - Not sell ECHO IP to outside 3<sup>rd</sup> parties
  - Non-exclusivity
- Program Information Form





# ECHO Collaboratives



- ECHO Collaborative for UCEDD & LEND
  - Fourth Monday of every month
  - 11:00am-12:00pm MT
  - Contact Amy Rieser at [arieser@uwyo.edu](mailto:arieser@uwyo.edu)
  - <https://www.uwyo.edu/wind/echo-replication/ucedd-collaborative.html>
  
- ECHO in Education Collaborative
  - Second Monday of every month
  - 9:30am-10:30am MT
  - Contact Cari Glantz at [cglantz@uwyo.edu](mailto:cglantz@uwyo.edu)
  - <https://www.uwyo.edu/wind/echo-replication/collaborative.html>

# Questions?

