

Cincinnati LEND Syllabus and Curriculum Graphic

Program Description:

The Cincinnati LEND Program employs the *Interdisciplinary LEND Curriculum (ILC)* to provide at least 360 hours of instruction over the course of the academic year through five components: Interdisciplinary Leadership Seminar (LEAD), Interdisciplinary Training Team (ITT), Core Course (CORE), Seminar in Evidence-based Methods (SEBM), and Disciplinary and Clinical Experiences.

The goals of the ILC are to assist trainees to:

- 1) Reach a higher level of leadership knowledge and skills in the competency areas of the *MCH Leadership Competencies (v.4)*: MCH Knowledge Base/Context; Self-Reflection; Ethics and Critical Thinking; Communication; Negotiation and Conflict Resolution; Cultural Competency; Family-Professional Partnerships; Developing Others through Teaching, Coaching and Mentoring; Interdisciplinary Team-Building; Working with Communities and Systems; and Policy.
- 2) Increase knowledge and skills required for evidence-based early recognition, screening, referral, diagnosis, rule-out, and treatment of Autism Spectrum Disorder (ASD) and other developmental disabilities.

Course Objectives:

Disciplinary and Clinical Experiences (Every Tuesday and Thursday from 8:00am-12:00pm; some disciplines may have additional hours to meet criteria for graduate programming)

Goal: To develop high quality clinicians, researchers, public health professionals, and future policymakers with specialty knowledge and skills in NDD.

Objectives: As a result of participating in this disciplinary and clinical experiences, trainees will:

1. Implement clinical skills for screening, diagnostic evaluation and treatment using evidence-based interventions with children and adolescents with NDD (clinical trainees).
2. Analyze public policy related to individuals with NDD and create effective educational materials for various audiences (non-clinical public health/family/advocacy trainees).
3. Formulate and test research hypotheses in collaboration with individuals with lived experiences (non-clinical research trainees).

Leadership Seminar (LEAD) (Every Tuesday from 1:00pm-3:00pm)

Goal: To develop leaders in the MCH field.

Objectives: As a result of participating in this course, trainees will:

1. Develop Individualized Leadership Plans (ILPs) based upon the MCH Leadership Competencies with faculty mentorship.
2. Communicate roles and responsibilities of one's own discipline.
3. Discuss the process for public policy development impacting individuals with disabilities and their caregivers.

4. Educate various audiences on clinical practices, programs, or systems that benefit individuals with disabilities and their caregivers.
5. Demonstrate improved skills in person/family-centered care.
6. Exemplify cultural humility and responsiveness in clinical, research, and policy and advocacy activities.
7. Identify and communicate one's own leadership style.

Interdisciplinary Training Team (ITT) (Every Tuesday from 3:00pm-5:00pm)

Goal: To develop effective interdisciplinary clinicians/professionals.

Objectives: As a result of participating in this course, trainees will:

1. Compare and contrast own discipline roles and responsibilities to at least three other disciplines.
2. Evaluate children for developmental concerns.
3. Communicate findings and recommendations based upon diagnostic evaluations.
4. Demonstrate improved skills in person/family-centered care.
5. Demonstrated improved conflict-resolution/negotiation and group facilitation skills.

Core Course (CORE) (Every Thursday from 1:00pm-3:00pm)

Goal: To educate professionals broadly on neurodevelopmental topics.

Objectives: As a result of participating in this course, trainees will:

1. Demonstrate improved understanding of diagnostic criteria and clinical presentation of various NDD.
2. Describe Life Course Theory as applies to individuals with disabilities prenatally, through childhood and adolescence, and through transition to adulthood.
3. Analyze public health programs and systems for individuals with disabilities and their families.
4. Identify and describe best practices for person/family-centered care.

Seminar in Evidence Based Methods (SEBM) (Every Thursday from 3:00pm-5:00pm)

Goal: To develop effective researchers and consumers of research in the NDD field.

Objectives: As a result of participating in this course, trainees will:

1. Demonstrate improved mastery of evidence-based methods as discussed under MCHB Leadership Competency 4 (Critical Thinking) in ways relevant to their present or future professional responsibilities.
2. Demonstrate improved interdisciplinary teamwork skills.
3. Describe how their team project relates to broader agendas at the county, state and/or national level to benefit children with disabilities and their families.

4. Demonstrate improved mastery of PowerPoint; poster-making; searching scholarly literature; searching and extracting data from publicly available databases; reading and summarizing scholarly literature; questionnaire and survey design; skills relevant to the collection, analysis and dissemination of data; and writing of abstracts, manuscripts, and/or grants.
5. Describe essential elements of strategies to protect human subjects involved in research and their confidential information.

Course Policies:

Class Attendance and Participation

Attendance and active participation is mandatory at ALL LEND sessions in order to fulfill both learning and stipend requirements. Active participation is measured by at least one comment verbally or in the Zoom chat box per session. **Please note: each 2-hour LEND curriculum session is considered 1 session (1-3pm =1 session and 3-5pm = 1 session). If you miss a full day of LEND, you have missed 2 sessions. It is the trainee's responsibility to sign in at the beginning of every LEND session to document attendance. On Zoom, type name into the chat box. In person, if you are in a seat by 5 minutes after the start of the session, you will be marked as in attendance by the administrative assistant. If trainees need to miss a LEND session for any reason, they must contact ALL of the following by email in ONE email as soon as possible prior to a missed day/session(s): Dr. Smith (Jennifer.Smith4@cchmc.org); Dr. Weber (Stephanie.Weber@cchmc.org); Vicki Hennessy (Victoria.Hennessy@cchmc.org); Anna Ficker (Anna.Ficker@cchmc.org). Trainees must also contact their discipline coordinator/clinical supervisor prior to the missed day. Any absence will require a completed assignment to be turned in to Dr. Weber no later than 2 weeks from date of missed session.

Access

Cincinnati LEND is committed to providing all trainees with equitable access to learning opportunities. University of Cincinnati's Accessibility Resources will be utilized to arrange for reasonable accommodations for trainees with an identified physical, psychological or cognitive disability. Trainees are encouraged to contact the LEND PD and TD to arrange for a confidential meeting to discuss services and accommodations. Contact should be initiated as soon as possible to allow adequate time for accommodations to be arranged.

Required Texts and Materials:

All materials will be available on the Cincinnati LEND's learning management system site called *Canvas* prior to LEND Orientation for the Fall semester and by December 1 for Spring semester.

Assignments:

Submitting Work

All written assignments must be typed and double-spaced unless otherwise specified. Page length guidelines are based on 12-point Times New Roman or Arial font 1-inch margins expectation. Other options are available to show trainee knowledge and skill development based on the various projects. These include, but are not limited to, creation of videos, slide decks, voice recordings, or other creative submissions following approval from the course director or project coordinator.

Sample LEND Fall Schedule:

KEY:

Discipline-specific work- 8am-12pm;

ITT cases-8am-12pm; 1-3 pm; 3-5 pm; All Afternoon

*Taught by Core Faculty/Supplemental Faculty; **Taught by Invited Expert Presenter

Tuesday	Thursday
Week 1:	
Discipline-specific work	Discipline-specific work
LEAD: Values in Disabilities Book Club Discussion*	Core: Values in Disabilities/The History of Disabilities**
LEAD: True North/Emotional Intelligence*	SEBM: Team Project Introductions*
Week 2:	
Discipline-specific work	Discipline-specific work
LEAD: Presentation and Writing Skills for MCH Leaders*	Core: Intellectual/Developmental Disabilities *
LEAD: In-depth review of LEND Projects*	SEBM: Evidence-Based Cycle & Summarizing Literature*
Week 3:	
Discipline-specific work	Discipline-specific work
LEAD: Family-Centered Care*	Core: Universal Design for Learning**
LEAD: Strengths-Finder*	SEBM: Qualitative Methods & Designing Surveys/Questionnaires**
Week 4:	
Discipline-specific work	Discipline-specific work

LEAD: Cultural Competency for MCH Leaders #1*	Core: Life Course Perspective*
ITT: Overview & Initial Meeting*	SEBM: Team Meeting*

Week 5:

Discipline-specific work	Discipline-specific work
ITT: Two Disciplinary evaluations for Team #1	
LEAD: True North #2*	Core: Prenatal Development #1*
LEAD: Grit/Growth Mindset & ILP Goal Development*	SEBM: Team Meeting*

Week 6:

Discipline-specific work	Discipline-specific work
ITT: Two Disciplinary evaluations for Team #1 & Two Disciplinary evaluations for Team #2	
LEAD: Disciplinary Presentations #1*	Core: Social Determinants of Health*
LEAD: Health Literacy**	SEBM: Team Meeting*

Week 7:

Discipline-specific work	Discipline-specific work
ITT: Two Disciplinary Evaluations for Team #1	
LEAD: Disciplinary Presentations #2*	Core: Supporting Siblings**
ITT: Team 1, Meeting 1*	SEBM: Team Meeting*

Week 8:

Discipline-specific work	Discipline-specific work
ITT: Two Disciplinary Evaluations for Team #1 & One Disciplinary Evaluation for Team #2	
EB Case: Down Syndrome*	Core: Medical Home*
ITT: Team 2, Meeting 1*	SEBM: Team Meeting*

Week 9:

Discipline-specific work	Discipline-specific work
ITT: Two Disciplinary Evaluations for Team #2	
LEAD: Introduction to Policy & Advocacy for MCH Leaders*	Core: Prenatal Development #2 – Genetics and Genetic Syndromes*
ITT: Team 1, Meeting 2*	SEBM: Team Meeting*

Week 10:

Discipline-specific work	Discipline-specific work
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ITT: Two Disciplinary Evaluations for Team #1 & One Disciplinary Evaluation for Team #2	
LEAD: Advocacy Can Be Fun!**	Core: Speech and Language Development*
ITT: Team 2, Meeting 2*	SEBM: Team Meeting*

Week 11:

Discipline-specific work	Discipline-specific work
ITT: Two Disciplinary Evaluations for Team #2	
EB Case: MM/Spina Bifida*	Core: Autism Spectrum Disorder**
ITT: Team 1, Case Conference*	SEBM: Team Meeting*

Week 12:

Discipline-specific work	Discipline-specific work
ITT: Information Sharing and Summary of Recommendations with Family for Team #1	
EB Case: ADHD*	Core: Early Intervention**
ITT: Team 2, Case Conference*	SEBM: Team Meeting*

Week 13:

Discipline-specific work	Discipline-specific work
ITT: Information Sharing and Summary of Recommendations with Family for Team #2	
EB Case: Fragile X*	Core: Evidence-Based Practices/ABA*
LEAD: Charting the Life Course**	SEBM: Team Meeting*

Week 14:

Discipline-specific work	Discipline-specific work
LEAD: CLC #2*	Core: Maternal Depression*
ITT: Final Sessions*	SEBM: Team Meeting*

Week 15:

Discipline-specific work	Discipline-specific work
LEAD: Cultural and Linguistic Competency #2*	Core: Exam Reflection & Conference Report-back*
LEAD: Self-Reflection & Self-Care*	SEBM: Team Meeting*

Sample LEND Spring Schedule:

Tuesday	Thursday
Week 1:	
Discipline-specific work	Discipline-specific work
LEAD: Five Dysfunctions of a Team*	Core: Special Education**
ITT: Both Teams Initial Team Meeting*	SEBM: Team Meeting*
Week 2:	
Discipline-specific work	Discipline-specific work
ITT: Two Disciplinary Evaluations for Team #1	
LEAD: Conflict Resolution and Negotiation #1*	Core: Hearing and Deaf Culture*
ITT: Observations Across Disciplines*	SEBM: Team Presentations*
Week 3:	
Discipline-specific work	Discipline-specific work
ITT: Two Disciplinary Evaluations for Team #2	
LEAD: Conflict Resolution and Negotiation #2*	Core: Foster Care*
ITT: Team 1, Meeting 1*	SEBM: Team Presentations*
Week 4:	
Discipline-specific work	Discipline-specific work
ITT: Three Disciplinary Evaluations for Team #1	
EB Case: Feeding Disorders*	Core: Environment & Behavior**
ITT: Team 2, Meeting 1*	SEBM: Team Meeting*
Week 5:	
Discipline-specific work	Discipline-specific work
ITT: Two Disciplinary Evaluations for Team & Three Disciplinary Evaluations for Team #2	
LEAD: Field Trip to National Underground Railroad Freedom Center	Core: Communication and AAC**
	SEBM: Team Meeting*
Week 6:	
Discipline-specific work	Discipline-specific work
ITT: Two Disciplinary Evaluations for Team #2	
LEAD: Book Club*	Core: Learning Disabilities**
ITT: Team 1, Meeting 2*	SEBM: Team Meeting*

Week 7:

Discipline-specific work	Discipline-specific work
ITT: Two Disciplinary Evaluations for Team #1	
LEAD: Policy and Advocacy for MCH Leaders: Prep for DD Awareness and Advocacy Day*	Core: Genetics*
ITT: Team 2, Meeting 2*	SEBM: Team Meeting*

Week 8:

Discipline-specific work	Discipline-specific work
DD Awareness and Advocacy Day	Core: Ethics**
	SEBM: Team Meeting*

Week 9:

Discipline-specific work	Discipline-specific work
ITT: One Disciplinary Evaluation for Team #1 & Two Disciplinary Evaluations for Team #2	
EB Case: DCD*	Core: Mental Health and DD*
ITT: Team 1, Meeting 3*	SEBM: Team Meeting*

Week 10:

Discipline-specific work	Discipline-specific work
ITT: One Disciplinary Evaluation for Team #2	
LEAD: Sharing Difficult News #1*	Core: Sexuality and DD**
ITT: Team 2, Meeting 3*	SEBM: Team Meeting*

Week 11:

Discipline-specific work	Discipline-specific work
LEAD: Sharing Difficult News #2* (with actors)	Core: Cerebral Palsy*
	SEBM: Team Meeting*

Week 12:

Discipline-specific work	Discipline-specific work
LEAD: Cultural and Linguistic Competency #3*	SEBM: MCH Poster Session with Nisonger Center
ITT: Team 1, Meeting 4*	

Week 13:

Discipline-specific work	Discipline-specific work
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ITT: Information Sharing and Summary of Recommendations with Family for Team #1	
LEAD: Community Leadership Project/Early Intervention Final*	Core: Medical Transition*
ITT: Team 2, Meeting 4*	SEBM: Team Meeting*

Week 14:

Discipline-specific work	Discipline-specific work
ITT: Information Sharing and Summary of Recommendations with Family for Team #2	
EB Case: Vision Impairments*	Core: Transition from School to Work**
LEAD: Administrative Roles**	SEBM: Team Meeting*

Week 15:

Discipline-specific work	Discipline-specific work
LEAD: Policy and Advocacy #4*	Core: Exam Reflection and Discussion*
ITT: Both Teams, Final Session*	Final LEND Session*

Cincinnati LEND Curriculum Graphic

CINCINNATI LEND CURRICULUM

Maternal Child Health (MCH) Leadership Competencies

MCH Knowledge Base, Self-Reflection, Ethics & Professionalism, Critical Thinking, Communication, Negotiation & Conflict Resolution, Cultural Competency, Family-Professional Partnerships, Developing Others through Teaching, Coaching & Mentoring, Interdisciplinary/Interprofessional Team Building, Working with Communities & Systems, Policy

Leadership Seminar

WHAT WE DO

- Activities and projects
- Values in Developmental Disabilities
 - Interdisciplinary teamwork
 - Family-Centered Care & Family Partnerships
 - Cultural & Linguistic Competence
 - Policy & Advocacy
 - Leadership skills related to self, others, & community

HOW WE DO IT/ACHIEVE IT

- Individualized Leadership Plans (ILPs)
- Disciplinary presentations
- Family Mentoring Project
- Community Leadership Project
- Leadership e-portfolio
- Evidence-Based Case Discussions

Interdisciplinary Training Team (ITT)

WHAT WE DO

- Clinical Experiences
- Interdisciplinary cases (2 per semester)
 - Observations across disciplines

HOW WE DO IT/ACHIEVE IT

- In-vivo experience as clinician on interdisciplinary team
- Case conferences
- Report writing

Core Course

WHAT WE DO

- Interactive Seminars
- Intellectual & Developmental Disabilities
 - Life Course Theory
 - Social Determinants of Health
 - Selected populations & issues (e.g., Early Intervention, Autism Spectrum Disorders)
 - Transition through the Lifespan

HOW WE DO IT/ACHIEVE IT

- Required readings from Children with Disabilities
- Panel discussions with family members and self advocates
- Mid-term & final reflection papers

Seminar in Evidence-Based Methods (SEBM)

WHAT WE DO

- Research Teams
- Didactic sessions on conducting research
 - Joint poster session with fellow MCH Program at Nisonger Center/The Ohio State University
 - National conference presentations

HOW WE DO IT/ACHIEVE IT

- Answer a clinical or policy question
- Develop or evaluate a program
- Test a hypothesis
- Disseminate findings
- Submit grant proposals

Disciplinary/Clinical Experiences

Current disciplines: Audiology, Comm Engagment, Dev'l & Beh'l Peds, Family, Genetic Counseling, Graduate Nursing, Health Administration, Occupational Therapy, Physical Therapy, Psychology, Self-Advocacy, Social Work, Speech-Language Pathology, UCEDD