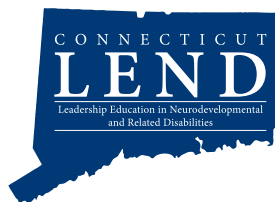


Trainee Handbook | 2022-2023



This handbook was developed for the

2022-2023

Connecticut Leadership Education in Neurodevelopmental and other related Disabilities (CTLEND) Trainees

To assist you in becoming familiar with the policies, procedures, requirements, and expectations of the LEND program. LEND is a five year, federally funded interdisciplinary leadership training program at UConn Health (formerly known as the University of Connecticut Health Center). The goal of LEND is to prepare Trainees from a wide variety of professional disciplines to assume leadership roles in the delivery of services to children with Autism Spectrum Disorders (ASD) and other neurodevelopmental disabilities in clinical practice, research, and public policy.

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PROJECT PERIOD	ACADEMIC YEAR	LEND DIRECTOR
July 1, 2021 - June 30, 2026	2022-2023	Mary Beth Bruder, PhD 860.679.1500 • bruder@uchc.edu



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CT University Center for Excellence in Developmental Disabilities (CT UCEDD)

The CTLEND Program is housed at the UConn UCEDD, which was established in 1985 and originally located on the University's campus in Storrs, Connecticut. In 2001, the UCEDD moved to its current location in Farmington, Connecticut at UConn Health.

The UConn UCEDD has become a leader in developing and supporting quality services and systems for individuals with, or at risk for, developmental disabilities and their families. Over the past twenty-five years, we have played key roles in major disability initiatives. Through services, research and training, we have assisted in the advancement of early intervention, health care, community-based services, inclusive and meaningful education, child care, transition from school to work, employment, recreation and quality assurance, housing, assistive technology, transportation, and family support.



The Association of University Centers on Disabilities (AUCD)

LENDs and UCEDDs are part of the Association of the University Centers on Disabilities (AUCD). AUCD is a membership organization that supports and promotes a national network of university-based interdisciplinary programs. Network members consist of:

67	University Centers for Excellence in Developmental Disabilities (UCEDD), funded by the Administration on Intellectual Developmental Disabilities (AIDD)
52	Leadership Education in Neurodevelopmental Disabilities (LEND) Programs funded by the Autism CARES Act
14	Developmental Disability Research Centers Intellectual (IDDRC), most of which are funded by the National Institute for Child Health and Development (NICHD)

These programs serve and are located in every U.S. state and territory and are all part of universities or medical centers. They serve as a bridge between the university and the community, bringing together the resources of both to achieve meaningful change. By being a Trainee at an AUCD-member program (such as LEND), individuals are also members of AUCD. These AUCD Trainees form a network and can learn from each other by discussing and sharing their common interests and unique experiences. We encourage trainees to check out the AUCD Trainee Corner and sign up for the AUCD Trainee email list: www.aucd.org/template/page.cfm?id=313.



About LEND

Leadership Education in Neurodevelopmental and Related Disabilities (LEND) programs provide long term, graduate-level interdisciplinary training as well as interdisciplinary services and care. They are funded under the Autism Collaboration, Accountability, Research, Education, and Support (Autism CARES) Act, and are administered by the Health Resources and Service's Administration's (HRSA) Maternal and Child Health Bureau (MCHB). The purpose of the LEND training program is to improve the health of infants, children, and adolescents with disabilities. This is accomplished by preparing Trainees from diverse professional disciplines to assume leadership roles in their respective fields.

There are 52 LEND programs located in 44 US states, with an additional six states and three territories reached through program partnerships. Collectively they form a national network that shares information and resources to maximize their impact. They work together to address national issues of importance to children with special health care needs and their families, exchange best practices, and develop shared products. A map of LEND programs across the United States can be found at: www.aucd.org/directory/directory.cfm?program=LEND.

While each LEND program is unique, with its own focus and expertise, they all provide interdisciplinary training, have faculty and Trainees in a wide range of disciplines, and include parents or family members as paid program participants. The following objectives are consistent across all LEND programs:

- Advance the knowledge and skills of all child health professionals to improve health care delivery systems for children with developmental disabilities.
- Provide high-quality interdisciplinary education that emphasizes the integration of services from state and local agencies and organizations, private providers, and communities.
- Provide health professionals with skills that foster community-based partnerships.
- Promote innovative practices to enhance cultural competency, family-centered care, and interdisciplinary partnerships.

Brief History of LEND

1912	Children's Bureau is created as the first federal agency to focus explicitly on improving the lives of children and families.	1970	Developmental Disabilities Assistance and Bill of Rights Act is passed and LEND is created to provide interdisciplinary training to professionals in a variety of disciplines at all levels.
1935	Enactment of Title V of the Social Security Act, which included services for maternal and child health, "crippled children," child welfare, and vocational rehabilitation.	2006	LENDs are funded under the Combating Autism Act and are administered by the Health Resources and Service's Administration's (HRSA) Maternal and Child Health Bureau (MCHB).
1950s	LEND grew from the efforts of the Children's Bureau to identify children with disabilities as a Title V program priority.	2014	Combating Autism Act is reauthorized in 2014 as the Autism Collaboration, Accountability, Research, Education, and Support (CARES) Act.



Who is a LEND Trainee?

A LEND Trainee is any individual who is enrolled in one of the nation's LEND programs. A Trainee might be a graduate or doctoral student in a discipline such as audiology or social work; a Trainee might be a fellow in pediatrics or psychology; a Trainee might be a community member or a family member learning about leadership. All Trainees have a common desire to continue learning about helping and working with individuals with developmental disabilities and their families.

Trainees are individuals who receive preservice interdisciplinary training to become leaders in their field. There are approximately 4,000 Trainees accepted into a LEND program nationwide in any given academic year. Through interactions with other Trainees in the LEND cohort from a variety of different backgrounds, Trainees will gain a broader understanding of each discipline's unique contributions in their work to improve the quality of life for people with disabilities. Additionally, the LEND program trains Trainees in the most current evidence-based practices regarding service delivery, systems change, and advocacy.

Graduate and postgraduate students from a range of disciplines can participate in the LEND program, including: Audiology, Dentistry, Developmental-Behavioral Pediatrics, Special Education, Nursing, Occupational Therapy, Pharmacy, Physical Therapy, Public Health, School Psychology, Social Work, and Speech, Language and Hearing Sciences. An important part of being a LEND Trainee is the service obligation after graduating. LEND Trainees are expected to use the training they have received to work with Maternal and Child Health (MCH) populations (such as individuals with disabilities and their families) and to assume a leadership role in their work.





Your Role

Your CT**LEND** experience will be a combination of required activities and self-directed activities. The LEND Program is based on competencies and requirements that are specific to the CT**LEND** program within the context of the competencies and requirements of the national LEND program and the Maternal and Child Health Bureau. These must be met in order to successfully complete LEND.

You will complete all of the CT**LEND** competencies and requirements through the LEND course of study, though you may propose a substitution, accommodation or adaptation of any competency or requirement to the LEND Director (bruder@uchc.edu). You will also have opportunities to extend your learning outside of the LEND requirements through research projects, practicum experiences, and other self-directed learning opportunities (e.g. taking online courses, participating in LEND related professional conferences and webinars, etc.).

Your first tasks as a LEND Trainee will be to review this handbook, to familiarize yourself with some of the aspects of being a LEND Trainee and complete self-assessments of various LEND and MCH competencies. The results of the assessment will be used to develop an “Individualized Learning Plan” (ILP) with your Discipline Coordinator and LEND staff. The ILP is a helpful tool that will keep you on track with all of the LEND requirements and competencies. As you participate in LEND activities and requirements you will document what activities you have done - as well as what competencies those activities address - in your ILP. A draft of your ILP will be reviewed with you at the end of September, and the ILP should be updated on a regular basis throughout the year (see Form A for a blank Individualized Learning Plan).



Requirements by Type of Trainee

Requirements are the necessary tasks that LEND Trainees must complete in order to meet the LEND competencies. There are several requirements for the successful completion of the LEND program; however, these requirements vary depending on the type of Trainee you are. The following table is a brief outline of the mandatory and optional requirements for LTTs and MTTs. Each requirement is described in detail in the next section.

Long-Term Trainees (LTT)	>300 hours per semester	Long-Term Trainees are expected to work a minimum of 20 hours per week , meeting all requirements within the 20 hours (including over winter break). LTTs will complete 600 hours of training for the year and will complete 20 hours of training per week (15 weeks x 20 hours= 300 hours); 600 hours for the academic year, including working over academic year breaks such as Thanksgiving break and winter break. All LTT must complete an ILP to identify the activities they will be involved in to fulfill the LTT LEND requirements. Trainees must complete orientation, complete family visits, participate in every seminar, complete the three online courses, complete a group and individual research project, complete screening, assessment, and intervention assignments, record their time each week, and participate in a minimum of 40 hours of practicum each semester.
Medium-Term Trainees (MTT)	40-299 hours per year	Medium-Term Trainees are defined as those who will complete 40-299 hours of training in one academic year. All MTT will complete orientation and attend seminars.
Short-Term Trainees (STT)	<39 hours	Short-Term Trainees are defined as those who will complete up to 39 hours of training in one academic year. STT may decide which activities they would like to participate in, based on individualized need.



Long-Term Trainees >300 hours (20 hours per week)

- Individualized Learning Plan
- Weekly Time Logs
- Weekly Friday Seminar
- Weekly Readings, Reading Reflections, and Reading Groups
- Emerging Issues Presentation
- Knowledge Pre/Post Assessment and Consumer Satisfaction Evaluations
- Online Public Health and Disability Course and Assignments
- Online Family Centered Practice Course and Assignments
- Online Medical Home Module
- Family Matches (2)
- Practica: Fall and Spring: Observations, Participation and Interventions
- Screening Assignment (5)
- Assessment Assignment (3)
- Intervention Assignments (4)
- Group Research Project
- Individual Research Project
- Advocacy Project and Meeting with Legislators
- Portfolio of all LEND work

Medium-Term Trainees 40-299 hours

- Seminar

OPTIONAL:

- Research Projects
- Practica: Fall and Spring
- Family Match
- Online Courses
- Advocacy Meetings
- Interventions
- Assessment Observations
- All Other LTT Activities



Pediatric Audiology Trainees: Pediatric Audiology Trainees are recruited by the UConn Audiology program. Each year, the Audiology program recruits 2 Long-Term Trainees and an additional 5 community members or Audiology students who wish to participate as Medium- or Short-Term Audiology Trainees. Pediatric Audiology Trainees will be required to: attend a weekly pediatric audiology seminar, attend and present on one Pediatric Audiology Grand Rounds case, conduct an individual research project, attend clinical practica for 4 hours per week as part of the LEND curriculum, and participate in an Enhanced Practicum in Audiology site for 25 hours per week ([see Form B for a more detailed description of the requirements specific to Pediatric Audiology Trainees](#)).

Family/Advocate Trainees: Family/Advocate Trainees provide expertise and valuable experience about raising a child with disabilities as well as what it is like to live with a disability. Family/ Advocate Trainees participate in weekly seminars and are matched with other trainees to share their expertise. Family/ Advocate Trainees are considered Medium-Term Trainees and will complete 40-299 hours of training in one academic year. Family/ Advocate Trainees will attend the orientation meeting and record their time each week.

Community Trainees: Community Trainees (including adults and youth with disabilities, family members of individuals with disabilities and professionals) will also be included in LEND training as LTT, MTT, or STT. As a Community Trainee, your expectations align with those of the particular Trainee group (Long, Medium, Short) you are assigned.

Students with Disabilities: Any student who has a disability that may prevent him/her from fully demonstrating his/her abilities should contact the LEND Director (bruder@uchc.edu) and online course instructors as soon as possible to discuss accommodations necessary to ensure full participation and facilitate your educational opportunity.



CTLEND Training Requirements

The following is an in-depth description of each LEND requirement. As stated in the previous section, these requirements might differ depending on the type of Trainee you are, your discipline, or any accommodations or substitutions you propose. However, for the majority of Trainees, these are the requirements that should be completed by the end of the year.

As you will see, many of the requirements have mandatory reflections, which will need to be uploaded to Blackboard. If you need a NetID to access Blackboard, please email LEND Coordinator Torri Ann Woodruff (torwoodruff@uchc.edu). All reflections will be reviewed by the LEND staff, who will provide suggestions and feedback to support development of your leadership and critical thinking skills. You are expected to take this feedback into account in your work. LEND staff may ask that you “revise and resubmit” a reflection if there is an issue that needs to be fixed or addressed.

Maternal and Child Health (MCH) and LEND Competencies in the ILP

LTTs will complete all MCH and LEND competencies listed in the ILP located in [Form A](#). **Your ILP will be submitted with your portfolio at the end of the year.**

Weekly Seminars

Seminars are held every Friday from 8:30–4:30. The topics covered in seminars will be built upon by other LEND activities, as described below. Attendance is mandatory for Long-Term and Medium-Term Trainees. If you are unable to make a seminar please discuss this ahead of time with the LEND Director (bruder@uchc.edu). [\(see Form C for the LEND Seminar Objectives\)](#).

“The Friday seminars are wonderful and unique to our Connecticut LEND! Never change this, the most valuable information came on Fridays for me, due to speakers, Family Faculty, and cohort.”

-CTLEND Trainee

Readings, Reading Reflections and Reading Groups

You will have required readings to complete before each seminar to enhance your understanding of the presented topics. In addition to these readings, you are also required to complete a reading reflection which will need to be **submitted to Blackboard before the start of seminar each week, due by midnight every Thursday**. During the fall semester, you will write short reflections for each of the readings. During the spring semester, you will complete a synthesized reflection of all the readings. These reflections will be read by the LEND staff, who will provide feedback. You are required to review this feedback, address any areas that say “revise and resubmit” and incorporate feedback in to future reflections ([see Form D for the Fall Reading Reflection Template and Form E for the Spring Reading Reflection Template](#)). During the fall semester, you will discuss all readings as a group. During the spring semester, you will complete a synthesized discussion of all the readings. Reading Groups will be held between 8:30 and 9:00 on Friday.

Knowledge Assessments and Consumer Satisfaction Surveys

On the first day of each semester, you will complete a pre-knowledge assessment to measure your baseline understanding of the topics that will be discussed throughout that semester. These assessments will not be counted as grades for the LEND course, but are reflections on our ability to teach you the material, as well as your grasp of concepts presented during seminar and in readings. At the end of each semester, you will be given a final knowledge assessment to measure your understanding of the topics covered that semester. At the end of each seminar, you will also complete a Consumer Satisfaction Survey, reflecting on the seminar objectives, the presenters, and your overall satisfaction with the seminar. You will also complete the MCH Competencies, research competencies, and the end of semester and end of year LEND surveys.





Online Courses

If you are an LTT, you will participate in three online courses. If you are an MTT, these modules are optional and you may choose to complete any of these courses ([see Form F for more information about the online courses](#)). The three online courses include:

- **Medical Home:** This training curriculum was created to enhance the knowledge and skills of professionals, paraprofessionals and families/caregivers who provide care for children and youth with special health care needs and to facilitate the development of medical homes across the state. The curriculum consists of one session. This session includes content, readings, reading reflections and activities and takes 2-3 hours to complete.
- **Family-Centered Practices:** This course illustrates the centrality of the family in the life of infants, children and youth with disabilities and, subsequently, intervention. This course relies on outside readings and completion of performance-based activities and competencies which are embedded into 15 modules, and takes approximately 40-60 hours to complete.
- **Public Health and Disability:** This module is an introductory survey of the ways in which disability is affected by and interacts with public health policy and practice as framed by the 10 Essential Public Health Services. It is also the first course of the Certificate of Interdisciplinary Disability Studies in Public Health (Disability Certificate). This course will require around 5-10 hours of work a week during the semester. LTTs may register to take the course in the Fall 2022 semester; however, if not completed in Fall, **LTTs must register to take the course in the Spring 2023 semester.**

Research Projects

- **Group Research Project (Fall)** LTTs are required to complete an interdisciplinary group research project in the Fall semester. LTTs will be assigned to work in interdisciplinary groups to complete a project focused on one of the MCH competency areas. MTTs may also choose to participate in the research projects, and should let the LEND Director (bruder@uchc.edu) and LEND Coordinator (torwoodruff@uchc.edu) know as soon as possible in order to be assigned to a group ([see Form G for Group Research Project requirements and deadlines](#)).
- **Individual Research Project (Spring)** LTTs are required to implement an individual research project focused on one of the MCH competency areas. MTTs may also choose to complete an individual research project, and this should be included on their ILP. Trainees will work with their discipline coordinators and LEND staff to develop ideas for their project throughout the Fall semester, and a finalized research question is due by the final seminar of the Fall semester. If you anticipate that you will need to submit a protocol to the IRB for your individual research project, you will need to contact the LEND Director (bruder@uchc.edu) and your LEND Discipline Coordinator for support. Additionally, the IRB protocol should be drafted during the winter break in order to be submitted at the beginning of the Spring semester ([see Form H for Individual Research Project requirements and deadlines](#)).



Expectations Regarding Written Work

All written work must follow APA style citation and be submitted to HuskyCT. This includes reading reflections and both research projects (see Resources for a link on APA style). Submitted work must be proofread for spelling and grammar errors and adhere to the confidentiality expectations described in this handbook. The work you submit must show that you spent time and effort reflecting on the assignment, incorporating the principles of LEND, and linking back to your current and/or future practice. These reflections and assignments are essential to your growth as a Trainee and any work that does not meet the program expectations will be required to be redone.

Practicum

During the Fall semester, you typically **observe 40 hours** of interdisciplinary teaming, assessments and interventions for infants, children and youth with complex neuro-developmental and other related disabilities including ASD. Due to public health concerns around COVID-19, **the 40 hour requirement is waived**. Virtual and in-person visits will be set up after examining the public health implications for each site. After each observation or visit you will submit the “Fall Practicum Observation Reflection” (*see Form I*). Reflections are due within **one week** of completing an observation and your practicum hours must be included on your weekly hours log.

During the spring semester you will complete an additional **40 hours** at a single practicum location, decided in conjunction with LEND staff and based on your interests. This is subject to modification based on public health concerns. After each weekly practicum visit you are required to complete the “Spring Practicum Reflection” to reflect on your experiences ([see Form J for Spring Practicum Reflection Template](#)). Reflections are due within **one week** and your practicum hours **must** be included on your weekly hours log.

Screening Assignment

If you are a LTT, you are required to screen **five** young children for developmental and other delays (including ASD). The purpose is to make you familiar with ASD screening protocols. After completing a screening, you are required to complete a screening reflection describing the screener you chose and a brief interpretation of the scores (*see Form K for the Screening Assignment Template and for a list of available screening measures*). We will work to provide virtual opportunities to complete these, but this requirement may be subject to change based on available opportunities.

Assessment Observations

As part of the interdisciplinary practice model component of the LEND curriculum, you are required to observe **three** assessments with an infant/child/youth who is suspected of having ASD over the course of the year. We will attempt to provide these through virtual practica experiences, and other opportunities will be presented as available. Changes may be announced based on public health concerns and available opportunities. After observing an assessment, you are required to complete the “Assessment Observation Reflection” form ([see Form L](#)).



CT Governor Ned Lamont signs CT LEND project on Emergency Preparedness

Intervention

If you are an LTT, you are required to provide an intervention for **four** children, two with ASD and two without. This is typically achieved through your spring practica experience, and as such may be subject to change based on public health concerns. If you need assistance or would like to propose a substitution, please contact the LEND Director (bruder@uchc.edu). Once you have provided an intervention you are required to complete the “Intervention Reflection” form ([see Form M for the Intervention Reflection Template](#)).

Practica Expectations

In addition to the program expectations outlined in the previous section, there are additional expectations specific to your participation in practica sites throughout the year. It is important to note that all LEND expectations (such as upholding the core values about people with disabilities, using a strengths-based viewpoint, being family-centered, and effective time management) apply to your practicum experience as well.

Professional Conduct: You should dress business casual; when in doubt air on the conservative, formal side. This is especially true for any event that parents may attend (such as meetings or conferences). Uphold the standards of confidentiality at all times by using initials in email when discussing a particular patient or student. Initials or a pseudonym should be used in all practicum reflections as well. Never talk about a child or youth in the presence of other people who are not involved with the child’s plan. Maintain strictly professional relationships with supervisors, clients, patients, and students at all times. Remember that you represent the LEND program, The University of Connecticut, and your specific discipline’s professional conduct standards at all times when you are at practicum sites. Bring any concerns to the attention of your practicum and LEND program supervisors as they happen and/or before engaging in the activity in question.



Punctuality: If you will miss Friday seminar or any other LEND activity due to illness or a family emergency, you are responsible for calling or emailing the LEND Director (bruder@uchc.edu) as soon as possible. Additionally if you will be late or absent for any practicum experience, email Practicum Coordinator, Tina Rhodes (tirhodes@uchc.edu), LEND Coordinator, Torri Ann Woodruff (torwoodruff@uchc.edu) and the site supervisor as soon as possible.

Adherence to Practicum Placement Policies: As a guest at the practicum placement site, it is your responsibility to adhere to the policies and procedures at the site. This is especially true for sign in/out policies, parking, computer, and cell phone/phone use. You may ask to view a copy of the employee handbook to become aware of these policies, if available. Additionally, if your practicum site has policies about paperwork required before starting (such as your list of vaccinations, documentation of a flu shot, immunization waivers, etc.), you must ensure that you have all of that paperwork completed and submitted. Please note: The University of Connecticut permits immunization waivers for religious or medical reasons. Please contact Employee Health by phone (860.679.2893) or email occmedehs@uchc.edu if you have any questions.

Before Practicum Starts: At least a week before your first practicum visit, send an email to the supervisor to introduce yourself and thank him/her for allowing you to participate. This email is a good way to iron out any first-day logistics as well; for example, you may want to inquire about which room number the supervisor's office is located and what time the practicum supervisor would like you to arrive. It is a good idea to send a confirmation email the day before your visit saying that you will be coming in the next day (and that you're looking forward to it!). Finally, determine how program cancellations/closures (like those due to bad weather) are communicated at the site. Be certain that you have established ahead of time the best way to receive this information.

First Two Visits: The first two visits can be spent by: shadowing your practicum supervisor; observing; taking notes on the routines, transitions, and daily activities of the practicum supervisor/students; and getting to know the children, youth, and staff at the site. You may also want to have a meeting with your supervisor at practicum to discuss responsibilities and expectations, share the list of LEND requirements, and share the ILP.

During Practicum: Throughout practicum, you should tackle every task with positivity and enthusiasm, keep notes on the activities you are involved in during visits, and follow through on commitments. Make sure to revisit your Individualized Learning Plan throughout practicum to ensure that you are on track. The main priorities of the Trainee are to demonstrate LEND competencies, apply new learning, and observe/use evidence-based practices. As such, the practicum supervisor is expected to assign tasks that allow you to demonstrate leadership skills and knowledge commensurate with the LEND program philosophy.

Examples of tasks that would be appropriate to assign a LEND Trainee include:

- Observing team meetings (including IFSP/IEP meetings)
- Participating in tasks that facilitate completion of your LEND program assignments (such as the research project or competencies)
- Contributing to a community resource or program through research, ideas, or data collection
- Conducting an intervention (as long as you have permission/input from the family and supervision from the practicum supervisor)

- Reading a student or client’s background file (with permission) and discussing with the practicum supervisor
- Identifying and visiting potential community resources
- Developing a “mock” plan for feedback
- Observing assessment administration (with permission from the family and/or individual)
- Sharing updated information with colleagues involved in a child or youth’s plan
- Providing suggestions for contending with resources, schools, law, etc.
- Planning activities or writing reports (however, these reports would be for practice only and should not be used as a basis for team decision-making in the child or youth’s program)
- Completing an activity that would enhance a child or youth’s individual program (such as developing a brochure or information pamphlet to be disseminated to families, updating a resource guide for agency and staff to use, etc.)
- Learning how to develop an individualized family service plan or healthcare plan based on the results of a strengths-based assessment
- Anticipating potential problems with intervention or program plans and brainstorm ways to address them
- Recording data

Tasks that should not be assigned include:

- Clerical tasks, such as passing out papers, making copies, etc.
- Any task that you are not prepared to do without supervision, such as a supervisor asking you to complete an assessment you’ve never seen before
- Employee related tasks, such as filling a worker vacancy, helping supervise students during lunch, asking you to be a one-on-one for a student, etc. (remember that you are NOT a paid employee)



Unstructured Time: You are expected to take full advantage of your learning experience at practicum. If you are in a situation where you are waiting for your practicum supervisor to tell you what to do, you should take initiative and request another way to engage. Observing other classes/programs located within the site, shadowing colleagues in a discipline different than yours, reviewing background records (if permission is granted from the family), obtaining schedules, and taking observation notes are all examples of activities that can be done during idle times to prevent you from aimlessly waiting.



LEND Presentation by Self Advocate Abbie Senich

End of Practicum: It is important to plan the end of your spring practicum experience. Before your last day, ensure that you have completed the hours required for practicum and schedule any make up days that were missed during the semester. On the last day, you may want to schedule a final meeting with your practicum supervisor to evaluate your progress and to bring closure to your time there. A personal thank you note for your supervisor and any colleagues or staff you worked closely with is strongly recommended.

Expectations Regarding Confidentiality: Because of the nature of the activities you will part take in as a LEND Trainee, such as observations and family visits, all your work **must be kept confidential**. This includes no identifiable information, such as names or the town of your families, in your submitted work. Names must be changed or initials used in your reflections. If you alter names that must be clearly stated. Names of schools may be included because that is public information.

Family Match

As an LTT, or an MTT if you choose to be, you will be matched with one family per semester, one with a child with ASD and one with a child with a neurodevelopmental disability.

The requirements of this partnership include a minimum of **two** zoom visits with your assigned family per semester. You will record your experiences with your assigned families in a reflection.

The LEND Family Faculty Coordinator, Laurie Cantwell will link you with a family and/or youth advocate. For this year, visits will be conducted **virtually or in person**. Work with your family to meet the required types of visits through virtual meetings; if this is not possible, contact the LEND team to discuss alternate ways to meet this requirement. After conducting an observation, you are required to complete the “Family/Advocate Reflection” form. Completed forms should be uploaded into Blackboard under “Family/Advocate Reflection” ([see Form O](#)). As with all reflections, these are to be submitted within one week of your observation. You must email the LEND Family Faculty Coordinator within 24 hours of the visit to let them know it occurred. In addition, you will find optional “home visit guiding questions” in this section that will help prepare you with questions you can ask during a home visit with a family. Reflections are due within one week and your hours must be included on your weekly hours log.

Expectations Regarding Professional Conduct when Working with Families: As part of the CTLEND competencies, you will be matched with a family (this is referred to as a “family match”). During visits, there are a few expectations to abide by, including:

- You are required to keep all identifiable information **confidential** in the write-up of the visit. Even if the Family Trainee is okay with their information being shared, you are bound by HIPAA and confidentiality regulations. This includes using initials or pseudonyms for names, and pseudonyms for the setting or town you visited. Please see the section below for further information on the expectations on confidentiality.
- It is **your responsibility** to initiate and maintain communication with your family matches. As soon as you know who you are matched with, you should reach out and offer to exchange contact information.
- You should keep in mind that the purpose of conversations with your family match will be to simply get to know the family. In addition, you may find it appropriate to discuss the following: scheduling/rescheduling visits, requesting permission for visits/confirming visits, and debriefing about a seminar topic.
- If a family asks you for ideas about what to observe during visits, potential experiences you could suggest include: shadowing the family on a community outing (such as a soccer game or chorus concert), conducting a home visit, shadowing the child/youth at school, interviewing the family or individual with a disability at a location that is convenient for them, attending family support group meetings, or observing a PPT meeting.
- You will need to check-in with the Family Trainee on a bi-weekly basis, via telephone, face-to-face/virtual visits, or email. All communication should be professional, nonjudgmental, polite, and supportive of the family’s needs.
- The family member will report back on your application and use of Family-Centered Care during these conversations and visits to the Family Faculty Coordinator.
- You should dress in business casual for the first visit, and for additional visits dress to meet the needs of the visit while maintaining a neat standard. Remember: the requirements of the program are purposely flexible to allow for the convenience of the family and advocate first and foremost. Families’ lives are busy, and sometimes it can be difficult for their child to adjust to a change in routine. As such, you are expected to “keep your word,” show on time for visits, reschedule only when absolutely necessary (and with plenty of notice), be flexible if the family needs to reschedule, and be sure to thank the family.





Weekly Hours Log Example | 2022-2023

Name: Jane D.			Week of: 10/19/22
DATE	HOURS	ACTIVITY	PROGRAM COMPETENCY
10/9	8 hours	LEND Seminar	MCH: 1.3 LEND: 1.5
10/12	2 hours	Practicum hours @ UHMS	MCH: 2.1 LEND: 3.6
10/13	1 hour	Worked on Capstone Project	MCH: 1.3 LEND: 1.6
10/14	.5 hours	Spoke to family on phone to schedule home visit	MCH: 8.3 LEND: 1.2
10/15	2.5 hours	Webinar: Teaching Parents to Facilitate Social- Emotional Communication Skills for Children with Disabilities; reflection uploaded to Blackboard	MCH: 9.8 LEND: 2.9
10/16	6 hours	Weekly Readings & Reactions	MCH: 1.8 LEND: 1.6
Total Hours:	20		

Additional Requirements

LEND Weekly Hours Log: You are required to submit a LEND Weekly Schedule of time spent on LEND. You must document all activities in detail for each day of work on LEND for your required number of hours. Your entries will provide evidence of your accomplishments as a LEND Trainee. You will need to specify how the entry aligns with the LEND competencies. Your entries may align with more than one competency (for example, time spent on your group research project might be logged as 1.4, "Describe health disparities within MCH population and offer strategies to address them," in addition to the CTLEND Group Research Project competency). You will use the competency numbers as provided in the LEND Individualized Learning Plan for this, and simply list the competency numbers. The logs must contain hours from Friday to Thursday and are to be submitted to Black Board on Thursdays prior to seminar. Weekly hours logs that are not received by the start of seminar will need to be completed before leaving seminar that day. If you do not submit your weekly hours log and are not present in seminar, the TA assistant will contact you. **Please keep a paper or electronic copy for your records, as this will need to be included in your portfolio at the end of the year** ([see Form P for the Weekly Hours Log Template which you can use to track hours on an ongoing basis](#)). As part of your obligation as an LTT, you are required to complete 20 hours every week including over Thanksgiving, Spring, and Winter break, as you will be paid for these hours. This is non-negotiable.



Expectation Regarding Work Completion and Time Management: You are expected to meet your weekly hours obligation and assignment obligations weekly. All reflections are due within one week of the activity/observation. However, we understand that life happens, and some weeks it will not be possible to do so. For weeks where completing your requirements is not manageable uncompleted hours are required to be made up in future weeks. It is your responsibility to contact the LEND Coordinator (torwoodruff@uchc.edu) informing them of any work that will not be completed on time and propose a timeline for completing the missing hours and work. Given your understanding of your LEND obligations and additional academic/work responsibility, it is your responsibility to develop a plan to balance meeting both. As a Trainee, effective time management will be necessary; however, this is a skill that takes time to develop. LEND is a rigorous program in which you are engaging in addition to your already rigorous graduate degree program, and it will take a conscious effort and a great deal of practice to balance the work of both. Planning, prioritizing, incorporating self-care, setting work schedules, and sticking to work schedules are all important aspects of effective time management. Remember that the CTLEND faculty and staff are here to support you. If at any point you become overwhelmed, or you feel that you will need to submit a LEND assignment late, this must be communicated as soon as possible so we can assist you.

Advocacy Activities: LTTs will attend one (1) KASA Meeting, People First Meeting, ARC Meeting, or other community advocacy agency or meeting. After each visit you will complete the “Event Reflection” form and upload it into Blackboard under “Event Reflection” (*see Form Q for the Event Reflection Template*).

LTTs will also participate in one (1) advocacy project that will culminate with a visit with legislators. Advocacy is acting on behalf of another. Each student will participate in a group to identify a systemic need for those with disabilities. The group will prepare a presentation for a legislator that outlines the problem and presents a solution that has been researched and is realistic. Please see the LEND director (bruder@uchc.edu) for more details.

Additional Reflections

The following reflections are required after attendance at webinars, site observations, and events. A description of each reflection form is outlined below. These reflections should be uploaded as needed (i.e., when you participate in them throughout the year). If you have any questions about which form to complete for an activity, please email the Teaching Assistants (alsamawai@uconn.edu or senich@uchc.edu).

Webinar Reflections: Throughout the year, you may find webinars that are of interest to you and that align with MCH and LEND competency requirements (if you find a webinar topic of interest but are not sure if it aligns with LEND topics, please email the LEND Director and ask). After viewing the webinar, you will be required to complete the “Webinar Reflection” form and upload it into Blackboard under “Webinar Reflection” (*see Form R for the Webinar Reflection Template*).

Event Reflection: If you attend any workshops or special events that align with LEND or MCH competencies, you are required to complete an “Event Reflection” form. Completed Event Reflection forms should be uploaded into Blackboard under “Event Reflection” (*see Form Q for the Event Reflection Template*).

Progress Reports

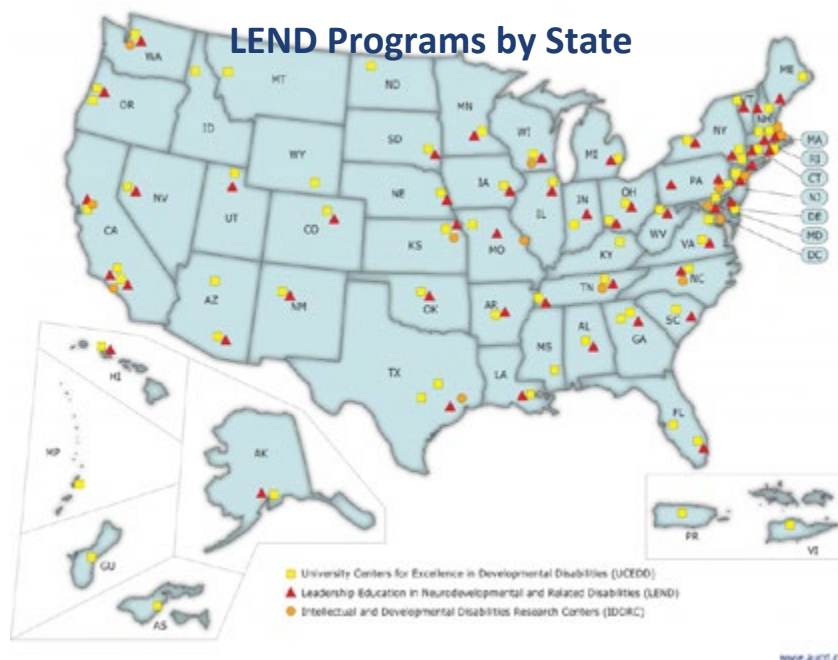
Each month, you will receive progress reports on your completion of the LEND Requirements. These reports are meant to help you stay on track and develop plans for completing required tasks. Reports will contain information on all requirements relevant to your Trainee position, missing hours, and your average scores on the pre-and post-questionnaires. The LEND Coordinators (hlabrecque@uchc.edu or tirhodes@uchc.edu) or your assigned mentor will also schedule time to meet individually to monitor progress, provide additional feedback, and be available for assistance as needed.

Portfolio

At the end of the year you must submit a portfolio documenting completion of the requirements listed above to HuskyCT. The portfolio should include the completed ILP, hours for the year, the Family Centered Practice Module grade sheet and competencies, Medical Home Module activities, Public Health module activities and reflections, advocacy/policy activities, and all reflections (practicum, ASD screening, assessment, intervention, family visits, KASA meetings, and events/webinars). Please contact the LEND Coordinator (torwoodruff@uchc.edu) if you would like to see examples of previous Trainee portfolios.

National Information Reporting System

The National Information and Reporting System (NIRS) is the national, web-based data reporting and retrieval system for the AUCD network. NIRS enables us, as network members, to manage our own Center's productivity, provide the public with access to the projects and products of our Center, and to comply with federal reporting requirements. The data gathered in NIRS also enables AUCD to develop composite snapshots of the UCEDD and LEND programs throughout the country. If you have any questions about NIRS, please contact the LEND Director (bruder@uchc.edu).



CTLEND Faculty and Staff

An important part of CTLEND is the team that supports the program. This team collaborates frequently to ensure that planning and implementation of the LEND program meets the LEND objectives. The following list contains the names, roles and contact information of these team members. They are available to support Trainees and answer any questions, comments or concerns.



Mary Beth Bruder, PhD
bruder@uchc.edu
 Professor, UCEDD Director,
 LEND Director

Contact for: Research projects, requirements,
 approval, absences, general questions



Tayla Duntz
tayla.duntz@uconn.edu
 LEND Teaching Assistant (TA)

Contact for: General questions



Tara Lutz, PhD, MPH, CHES®
lutz@uchc.edu
 Assistant Professor,
 UCEDD Training Director

Contact for: Public Health course



Skyley Parizek
parizek@uchc.edu
 LEND Teaching Assistant (TA)

Contact for: General questions



Torri Ann Woodruff-Gautherin, PhD
torwoodruff@uchc.edu
 LEND Coordinator

Contact for: Technical assistance regarding
 Blackboard, research projects, requirements and
 general questions



Maddie Senich
maddie.senich@uconn.edu
 LEND Teaching Assistant (TA)

Contact for: General questions



Tina Rhodes, MS, OTR/L
rhodes@uchc.edu
 Clinical Research Associate,
 LEND Practicum Coordinator

Contact for: Practicum questions, requirements and
 general questions



Isha Sinojia
sinojia@uchc.edu
 LEND Teaching Assistant (TA)

Contact for: General questions



Victoria Zysk
victoria.zysk@uconn.edu
 LEND Teaching Assistant (TA)

Contact for: General questions

LEND Discipline Coordinators



Melissa A. Bray, PhD
School Psychology



Allison Lombardi, PhD
Special Education



Kathleen Cienkowski, PhD
Audiology



Inge-Marie Eigsti
Clinical Psychology



Carol Weitzman, MD
Developmental Behavioral Pediatrics



Marianne Snyder, PhD
Nursing



Bernard Grela, PhD
Speech, Language, and Hearing Sciences



Cristina Mogro-Wilson, MSW, PhD
Social Work



Tina Rhodes
Occupational Therapy



Resources

ADA National Network: <http://adata.org/>

APA Style Citation:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

Association of University Centers on Disabilities (AUCD): www.aucd.org

AUCD Trainee Corner: <https://www.aucd.org/template/page.cfm?id=313>

Center for Parent Information & Resources: <http://www.parentcenterhub.org/>

Connecticut State Department of Education: <http://www.sde.ct.gov/sde/site/default.asp>

Connecticut Birth to Three Program: www.birth23.org

Early Career Professionals: <http://www.aucd.org/ecp/template/index.cfm>

Federal Website with Disability-Related Resources: www.disability.gov

Maternal and Child Health Bureau: <http://www.mchb.hrsa.gov/>

Maternal & Child Health Knowledge Base & Library Collection, Georgetown University:
<http://www.ncemch.org/knowledge-base.php>

Maternal and Child Health Training: <https://mchb.hrsa.gov/training/>

National Center on Disability and Journalism (disability language):
<http://ncdj.org/wp-content/uploads/2012/08/NCDJStyleGuide2015.pdf>

National Council on Disability: www.ncd.gov/

People-First Language: <https://www.thearc.org/who-we-are/media-center/people-first-language>

Principles of Strengths-Based Practice: <http://www.ayscbc.org/Principles%20of%20Strength-2.pdf>

United States Department of Health and Human Services: <http://www.hhs.gov/>

University of Connecticut LEND Website: <http://uconnuceedd.org/leadership-education/>

University of Connecticut Center for Excellence in Developmental Disabilities: <http://uconnuceedd.org/>



Forms

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Form A. Individualized Learning Plan (ILP)

Connecticut LEND Requirements: Individualized Learning Plan | 2022-2023

Name:

Discipline:

Graduate Program:

Approved by LEND Staff:	Date:	Discipline Coordinator:	Date:
Trainee:	Date:		

2022-2023 Trainee Requirements

MCH COMPETENCIES | LEND COMPETENCIES | ONLINE COURSEWORK | RESEARCH | CLINICAL | ADVOCACY

Form A. MCH COMPETENCIES

You will be required to document how you have attained each competency. If you are documenting the competency solely through seminar participation, please list specific seminars in which this competency was addressed.

MCH Leadership Competencies	What specific activities will you do to demonstrate this? (e.g. classwork, practicum, competency assignment, webinar, meeting, other)	Documentation (e.g. submitted reflection, signed attendance, presentations)	Date Completed
1. MCH Knowledge Base/Context			
1.1 Describe MCH populations and provide examples of MCH programs, including Title V programs.			
1.2 Describe the utility of a systems approach in understanding the interaction of individuals, groups, organizations, and communities in health outcomes.			
1.3 Use data to identify issues related to the health status of a particular MCH population group and use these to develop or evaluate policy.			
1.4 Describe health disparities within MCH populations and offer strategies to address them.			
1.5 Evaluate critically evidence-based programs and policies for translation of research to practice.			
1.6 Understand the value of partnering with family- and community-led organizations to identify ways to engage families and community members in efforts to improve programs, policies, and practices.			
1.7 Demonstrate the use of a systems approach to examine the interactions among individuals, groups, organizations, and communities.			
1.8 Assess the effectiveness of an existing program for specific MCH population groups.			

Form A. MCH COMPETENCIES

You will be required to document how you have attained each competency. If you are documenting the competency solely through seminar participation, please list specific seminars in which this competency was addressed.

MCH Leadership Competencies	What specific activities will you do to demonstrate this? (e.g. classwork, practicum, competency assignment, webinar, meeting, other)	Documentation (e.g. submitted reflection, signed attendance, presentations)	Date Completed
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2. Self-Reflection

2.1 Recognize the way one's personal attitudes, beliefs, and experiences influence leadership style.			
2.2 Use self-reflection techniques to enhance program development, service delivery, patient care, community collaboration, teaching and research, scholarship, and interpersonal communication.			
2.3 Identify a framework to obtain productive feedback from peers and mentors.			
2.4 Apply understanding of one's own leadership style to assemble and promote cohesive, well-functioning teams with diverse and complementary styles.			

3. Ethics

3.1 Identify and address ethical issues in patient care, community-based settings, human subjects research, and public health theory and practice.			
3.2 Describe the ethical implications of health disparities within MCH populations.			
3.3 Interact with others to solve problems in an ethical manner.			
3.4 Act as catalysts for discussion of ethical dilemmas and issues that affect MCH population groups.			
3.5 Seek to understand the community's cultural values in order to ensure the delivery of culturally competent and ethical policies, programs, and practices.			

Form A. MCH COMPETENCIES

You will be required to document how you have attained each competency. If you are documenting the competency solely through seminar participation, please list specific seminars in which this competency was addressed.

MCH Leadership Competencies	What specific activities will you do to demonstrate this? (e.g. classwork, practicum, competency assignment, webinar, meeting, other)	Documentation (e.g. submitted reflection, signed attendance, presentations)	Date Completed
4. Critical Thinking			
4.1 Evaluate various perspectives, sources of information, merits of various approaches, and possible unintended consequences in addressing a clinical, organizational, community-based, or research challenge.			
4.2 Use population data to assist in determining the needs of a population for the purposes of designing programs, formulating policy, and conducting research or training.			
4.3 Formulate a focused and important practice, research, or policy question			
4.4 Demonstrate the ability to critically analyze research			
4.5 Identify promising and evidence-informed practices and policies that can be used in situations where action is needed, but no evidence base yet exists.			
4.6 Present and discuss a rationale for policies and programs that is grounded in research and addresses the information needs of different audiences.			
4.7 Use implementation science to analyze and translate research findings into policies and programs.			
4.8 Develop and apply evidence-based practice guidelines and policies in their field			
5. Communication			
5.1 Share thoughts, ideas, and feelings effectively and with cultural and linguistic proficiency in discussions, meetings, and presentations with individuals and diverse groups.			

Form A. MCH COMPETENCIES

You will be required to document how you have attained each competency. If you are documenting the competency solely through seminar participation, please list specific seminars in which this competency was addressed.

MCH Leadership Competencies	What specific activities will you do to demonstrate this? (e.g. classwork, practicum, competency assignment, webinar, meeting, other)	Documentation (e.g. submitted reflection, signed attendance, presentations)	Date Completed
5.2 Write clearly, effectively, and with cultural and linguistic proficiency to express information about issues and services that affect MCH population groups.			
5.3 Understand nonverbal communication cues in self and others.			
5.4 Listen attentively and actively.			
5.5 Tailor information for the intended audience(s), purpose, and context by using appropriate communication messaging. Audiences can include consumers, policymakers, clinicians, and the public.			
5.6 Demonstrate the ability to communicate clearly through effective presentations and written scholarship about MCH populations, issues, and/or services.			
5.7 Employ a repertoire of communication skills that includes disseminating information in a crisis, relaying difficult news, and explaining opportunities and risks for health promotion and disease prevention.			
5.8 Summarize complex information appropriately for a variety of audiences and contexts.			
6. Negotiation & Conflict Resolution			
6.1 Understand their own points of view and negotiation/ conflict-handling styles, and possess emotional self-awareness and self-regulation.			
6.2 Understand others' points of view, how various styles can influence negotiation and conflict resolution, and how to adapt to others' styles to resolve differences.			

Form A. MCH COMPETENCIES

You will be required to document how you have attained each competency. If you are documenting the competency solely through seminar participation, please list specific seminars in which this competency was addressed.

MCH Leadership Competencies	What specific activities will you do to demonstrate this? (e.g. classwork, practicum, competency assignment, webinar, meeting, other)	Documentation (e.g. submitted reflection, signed attendance, presentations)	Date Completed
6.3 Apply strategies and techniques of effective negotiation and evaluate the impact of personal communication and negotiation style on outcomes.			
6.4 Demonstrate the ability to manage conflict in a constructive manner.			
6.5 Navigate and address the ways culture, power, socioeconomic status, and inequities shape conflict and the ability to come to resolution.			
6.6 Use consensus building to achieve common understanding, goals, and activities to solve problems.			
7. Cultural Competency			
7.1 Conduct personal and/or organizational self-assessments regarding cultural competence.			
7.2 Assess, without making assumptions, the strengths and needs of individuals and communities based on sensitivity to, and respect for, their diverse backgrounds, and respond appropriately.			
7.3 Incorporate an understanding and appreciation of differences in experiences and perspectives into professional behaviors and attitudes while maintaining an awareness of the potential for implicit bias.			
7.4 Modify systems to meet the specific needs of a group, family, community, or population			
7.5 Employ strategies to ensure culturally sensitive public health and health service delivery systems.			
7.6 Integrate cultural competency into programs, research, scholarship, and policies.			

Form A. MCH COMPETENCIES

You will be required to document how you have attained each competency. If you are documenting the competency solely through seminar participation, please list specific seminars in which this competency was addressed.

MCH Leadership Competencies	What specific activities will you do to demonstrate this? (e.g. classwork, practicum, competency assignment, webinar, meeting, other)	Documentation (e.g. submitted reflection, signed attendance, presentations)	Date Completed
7.7 Use data-driven tools to guide efforts toward health equity.			
8. Family-Professional Partnerships			
8.1 Solicit and implement family input in the design and delivery of clinical or public health services, program planning, materials development, program activities, and evaluation. Also, understand the importance of providing compensation as appropriate for such services (e.g., honoraria, paid staff, consultants).			
8.2 Recognize the importance of providing training, mentoring, and opportunities to families, youth, and community members to lead advisory committees or task forces. Further, recognize the importance of seeking training and guidance from these groups.			
8.3 Demonstrate family-centered philosophical constructs (e.g., families and professionals share decision making; professionals use a strengths-based approach when working with families) and use these constructs to critique and strengthen practices, programs, or policies that affect MCH population groups.			
8.4 Assess and tailor recommendations to social, educational, and cultural issues affecting the family.			
8.5 Celebrate individual/family diversity and provide an open and accepting environment.			
8.6 Recognize that organizational and system-level policies and practices may impact CYSHCN and families.			
8.7 Establish effective relationships with family-led organizations to build and deepen family involvement across all MCH programs.			

Form A. MCH COMPETENCIES

You will be required to document how you have attained each competency. If you are documenting the competency solely through seminar participation, please list specific seminars in which this competency was addressed.

MCH Leadership Competencies	What specific activities will you do to demonstrate this? (e.g. classwork, practicum, competency assignment, webinar, meeting, other)	Documentation (e.g. submitted reflection, signed attendance, presentations)	Date Completed
8.8 Use feedback from family, youth, and community-members obtained through focus groups, surveys, community advisory boards, and other mechanisms as part of the project's continuous quality improvement efforts and to monitor and assess the program overall for effectiveness of family-professional partnerships.			
8.9 Ensure that family and community perspectives are included in MCH research, clinical practice, programs, and policy (e.g., in community needs assessments, processes to establish priorities for new initiatives or research agendas, or the development of clinical guidelines).			
8.10 Assist health care professionals, organizations, and health plans to develop, implement, and evaluate models of family-professional partnerships.			
8.11 Incorporate family-professional and health home models of care delivery into health professions and continuing education curricula, and assess the effect of this training on professional skills, programs, and policies.			
9. Developing Others Through Teaching, Coaching & Mentoring			
9.1 Use instructional technology tools that facilitate broad participation.			
9.2 Give and receive constructive feedback about behaviors and performance.			
9.3 Cultivate active listening skills (e.g., attending, clarifying, and confirming).			
9.4 Identify appropriate mentor-mentee relationships taking into consideration both individuals' backgrounds, disciplines and other relevant factors.			

Form A. MCH COMPETENCIES

You will be required to document how you have attained each competency. If you are documenting the competency solely through seminar participation, please list specific seminars in which this competency was addressed.

MCH Leadership Competencies	What specific activities will you do to demonstrate this? (e.g. classwork, practicum, competency assignment, webinar, meeting, other)	Documentation (e.g. submitted reflection, signed attendance, presentations)	Date Completed
9.5 Clearly set boundaries and define expectations focused on specific tasks and projects in a mentoring or coaching relationship.			
9.6 Develop a rapport so that the mentoring/coaching relationship facilitates the exploration of new and innovative ideas as well as an exchange of honest, constructive feedback and encouragement.			
9.7 Incorporate evidence-based pedagogy (e.g., universal design learning).			
9.8 Consistently draw learners into active learning roles.			
9.9 Effectively facilitate learning in groups with individuals of varying baseline knowledge, skills, and experiences.			
9.10 Expand beyond task- or project-focused coaching to career- and professional advancement-focused coaching and mentoring.			
9.11 Facilitate opportunities for learners to serve as teachers, coaches, or mentors.			
10. Interdisciplinary/Interprofessional Team Building			
10.1 Accurately describe roles, responsibilities, and scope of practice of other professions, MCH members, and families.			
10.2 Actively seek out and use input from people with diverse perspectives to make decisions.			
10.3 Identify and assemble team members with knowledge and skills appropriate to a given task.			

Form A. MCH COMPETENCIES

You will be required to document how you have attained each competency. If you are documenting the competency solely through seminar participation, please list specific seminars in which this competency was addressed.

MCH Leadership Competencies	What specific activities will you do to demonstrate this? (e.g. classwork, practicum, competency assignment, webinar, meeting, other)	Documentation (e.g. submitted reflection, signed attendance, presentations)	Date Completed
10.4 Facilitate group processes for team-based decisions, including articulating a shared vision, building trust and respect, and fostering collaboration and cooperation.			
10.5 Model curiosity about differences and appreciation for individual contributions, as these are essential to effective ID/IP teams.			
10.6 Identify and redirect forces that negatively influence team dynamics.			
10.7 Use shared outcomes to promote team synergy.			
10.8 Share leadership based on appropriate use of team member strengths in carrying out activities and managing challenges.			
10.9 Adopt tools, techniques, and methods of a range of MCH disciplines representing diverse perspectives to address challenges and meet needs.			
10.10 Use knowledge of competencies and roles for disciplines other than one's own to improve teaching, research, advocacy, and systems of care			
11. Work with Communities & Systems			
11.1 Relate the mission, vision, and goals of an organization to the broader system in which it belongs to facilitate shared understanding, responsibility, and action.			
11.2 Practice budgeting, effective resource use, control of standards, coordination of tasks, and problem solving.			
11.3 Develop agendas and lead meetings/ teams effectively.			

Form A. MCH COMPETENCIES

You will be required to document how you have attained each competency. If you are documenting the competency solely through seminar participation, please list specific seminars in which this competency was addressed.

MCH Leadership Competencies	What specific activities will you do to demonstrate this? (e.g. classwork, practicum, competency assignment, webinar, meeting, other)	Documentation (e.g. submitted reflection, signed attendance, presentations)	Date Completed
11.4 Identify stakeholders and the extent of their engagement in the collaborative process.			
11.5 Interpret situations systemically (i.e., identify both the whole system and the dynamic interplay among its parts).			
11.6 Assess the environment to determine goals and objectives for a new or continuing program, list factors that facilitate or impede implementation of evidence-based/informed strategies, develop priorities, and establish a timeline for implementation.			
11.7 Implement accommodations aimed at increasing inclusion and accessibility for all.			
11.8 Manage a project effectively and efficiently, including planning, implementing, delegating, sharing responsibility, staffing, and evaluating.			
11.9 Use implementation science to promote use of evidence-based/informed practices.			
11.10 Develop proficiency in the business and administrative aspects of health care finance and policy.			
11.11 Maintain a strong stakeholder group with broad-based involvement in an environment of openness, inclusion, and trust.			
11.12 Build effective and sustainable coalitions to address specific outcomes.			
11.13 Use community collaboration models (e.g., collective impact) and leverage existing community improvement efforts to define a meaningful role for MCH.			

Form A. MCH COMPETENCIES

You will be required to document how you have attained each competency. If you are documenting the competency solely through seminar participation, please list specific seminars in which this competency was addressed.

MCH Leadership Competencies	What specific activities will you do to demonstrate this? (e.g. classwork, practicum, competency assignment, webinar, meeting, other)	Documentation (e.g. submitted reflection, signed attendance, presentations)	Date Completed
12. Policy			
12.1 Frame problems based on key data that affect MCH populations, including epidemiological, economic, political, and social trends.			
12.2 Use data and evaluative criteria in proposing policy change.			
12.3 Distinguish the roles and relationships of groups involved in the public policy development and implementation process. Such groups include the executive, legislative, and judicial branches of government at all levels, as well as interest groups and coalitions.			
12.4 Apply appropriate evaluation standards and criteria to the analysis of alternative policies.			
12.5 Analyze the potential impact of policies on diverse MCH population groups.			
12.6 Formulate strategies to balance the interests of diverse stakeholders in ways that are consistent with MCH priorities..			
12.7 Effectively present evidence and information to a legislative body, key decision makers, foundations, or the general public.			
12.8 Craft a convincing MCH story designed to motivate constituents and policymakers to take action.			

Form A. LEND COMPETENCIES

Please indicate how you will plan to complete each of competencies. You will be required to document how you have attained each competency. If you are documenting the competency solely through seminar participation, please list specific seminars in which this competency was addressed.

CTLEND Competencies	What specific activities will you do to demonstrate this? (e.g. classwork, practicum, competency assignment, webinar, meeting, other)	Documentation (e.g. submitted reflection, signed attendance, presentations)	Date Completed
1. MCH Foundations			
1.1 Life course perspective			
1.2 Family centered practices			
1.3 Cultural competence			
1.4 Medical home/health promotion			
1.5 Social determinants of health			
1.6 Research design and analysis			
2. Neurodevelopment/Disability Risk			
2.1 Brain development			

Form A. LEND COMPETENCIES

Please indicate how you will plan to complete each of competencies. You will be required to document how you have attained each competency. If you are documenting the competency solely through seminar participation, please list specific seminars in which this competency was addressed.

CTLEND Competencies	What specific activities will you do to demonstrate this? (e.g. classwork, practicum, competency assignment, webinar, meeting, other)	Documentation (e.g. submitted reflection, signed attendance, presentations)	Date Completed
2.2 Neural tube defects			
2.3 Genetics and genetic syndromes			
2.4 Prematurity			
2.5 Nutrition and metabolic errors			
2.6 ASDs			
2.7 Intellectual disability			
2.8 Cerebral palsy and other motor/physical conditions			
2.9 Multiple disabilities			
2.10 Medically complex needs			
2.11 Mental health/ADHD			
2.12 Acquired brain injury			

Form A. LEND COMPETENCIES

Please indicate how you will plan to complete each of competencies. You will be required to document how you have attained each competency. If you are documenting the competency solely through seminar participation, please list specific seminars in which this competency was addressed.

CTLEND Competencies	What specific activities will you do to demonstrate this? (e.g. classwork, practicum, competency assignment, webinar, meeting, other)	Documentation (e.g. submitted reflection, signed attendance, presentations)	Date Completed
3. Interdisciplinary Practices			
3.1 Discipline roles and competences			
3.2 Team process			
3.3 Screening and surveillance			
3.4 Assessment and diagnosis			
3.5 Evidence based practices			
3.6 Intervention planning and team service delivery			
3.7 Data based decision making			
3.8 Evaluation			
4. Developmental Disability Systems			
4.1 Developmental Disabilities Network			
4.2 NICU			

Form A. LEND COMPETENCIES

Please indicate how you will plan to complete each of competencies. You will be required to document how you have attained each competency. If you are documenting the competency solely through seminar participation, please list specific seminars in which this competency was addressed.

CTLEND Competencies	What specific activities will you do to demonstrate this? <i>(e.g. classwork, practicum, competency assignment, webinar, meeting, other)</i>	Documentation <i>(e.g. submitted reflection, signed attendance, presentations)</i>	Date Completed
4.3 Early intervention			
4.4 Special education			
4.5 Community living and resources			
4.6 Transition to adult medical, work, community, and living			
4.7 Geriatric care			
4.8 Mental health			
5. Individual Person-Centered Supports			
5.1 Self-advocacy			
5.2 Service/care coordination			
5.3 Positive behavior supports			
5.4 Assistive technology			
5.5 Person centered planning			

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Form A. LEND COMPETENCIES

Please indicate how you will plan to complete each of competencies. You will be required to document how you have attained each competency. If you are documenting the competency solely through seminar participation, please list specific seminars in which this competency was addressed.

CTLEND Competencies	What specific activities will you do to demonstrate this? (e.g. classwork, practicum, competency assignment, webinar, meeting, other)	Documentation (e.g. submitted reflection, signed attendance, presentations)	Date Completed
5.6 Self determination			
5.7 Supported decision making			
6. Leadership			
6.1 Strategic planning			
6.2 Adult learning			
6.3 Leadership characteristics			
6.4 Scaling up EB practices with fidelity			
6.5 Model systems development			
6.6 Systems change			
6.7 Policy development and evaluation			
6.8 Principles of advocacy			
6.9 Legislative process			

Form A. LEND COMPETENCIES

Please indicate how you will plan to complete each of competencies. You will be required to document how you have attained each competency. If you are documenting the competency solely through seminar participation, please list specific seminars in which this competency was addressed.

CTLEND Competencies	What specific activities will you do to demonstrate this? (e.g. classwork, practicum, competency assignment, webinar, meeting, other)	Documentation (e.g. submitted reflection, signed attendance, presentations)	Date Completed
6.10 Leading with and through others			
6.11 Responsibilities to others through mentorship			
7. Emerging Issues for MCH Leaders			
7.1 Life course planning			
7.2 Health disparities			
7.3 Service integration			
7.4 Inclusive community living			
7.5 ASD: systems of care over the lifespan			
7.6 Interdisciplinary research			
7.7 Early career development			
7.8 NAS – opioid exposure			
7.9 Obesity			
7.10 Zika virus			
7.11 Lead contamination			

Form A. ONLINE COURSEWORK

You will participate in three online courses and document your completion of these activities.

Online Courses	Documentation <i>(e.g. submitted reflection, signed attendance, presentations)</i>	Date Course Completed
1. Medical Home		
2. Family-Centered Practices		
3. Public Health		

Form A. RESEARCH

1. Complete a group research project (Fall).

Group Research Project	What specific activities will you do to demonstrate this? (e.g. classwork, practicum, competency assignment, webinar, meeting, other)	Documentation (e.g. submitted reflection, signed attendance, presentations)	Date Completed
1. Research Preparation and Question			
2. Research Design			
3. Data Collection and Analysis			
4. Research Discussion and Dissemination			

2. Complete an individual research project (Spring).

1. Research Preparation and Question			
2. Research Design			
3. Data Collection and Analysis			
4. Research Discussion and Dissemination			

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1. **Observe interdisciplinary practice (assessments and intervention models across the age span) for at least 40 hours during Fall semester (4 hours per week) with infants, children and youth with the complex neurodevelopmental and other related disabilities including ASD.**

[illegible]

2. Participate in interdisciplinary practice models (across the age span) for at least 40 hours during Spring semester with infants, children and youth with complex neurodevelopmental and other related disabilities including ASD.

[illegible]

Form A. PRACTICUM

3. Screen five (5) young children for ASD.

Screening	Where	Date and Time	Reflection
Student One			
Student Two			
Student Three			
Student Four			
Student Five			

4. Participate in three (3) assessments with an infant/child/youth who is suspected of having ASD.

Assessment	Where	Date and Time	Reflection
Assessment One			
Assessment Two			
Assessment Three			

Form A. PRACTICUM

5. Design and implement an interdisciplinary intervention with four (4) infants, children or youth with complex neurodevelopmental and other related disabilities including two (2) with ASD.

Intervention	Where	Date and Time	Reflection
Student One			
Student Two			
Student (with ASD) Three			
Student (with ASD) Four			

6. Family Match Visits: follow a family with an infant/child/youth with ASD. Conduct one initial visit; two home visits; two school visits; one doctor's visit and one community activity visit.

Family Match Visits (Fall)	Where	Date and Time	Reflection
Initial Meeting			
Home Visit One			
Home Visit Two:			
School Visit One:			

Form A. PRACTICUM

Family Match Visits (Fall)	Where	Date and Time	Reflection
School Visit Two			
Doctor Visit			
Community Visit			

Form A. PRACTICUM

Family Match Visits (Spring)	Where	Date and Time	Reflection
Initial Meeting			
Home Visit One			
Home Visit Two			
School Visit One			
School Visit Two			
Doctor Visit			
Community Visit			

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1. Attend one (1) KASA Meeting, People First Meeting, ARC Meeting, or other community advocacy agency or meeting.

Advocacy Meeting	Where	Date and Time	Reflection

Project Title	Where	Date and Time	Reflection
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Project Title	Where	Date and Time	Reflection

Form A. Setting Your Own Goals for LEND

Please provide specific and comprehensive answers to the following questions.

1. What do you want to be doing 5 years from now?

2. Based on this, list 3 personal goals for your participation in LEND?

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Form B. Pediatric Audiology Requirements

Pediatric Audiology Requirements

The UConn LEND program is one of 12 LEND programs that receives supplemental funds to expand and augment their pediatric audiology training efforts. Requirements of these Trainees include:

- **Pediatric Audiology Seminar:** This is a weekly, three-hour seminar in Pediatric Audiology focusing on hearing loss for individuals with complex needs such as individuals with ASD and other developmental disabilities, MCH competencies and program competencies. This seminar may be taken for credit through the SLHS program or as an independent study with a LEND faculty member. The interactive seminars are provided in conjunction with required readings, assignments, participation in national AUCD activities (e.g., journal club, conferences), observations of screening, diagnosis and treatment of infants, children, adolescents and adults with developmental disabilities, and other practical experiences.
- **Pediatric Grand Rounds:** Each LTT will be required to participate in Audiology Grand Rounds. Grand Rounds serve as an opportunity to review challenging audiology cases. Audiology Grand Rounds are offered monthly through the Doctor of Audiology program in the Department of SLHS. Each LTT will be expected to present one grand rounds case that will spotlight a challenging pediatric case with an emphasis on interdisciplinary care. LEND competencies should be identified for the presented grand rounds case.
- **Individual Research Projects:** Each LTT will be required to implement a research project with infants, children and youth with hearing loss with a focus on those individuals and their families with complex needs, including ASD or other developmental disabilities. Dr. Cienkowski and Torri Ann Woodruff will provide guidance for these projects.
- **Clinical Practica:** Each LTT will be required to participate in a clinical practicum site for 4 hours a week during the academic year as part of the LEND curriculum.
- **Enhanced Practicum in Audiology (25 hours a week):** LTT's will participate in enhanced practicum at a site that provides services for infants, children, youth and/or adults with hearing loss. The primary practicum site is Capitol Region Education Council (CREC) Soundbridge; however, practicum site opportunities for LTT's have been expanded to include innovative hospital and community based models that serve underserved populations of children/youth in Hartford and New Haven. In addition, the Audiology doctoral students who participate in this enhanced training will participate across the state in other agencies that provide services to this population. All provide opportunities to screen, assess and intervene with a range of infants/children/youth with hearing loss and other developmental disabilities including ASD.

Form C. LEND Seminar Objectives

LEND Seminar Objectives

As a result of participating in the seminar, students will demonstrate knowledge of the following:

1. Systems of care serving people with neurodevelopmental and related disabilities and the strengths and limitations of these systems. This includes the Administration on Developmental Disabilities (ADD), early intervention and special education and understanding the Maternal and Child Health Bureau's mission and the role of the LEND program in advancing MCHB's mission.
2. Skills necessary for leadership, including those needed to work with and advocate for persons with Neurodevelopmental Disabilities and their families effectively.
3. Benefits and challenges of interdisciplinary teams. This includes understanding the perspective of each discipline involved in providing services and supports to persons with ND and their families.
4. Family-centered and culturally competent philosophy and practices for persons with neurodevelopmental and related disabilities.
5. Medical home across the lifespan.
6. Genetics and genetic syndromes and the implications for life functioning.
7. Screening, diagnosis and interventions for particular neurodevelopmental and related disabilities with an emphasis on ASD, including but not limited to: Fragile X, Cerebral Palsy, Down Syndrome, ADHD, Intellectual Disabilities, Traumatic Brain Injury, and Epilepsy.
8. Supports and strategies to enhance quality of life. This includes assistive technology, positive behavior supports, and inclusive communities.
9. Comprehensive systems of care across the lifespan. This includes early intervention, schools, transition to adulthood and geriatrics.
10. Principles of adult learning theory.
11. Principles of evidence-based research and the challenges associated with their application in real world settings.

Form D. Fall Reading Reflection Template

Fall Reading Reflection

Name:

Date:

Name of Article/Chapter:

Author:

For each reading, please respond to the following questions (please limit your responses to one page)

1. What do you like about the reading?

2. What do you dislike about the reading?

3. How will you apply what you learned from this reading to your current/future career?

4. What is one thing you will do differently as a result of this reading?

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Form E. Spring Reading Reflection Template

Spring Reading Reflection

Name:	Date:
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Readings:

Write a reflection addressing the following questions and prompts:

1. Synthesize the main points of each reading into one synthesis of all readings.

2. Identify similarities and differences between readings.

3. Write about how you will use this information to inform/improve your practice.
How can you put your learning into practice?

4. Is there anything you would like to learn more about as a result of these readings?

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Form F. Online Courses

Medical Home

The Medical Home for Children and Youth with Special Health Care Needs Training Academy (MHTA) Curriculum is based on the training program “Every Child Deserves a Medical Home” produced in 2000 in a collaborative including the American Academy of Pediatrics, Family Voices, Maternal and Child Health Bureau (MCHB), the National Association of Children’s Hospitals and Related Institutions and the Shriner’s Hospitals for Children The CT DPH developed and funded the course and the CT UCEDD administers it. Completion of this course is due on January 19, 2023 by 11:59pm.

By the end of the course, students will be able to

1. Provide professionals, paraprofessionals and families/caregivers who care for children and youth with special health care needs (CYSHCN) with information and materials to assist them in providing care for this population.
2. Provide pediatric and family primary care practices with information and strategies for becoming medical homes in the community.
3. Provide information on the concept of medical home to persons including families/caregivers who have children and youth with special health care needs and organizations that work with CYSHCN.
4. Understand the essential components of care coordination in the medical home concept and how it supports the provision of comprehensive collaborative care.
5. Promote family-professional partnerships to provide care, advocacy and support in a manner that is coordinated and explicit about roles and expectations and ensures clear and consistent communication of information.
6. Provide information and training to health care providers, community providers, community based organizations and family members and Youth with SHCN about transition as a necessary and important aspect of life and to educate and motivate these key stakeholders to become active participants in the transition process.

Form F. Online Courses

Family-Centered Practices

The purpose of this course is to illustrate the centrality of the family in the life of infants, children and youth with disabilities and, subsequently, intervention. This course relies on outside readings, on-line discussions, and completion of performance-based activities and competencies which are embedded into 15 modules. **Completion of this course is due on January 19, 2023 by 11:59pm.**

By the end of the course, students will be able to

1. Identify family system components and internal/ external influences on family functioning.
2. Discuss the core principles of family-centered practice.
3. Demonstrate the use of effective communication skills with families, including active listening, questioning techniques, reflection of feelings, and reflections of content.
4. Demonstrate understanding and respect of culture, diversity and individuality of families.
5. Communicate effectively with families to identify their resources, priorities and concerns.
6. Communicate effectively with families to identify their formal and informal social support networks.
7. Identify and review current family assessment protocols.
8. Identify and review measures of quality of life.
9. Demonstrate understanding of effective family outcomes to be delineated on the IFSP/IEP/transition plan.
10. Collaborate with families to identify home and community activity settings and learning opportunities for the development of IFSP/IEP/transition outcomes.
11. Identify components of a responsive service delivery system based on the IFSP/IEP/transition plan.
12. Identify key components of effective service coordination.
13. Demonstrate family capacity building practices to be used in intervention.
14. Demonstrate data collection and data decision rules to be used in interventions with families.
15. Identify guidelines for implementing research with families.

Form F. Online Courses

Public Health and Disability

The goal of the Public Health course is to draw from contemporary literature and research in the interdisciplinary field of disability studies, whereupon students will examine and analyze disability public health interventions from the perspective of the interplay between society, community, health and wellness, the environment, resources, and services systems. Students will analyze how - through the implementation of evidence-supported practices and initiatives - society, health and environments shape and are shaped by disability; and how full societal participation, reduction of personal obstacles and harm, and preservation of just and safe environments for people with disability can be realized. The course will be presented in seminar fashion with student participation strongly encouraged. Guest lectures will be provided by persons with disabilities and experts in various fields related to disability and public health interventions.

By the end of the course, students will be able to

1. Describe the determinants of health and well-being from a global perspective that include consideration of: environmental, economic, societal, cultural, family, biological and behavioral factors.
2. Identify cultural factors that contribute to overall health and wellness.
3. Describe how cultural competence contributes to the practice of medicine and public health (AAMC/ASPH).
4. Cite examples of situations where consideration of culture-specific needs results in more effective modification or adaptation of health interventions.
5. Recognize the complementary roles played by a diversity of voluntary and governmental organizations in protecting the health and well-being of persons living with disabilities.
6. Describe public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served.
7. Describe how to integrate cultural perspectives of patient, family and community in developing interventions for people with disabilities.
8. Describe how evidence-based principles apply to public health program planning, implementation and evaluation for people with disabilities.
9. Describe policy and legislative processes for improving the health status of populations.
10. Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities.

Form G. Group Research Projects

LEND Group Research Projects Fall 2022

As an introduction to the research process and conducting interdisciplinary research, you will complete a short-term research project in a small group. We will work with you to choose a research project relevant to the MCH Emerging Topic Areas (e.g., medical transition, newborn screening, etc.). You will participate in a small group assigned by the LEND Leadership Team. It will be based on your reported competence, confidence, and experience conducting research and will involve working with other disciplines. As a team, you will write a paper on your topic and provide a brief presentation of your project.

The goal of this project is to have you systematically collect data/information (i.e. conduct research) as a group. You will conduct comprehensive literature reviews that summarize the research on a given topic.

TIMELINE

Task	Deadline
Rough drafts due via email to the LEND Director (Abstract, Paper, & PowerPoint).	October 27, 2022
Presentation Day	December 9, 2022
Final Products	

Abstract: Your group will prepare an abstract of no more than 250 words from your project. Final versions of the abstracts will be posted on the LEND website. Abstract drafts should be submitted via email to the LEND Director (bruder@uchc.edu) and LEND Coordinator (torwoodruff@uchc.edu) by October 21, 2022 for revisions.

The final version of your abstract is due December 9, 2022.

Presentation: As a group, you will create a presentation of your capstone project that covers the background, rationale, and methods for completing the project. The presentation should be 15 minutes, including time for questions. Presentation drafts (e.g. Power Point slides) should be submitted via email of the LEND Director (bruder@uchc.edu) and LEND Coordinator (torwoodruff@uchc.edu) by October 21, 2022 for revisions. ***The final version of your presentation is due December 9, 2022.***

Paper: As a group, you will write an 8-10 page double-spaced paper that summarizes your capstone project. In addition to the sections from your research proposal, it will also include a summary of the results of your project and your project implications. This paper should be prepared in APA format. Paper drafts should be submitted via email to the LEND Director (bruder@uchc.edu) and LEND Coordinator (torwoodruff@uchc.edu) by October 21, 2022 for revisions. ***The final version of your paper is due December 9, 2022.***

Form H. Individual Research Project

LEND Individual Research Project
Spring 2023

All LTTs are responsible for completing an independent research project. **The goal of this project is to have you systematically collect data (i.e. conduct research) that results in products that will be disseminated to variety of audiences and in a variety of settings.** Some of your projects will lead to publications in peer-review manuscripts and/or presentations at scholarly conferences including the annual AUCD conference.

All projects must:

1. **Be interdisciplinary.** At the minimum, they must inform members of your discipline about how your discipline can intersect more effectively with other disciplines.
2. **Be focused on one of the MCH Emerging Topic Areas**
 - a. Family engagement
 - b. Medical home
 - c. Early detection/newborn screening
 - d. Medical transition
 - e. ASD
 - f. Other MCH Emerging Topic Area approved by LEND Director (bruder@uchc.edu)
3. **Collect data.** Data must be collected systematically in order to contribute to the evidence base in your and/or other content areas.
 - a. Your project **DOES NOT HAVE** to include quantitative analysis (i.e., statistics are not required). It can be qualitative or descriptive in nature. In some cases, it could also involve a comprehensive review of literature.
 - b. Your project **does not have to be novel.** You can replicate previous research.
4. **Be aimed at systems change.** Your project must lead to specific practice/policy implications.
5. **Lead to the creation of products that stand-alone.** A person who is naïve to the nature of LENDs and your discipline must be able to accurately interpret what you did, why you did it, and what the implications are.

Note: Previously, Trainees could not use their Masters or Dissertation studies unless they examined a different research question and/or extended the study in a novel way. **We are in the process of working with the Discipline Coordinators to develop guidelines for combining the competencies/requirements of the LEND Individuals Research Project with the requirements for Capstone/Theses or Dissertation studies.** These guidelines will be sent to the LEND Trainees as soon as they are available.

Form H. Individual Research Project

LEND Individual Research Project
Spring 2023

TIMELINE

Task	Deadline
Propose a topic and research question for approval via email to the LEND Director (bruder@uchc.edu) and LEND Coordinator (torwoodruff@uchc.edu)	October 20, 2022
Submit a complete proposal via e-mail to the LEND Director.	December 8 , 2022
(If required) Send draft of IRB protocol via email to the LEND Director.	December 8 , 2022
(If required) Submit IRB protocol with the LEND Director.	January 19, 2023
Rough drafts due via email to the LEND Director (Abstract, Paper, & PowerPoint).	March 22, 2023
Presentation Day	April 28, 2023
Dissemination Plan	April 28, 2023

Research Proposal Components

1. Project Title
2. Background: For this research proposal, the section can be a brief review with a few pivotal, recent key references
 - a. Purpose
 - b. Research question
3. Methods: How you will complete this project (e.g., literature review, data collection, etc.)
4. Timeline: Provide a detailed projected timeline of your process and deadlines
5. References

Final Products

Abstract: You will prepare an abstract of no more than 250 words from your research. This should include a brief introduction, purpose statement, methods, results, and conclusion. Final versions of the abstracts will be posted on the LEND website and submitted to AUCD for a conference poster presentation. Abstract drafts should be submitted via email to the LEND Director (bruder@uchc.edu) by March 23, 2023 for revisions. ***The final version of your abstract is due April 28, 2023.***

Form H. Individual Research Project

Presentation: You will create a presentation of your research project that covers the background, rationale, methods, results, and discussion of the project. The presentation should be 8-10 minutes, including time for questions. Presentation drafts (e.g. Power Point slides) should be submitted via email to the LEND Director (bruder@uchc.edu) by March 23, 2023 for revisions. ***The final version of your presentation is due April 28, 2023.***

Paper: You will write an 8-10 page double-spaced paper that summarizes your research project. This paper should be written as if it were to be submitted to a journal for publication, and should include the following headings: Introduction, Methods, Results, Discussion. This paper should be prepared in APA format. Paper drafts should be submitted via email to the LEND Director (bruder@uchc.edu) by March 23, 2023 for revisions. ***The final version of your presentation is due April 28, 2023.***

Additional products (such as peer-review manuscripts and/or presentation proposals) may be created at the discretion of the Trainee and the mentor. These products do not need to be created by the end of the semester. **However**, they also should reference the LEND grant in their acknowledgments.

Note: Authorship for any scholarly works/presentations resulting from these research projects will be assigned based on the criteria noted in the Publication Manual of the American Psychological Association. Practically speaking, authorship will be a result of contribution to the conceptualization and/or development of a specific product (manuscript or presentation). The authorship order will be determined a priori and according to level of contribution to the specific product. With rare exceptions, the LEND Trainee will always be the first author on all publications and presentations. *As a rule of thumb, it is better to offer authorship to all of those individuals who helped contribute to your research project.* Many individuals will simply ask to be included in the acknowledgments section.

These deadlines are tentative, as you must receive permission from your mentor and the LEND Director before proceeding onto the next step. Additional rounds of edits may be required before proceeding to the next step, but all IRB documents need to be submitted by January 19, 2023 at the latest. Please see the Standards and Criteria for Conducting Research and Evaluation (Bruder, 2004) on Blackboard for additional guidance in developing research questions and choosing appropriate designs.

Acknowledgments

These guidelines were developed/adapted from previous versions created by Dr. Cristina Mogro-Wilson. Additional sources that informed their creation are:

1. <http://www.chop.edu/pages/research-course-and-training-program>
2. <http://depts.washington.edu/lend/trainees/project.html>

Form I. Fall Practicum Observation Reflection Template

Fall Practicum Observation Reflection

Name:

Date of Visit:

Readings:

Name of Site Observed:

Date of Reflection:

Total Time Spent On Site:

After the site observation, answer the following questions:

1. Describe the setting where you conducted your observation.
2. Describe your impressions of the teaming or interdisciplinary approach that is taken in caring for/working with persons at the site. What type of team is it?
3. How did your practicum observation align with the following LEND core values: family-centered practice, cultural competence, interdisciplinary team process, medical home, inclusive practice, evidence-based practice and people-first language? Why/why not?
4. Reflect on whether children with neurodevelopmental disabilities have access to non-disabled peers in this setting. If this was not an "inclusive" environment, HOW could what you observed be accomplished in an inclusive setting? Explain why or why not.?
5. Which MCH Leadership and LEND program competencies were specifically addressed in your observation?
6. What did you learn from this experience and how will it impact your work in the future?

Form J. Spring Practicum Reflection Template

Spring Practicum Reflection

Name:

Date of Visit:

Readings:

Name of Site Observed:

Date of Reflection:

Total Time Spent On Site:

After the site observation, answer the following questions:

1. Activity/lesson/therapy observed or participated in (if more than 1 please describe all).
2. How many professionals were involved in the activity/lesson/therapy and what were their disciplines?
3. Was the activity/lesson/therapy planned by a group of professions (who and how many) or by the teacher/interventionist/therapist? You will have to ask the lead professional who is leading the activity/lesson either prior or after the activity/lesson.
4. Did the activity/lesson/therapy address multiple domains of learning (e.g. reading and math; language and motor, etc.)?
5. Was there data being taken on student performance during the activity/lesson/therapy?
6. How did today's experience confirm something you believed about interdisciplinary practices?
7. How did today's experience change something you believed about interdisciplinary practices?
8. How did today's experience confirm something you believed about culturally sensitive or culturally competent practices?
9. How did today's experience change something you believed about culturally sensitive or culturally competent practices?
10. If the activity/lesson was done with the student's family present, do you think the lead teacher/interventionist/therapist used family centered practices?
11. Reflect on whether children with neurodevelopmental disabilities have access to non-disabled peers in this setting. If this was not an "inclusive" environment, HOW could what you observed be accomplished in an inclusive setting? Explain why or why not.
12. If you were leading the activity/lesson you observed or participated in today, is there anything you would do differently and why?
13. How did your work today help you improve your competence, in what area and why?

Form K. Screening Assignment

Screening Assignment

As described in grant activity 1.4.6, every Long-Term Trainee is required to screen five young children for developmental and other delays (including ASDs). In the seminar, we have discussed several screening instruments including:

- The Social Responsiveness Scale-Second Edition,
- The Ages and Stages Questionnaires, and the
- Modified Checklist for ASD in Toddlers- Revised with Follow-Up (M-CHAT-R/F).

You will have to utilize a screening measure with five different children. You can use any of the above measures or any of the measures available here: <https://www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/Screening/Pages/Screening-Tools.aspx>. At least one of the children must be under age three currently. The remaining children can be older currently, but you will have to ask their parents to report on their behaviors from this developmental period. The children do not need to be diagnosed with a developmental disability.

To document this competency, you will need to write a short (~ 1/2 page) report detailing the following:

- A short developmental history of the child (1 paragraph; if you can get this information)
- Describe the screening instrument you used
- Present the results of this screening assessment including
 - Scores
 - Whether the child met the cutoff
- Recommendations based on these results (e.g. refer for a full diagnostic evaluation)

Note: If you use the M-CHAT-R/F, you must ask at least three of the follow-up interview questions regardless of the child's performance on the rating scale.

Form L. Assessment Observation Reflection Template

Assessment Observation Reflection

Name:

Date of Visit:

Readings:

Assessment Site:

Date of Reflection:

After observing an ASD assessment, answer the following questions.

1. What assessment did you observe?.
2. What are the psychometric properties (i.e., validity, reliability) of the assessment?
3. What is the purpose of this assessment?
4. Why was this assessment given?
5. What procedures were used to plan, prepare, collect, and/or summarize the assessment information?
6. Provide an example of appropriate use of the assessment results in program planning/monitoring for this child or youth. Why would this be an appropriate example?
7. Were there any limitations you observed during the assessment observation?
8. Was there anything you would have done differently if you were the service provider administering this assessment?
9. If you were the service provider administering the assessment, what other sources of information would be important to consider when gathering information?
10. Do you feel that the assessment used was appropriate? Why or why not?
11. How does this assessment observation inform your practice?

Form M. Intervention Reflection Template

Intervention Reflection

Name:	Date of Visit:
Intervention Provided:	Date of Reflection:

After completing an intervention, answer the following questions.

- Why was this intervention chosen?
- What is the evidence base that demonstrates effectiveness of this intervention?
- How many children received the intervention, and what was the age range?
- What data did you use as a baseline for this intervention?
- What dosage of intervention was provided (e.g., what amount of intervention was provided)?
Why was this dosage chosen?
- What was the intended outcome for providing this intervention?
How did you plan for generalization of this outcome across different settings and routines?
- How did you plan for positioning needs for optimal interaction during the intervention (if applicable)?
- How was family engagement planned for and implemented throughout the intervention?
- Were there any challenges while providing this intervention?
- How does this intervention experience inform your practice?

Form N. Home Visit Guiding Questions

Home Visit Guiding Questions

The purpose of the home visit should be to talk and get to know the family. After the visit, you will prepare a written reflection describing the details of the visit. The write up (*Form O, next page*) could include concepts such as:

- The family's views (beliefs, values, etc.) about the child's learning and their own role in helping their child learn.
- The family's views about intervention services they receive.
- The kinds of supports and resources the family needs or desires.

The following questions were created to support you to start the conversation, and answers to them should provide you with enough information to reflect and write about your visit. However, if you would like to use these as examples to come up with your own questions to ask you are welcome to do so, but please include any questions asked in your write-up.

Questions:

1. Tell me about your son/daughter
(could include background info, important information, strengths, etc.).
2. What are his/her strengths?
3. Can you describe what a typical day looks like for your family?
4. What does your son/daughter like to do for fun?
5. What do you like to do as a family for fun?
6. What have been some of your biggest challenges as a family? How do you overcome those?
7. Who have been the most supportive for your child and family? How have they supported you?
Why is this support important to your family?
8. What types of accommodations does your son/daughter use at home or in the community?
How did you go about getting those?
9. What other supports does your son/daughter need at home or in the community?

Form O. Family/Advocate Reflection Template

Family/Advocate Reflection

Name:	Date of Visit:
Family/Community Activity:	Date of Reflection:

Expectations Regarding Confidentiality: Because of the nature of the activities you will part take in as a LEND Trainee, all your work **must be kept confidential**. This includes no identifiable information, such as names or the town of your families, in your submitted work. Names must be changed or initials used in your reflections. If you alter names that must be clearly stated. Names of schools may be included because that is public information.

*Respond to the following questions based on the family/advocate community activity you attended.
Remember all identifiable information must be kept confidential.*

- Describe the Family/Community activity you observed. How was the activity to be observed decided?
- What family strengths did you observe?
- Describe formal/informal supports.
- Describe challenges observed or articulated by the family and if shared, what the family did/is doing to overcome them.
- What did you observe about opportunities for meaningful participation of all family members?
- How did this visit influence your views on inclusion, disability, or families?
- Based on this observation what would a "good life" look like for this child/youth?
- Does this life differ from any other child/youth?

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Form P. Weekly Hours Log

Weekly Hours Log | 2022-2023

Date	Hours	Activity	Program Competency
Total Hours			

Form Q. Event Reflection Template

Event Reflection

Name:	Date of Visit:
Event Title:	
Presenter of Event:	Date of Reflection:

Briefly respond to the following questions based on the event you attended.

- Why were you interested in this event?
- How does the information presented in the event relate to the MCH Leadership competencies?
- Explain how the information provided in the event relates to your current role as a LEND Trainee.
- Explain how you will use the information provided in the event in your future career.
- Which MCH Leadership and LEND program competencies were specifically addressed in the event you participated in?

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Form R. Webinar Reflection Template

Webinar Reflection

Name:

Date of Webinar:

Title of Webinar:

Presenter of Webinar:

Date of Reflection:

Briefly respond to the following questions based on the webinar.

1. Why were you interested in this webinar?

2. Explain how the information provided in the webinar relates to an MCH Leadership competency.

3. Explain how the information provided in the webinar relates to your current role as a LEND Trainee.

4. Explain how you will use the information provided in the webinar in your future career.

Planning Your Meetings Legislative Training Day

Meet with your group to plan your meeting. Include background information, research or data, and your **ASK**-what do you want the legislator to do?

GUIDELINES FOR YOUR MEETING

- Everyone must have a role in the group meeting. Meetings are fifteen minutes.
- **Assign Roles:**
 1. **One person opens the meeting and does the “Thank you for meeting with us today”.** Give a **brief** description of the LEND. State in one sentence what you are discussing today. Segue to introductions.
 2. **Each person introduces themselves**-town, and your personal or professional experience, including if you have personal/professional experience with the issue being discussed. These should be BRIEF.
 3. **One person describes the purpose of the meeting:** We are here to discuss... This person sets the overview of the discussion and presents basic facts and data. This person makes your ASK. What do you want the legislator to do: enact a bill, study the issue, change appropriations, etc.? If you have a hand out to leave **DO NOT HAND IT OUT NOW**.
 4. **One person, preferably someone who has had personal or professional experience with the issue being discussed, illustrates with a story.** If you don’t have this, illustrate with a story about this that you may have heard.
 5. **One person closes with a thank you. Restate our ask, make yourselves available to answer any other questions on this issue.** If you have a handout, hand it to the legislator as you close the meeting.

Tips for a Successful Meeting

- Do not read scripts. Make eye contact and talk to your legislator. It is okay to have index cards with bulleted notes.
- Do not punt! If you are asked a question and you don’t know the answer, say so, and then promise to get them the information. **Send them the information as a follow up.**
- Try not to talk about programs-talk about people. If you must, talk about initiatives. Programs don’t vote-constituents vote.
- Lastly, be sure to send thank you notes to all those who attend our session.

Notes:

Lined area for notes.

Notes:

Lined area for notes.

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