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NM LEND 2020-2021 Syllabus

LEND Description

The Leadership Education in Neurodevelopmental Disabilities and Related Disabilities (LEND) interdisciplinary traineeship is designed to develop knowledge and experience in the following areas:

- Neurodevelopmental and Related Disabilities including Autism
- Family-Centered and Culturally Competent Care
- Policy and Advocacy
- Leadership
- Interdisciplinary Skills.

The program includes seminars on Fridays throughout two semesters, leadership content, clinical skill building, research, and public policy and leadership workshops. Utilizing evidence-based materials, case studies and problem-based learning, role-play and experiential activities, observation of live clinics, and project activities, participants will develop expertise in understanding, working in partnership with, and advocating for children and adults with developmental disabilities and their families. The interactive seminars are provided in conjunction with required readings, assignments, book and journal club, webinars, family-match experience, Capstone project that embeds leadership and research skills, and participation in orientation, leadership and public policy workshops. Trainees can expect to spend 300 hours participating in LEND seminars and completing assignments and activities over two semesters.

The LEND faculty is interdisciplinary as are the trainees. The disciplines include: family, nursing, nutrition, occupational therapy, pediatrics, physical therapy, psychology, public health administration, social work, special education, speech-language pathology and other related disciplines.

LEND Competencies/Objectives

The LEND program is built around six competency areas. The competencies are used as a framework for the training objectives addressed throughout the year in LEND. Each seminar, activity and assignment will be explicitly related to at least one of the competencies.

Competency 1: Family-Centered/Culturally Competent Practice

1.1 Demonstrate knowledge of the principles of family-centered care

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- 1.2 Demonstrate an awareness of the primary importance of the family in the life of a child
- 1.3 Demonstrate attitudes/behaviors required for successful family-professional partnership
- 1.4 Demonstrate sensitivity and responsiveness to diverse families in various settings
- 1.5 Demonstrate an awareness/sensitivity to the impact of disability on family
- 1.6 Demonstrate awareness of the benefits of partnership with families at program/policy level
- 1.7 Describe the benefits of a medical home model
- 1.8 Identify and apply family-centered care principles in the clinical setting
- 1.9 Identify family-centered practices in the community and services systems
- 1.10 Use family input in a meaningful way in design/ delivery/evaluation of services

Competency 2: Interdisciplinary Practice

- 2.1 Demonstrate knowledge of the principles of interdisciplinary practice
- 2.2 Demonstrate awareness of roles of various disciplines in service provision
- 2.3 Demonstrate the ability to effectively represent own discipline on an interdisciplinary team
- 2.4 Demonstrate effective communication skills as a member of an interdisciplinary team
- 2.5 Demonstrate the ability to collaborate effectively with peers, faculty and other professionals
- 2.6 Share thoughts/ideas/feelings effectively with a diverse group of individuals
- 2.7 Demonstrate clinical reasoning skills as defined by the program
- 2.8 Demonstrate skills in ASD/NDD screening/diagnosis/evidence-based intervention

Competency 3: Knowledge, Skills and Attitudes

- 3.1 Demonstrate knowledge of the history and structure of MCH
- 3.2 Demonstrate knowledge of the services available through MCH
- 3.3 Demonstrate knowledge of the life-course model and social determinants of health
- 3.4 Describe health disparities within the MCH population and offer strategies to address them
- 3.5 Demonstrate knowledge of normal and atypical development
- 3.6 Demonstrate knowledge/understanding of primary categories of NDD, including ASD

Competency 4: Leadership

- 4.1 Discuss the theoretical components of leadership: self, others, and the wider community
- 4.2 Use self-reflection to articulate personal values and beliefs
- 4.3 Recognize that personal attitudes, beliefs and experiences influence one's leadership style
- 4.4 Identify personal leadership style (strengths/challenges) and develop a leadership plan
- 4.5 Provide constructive feedback to colleagues, presenters and students
- 4.6 Apply the model of ethical decision-making in analysis of health-related ethical dilemma
- 4.7 Demonstrate leadership skills in the facilitation of a seminar or meeting

Competency 5: Research and Critical Thinking

- 5.1 Critically review literature (evidence, design, sample size, CI's, statistical tests)
- 5.2 Demonstrate skills in access/utilization of electronic information, resources and databases
- 5.3 Gain experience with designing, revising, implementing and evaluating a research project
- 5.4 Demonstrate basic competencies in professional writing
- 5.5 Demonstrate verbal presentation skills including use of PowerPoint and auditory augmentation system
- 5.6 Demonstrate an understanding of the impact of research and surveillance on programs/policy

Competency 6: Policy and Advocacy

- 6.1 Demonstrate knowledge and understanding of how state and federal legislation and policy is developed, introduced and passed
- 6.2 Demonstrate grant-writing skills
- 6.3 Demonstrate networking and advocacy skills
- 6.4 Demonstrate an understanding of state and national disability legislation
- 6.5 Demonstrate an understanding of health care funding
- 6.6 Articulate problems based on data and trends that impact the MCH population

LEND Faculty

Sandra Heimerl, PT, DPT, MS, Director, Physical Therapy

Sandy has been the training director of the NM LEND Program since November 2009 and the director of LEND since July 2014. She joined LEND as the physical therapy faculty in 2003. She also serves as the staff physical therapist in the 0-3 Developmental Clinic and the Special Baby Clinic providing interdisciplinary diagnostic evaluations for infants and young children. Her clinical and research interests have been early intervention, motor functioning in children with ASD, children with ASD who toe walk and early identification of infants at high risk for cerebral palsy. She is interested in telehealth and took a leadership role in the development of the CDD's telehealth capacity.

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J. Alyx Medlock, MS, CCC-SLP, Training Director, Speech-Language Pathology

Alyx is a speech-language pathologist who has worked with interdisciplinary, family-centered teams throughout her career. She is a life-long New Mexican with deep family and cultural ties to the state. She was the director of the Early Childhood Evaluation Program (ECEP) and continues to work clinically, providing interdisciplinary, developmental and diagnostic evaluations for children under three. Her previous experience, in running a private practice, fostered varied professional and personal experiences throughout the state and across the lifespan. She has experience working with families of children with prenatal drug and alcohol exposure, individuals with ASD, children and adults with feeding and swallowing difficulties, and many other populations. Alyx has also worked internationally in Tanzania and India providing training and consultation.

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Sylvia Acosta, PhD, Psychology

Sylvia is a licensed psychologist and Associate Professor in the Department of Pediatrics and Adjunct Professor in the Department of Psychiatry and Behavioral Sciences at UNM. She is a graduate of the USC UCEDD LEND Program (2007-2010) and has been and Adjunct Professor with NM LEND since 2015. Her clinical work has focused on serving children and families with Autism Spectrum Disorder (ASD),

particularly those families who are culturally and linguistically diverse and those with comorbid behavioral health disorders. Dr. Acosta is bilingual (Spanish-speaking). Her research interests include assessment and health disparities in ASD and multicultural issues related to behavioral health and developmental disabilities. She is the director of the CDD's Postdoctoral Psychology Training program and manages the Parent Home Training program for parents of children with ASD.

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Tony Cahill, PhD, Public Administration

Dr. Cahill is the Center's Evaluation Director and Director of the Division of Disability and Health Policy. He is nationally recognized for his work in the areas of evaluation and research methodology; outcomes and performance-based research; the design, implementation and analysis of large-scale mail and telephone surveys; database and decision support system development; and applied statistical analysis. He serves on numerous boards and commissions in the field of disability, including serving as Chair of the New Mexico Governor's Commission on Disability.

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Nanette Concotelli-Fisk, LCSW, Social Work

Nanette has served as the UNM Pediatric Pulmonary Center Liaison to LEND for 12 years prior to joining LEND as Faculty Social Worker. Nanette practices clinical social work at the University of New Mexico Pediatric Pulmonary clinics. She provides direct support to children and their families living with chronic and severe respiratory diseases. As the Pediatric Pulmonary Social Work Faculty member, she co-created the Cystic Fibrosis (CF) Family Advisory Group to advance education and network support for families living with CF, she designed and implemented the CF clinics' pediatric-to-adult care transition protocol and she has mentored 24 social work graduate students in a clinic setting. Nanette is a former President of the NM chapter of the National Association of Social Workers (NASW) and was fortunate to be NM State Senator Gerald Ortiz y Pino's first social work Intern. Nanette enjoys working in a family-centered practice collaborating with an interdisciplinary team.

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Daniel Ekman, MA, Self-Advocacy

Daniel Ekman is a LEND graduate and the Program Manager at the New Mexico Center for Self Advocacy at the Developmental Disabilities Planning Council. He graduated with honors in Special Education from the University of New Mexico and won the 2013 Outstanding Student with a Disability Award from the Southwest Conference on Disability. Daniel also received the 2011 Bob Thomas Award for Disability Advocacy from The Arc of New Mexico and will receive the Liz Thomson Award from Partners in Policymaking. In 2017, he was the Diversity Fellow with the University of New Mexico Center for Development and Disability. He has collaborated and volunteered with many organizations including the Jemez Vocational Rehabilitation Advisory Council, the New

Mexico Autism Society, People First of New Mexico, New Mexico Young Disability Leaders, and New Mexico Allies for Advocacy among others.

Contact: 505-670-5698, danielekman@state.nm.us

Shannon Gregg, MS, RD, LD, Nutrition

Shannon Gregg, MS, RD, LD is a registered dietitian in the UNM Department of Pediatrics, Division of Pulmonology. She is a graduate of the NM LEND Program (2011) and the UNM Pediatric Pulmonary Center (UNM PPC) (2012). She served as Nutrition Faculty for the UNM PPC from 2016-2020, and joined NM LEND in 2020. Her clinical work includes providing nutritional care for children and youth with special healthcare needs in an outpatient setting, currently specializing in pulmonary conditions. She serves as the dietitian for the UNM Cystic Fibrosis Center, which is the state's only facility accredited by the Cystic Fibrosis Foundation. Her clinical interests include infant and pediatric feeding, cystic fibrosis, and developmental disabilities. Her professional memberships include the Academy of Nutrition and Dietetics and the NM Academy of Nutrition and Dietetics.

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Susan Koronkiewicz, MSN, RN, CNE, Nursing

Susan is representing the nursing discipline on the faculty team, and was a LEND fellow in 2016. She is faculty and undergraduate program director at the UNM College of Nursing and is pursuing a Ph.D. in Nursing at Villanova University. Her professional interests include creating a culture of inclusion and diversity for nursing students with disabilities, and eliminating health disparities for individuals with disabilities by integrating relevant content into nursing and health professions' curricula.

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Heidi Sanders, MA, OTR/L, Occupational Therapy

Heidi Sanders holds degrees in both Occupational Therapy and Special Education. She has been a faculty member of the Occupational Therapy Graduate Program at the University of New Mexico since 2004. Her clinical work includes both inpatient and outpatient rehabilitation with children with multiple disabilities at Carrie Tingley Hospital. Heidi also served as the primary therapist for the FOCUS Program, an early intervention program for children with prenatal substance exposure and their families. Heidi currently provides consultation services for the Developmental Care Program at the University of New Mexico Health Sciences Center, following children after discharge from the neonatal intensive care unit. She has developed school-wide programs for children with motor, social and self-regulation challenges, as well providing consultation, assessment, and training to improve services and supports for children in foster care and post-adoption throughout the state of New Mexico. Heidi has worked internationally to assist families, teachers, and medical professional to improve the quality of life for children with a range of disabilities in Russia, Nicaragua and Mexico.

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Debra Sugar, LCSW, LSSW, Social Work

Debra has served as LEND Social Work Faculty since November 2011. Over the course of her career, she has practiced clinical social work with New Mexican children, adults, families and groups in a wide range of settings, including treatment programs, public schools, private practice, and UNM clinical programs. She has mentored social work graduate students and supervised social workers since 2003. Debra also serves as Lead Social Worker with the Clinical Services Evaluation Unit at the UNM Center for Development and Disability, where she develops and oversees clinical social work services, provides direct support to families, and provides community trainings throughout the state. Debra's clinical and professional interests include Autism Spectrum Disorder, Family-Centered Practice, and culturally and linguistically informed practice.

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Christine B. Vining, PhD, CCC-SLP, Speech-Language Pathology

Christine represents the speech-language pathology discipline on the faculty team and facilitates opportunities for infusing cultural and linguistic competence within the LEND curriculum. Chris has worked with children with disabilities, their families, and communities throughout NM in many settings, and currently serves as staff speech-language pathologist with the Autism Programs. She has worked to improve systems of care and education through collaboration of family, community and state efforts particularly in Native American communities. She served on the Association of University Centers on Disabilities (AUCD) Board of Directors, Multicultural Council Co-Chair, Native American Parent Technical Assistance Center (NAPTAC) Advisory Board and Brain Injury Resource Center Project Advisory Board.

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Mareth E. Williams, MD, Medicine

Mareth completed medical school and pediatric residency training at University of New Mexico Hospital and is a Board Certified Pediatrician and Associate Professor of Pediatrics at UNMH. She works at the Center for Development and Disability, primarily with the interdisciplinary teams of the Early Childhood Evaluation Program and the Fetal Alcohol Spectrum Disorder Clinic. She has spent her clinical career serving children and families in New Mexico, and she travels the state often on outreach clinics through ECEP. She has been a member of the LEND faculty since 2014.

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Supports and Accommodations for Learning

In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), academic accommodations may be made for any trainee who notifies LEND of the need for an accommodation. It is imperative that you take the initiative to bring such

needs to our attention by emailing HSC-NM-LEND@salud.unm.edu. If you need an accommodation based on how course requirements interact with the impact of a disability, an appointment will be made to discuss the course format and requirements, anticipate the need for adjustments and explore potential accommodations.

Title IX

LEND should always be a space of mutual respect, kindness, and support, without fear of discrimination, harassment, or violence. Should you ever need assistance or have concerns about incidents that violate this principle, please access the resources available to you on campus, especially the LoboRESPECT Advocacy Center and the support services listed on its website (<http://loborespect.unm.edu/>). Please note that, because LEND faculty are considered "responsible employees" by the Department of Education, any disclosure of gender discrimination (including sexual harassment, sexual misconduct, and sexual violence) made to a faculty member must be reported to the university's Title IX coordinator. For more information on the campus policy regarding sexual misconduct, please see: <https://policy.unm.edu/university-policies/2000/2740.html>.

LEND Requirements

- Attendance
- Participation and completion of seminar assignments
- Stipends
- LEND portal
- Mentorship Meetings
- Individual LEND Plan
- Capstone Project
- Family and Community as Faculty Visit & Reflection Paper
- Community Agency Project
- Book Club
- Journal Club
- Problem Based Learning

Attendance

It is the expectation of the program that trainees will attend all seminars throughout the year either in person or via distance technology. This program is based upon peer/facilitator interactions with the process being as important as the content in the majority of sessions. However, we do understand that there are circumstances that may interfere with this expectation that arise occasionally for each trainee. Many of the sessions will be recorded and available the week following the session.

If the trainee is not attending class to an acceptable level and/or not completing make-up assignments in a timely manner, that individual will be asked to meet with their mentor to determine if continuation within the program continues to be a viable option.

When a trainee knows ***in advance*** that they will miss a session:

- E-mail the training director at almedlock@salud.unm.edu to determine make-up work in advance.
- E-mail their mentor.
- If missing a second week of PBL, make sure that a learning issue has been selected and that the results of your research have been shared in writing with your peers.
- For all other missed assignments, develop a plan with the LEND training director for how to make up the material.

When the situation arises at the ***last minute***:

- Contact the training director to develop a plan for the missed material.
- Contact the seminar facilitators for the day missed by Wednesday of the following week.

Participation

Trainees spend an average of 4-6 hours per week outside of Friday seminars on other LEND activities. When possible, assignments may be integrated into graduate program requirements. Trainees are required to log 300 hours over the course of the year, 150 hours each semester, working toward LEND competencies. Discuss specific activities with your mentor and the director and/or training director. These hours can include, but are not limited to:

- Attending seminars
- Completing seminar assignments
- Work on capstone project
- Family and Community as Faculty visits
- Mentorship meetings
- Readings required for LEND
- Community agency projects
- Research
- Clinical work

Hours must be logged on the database <https://www.cdd.unm.edu/LEND/Students/> continuously over the course of the year. In order to receive stipends, trainees are required to have logged **150 hours** by **November 27, 2020** to receive the fall stipend and **300 hours** by **April 30, 2021** to receive the spring stipend.

It is the trainee's responsibility to contact their mentor, in a timely manner (i.e., enough time to ensure that they log the hours), if they are falling behind on accumulating hours.

Stipends

At the beginning of the fall and spring semesters, long term (300hour) LEND trainees sign a stipend contract. The contract states that the LEND trainee will:

- Complete all LEND Program requirements as outlined in the syllabus.
- Attend seminars.
- Communicate with the program regarding absences and method for making up work.
- Log 150 hours by November 27, 2020, to receive the fall stipend and 300 hours by April 30, 2021, to receive the spring stipend.
- Participate in mentoring.

LEND Portal

The detailed weekly schedule, weekly reading materials, announcements, video-recordings, PowerPoint presentations, and other materials will be available on the LEND Portal as soon as they are available.

Mentorship

Mentoring is a developmental partnership through which one person shares knowledge, skills, information and perspectives to foster the personal and professional growth of someone else (Goode & Bronehim, 2012). NM LEND mentorship is a formal process where mentors are intentionally assigned to a mentee and assume responsibility for facilitating the professional development of the mentee through providing information, advice, encouragement and connections to other mentors, colleagues and professional networks.

Trainees will meet with their faculty mentor, at least, once per month during the semester. If either the trainee or faculty mentor cannot attend the scheduled mentorship meeting, a make-up meeting must be re-scheduled. The trainees must be prepared to be mentored by taking responsibility for driving the interaction and preparing review and reflection questions. The following is an overview of the information found on the form on the LEND portal and can be used to structure mentorship meetings:

Check-in: What has been happening recently that you may want to share (i.e., personal/self-care, cultural, professional)

Topic	Describe your experience/progress with ... and reflect on how it supports your learning	What supports do you need? What other questions do you have?
Family Match		
Capstone		
Seminar		
Other (school, work, etc)		

Next steps/Follow-up/Goals:

Individual LEND Plan

At the beginning of the fall semester the trainees will meet with their mentor and create an Individual LEND Plan (ILP) together. The purpose of this plan is for the trainees to discuss their strengths, skills and challenges with their mentor. In addition, the ILP helps frame the strategies and supports needed to succeed in meeting these competencies. A copy of a blank ILP is on the LEND portal. The following are the questions that frame the ILP:

About Me:

What LEND competencies are you most excited to explore?
Thinking about the LEND competencies, what are your strengths?
What do you bring to LEND?
What skills and knowledge are you hoping to gain over the course of the LEND year?

Challenges and Supports:

List possible challenges you might face in LEND in these areas:					
List the tools and strategies you plan to use in these areas to succeed in LEND:					
List the supports you may need in these areas to succeed and how will you advocate for these supports:					
Organization	Work Completion	Academic Learning	Time Management	School-Work-Life Balance	Participation in Seminars

Impact:

What impact would you like to have within your LEND cohort?

Capstone Project

The capstone project addresses a practical problem associated with neurodevelopmental or related disabilities on a clinical, organizational, programmatic or policy level. The project is an opportunity for trainees to demonstrate the knowledge and skills they have learned through the LEND program, academic programs of study, professional or volunteer positions and/or life experiences. Each capstone project will address one or more LEND competencies. In general, these are individual projects; however, multiple trainees may be approved to work on the same project if it is sufficiently large.

- **Problem-framing**

Trainees will identify a problem and develop an appropriate question that the capstone project will address.

- **Research**

Trainees are expected to use systematic investigation as part of the capstone project, including conducting a literature review and gathering additional information/data throughout the capstone process to support their problem and justify the proposed solution.

- **Product**

Trainees are expected to produce a tangible product to address the identified problem (e.g., tip sheet, infographic, presentation for stakeholders, poster, brochures, curriculums, lesson plans, training modules, etc.).

- **Dissemination**

Trainees must demonstrate skills in effectively communicating the results of their capstone projects to appropriate stakeholders outside of LEND. This can take many forms, such as an oral presentation or a written report to the organization with which they are working on the project, a presentation to relevant policymakers, an oral or poster presentation at a conference or meeting, or authoring or co-authoring a journal article.

- **Presentation**

Trainees will make a formal presentation to other trainees and LEND faculty at the end of their second semester.

- Presentations will be 20 minutes (15-minute presentation plus 5 minutes of question/answers).
- You must use PowerPoint and voice amplification to augment your presentation.
- Review the Capstone Presentation Evaluation form before finalizing your presentation.

Process

The following are the steps and timelines for the capstone project. It is expected that you communicate regularly with your LEND mentor about your progress on the project.

1. Identify and frame the capstone project problem with your LEND mentor.
2. Submit a draft of the Capstone Project Proposal form to your LEND mentor by **October 12, 2020**.
3. Review feedback from LEND faculty and submit final Capstone Project Proposal to your LEND mentor and HSC-NM-LEND@salud.unm.edu by **October 26, 2020**, if necessary.
4. Complete your capstone project, including submission to IRB, if necessary.
5. Submit a draft of your final presentation to your LEND mentor by **April 19, 2021**.
6. Submit your PowerPoint to the HSC-NM-LEND@salud.unm.edu as an e-mail attachment two days before your designated presentation date.

Capstone Presentation Evaluation

At the time of their presentation, each trainee will be rated using the following criteria. These evaluation forms will be shared directly with the LEND trainee presenting. The

“Yes” column is used to indicate that a trainee met the requirement. Reserve answers in the “Exceptionally” column for trainees who went above expectations. Please describe any “No” or “Exceptionally” responses in the comments section, providing constructive feedback.

	No	Yes	Exceptionally
Problem-framing			
Was the identified problem a practical problem?			
Was the problem associated with neurodevelopmental or related disabilities?			
Was the problem related to LEND competencies?			
Was the problem clearly described?			
Research			
Was there an element of information/data gathering?			
Was an appropriate level of literature review included?			
Does the research provide justification for the product based on the problem?			
Was consideration for IRB approval appropriate and clearly described?			
Was the research process clearly described?			
Was the research outcome clearly described?			
Product			
Was there a tangible product?			
Was the product appropriate to address the problem?			
Was the product displayed during the presentation (or clearly described, if displaying is not possible)?			
Dissemination			
Was the product disseminated outside of LEND or a plan discussed?			
Was the product disseminated to appropriate stakeholders or a plan discussed?			
Was the dissemination process or plan appropriate and clearly described?			
Presentation			
Were the visual supports (e.g., PowerPoint, handouts, etc.) accessible, legible, and appropriate to effectively convey intended information?			
Was the presentation organized to facilitate audience understanding?			
Was the presentation delivered in a way that enhances audience understanding (e.g., good engagement, pacing, volume, and clarity of speech)?			
Was the presentation completed within the allotted time?			
Did the LEND trainee clearly articulate their role within the capstone project?			
Did the LEND trainee describe what they learned as a result of the project?			
Were references clearly cited?			
Was the presenter able to respond accurately and knowledgeably to questions?			

Family and Community as Faculty Visits

In the LEND Family and Community as Faculty Visits project, trainees will have Zoom meetings with families and individuals with disabilities. Trainees have the opportunity to

learn and gain insight and understanding within the context of an individual's home and community.

Project Goals

- Trainees will increase their knowledge of the principles of family-centered care.
- Trainees will have an opportunity to see an individual beyond his or her disability or diagnosis and as a member of a family and community.
- Trainees will recognize and acknowledge their own values, attitudes and personal beliefs while still respecting the perspective of the family/self-advocate.
- To provide trainees an opportunity to view families/self-advocates as knowledgeable partners from whom they can learn.
- Trainees will gain awareness and sensitivity to the impact of disability on an individual and family.
- To provide trainees an opportunity to explore the complex needs and strengths of families/self-advocates coping with a chronic condition or disability.
- Trainees will increase their knowledge of family-centered practices in the community and service systems.

Family Reflection Paper

Trainees will write a 1-3 page reflection paper focusing on the following questions:

1. What did you learn from talking to and hearing from family members and people with disabilities during the LEND year? How will this impact your future career?
2. How are families/self-advocates, particularly the ones you spoke to, impacted by public policy?
3. What are the cultural factors that impact families/self-advocates?

The paper must be submitted by **April 16, 2021**, to hsc-nm-lend@salud.unm.edu and your mentor.

Community Agency Project

Purposes

A purpose of the LEND Community Agency Project is to gain knowledge of programs that serve persons with disabilities and their families and gain experience in interviewing and evaluating services. The trainees are also gaining knowledge about other agencies in the community through watching their peers' presentations. In addition, learning to create a poster that can be used in future conferences and symposiums is important for emerging leaders.

Upon the completion of this assignment, the trainee will be able to do the following:

1. Select the most pertinent information available concerning a program and synthesize for others to use.
2. Determine the most valuable information to share in a poster format.

3. Develop a power point slide in poster format that provides adequate information.
4. Present the information in a concise and clear manner to colleagues.

Directions

You will be assigned a community agency that serves children and/or adults with disabilities. Contact and request a meeting with a representative of the agency in plenty of time to develop your presentation. When meeting with the agency, give a brief overview of LEND and your traineeship and why it is important to you and the community. Using your interviewing skills, find the answers to the questions listed below. Due to COVID-19 restrictions, the interview should be conducted by phone or other distance platform.

Answer the following questions:

1. Who did you interview? What is his/her position within the agency?
2. What are the agency's mission and goals?
3. What services/programs does the agency provide?
4. Who do they provide services for? (e.g., ages, disabilities, etc.)
5. What are the eligibility requirements?
6. Is there a waiting list?
7. What disciplines provide services for this agency?
8. What do services cost? Is health insurance and/or Medicaid billed for services?
9. How do the clients or consumers interact with the agency staff?
10. How is the agency funded? Is the funding stable?
11. How does funding affect the way services are provided?
12. Does the agency interact with other agencies on a regular basis? If yes, what is the purpose of the collaborations?
13. What, if any, interactions does the agency have with the State Title V Program (Children's Medical Services) or other state health and education programs?
14. How often does the agency engage in program evaluation activities? What areas within the agency program are evaluated and what types of methods are used?

In addition to the interview, consider yourself as a potential consumer by answering key questions. Not all questions are appropriate for every agency.

1. Can the client find needed services easily, without many phone calls, and without going to several offices?
2. Is the application process efficient, accessible and sensitive to different cultures?
3. Is the website accessible for screen readers?
4. Does the agency provide a brochure or other descriptive information on their services? Is it written in a language and reading level understandable to those being served?

Assignment

After gathering the information, develop a professional poster using a PowerPoint slide. The poster will be presented digitally on **December 4, 2020**. You will have 5 minutes to present the pertinent points about the agency/program. This is followed by 2-3 minutes of questions from the audience. Your slide will be posted on LEND portal so that others can access the information.

Assessment

At the time of their presentation, each trainee will be rated using the following criteria. These evaluation forms will be shared directly with the LEND trainee presenting.

Criteria	Yes/No	Comments
Provided mission of the agency?		
Provided contact information?		
Included information about the funding of the agency?		
Included information concerning persons served by the agency?		
Included types of services provided by the agency?		
Was the appearance of the digital poster professional and of good quality?		
Overall presentation (comments only)		

Book Club & Journal Club

Trainees must facilitate a book club and/or journal club discussion during the LEND year. Over the year, trainees will read four books and four peer-reviewed journal articles from professional journals. The LEND trainees will review at least one quantitative experimental design study, one single subject design study, and one qualitative study. When facilitating book club, the trainee must generate questions to pose to the group to facilitate further discussion. When facilitating journal club, an article critique form will be prepared prior to facilitating the discussion. There are qualitative and quantitative review forms that must be used to lead a discussion of the journal article. The journal articles will be posted on the LEND portal.

As a participant (not a facilitator), trainees must have read the entire book or article ahead of time to create a full and meaningful discussion. Each trainee will evaluate the facilitator, using the following rubric for book club:

The facilitator...
Was organized in leading the discussion.
Was knowledgeable about the contents and analysis of the book.
Developed and asked stimulating questions about the book.
Allowed for opposing opinions to be voiced and discussed.

Ensured that all present had the opportunity to participate.
Was sensitive to cultural differences.
Provided a summary of the discussion.

The following rubric will be used for journal club:

The facilitator...
Was organized in leading the discussion.
Conducted a thorough analysis of the article.
Developed and asked questions regarding critical analysis of the article.
Allowed for opposing opinions to be voiced and discussed.
Ensured that all present had the opportunity to participate.
Was sensitive to cultural differences.
Provided a summary of the discussion.

Required books

- Fadiman, A. (2012). *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures*. New York, NY: Farrar, Straus and Giroux.
- Kouzes, J. M., & Posner, B. Z. (2006). *The leadership challenge* (5th ed.). San Francisco, CA: John Wiley & Sons.
- Simon, R. (2013). *Riding the bus with my sister: A true life journey*. New York, NY: Penguin Group.
- Skloot, R. (2017). *The immortal life of Henrietta Lacks*. New York, NY: Broadway Paperbacks.

Problem-Based Learning

Problem-based learning (PBL) is a learning philosophy based on constructing knowledge through real-life situations. In small groups, trainees will learn to analyze, synthesize and manage new information. The target outcomes for trainees are to:

- Develop clinical reasoning skills
- Develop flexible knowledge
 - Requires reaching
 - Adaptive expertise
- Self-directed learning
 - Reflection
 - Recognition of learning issues
- Effective collaboration
- Intrinsic motivation

Structure of PBL Sessions

First session

- Introduce case/identify problems
- Form and rank hypotheses

- Recall information (from previous experience, reference materials or course work)
- Test hypotheses
- Develop learning issues
- Assign learning issues to individual trainees for additional research

Between sessions

- Unfold the case incrementally
- Research learning issues
- Collaborate with the group to create a robust plan

Second session

- Reflect and provide feedback
- Discuss with the small group then present a plan to the entire group

Fall Schedule and Assignments

DATE	SEMINAR 1 8:30 – 10:00	SEMINAR 2 10:15-11:45	Reflection 12:15-12:30	SEMINAR 3 12:30-2:00
Assignments	To be completed prior to August 13 & 14 seminars, details posted on the LEND portal. <ol style="list-style-type: none"> 1. Have an object to share over Zoom that represents you and your culture. 2. Watch LEND expectations webinar. 3. Read MCH Competencies 4.0. 			
Thursday August 13	Orientation – (Heimerl, Medlock)	Sharing Activity (Acosta, Vining) all faculty		Norms (Sugar, Acosta)
August 14	History of Disability (Cahill)	10:15- 11:15 Former Trainee Panel (Cahill, Heimerl) 11:15-11:45 LEND Expectations Q & A (Medlock, Heimerl)		Colors (Heimerl, Sugar, Concotelli-Fisk, Vining)
Assignments	To be completed prior to August 21 seminar, details posted on the LEND portal. <ol style="list-style-type: none"> 1. Schedule mentoring meetings. Draft your Individual Learning Plan and be ready to share it with your mentor. 2. Complete assignment and reading posted on the portal. 			
August 21	Family-Centered Care (Koronkiewicz)	Cultural and Linguistic Competence (Acosta, Vining, Sugar)		12:30-1:30 Cultural and Linguistic Competence (Acosta, Vining, Sugar) 1:30-2:00 Capstone Q & A (Medlock, Heimerl)
Assignments	To be completed prior to August 28 seminar, details posted on the LEND portal. <ol style="list-style-type: none"> 1. Complete research bias assignment. 			
August 28	Research and Evidence-Based Practice (Cahill, Heimerl, Sanders)	Research and Evidence-Based Practice (Cahill, Heimerl, Sanders)		Quality Improvement (Cahill, Fredine, Moriarta)
Assignments	To be completed prior to September 4 seminar, details posted on the LEND portal. <ol style="list-style-type: none"> 1. Watch video on developing a PPT poster. 2. Prepare a presentation of 5-10 minutes in length about your profession. 3. Read journal article posted on the portal. 4. Complete NICU assignment. 			

September 4	Interprofessional Practice (Heimerl, Gregg, Sanders, Concotelli-Fisk)	Typical Development/ Developmental Screening (Medlock, Williams, Sanders, Acosta, Heimerl)		12:30-1:30 Journal Club #1 (Cahill, Heimerl, Acosta, Gregg) 1:30-2:00 NICU (30 minutes) (Heimerl, Gerri Duran & Monica Aragon)
Assignments	To be completed prior to September 11 seminar, details posted on the LEND portal. 1. Schedule family visit. 2. Research the syndrome you were assigned on the portal.			
September 11	Genetics (Williams)	Genetics (Williams, Acosta)		Down Syndrome (Koronkiewicz, Medlock, Sosa)
Assignments	To be completed prior to September 18 seminar, details posted on the LEND portal. 1. Schedule mentoring meeting. 2. Begin the Dylan PBL assignment. 3. Finish and be ready to discuss <i>Immortal Life of Henrietta Lacks</i>			
September 18	PBL: Dylan, Part 1 (Sanders, Koronkiewicz, Williams, Medlock)	Intellectual Disability (Koronkiewicz, Acosta)		12:30-1:30 Book Club #1 <i>Immortal Life of Henrietta Lacks</i> (Concotelli-Fisk, Medlock, Vining, Gregg) 1:30-2:00 Family Visit Reflection (Medlock, Concotelli-Fisk, Koronokiewicz, Gregg)
Assignments	To be completed prior to September 25 seminar, details posted on the LEND portal. 1. Complete PBL learning issues. 2. Complete Special Education assignment. 3. Read Assessment for English Language Learners case study.			
September 25	PBL: Dylan, Part 2 (Sanders, Koronkiewicz, Williams, Medlock)	Special Education/IDEA (Medlock, Vining)		Assessment for English Language Learners (Medlock, Vining)
Assignments	To be completed prior to October 2 seminar, details posted on the LEND portal. 1. View the PowerPoint recording on Life Course 2. Post a statement on the portal discussion board about what surprised you about Life Course theory and respond to at least one other post by 10/1/2020.			
October 2	Social Determinants and Disparities (Cahill, Fredine)	ACES/Life Course (Sanders, Heimerl)		Trauma Informed Care (Vicenti)

Assignments	To be completed prior to October 9 seminar, details posted on the LEND portal. 1. Complete Freddy PBL assignment. 2. Complete cerebral palsy assignment and be ready to present.			
October 9	Cerebral Palsy (Heimerl, Vining, Sanders)	Cerebral Palsy (Heimerl, Vining, Dolores Harden)		PBL: Freddy, Part 1 (Concotelli-Fisk, Koronkiewicz, Medlock, Heimerl, Gregg)
Assignments	To be completed prior to October 16 seminar, details posted on the LEND portal. 1. Complete Freddy PBL learning issues. 2. Read journal article and be ready to discuss it. 3. Submit a draft of your Capstone Project Proposal form to your LEND mentor by October 12, 2020.			
October 16	PBL: Freddy, Part 2 (Concotelli-Fisk, Koronkiewicz, Medlock, Heimerl, Gregg)	Interviewing for Information (Sugar)		12:30-1:30 Journal club #2 (Cahill, Heimerl, Acosta, Gregg) 1:30-2:00 Check-in on capstone projects (Heimerl, Medlock)
Assignments	Review LEND portal prior to October 23 seminar.			
October 23	PBL: Family Directed Activity, Part 1 (Medlock, Gregg, Sanders, Concotelli-Fisk, Sugar)	PBL: Family Directed Activity, Part 1 (Medlock, Gregg, Sanders, Concotelli-Fisk, Sugar)		Health Care Financing (Cahill)
Assignments	To be completed prior to October 30 seminar, details posted on the LEND portal. 1. Review feedback from your LEND mentor and submit capstone project to your mentor and HSC-NM-LEND@salud.unm.edu 2. Schedule mentoring meeting. 3. Schedule family visit.			
October 30	Autism Spectrum Disorder (Acosta, Ekman, Sugar)	Neurodiversity (Acosta, Ekman, Sugar)		Applied Behavior Analysis/ASD Treatments (Acosta, Ekman, Sugar)
Assignments	To be completed prior to November 6 seminar, details posted on the LEND portal. 1. Finish and be ready to discuss <i>The Spirit Catches You and You Fall Down</i> .			
November 6	PBL: Family Directed Activity, Part 2 (Medlock, Gregg, Sanders, Concotelli-Fisk, Sugar)	PBL: Family Directed Activity, Part 2 (Medlock, Gregg, Sanders, Concotelli-Fisk, Sugar)		12:30-1:30 Book Club #2 <i>The Spirit Catches You and You Fall Down</i> (Sugar, Acosta, Ekman, Vining) 1:30-2:00 Family Visit Reflection (Medlock,

				Concotelli-Fisk, Koronkiewicz, Gregg)
Assign- ments	To be completed prior to November 13 seminar, details posted on the LEND portal. 1. Schedule mentoring meeting.			
November 13	Fetal Alcohol Spectrum Disorder (Williams, Hill, McLaughlin, Cerros)	Fetal Alcohol Spectrum Disorder (Williams, Hill, McLaughlin, Cerros)		Disability Policy (Cahill)
Assign- ments	To be completed prior to November 20 seminar, details posted on the LEND portal. 1. View webinars and finish assignments.			
November 20	Legislative Advocacy Workshop (Cahill, Concotelli-Fisk, Heimerl, Jim Jackson)			
November 27	Thanksgiving Break			
Assign- ments	Review LEND portal prior to December 4 seminar.			
December 4	Community Agency Presentations <i>all faculty</i>			
December 7-9	Possible Participation: AUCD Virtual Meeting			