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# NM LEND 2023-2024 Syllabus

## LEND Description

The Leadership Education in Neurodevelopmental Disabilities and Related Disabilities (LEND) interdisciplinary traineeship is designed to develop knowledge and experience in working in partnership with, and advocating with, children and adults with developmental disabilities and their families.

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 clinical activities, and project activities. The interactive seminars are provided in conjunction with required readings, assignments, book and journal club, webinars, family-match experiences, capstone project that embeds leadership and research skills, and participation in orientation, leadership and legislative advocacy 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 seven 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.

### 1: Leadership Skills

- Lead through practice, research, teaching, administration, and legislative systems change.
- Develop effective communication and teaching skills, as well as accessible presentation skills appropriate for a variety of professional and community audiences.
- Describe the MCH conceptual framework of leadership, including self, others, and the wider community.
- Use self-reflection to articulate how personal values, culture, experiences and beliefs impact one's own and others' leadership.

### Table of Contents

LEND Description.....	1
LEND Competencies.....	1
LEND Faculty.....	3
Supports and Accommodations for Learning.....	7
Title IX.....	8
LEND Requirements.....	8
Attendance.....	8
Participation.....	9
Stipends.....	10
LEND Portal.....	10
Mentorship.....	10
Individual LEND Plan.....	11
Capstone Project.....	11
Clinical Experience..	14
Family and Community as Faculty Match.....	14
Community Agency Project.....	16
Book Club & Journal Club.....	18
Problem-Based Learning.....	19
Fall Schedule and Assignments.....	21

- Apply the model of ethical decision-making in analysis of health-related ethical dilemmas.
- Demonstrate understanding of perceptions of conflict, change leadership, trust, and relationship building.
- Demonstrate networking and advocacy skills.

## **2: Interdisciplinary Practice**

- Analyze the principles of interdisciplinary practice.
- Describe the roles of various disciplines in person- and family-centered care.
- Effectively communicate and represent one's own discipline on an interdisciplinary team.
- Collaborate effectively with individuals, families, peers, faculty and other professionals.
- Describe innovative and alternative methods of health care provision, and the effective use of technology and telehealth.
- Share thoughts, ideas, and perspectives effectively and actively listen to diverse group of individuals.
- Demonstrate clinical reasoning skills as defined by the program.
- Demonstrate knowledge and skills in ASD/NDD screening, diagnosis, and evidence-based intervention.

## **3: Knowledge of Neurodevelopmental and Related Disabilities, with a Focus on Autism Spectrum Disorder (ASD)**

- Demonstrate knowledge of neurodevelopmental disabilities (NDD) and related disabilities, with a focus on ASD/DD, across the lifespan, including the need for research, education, services, and supports.
- Analyze the history and conceptual models of disability.
- Examine the intersection of disability with other life experiences.
- Describe typical and atypical development.
- Summarize NDD diagnoses, including ASD, CP, ID, FASD, Down syndrome, and other genetic conditions.
- Research and disseminate information about the services for MCH populations in New Mexico.

## **4: Cultural and Linguistic Responsiveness and Diversity**

- Demonstrate knowledge and skill building on populations served according to cultural and historically underserved status – racial, ethnic, linguistic, disability, etc.
- Demonstrate knowledge of how multiple societal and cultural disparities influence health and access to health care services.
- Incorporate an appreciation of differences in perspectives into professional behaviors and attitudes while maintaining an awareness of the potential for implicit bias.
- Lead on cultivating and promoting a diverse MCH workforce.
- Demonstrate sensitivity and responsiveness to diverse families in various settings.

## **5: Person- and Family-Centered Care**

- Demonstrate knowledge of the principles of person- and family-centered care.
- Recognize the primary importance of the family in the life of a child.
- Discuss and observe the impact of disability on families.

- Describe the benefits of partnership with individuals and families at program and policy levels.
- Cultivate a person- and family-centered medical home model of care in New Mexico.
- Identify and apply person- and family-centered care principles in clinical and community-based settings.
- Use individual and family input in a meaningful way to design, deliver, and evaluate services and systems of care.

## **6: Research, Quality Improvement, and Evidence-Based Practice**

- Use science-based judgment, evidence-based practice, and documentation of outcomes in practice, programs and policy.
- Understand and critically use data to inform continuous quality improvement efforts in clinical and community-based practice.
- Review and discern the quality of research and its applicability to practice.
- Access and utilize electronic information, resources and databases.
- Gain experience with framing a problem, researching, developing a product, disseminating to relevant stakeholders, and providing a professional presentation.
- Demonstrate basic competencies in professional writing.

## **7: Public Policy and Health Equity**

- Observe and describe public policy, formulation and implementation, legislation/policy making, financing, budgeting, program administration, consultation, and program planning and evaluation.
- Understand how systems interact with and influence each other to either decrease or increase risk or protective factors, particularly those living in rural and other underserved communities.
- Describe how social determinants of health, increasing health equity and reducing disparities impact MCH populations.
- Demonstrate skills in locating, analyzing, and writing grants.
- Demonstrate an understanding of health care funding.

## **LEND Faculty**

### **Sandra Heimerl, PT, MS, DPT, 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 (ECEP) 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 trained and consulted internationally in Tanzania and India.

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### **Osana Abich Oliva, MD, Pediatrics**

Osana Abich Oliva, MD completed medical school and pediatric residency in Cuba, and pediatric residency training at the University of New Mexico Hospital. She is a Board Certified Pediatrician and Assistant Professor of Pediatrics at UNMH, where she joined the faculty in 2021. She works at the Center for Development and Disability with the interdisciplinary teams of the Early Childhood Evaluation Program and the Support and Assessment for Feeding and Eating Clinic. Dr. Abich Oliva is bilingual (Spanish-speaking). She started as a member of the LEND faculty in 2022. Her particular interests include impact of housing insecurity in child development, early diagnosis of developmental disabilities, and medical and developmental comorbidities in children presenting with feeding disorders.

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### **Sylvia J. Acosta, PhD, Psychology**

Sylvia is a licensed psychologist and 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 with a part of 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 co-occurring 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; and applied statistical analysis. He received the Lifetime Achievement Award from the Disability Section of the American Public Health Association, and with his colleagues at the University of Kansas, he was the recipient of the National Research Award from the American Rehabilitation Counseling Association for the article *The Psychosocial Impact of Hurricane Katrina on Persons with Disabilities and Independent Living Center Staff Living on the American Gulf Coast* in *Rehabilitation Psychology*. He is the Past Section Chair of the Disability Section and Past Program Chair of the American Public Health Association, past Program Chair of the New Mexico Evaluator's Society, Past Chair of the New Mexico Governor's Commission on Disability, and a member of the Professional Advisory Group of the American Association on Health and Disability and the New Mexico Disability and Health Advisory Council.

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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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### **Dámaris Donado, LCSW, Social Work**

Dámaris Donado is the Program Operations Director for UNM Center for Development and Disability's Early Childhood Prevention and Home Visiting Services. She has 19 years of demonstrated work experience in prevention services, partnering with state funders, and leading teams delivering early childhood services. Dámaris is bilingual with a multicultural background who holds two master's degrees, one in social science with an emphasis in multiculturalism and the second in social work. She is licensed as a Clinical Social Worker in the State of New Mexico. Dámaris is also a national trainer for the Erikson Institute teaching the Facilitated Attuned Interactions approach to practitioners and is a certified trainer for the Children's Trust Fund Alliance teaching the



Strengthening Families Protective Factors Framework. Lastly, Dámaris is proudly a LEND fellow having completed her training in 2017.

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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.

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### **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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### **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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### **Angela Sosa, MPA, Family**

Angela represents the family and community discipline on the LEND team. She draws on her experience in New Mexico as a family member, advocating for her brother with Down syndrome. She has worked in an administrative support capacity at the UNM Center for Development and Disability LEND, ECEP, and Resident Development programs. She is a graduate of UNM with a bachelor's degree in liberal arts, with focus areas in communications and journalism and German language arts and a master's degree in public administration.

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### **Vail Woodard, RN, MSN Nursing**

Vail currently works as a nurse case manager for the Medically Fragile Case Management Program at the UNM Center for Development and Disability. She completed her Master's Degree in Nursing Administration from UNM. Professional interests include providing support for children with special health care needs and their families, providing education and outreach throughout the state of New Mexico so all children receive the services they need to meet their potential.

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## **UNM Indigenous Peoples' Land and Territory**

### **Acknowledgement**

Founded in 1889, the University of New Mexico sits on the traditional homelands of the Pueblo of Sandia. The original peoples of New Mexico – Pueblo, Navajo, and Apache – since time immemorial, have deep connections to the land and have made significant contributions to the broader community statewide. We honor the land itself and those who remain stewards of this land throughout the generations and also acknowledge our committed relationship to Indigenous peoples. We gratefully recognize our history.

### **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](mailto: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
- Interdisciplinary Clinical and Practicum Experiences
- 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. Some 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](mailto:almedlock@salud.unm.edu) & their mentor to determine make-up work in advance.



- 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 and mentor for how to make up the material.

When the situation arises at the *last minute*:

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

## COVID-19 Health and Awareness

LEND is a mask friendly, but not a mask required, community. If you are experiencing COVID-19 symptoms, please do not come to LEND in person. If you do need to stay home, please communicate with the training director and your mentor. If you are able to participate, Zoom will be available to all trainees. If you cannot participate, please discuss how to make up missed work with the training director and your mentor. Please be aware that UNM will publish information on websites and email about any changes to our public health status and community response.

## 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. This is an estimate of the hours and can include, but are not limited to:

- Attending seminars (148 hours)
- Completing seminar assignments (60 hours)
- Work on capstone project (30 hours)
- Family and Community as Faculty visits (4 hours)
- Mentorship meetings (9 hours – 30 hours for Social Work)
- Readings required for LEND (25 hours)
- Community agency projects (6 hours)
- Research (10 hours)
- Clinical work and observations (6 hours)

Hours must be logged on the LEND portal <https://cdd.health.unm.edu/LEND/> continuously over the course of the year. In order to receive stipends, eligible trainees are required to have logged **150 hours** by **November 24, 2023** to receive the fall stipend and **300 hours** by **April 15, 2024** 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 (300 hour) 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 24, 2023, to receive the fall stipend and 300 hours by April 15, 2024, 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. Please create a user name and password as soon as possible to access the information: <https://cdd.health.unm.edu/LEND/>

## 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?
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### 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 9, 2023**. This form can be found on the LEND portal.
3. Review feedback from LEND faculty and submit final Capstone Project Proposal to your LEND mentor and [HSC-NM-LEND@salud.unm.edu](mailto:HSC-NM-LEND@salud.unm.edu) by **October 23, 2023**, 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 15, 2024**.
6. Submit your PowerPoint to the [HSC-NM-LEND@salud.unm.edu](mailto:HSC-NM-LEND@salud.unm.edu) as an e-mail attachment two days before your designated presentation date. You **MUST**

provide the presentation in .ppt format, which you can save from Microsoft PowerPoint or Google docs.

### 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
<b>Problem-framing</b>			
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?			
<b>Research</b>			
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?			
<b>Product</b>			
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)?			
<b>Dissemination</b>			
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?			
<b>Presentation</b>			
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?			

## Clinical Experience

Trainees should experience a variety of clinical settings with appropriate faculty mentorship. Training may occur within clinical settings under the direction of the LEND as well as in community-based settings. The available training opportunities and settings should reflect the cultural, social, and ethnic diversity of the community.

Opportunities for non-clinical trainees to observe and engage in clinics should be provided to these trainees, when possible, as they may work with clinicians in the future and can help clinicians view the clinical setting from a new perspective. This will provide models to families and patients on ways to engage in peer advocacy, providing feedback to clinicians from a perspective of lived experience, and help families navigate the clinical process.

## Expectations & Responsibilities

Spend a minimum of 3 hours during fall semester participating in one of the community or clinical opportunities. Discuss possible opportunities that align with your Individual LEND Plan with your mentor. With the assistance of your LEND mentor, schedule the experience and complete the observation. Following the observation, discuss what you learned from the experience with your mentor regarding programs serving individuals with NDD, inter-professional practice, person- and family-centered care and knowledge of NDD. A list of program settings will be provided.

## Opportunities

Discuss the experiences with your mentor, choose an option and contact the person listed as well as CC [HSC-NM-LEND@salud.unm.edu](mailto:HSC-NM-LEND@salud.unm.edu) when scheduling your experience

Program Name	Program Description	Program Contact & copy <a href="mailto:HSC-NM-LEND@salud.unm.edu">HSC-NM-LEND@salud.unm.edu</a>
ITC - Interdisciplinary Training Clinic	The ITC held at CDD on Thursdays only. Diagnostic clinics Thurs. morning. Includes both diagnostic clinics for developmental evaluation of children under 3 in ECEP (Early Childhood Evaluation Program) and autism evaluation of children 3-5 in ASEC (Autism Spectrum Evaluation Clinic)	Sylvia Acosta <a href="mailto:syacosta@salud.unm.edu">syacosta@salud.unm.edu</a> And include Julia Oppenheimer <a href="mailto:Joppenheimer@salud.unm.edu">Joppenheimer@salud.unm.edu</a> for ECEP
ECEP – Early Childhood Evaluation Program	CDD birth to 3 diagnostic clinics occurring on Thurs. morning ITC clinic	(see above)



ASEC – Autism Spectrum Evaluation Clinic	CDD ASD diagnostic clinics occurring throughout the week for kids over age 3	Mary Boehm <a href="mailto:mboehm@salud.unm.edu">mboehm@salud.unm.edu</a>
Bilingual Clinic	CDD ASD diagnostic clinic on Tuesday mornings starting in Sept. for Spanish speaking families	Mary Boehm <a href="mailto:mboehm@salud.unm.edu">mboehm@salud.unm.edu</a>
FASD -- Fetal Alcohol Spectrum Disorders Clinic	CDD FASD clinic on Mondays	Cassandra Cerros <a href="mailto:cacerros@salud.unm.edu">cacerros@salud.unm.edu</a> And Dina Hill <a href="mailto:dhill@salud.unm.edu">dhill@salud.unm.edu</a>
SAFE Clinic	CDD Interdisciplinary Feeding Clinic for children. Clinic is virtual and on Fridays	Erin Smith <a href="mailto:erinsmith@salud.unm.edu">erinsmith@salud.unm.edu</a>
FOCUS	CDD Early Intervention Home Visiting Program, services provided daily in home and virtually	Vanessa Trujillo <a href="mailto:vtru91@salud.unm.edu">vtru91@salud.unm.edu</a>  Fletcher Wood <a href="mailto:fwood@unmmq.org">fwood@unmmq.org</a>
Medically Fragile Case Management Program	CDD Nurse Case Management program for children who are medically fragile – services occur daily in home or virtually	Vail Woodard <a href="mailto:VWoodard@salud.unm.edu">VWoodard@salud.unm.edu</a>
UNM CDD Mi Via	Participants get personalized support as they self-direct their service plans and budgets.	Janelle Torres-Groover <a href="mailto:jtorresgroover@salud.unm.edu">jtorresgroover@salud.unm.edu</a>

## 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

Through the Family and Community as Faculty visits the trainees will:

- Increase their knowledge of the principles of person- and family-centered care.
- Have an opportunity to see the primary importance of the family in the life of the child.
- Discuss the impact of disability on families.
- Learn about partnerships between individuals, families, programs, and policies.
- Describe how medical home models of care impact families in New Mexico.

- Demonstrate sensitivity and responsiveness to diverse families and individuals.
- Recognize and acknowledge their own values, attitudes, and personal beliefs while still respecting the perspective of the family and individual.

## Family Reflection Paper

Trainees will write a one- to three-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 were the cultural factors that impacted families/self-advocates in accessing resources, services and supports?
4. Has the family had experience with a person-/family-centered medical home model and has it been successful or were there components that could it have been improved?

The paper must be submitted by **April 19, 2024** to [hsc-nm-lend@salud.unm.edu](mailto: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. The interview can 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. Please review your poster with your mentor by **December 1, 2023**. The poster will be presented digitally on **December 8, 2023**. 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 books and 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

- Ashburn, M. & Edwards, J. (2023). *I will die on this hill: Autistic adults, autism parents, and the children who deserve a better world*. London, UK: Jessica Kingsley Publishers.
- Ladau, E. (2021). *Demystifying disability: What to know, what to say, and how to be an ally*. New York, NY: Ten Speed Press.
- 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.

### Optional books, excerpts may be required

- Bordas, J. (2007). *Salsa, soul, and spirit: Leadership for a multicultural age*. San Francisco, CA: Berrett-Koehler Publishers.
- Brown, B. (2018). *Dare to lead*. London, England: Vermilion.
- Kouzes, J. M., & Posner, B. Z. (2006). *The leadership challenge* (5th ed.). San Francisco, CA: John Wiley & Sons.

### 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

DATE	SEMINAR 1 8:30 – 10:00	SEMINAR 2 10:15-11:45	Lunch 11:45-12:30	SEMINAR 3 12:30-2:00
Thursday Aug. 17	Orientation ***8:00-3:00***			
Friday Aug. 18	Orientation ***8:00-2:45***			
Aug. 18	2:45-3:45 Faculty Meeting			
Aug. 25	Typical Development/ Developmental Screening (Medlock, Abich Oliva, Heimerl, Sanders)	10:15-11:00 Typical Development, cont'd  11:00-11:45 CDD Information Network (Roberts)		Inter-professional Practice (Heimerl, Woodard, Concotelli- Fisk, Sanders)
Sept. 1	Research, Evidence- Based Practice, Quality Improvement, and Surveys (Cahill, Heimerl, Sanders, Anjali Subbaswamy)	Research, Evidence- Based Practice, Quality Improvement, and Surveys (Cahill, Heimerl, Sanders, Anjali Subbaswamy)		Research, Evidence- Based Practice, Quality Improvement, and Surveys (Cahill, Heimerl, Sanders, Anjali Subbaswamy)
Sept. 8	Genetics (Abich Oliva, Frances Richardson, Leah Hardy)	Genetics (Abich Oliva, Frances Richardson, Leah Hardy)		Early Childhood Evaluation Program (Medlock, Heimerl, Abich Oliva)
Sept. 15	Down Syndrome & Intellectual Disability (Woodard, Sosa, Acosta)	10:15-10:45 ID/DS, cont'd  10:45-11:45 Book Club #1 <i>Demystifying Disability</i> (Concotelli-Fisk, Medlock, Acosta, Abich Oliva)		PBL: Dylan, Part 1 (Concotelli-Fisk, Woodard, Medlock, Sosa)
Sept. 22	Cultural and Linguistic Responsiveness (Acosta, Sosa, Abich- Oliva)	Cultural and Linguistic Responsiveness (Acosta, Sosa, Abich- Oliva)		Family-Centered Care (Woodard, Sosa)
Sept. 22	2:15-3:15 Faculty Meeting			
Sept. 29	Special Education/IDEA (Medlock, Ekman)	10:15-10:45 IDEA cont'd  10:45-11:45 Journal Club #1 (Heimerl, Cahill, Acosta, Woodard)		PBL: Dylan, Part 2 (Concotelli-Fisk, Woodard, Medlock, Sosa)

Oct. 6	Social Determinants and Disparities (Cahill)	Life Course & ACES (Sanders, Heimerl, Concotelli-Fisk, Medlock)		Trauma Informed Care (Sanders)
Oct. 13	FALL BREAK			
Oct. 20	Cerebral Palsy (Heimerl, Sanders, Woodard, Abich Oliva)	Cerebral Palsy (Heimerl, Sanders, Woodard, Abich Oliva)		PBL: Freddy, Part 1 (Sanders, Concotelli-Fisk, Heimerl, Woodard)
Oct. 20	2:15-3:15 Faculty Meeting			
Oct. 27	Health Care Financing (Cahill)	10:15-10:45 Capstone Check-ins  10:45-11:45 Journal Club #2 (Acosta, Cahill, Abich Oliva, Heimerl)		Medicaid Waiver Programs (Cahill & Woodard)
Nov. 3	Fetal Alcohol Spectrum Disorder (Williams, Hill, McLaughlin, Cerros)	Fetal Alcohol Spectrum Disorder (Williams, Hill, McLaughlin, Cerros)		PBL: Freddy, Part 2 (Sanders, Concotelli-Fisk, Heimerl, Woodard)
Nov. 10	Legislative Advocacy Workshop, Part 1 (Cahill, Concotelli-Fisk, Heimerl, Ekman, Jim Jackson)	10:15-10:45 Legislative Advocacy, cont'd  10:45-11:45 Book Club #2 <i>I Will Die on This Hill</i> (Medlock, Ekman, Heimerl, Acosta)		Universal Design & Effective Presentations (Medlock, Chelsea Thompson)
Nov. 17	Legislative Advocacy Workshop, Part 2 (Cahill, Concotelli-Fisk, Heimerl, Ekman, Jim Jackson)			
Nov. 17	2:15-3:15 Faculty Meeting			
Nov. 24	THANKSGIVING BREAK			
Dec. 1	Autism Spectrum Disorder (Acosta, Ekman, Krapf)	Neurodiversity (Acosta, Ekman, Krapf)		Evidence-based ASD Interventions (Acosta, Ekman, Krapf)
Dec. 8	Community Agency Presentations all faculty			
Dec. 15	8:30-12:00 Faculty Meeting			

\*Spring schedule will be published later in the year\*

**Leadership Academy:** Thursday & Friday, January 11 & 12, 2024

**Spring Break:** Friday, March 15, 2024

**Final LEND day:** Friday, May 3, 2024