

Minnesota LEND (MN LEND) Fellow Training Program Requirements 2016 - 2017

Pre-doctoral and Community Fellows will complete a **total of 320 hours** of training and learning activities made up of individual learning experiences identified and negotiated with their LEND leadership faculty and identified in their individual leadership learning plan (ILLP) between July 1, 2016 and June 30, 2017. This is considered to be a 50% appointment by our funder, Maternal & Child Health Bureau (MCHB).

Full Time Post-doctoral LEND Fellows will be required to engage in 46 weeks of full-time training and professional development activity (**total of 1,788 hours**) between July 1, 2016 and June 30, 2017. Because Post-doctoral Fellows have completed a Ph.D. in an area related to neurodevelopmental disabilities, the LEND Director and their LEND mentor will negotiate LEND Seminar requirements for Post-doctoral Fellows. **This year, all Post-doctoral Fellows will complete 447 hours** or at 25% of a full-time post doctoral appointment.

There are a variety of both required and non-required activities that will help you accumulate your required LEND hours. A brief description of many of these are provided in the sections that follow. MN LEND is responsible for reporting your training activities on a regular basis to Maternal and Child Health Bureau and Health and Human Services Administration. LEND staff will enter your activities. However, the procedures to assist you in maintaining a record of your hours are described along with some of the required and optional activities that you may comprise your hours.

Documentation of Training Hours (REQUIRED)

All LEND Fellows are expected to document/track their LEND hours using the MN LEND's electronic and Training Log found on the secure area of the MN LEND website (lend.umn.edu). LEND hours may include: research, technical assistance in the community, clinical work, presentations, or self-directed learning.

LEND Orientation (REQUIRED) 16 hours

Each Fellow is expected to participate in the LEND orientation and person-centered thinking training held on two days, on Thursday and Friday, August 25-26th, 2016, from 8:30AM to 4:30PM, in a to-be-determined off campus location. This event will include: 1) Introduction to LEND and its foundational LEND concepts (family-centered, life course, evidence based, cultural competence, leadership, interdisciplinary, etc.); 2) Time to meet with your LEND cohort and LEND Leadership Team; 3) Learn of LEND research and community/technical assistance opportunities; 4) Review LEND Program Requirements; 6) Learn of MCH & LEND competencies and mandatory self-assessments; 7) Overview of LEND Manual and administrative logistics, LEND Moodle site, Clinical Rotations, Intensive Study Small Groups, Individualized Leadership Learning Plan (ILLP), and Portfolio; 8) Participation in two-day Person-Centered Thinking training.

LEND Didactic Seminars (EACH REQUIRED UNLESS ARRANGEMENT WITH MENTOR HAS BEEN MADE).

LEND didactic seminars will take place *every Thursday morning from 8:45am – 12:00 noon per the academic calendar*. A tentative schedule has been emailed to you. LEND trainees are expected to attend these seminars unless it is written into their ILLP that they will not be attending (i.e., they already have expertise on the topic). In the first half of the time, there are in-depth presentations that will look at more complex issues and topics through an interdisciplinary lens. For each of topic, issues related to cultural competence, family and individual-entered care, evidence base and interdisciplinary differences will be explored. The second half of the seminar is devoted to interdisciplinary discussion and/or interactive activities. These discussions will provide an opportunity for all LEND Fellows to share and discuss their LEND activities with one another and with faculty. It will also provide an opportunity for the LEND cohort to take on and discuss issues of controversy with an interdisciplinary lens. *Seminar topics include:* ASD Evaluation & Assessment; Health Disparities; Early Interventions; Health Transitions to Adulthood; Pediatric Dentistry and Disability; Nutrition and Disability; Audiology and Hearing Impairments; Challenging Behavior/Self-Injurious Behavior and Interventions; Disability and Child Welfare; Resilience

in Children with Disabilities; and Leadership Development, etc. Please refer to the LEND Moodle early September to view seminars and webinars planned for the 2016-17 academic year at lend.umn.edu.

Individual Leadership Learning Plan (ILLP) Development (REQUIRED)

Each Fellow works with their faculty mentor to create an ILLP outlining the learning activities in which the Fellow will engage. The ILLP provides a rich description of the learning activities in which the Fellow will participate including didactics they will attend, community projects, clinical experiences, Families as Teachers experiences, core academic courses they will take, research participation, professional development activities and policy advocacy activities. Once reviewed and approved by your Faculty Mentor, Fellows should upload their ILLP to their individual Portfolio folder located on the secure area of the LEND website. Final *ILLPs are due by October 13, 2016*, and any revisions should be uploaded in a timely manner to your secure website portfolio.

Individual LEND Project (REQUIRED)

LEND Fellows will be expected to design and participate in an individual LEND project as part of their ILLP. This project can be research, training, technical (community) assistance or practice focused and should build leadership skills. The LEND Fellow and their mentor will determine a suitable method to develop products and disseminate the outcome of the activities in a LEND Seminar presentation at the end of the LEND year. Each year a number of LEND projects are widely disseminated and/or submitted for publication. If your project involves a written systematic review, conference presentation/poster, meta-analysis, case study or other research project, it will adhere to the style manual of the American Psychological Association (APA) unless being submitted for publication to a journal that utilizes a different style manual.

LEND Mentoring (BIMONTHLY REQUIRED MEETING)

Each Fellow is required to meet regularly (bi-monthly) with their LEND mentor to discuss progress on achieving their LEND learning goals, experiences within the LEND program and any concerns or issues. This time should also be spent reviewing and updating progress on your ILLP. We have set aside 3-4 Thursdays for you and your mentor to meet on Thursdays to assist in staying on track with your project.

Families As Teachers (REQUIRED)

Each Fellow will meet with Family Coordinator Barb Kleist during an early didactic in mid- to late September of the academic year. Fellows will complete a pre-match questionnaire, indicating their preferences on a descriptive, non-identifying list of prospective families. The Family Coordinator will review information and then assign the Fellow-Family matches.

- Hours invested by the Fellows in the Families as Teacher program can take place any time between October and April of the given academic year.
- Family Mentors and Fellows will be matched on a one-to-one basis or in groups with project approval by Family Faculty and/or related advisors.
- A family orientation will be held in September or October of the academic year.

Disability Policy Course (REQUIRED)

Each MN LEND Fellow is required complete the Disability Policy and Services Course (OLPD 5356, 3cr.) which is offered in the spring on Thursday late afternoon or an intensive 2 week summer session. This course provides a broad overview of disability policy and services, and introduces students to philosophical approaches to service provision, the evolution of policies and services affecting people with disabilities, and contemporary approaches to providing services to people with disabilities throughout the life cycle. Community Fellows are also required to attend this course and must complete the interdisciplinary policy assignment (but not the other assignments). **IF YOU ARE A PREDOCTORAL STUDENT YOU ARE STRONGLY ENCOURAGED TO ENROLL IN THIS COURSE SPRING SEMESTER IF YOU ARE ABLE TO REMAIN UNDER THE TUITION CAP. IF THIS IS NOT**

POSSIBLE YOU WILL NEED TO MAKE ARRANGEMENTS WITH REBECCA DOSCH BROWN AND BETH FONDELL REGARDING SUMMER ENROLLMENT.

Online HIPAA and CITI Modules (REQUIRED). A separate email will explain this task further.

LEND Fellow must complete the University of Minnesota's online training modules related to HIPAA and CITI training to participate in clinical training. These will take approximately 3 hours, can be done online, and must be completed by August 31, 2016. Fellows must upload copies of their completion certificates as PDF to their LEND Portfolio **and** email them directly as PDFs to the LEND Coordinator, Rebecca Dosch Brown [dosch018@umn.edu] prior to starting clinical site trainings. Keep a record of the time it took for you to complete these 3 modules. Modules required and due August 31, 2016:

Privacy and Data Security Training (HIPAA), both modules:

<http://www.privacysecurity.umn.edu/training/home.html>

Responsible Conduct of Research from the Collaborative Institutional Training Initiative (CITI)

(University of Miami): <https://www.citiprogram.org>

Interdisciplinary Clinic Activities (REQUIRED)

Each LEND Fellow is required to complete at least 20 hours of clinical rotation in the ASD/NDD clinic or other approved clinics. The purpose of this experience is to give trainees an exposure to model assessment and practice in ASD and/or other neurodevelopmental disabilities. Trainees will be engaged to think about the families they see in this clinic through an International Classification of Functioning framework. Your faculty mentor will work with you to identify your clinical options. You will be encouraged to review some online resources about assessments/instruments before going to the clinic. This rotation will expose Fellows to the clinical nature and practices of assessing, diagnosing, and supporting children and families affected by ASD/NDD. Fellows must complete clinical rotations during the course of the academic year. Sign up will be available on the secure area of the LEND website. THE RANGE OF CLINICAL OBSERVATION AND PARTICIPATION OPPORTUNITIES ARE DESCRIBED IN THE LEND MANUAL (to be given at orientation).

Leadership Assessments (REQUIRED). We require you to complete 3 assessments by 9/8/2016:

1. Strengthsfinder (SQ). We will send a SQ code to you by email to complete this online due 9/8/16.
 2. MCHB Early leadership Assessment (pre and post). Pre- due 9/8/16 and Post-assessment due 5/9/17.
 3. Cultural Competencies Assessment (pre and post). Pre- due 9/8/16 and Post-assessment due 5/9/17.
- Reminder emails will be sent to you regarding these assessments.

LEND Portfolio (REQUIRED)

Each LEND Fellow should develop a LEND Portfolio online. The purpose of this portfolio is to demonstrate the competencies and experiences the LEND Fellow developed as a result of participation in the LEND program, and to provide accountability of the fellowship year. The items listed below are components to include in the portfolio. NOTE: YOU SHOULD BE REGULARLY REVIEWING YOUR PROGRESS IN COMPLETING EACH PORTFOLIO SECTION WITH YOUR LEND MENTOR.

1. **Professional Presentation(s)** – attach poster or PowerPoint of any given presentations related to NDD/ASD that are developed and that were presented by you through a professional conference. Include how many people attended/viewed your poster/talk (estimate) and audience type (academics, working practitioners, parents, general community members, etc.)
2. **Policy Advocacy Work Sample** – attach evidence of engagement in policy advocacy, such as letters written, prepared testimony, Legislation commentary, bill drafting, legislative agenda setting, etc.
3. **Research activity** – attach literature review, project work, development of abstract, methods sections or other components of any professional publication.
4. **Professional vita** – provide an updated curriculum vita that includes your LEND activities.

5. **Community Technical Assistance** – provide a detailed description of any technical support and assistance you provided in the community as a LEND Fellow. Include the number and type of people you served.
6. **MCH and CC Self-Assessments** – include copies of a completed pre and post self-assessments of the MCHB leadership competencies and the Cultural Competencies assessments. Reflect on areas of growth and development since participation in the MN LEND.
7. **Individual Leadership Learning Plan (ILLP)** – include a copy of your initial “final” individual leadership learning plan (ILLP) and any subsequent revisions.
8. **AUCD Involvement and Activities** – describe ways in which you were engaged in AUCD activities and events and how this engagement affected your learning.
9. **LEND Publications and/or Products** – provide copies of any publications or products in which you were involved as a result of your LEND training experience.
10. **Describe Self-directed learning**, such as which modules were completed via one of the four areas of the intensive online modules provided and/or via small group study (NDD, ASD, PBS, or Cultural Competencies), as well as any webinars and/or professional and/or advocacy conferences attended. For conferences, include conference sponsor and title (spell out acronyms), its link, and include location (city) and dates attended. For webinars, include full title, its link, and the webinar sponsor.

Intensive Online Study Modules (REQUIRED)

Fellows are expected to complete focused areas of study utilizing self-directed online and webinar-based learning. Your hours learning online contribute to your total LEND hours under the area of self-directed learning. More detail of suggested online modules to view in one of these areas are forthcoming and will be posted to the LEND Moodle and Manual. Topics for in-depth online include: Neurodevelopmental disabilities (NDDs), ASD, Cultural Competencies in Disability, and Positive Behavioral Supports (PBS). You can forego the NDD self-study module by attending Dr. Reiff’s fall NDD sessions. You can forego the PBS online self-directed module by attending Dr. Reichle’s optional PBS/Interventions sessions (see LEND calendar) to be held spring semester before selected LEND sessions (from 7:45-8:45am). Both of these options are described in *Intensive Small Group Study* which follows.

Intensive Small Group Study (OPTIONAL)

Fellows should choose to attend either or both small group sessions offered five times each term from 7:45-8:45am. The fall group is an in-depth study of specific Neurodevelopmental disabilities (NDDs) and the spring group focuses on challenging behavior and NDDs and evidence based interventions, such as positive behavioral supports (PBS).

ADOS 2 Training (OPTIONAL)

Dr. Amy Esler and Dr. Robin Rumsey (Autism Spectrum Disorders and Related Neurodevelopmental Disabilities Clinic) offer introductory training on the administration of the ADOS 2. We anticipate that some funding will be available to defray the cost of this two-day training typically held in spring 2017. If interested contact your LEND mentor to let him/her know of your interest, so that arrangements can be made. Watch for training dates to be posted on the LEND calendar as soon as they have been determined.

Team Building Engagement (STRONGLY RECOMMENDED)

- Join Association of University Centers on Disabilities (AUCD) Facebook page and as a virtual trainee: <http://www.aucd.org>.
- Join MN LEND Facebook Group: <https://www.facebook.com/groups/MNLEND/>
- Participation in MN LEND social events organized by LEND Staff and Post-doctoral Fellows.
- Participation in team-building activities as a part of the LEND Interdisciplinary Discussions