**Leadership Education in Neurodevelopmental Disabilities (LEND)**

**Training Program Syllabus**

The LEND curriculum currently involves (a) an Interdisciplinary Web Course, (b) a weekly interdisciplinary seminar, (c) ethics seminars, (d) interdisciplinary clinical experiences, (d) a cultural competency seminar, and (e) an advocacy training seminar. The following sections will provide greater detail about these curriculum components.

1. **Interdisciplinary Web Course:**

 “Fundamentals of Interdisciplinary Collaboration: Providing Care to Children with Special Needs and Their Families”. Over the past 5 years, our Training Committee has worked with parents of children with NDD and SHCN, staff of collaborating agencies, and our Consumer Advisory Council to develop a series of web-based modules that provide individually-guided, problem-based learning experiences for trainees. Each of these modules involves a clinical case. Trainees are then exposed to an interdisciplinary conceptualization of the case, information about how each discipline would approach assessment and/or treatment, with levels of complexity available for beginning and advanced trainees. Links are provided to relevant policy and law that govern this kind of case, as well as MCH, state, and local agencies that provide resources. Once the content information has been reviewed, trainees observe a video of an interdisciplinary team as they discuss the results of discipline assessment information, integrate this into a comprehensive evaluation of the case, and then provide treatment recommendations. A series of questions about the content taught in each module is completed by the trainee (on-line) at the completion of each module. Each module takes approximately 5 hours to complete.

This course is designed to enhance interdisciplinary diagnostic and evaluation skills while building an understanding of the current philosophical approaches when working with children with special health care needs and disabilities.

This course uses a case-based curriculum to introduce diagnostic and evaluation strategies from thirteen different disciplines. The case scenario builds discipline specific skills as well as an understanding of the interdisciplinary team process. It is divided into 6 topical sessions, each consisting of didactic instruction, graphics, assignments, a case study and a post-test. Each case study is embedded within one of the three core curriculum threads that are critical in defining best practices for the fields of maternal child health and disability. These core curriculum threads are:

* **Family-Centered Care**
* **Cultural Competency**
* **Interdisciplinary Teaming**

The instructional team consists of thirteen faculty members from the following disciplines: Audiology, Education, Special Education, Health Administration, Medicine, Nutrition, Nursing, Occupational Therapy, Physical Therapy, Psychology, Social Work, and Speech and Language Pathology, Family Leadership. The instructional team currently updated the core curriculum to include an additional focus on **cultural and linguistic competencies**, **advocacy**, **transition, and autism**.

1. **Interdisciplinary Noon Series:**

We hold a one-hour interdisciplinary leadership seminar once a week to address specific MCH, special education, leadership, NDD/CSHCN issues, cultural competency, and advocacy. Faculty and trainees from all disciplines attend, and this is open to faculty not directly involved with LEND as well. The seminar is organized around themes. Each seminar has a primary objective, specific content, and a focus on different levels of leadership practices (personal, practitioner, and system). Throughout the year, we coordinate the seminar with Ethics and the CPTI Resident and LEND Advocacy presentations.

Last year, we started a special series on autism, entitled, *First Fridays Talks on Autism.* This series is part of the interdisciplinary noon seminar and focuses on issues related to evidenced-based practices associated with the early detection, diagnosis, and treatment of autism spectrum disorder.

In the sections below, the seminar topics for 2011-2012 are provided, followed by the Residency and LEND Advocacy presentations, the Ethics presentations and The Clinical Research Seminar.

**Session 1**: ***Title:*** *A Model of Ethical Leadership Development*. ***Objectives:*** Participants will be able to identify: 1) Understand the definitions and framework for leadership; 2) Assess their current leadership knowledge, competencies and attitudes; and 3) Develop a personal definition of leadership. ***Competencies:*** Interdisciplinary Practices, Advocacy; ***Levels***: Personal, Practitioner, System; ***Leader*:** Rochelle Baer, LCSW, Director, Family Resources and Coordinator, ETLP

**Session 2**: ***Title*:** *Politics and Prevalence: Autism Rules?* ***Objectives***: Participants will be able to identify: 1) The prevalence and political implications in Autism; 2) Review how data and prevalence rates may be used in policy development; and 3) How data and prevalence may be used in allocation of public health resources. ***Competencies:*** Neurodevelopmental disabilities;Capacity building, Interdisciplinary practices, Psycho-social issues, Healthcare, ***Levels***: Personal, Practitioner, System; ***Leader(s***): Jeffrey Brosco, MD, PhD, LEND Director, Clinical Director, Mailman Center, Residents’ Director, Developmental Pediatrics

**Session 3**: ***Title:*** *A Room with a View, Telehealth: A Glimpse into the Now*. ***Objective(s)***: Participants will be able to: 1) Define Telehealth; 2) Discuss the history of Telehealth; 3) Discuss the current uses of the technology; 4) Discuss nutrition licensure changes; 5) Discuss Telehealth at the UM Miller School of Medicine; 6) Discuss the benefits, barriers and future applications of telehealth. ***Competencies***: Research, Healthcare, Capacity building ***Levels***: Personal, Practitioner ***Leader(s)***: Sheah Rarback, MS, RD, LEND Director of Nutrition

**Session 4**: ***Title:*** *Using Assessment to Monitor Treatment Progress and Outcome*; ***Objective(s)***: Participants will be able to: 1) Understand the use of assessment to monitor the effectiveness of therapeutic interventions; 2) Discuss the importance of assessment in determining therapeutic outcome; 3) Provide an example of how this is applied using Parent-Child Interaction Therapy

 ***Competencies:*** Advocacy, Family-centered; ***Levels:*** Personal, Practitioner, System; ***Leader(s):*** Jason Jent, PhD.,

**Session 5**: ***Title:*** *Science-based Interventions for Domestic Violence Victims.* ***Objective(s):*** Participants will be able to: 1) Assess mental health needs in victims of domestic violence; 2) Discuss interventions with victims of domestic violence ***Competencies:*** Advocacy, Family-centered; ***Levels***: Personal, Practitioner, System; ***Leader:*** Neena Malik, PhD, LEND Psychology Director.

**Session 6**: ***Title:*** *Babu-Sibs, Early Signs and Early Intervention*; ***Objective(s)***: Participants will be able to: 1) Discuss the development of autistic symptomatology in at-risk infants; and 2) Review the early identification of children with autism, and emerging concepts in the early treatment of autism. ***Competencies:*** Neurodevelopmental disabilities; diagnosis and treatment, Research; ***Levels***: Personal, Practitioner, System; ***Leader:*** Daniel Messinger, PhD., Professor, Department of Psychology, University of Miami

**Session 7: *Title***: *Physical Punishment: How Much is Too Much*; ***Objective(s)***: Participations will be able to discuss the role of religious beliefs of some of the minority religions and their impact on maltreatment and child-rearing issues. ***Competencies:*** Psycho-social issues, Healthcare, Interdisciplinary Practices; ***Levels***: Practitioner, System; ***Leader***: Walter Lambert, M.D., Associate Professor of Clinical Services, Medical Director, University of Miami Child Protection Team

## Session 8: Title: Nature Links for Lifelong Learning. Objective(s): Participants will understand how environmental/educational projects in South Florida will benefit underserved communities starting with relatively higher functioning young adults with disabilities/ developmental delays. Nature Links seeks to transform the way most South Floridians view those with disabilities as we empower our participants – and ourselves - to see the natural world in ways that promotes health, wellness and community engagement. Competencies: Health care, Advocacy, Levels: Personal, Practitioner, System; Leader(s): Gregory Bush, PhD, Associate Professor, Department of History, University of Miami.

**Session 9**: ***Title:*** *Topics in Research and Clinical Ethics: Should an Intellectual Disability Affect Participation in Research/Clinical Decision-making.* ***Objectives***: Participants will be able to: 1) Describe what factors to consider when ethically reviewing research proposals involving people with intellectual disabilities; and 2) Describe the specific difficulties relevant to informed consent. ***Competencies:*** Research, Bioethics, Interdisciplinary Practices. ***Levels:*** Personal, Practitioner, System; ***Leader***: Jeffrey Brosco, MD, PhD, LEND Director, Mailman Center for Child Development, Associate Director, Mailman Center for Child Development and Clinical Services Director, Department of Pediatrics, University of Miami.

**Session 10**: ***Title***: *Neurocognitive & Psychosocial Issues for Young Adult Survivors of Childhood Cancer*; ***Objectives***: Participants will be able to; 1) Discuss the cognitive and academic consequences of treatment of malignancies; 2) Discuss the psychological quality of life and life satisfaction outcomes for adult survivors of childhood cancer. ***Competencies:*** Neudevelopmental disabilities, Psycho-social issues, Advocacy; ***Levels:*** Personal, Practitioner, System; ***Leader***: Wendy Sulc, PhD, Research Assistant Professor of Clinical Pediatrics, Department of Pediatrics, UM Miller School of Medicine.

**Session 11**: ***Title:*** *An Overview of Vocational Training for students with Disabilities*; ***Objectives***: Participants will be able to: 1) Describe the programs that enable students with intellectual disabilities to attend college; 2) Describe how programs such as Project Victory increase social, emotional, and employability skills essential for employment and success in the workplace for students between the ages of 16 and 22. ***Competencies:*** Neurodevelopmental disabilities, capacity building; ***Levels***: Personal, Practitioner, System; ***Leaders:*** Jill Brookner, M.S., Instructional Supervisor for Miami-Dade County Schools' Mentally Handicapped and Physically Impaired Programs

**Session 12**: ***Title:*** *Rediscovering Intimacy: Issues in Women Survivors of Domestic Violence****. Objective(s)***:Participants will be able to: 1) Discuss how self-esteem, self-perception, and self tolerance empower women to grow in connection with others. ***Competencies:*** Neurodevelopmental disabilities, treatment; ***Levels***: Personal, Practitioner, System; ***Leader***: Robert Morgan, Ed.D., LEND Director of Social Work.

**Session 13**: ***Title:*** *Autism Spectrum Disorders and Treatment.* ***Objective(s)***:Discuss the early screening and diagnosis of ASD; 2) Outline the mental health needs of adults with ASDs; ***Competencies:*** Advocacy, Family-centered; ***Levels:*** Personal, Practitioner, System; ***Leader***: Jennifer Stella Durocher, Ph.D., Clinical Assistant Professor and Assistant Director, University of Miami/Nova Southeastern University Center for Autism and Related Disabilities (CARD).

**Session 14: *Title:*** *Mindfulness, Leadership, and Embracing Uncertainty with Courage and Optimism* ***Objective(s):*** (1) Explore mindfulness as it relates to children with NDD and their families; (2) Discuss mindfulness, explore its insights, and practice mindfulness exercises; (2) Discuss research and resources that look at the role of mindfulness in enhancing the well being of parents of children with NDD. ***Competencies:*** Leadership, Cultural Competency; ***Levels:*** Personal, Practitioner, System; ***Leader***: Scott Rogers, J.D. Director, Mindfulness in Law Program University of Miami Law School.

**Session 15: *Title:*** *Behavioral Interventions in Childhood Obesity;* ***Objective(s):*** (1) Explain important definitions as it relates to childhood obesity; (2) Discuss health behaviors and implications for interventions and future directions. ***Competencies:*** NDD/CSHCNs, Cultural Competency, and Family-Centered Practices; ***Levels:*** Personal, Practitioner; ***Leader***: Anna-Maria Patino-Fernandez, Assistant Professor of Clinical Pediatrics, and University of Miami Medical School.

**Session 16: *Title:*** *Childhood Obesity Study: Healthy Care Givers for Healthy Children;* ***Objective(s):*** Discuss evidence-based childhood obesity prevention programs. ***Competencies:*** *NDD/CSHCNs, Cultural-Competency, Research, Family-Centered Practices;* ***Levels:*** Personal, Practitioner, System; ***Leader***: Susan Ulhorn, Assistant Professor of Clinical Pediatrics, University of Miami Medical School.

**Session 17:**  ***Title:*** *Visual Strategies: Tools to help individuals with Autism Spectrum Disorders*; ***Objective***: Participants will be able to describe the visual tools that help individuals with Autism Spectrum Disorders; ***Competencies***: Neurodevelopmental disabilities, family-centered care, cultural competence; ***Levels***: Personal, Practitioner, System; ***Leader:*** Sara Dajer, M.S.,

Educational Support Specialist, UM-NSU CARD

**Session 18 and 19: *Title:*** A Tour of the Brain: A Discussion of Brain Development Relevant to Language and Learning; ***Objectives***: Participants will be able to: 1) Understand the principles of development of the brain and the requirements for the development of neural networks. 2) Describe the developmental aspects of language and audition and the roles they play in auditory processing; 3) Describe the influence of bilingualism on cerebral processing of information and 4) Describe the inter-sensory relationships between hearing, vision, language, memory and reading expression. ; ***Competencies:*** Capacity building, Interdisciplinary practices, prevention; ***Levels***: Personal, Practitioner, System; ***Leaders***: Robert Fifer, Ph.D., Adjunct Faculty, Department of Audiology, Chair, Department of Audiology, Mailman Center for Child Development

**Session 20:** *Toilet training for the individuals with Autism*; ***Objectives***: Participants will understand the strategies for facilitating successful toilet training skills for individuals with autism; ***Competencies***: Health care, Advocacy,; ***Levels***: Personal, Practitioner, System; ***Leaders:*** Melissa Hale, Ph.D., BCBA-D, Coordinator of Psychological Services, UM.NSU Center for Autism and Related Disabilities.

**LEND and Resident Advocacy Presentations**

**7/8/11** *Evidence-based Treatment in the Child Welfare System, Parent Child Interactive Therapy in Cases of Physical Abuse* (LEND)

**7/15/11** *Advocating for Children Victims of Domestic Violence in the School System (LEND)*

**7/22/11** *Sisterhood of Survivors: Advocating for Survivors of Domestic Violence and Sexual Assault (LEND)*

**7/27/11** *Big Brothers/Big Sisters; Cut the Fat: One Kid at a Time (RESIDENTS)*

**9/9/11** *DM Continued Care and Education: Creating a Medical Home for Diabetic Patients and their Families; School for Inpatients (RESIDENTS)*

**10/7/11** *Adolescent Health Education (RESIDENT)*

**12/8/11** *Adolescent SOS!! (RESIDENT)*

**1/26/12** *Asthma Action Plan; Family-Centered Care (RESIDENTS)*

**1/31/12** *Treatment Plan Adherence in the Adolescent HIV Population (RESIDENT)*

**2/24/12** *Early Hearing Loss Detection and Intervention Program in Trinidad and Tobago; Nutrition and Healthier Kids (RESIDENTS)*

**3/9/12** *Conductive Hearing Loss (LEND); Unilateral Hearing Loss (LEND)*

**3/23/12** *Heroes Program: A Model for Domestic Violence Intervention Services*and

*Intimate Partner Violence and Undocumented Women (LEND)*

 *It’s a Family Thing: Use of Family Therapy in Decreasing Risk Behaviors in the*

*Juvenile Justice System; Patient’s Best Friend: Pet Facilitated Therapy and its Potential for Medical Community Benefits (RESIDENTS)*

**4/26/12** *HIV Prevention; Teen Pregnancy Prevention (RESIDENTS)*

**5/24/12** *Educating school children and staff about epilepsy; Screening EKGs for sudden cardiac death (RESIDENTS)*

**6/15/12** *Traumatic Brain Injury and School Re-entry and Legislative Advocacy 101: Policy Change for Disabilities at the National Level (LEND)*

**6/21/12** *Children of Teen Parents; Helmet Safety; Children of Teen Parents (RESIDENTS)*

**6/22/12** *Obesity Prevention and Autism Early Screening and Diagnosis (LEND)*

**Dialogues in Research Ethics**

**9/21/12** “Teaching Ethics to Scientists: Why Rules and Consequences Matter.” Thomas M. Powers, Ph.D., assistant professor of philosophy and public policy and administration, and director of the Center for Sciences, Ethics and Public Policy at the University of Delaware.

**Pediatric Clinical Research Forum**

**9/19/12** “Politics, Prevalence and Diminishing Returns: The Future of Pediatrics.”

Jeffrey Brosco, M.D., Ph.D., professor of clinical pediatrics at the University of Miami Miller School of Medicine.