

Stony Brook University

Leadership Education in Neurodevelopmental and other related Disabilities (LEND)

Information Sheet on Stony Brook University LEND for Medium-Term Trainees (MTTs)

Program Overview: The Stony Brook University LEND program is an undergraduate, graduate, and post-graduate level interdisciplinary leadership and service training program federally funded through Health Resources and Services Administration's (HRSA's) Maternal Child Health Bureau (MCHB). This is accomplished by preparing trainees from a range of professional disciplines to be leaders in their fields, by ensuring the delivery of high-quality evidence-based care, by maximizing inclusion of traditionally underrepresented groups, and by ensuring high levels of interdisciplinary clinical competence. LEND focuses training on the policy, advocacy, research, clinical skills and knowledge necessary to affect positive change on all levels, from the individual to systems.

Mission: The Stony Brook University LEND's mission is:

- 1) to improve the training of providers, individuals, and families in understanding all aspects of care for the autism spectrum disorder (ASD) and neurodevelopmental disabilities (ND) community, and thereby lead their disciplines in supporting this community;
- 2) to support excellence in culturally-responsive, person-centered care;
- 3) to facilitate cutting-edge research aimed at improving the lives of individuals with ASD/ND;
- 4) to foster community, inclusion, belonging and acceptance of individuals with ASD/ND and their families through dissemination of current knowledge and offering a regional "hub" for the provider community.

Who can be a Stony Brook University LEND MTT? Stony Brook University LEND Core Faculty represent 12 disciplines (as designated in **Bold**). We accept MTTs from these as well as the following designated MCHB disciplines:

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|--|---|--|
| <input type="checkbox"/> Applied Behavior Analysis | <input type="checkbox"/> Nursing | <input type="checkbox"/> School Psychology/School Counseling |
| <input type="checkbox"/> Audiology | <input type="checkbox"/> Nutrition | <input type="checkbox"/> Self-Advocates/Individuals with Disabilities |
| <input type="checkbox"/> Adult Medicine | <input type="checkbox"/> Occupational Therapy | <input type="checkbox"/> Social Work |
| <input type="checkbox"/> Disability Studies | <input type="checkbox"/> Pediatric Medicine | <input type="checkbox"/> Speech-Language Pathology |
| <input type="checkbox"/> Family Member | <input type="checkbox"/> Pediatric and Adult Dentistry | <input type="checkbox"/> Education/Special Education |
| <input type="checkbox"/> Human Genetics/Genetic Counseling | <input type="checkbox"/> Physical Therapy | |
| <input type="checkbox"/> Health Administration | <input type="checkbox"/> Psychology | |
| | <input type="checkbox"/> Public Health/Policy | |

Medium-Term Trainees (MTTs): Individuals selected as Stony Brook University LEND MTTs will be part-time/full-time graduate students, have graduate level/post-graduate level education, be practicing professionals (so long as they are engaged in advancement of academic credentials through a course of study or practicum), family members of an individual with ASD/ND or a person with a disability. MTTs will have either an academic and/or experiential background in



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disabilities. MTTs will select to complete 40-149 hours in a 9-month program. This includes a range of activities to select from including clinical trainings, viewing recorded seminars, participating in research and presentation opportunities, and hands-on experiences in up to 1 clinical or community-based settings.

Training Opportunities for MTTs: The LEND training program will be delivered primarily by our Core Faculty at Stony Brook University, Supporting Faculty and community partners. Training occurs via (1) curriculum, (2) clinical settings at Stony Brook Medicine and with our community partners, and (3) a research or quality improvement project.

- **Curriculum:** Interdisciplinary graduate-level didactics emphasize cutting-edge information about services and screening, diagnosis and treatment for individuals with ASD/ND and their families, advocacy and research. Trainees *may* participate by viewing Zoom recordings of lectures led by our Core Faculty and other experts in the field. Topics relate to the historical treatment of people with ASD/ND, leadership, interdisciplinary care, systems of care, public health perspectives of care, cultural responsiveness and humility, family-centered care, communication skills, research, advocacy and use of technology in healthcare service. On the first Friday of the month, MTTs *may* participate in the *Coffee with Experts from the Novel Disciplines (CEND) Series* to introduce trainees to faculty from outside the core LEND disciplines and discuss emerging issues, cutting-edge research and technology. Examples of novel disciplines in the first three years of the LEND program included music, dance, economics, paleontology, computational approaches, brain imaging, neurobiology, archaeology, fashion design, rhetoric, linguistics among others. Each year, 5-6 novel disciplines are highlighted and offered as a “flipped classroom,” with recorded lectures for MTTs to view on their own schedules and then have coffee virtually with the expert to ask questions. There are also *Clinical Trainings* online for MTTs monthly. Our Director of ASD Clinical Training, in concert with Core and Supporting Faculty, provide clinical trainings which include topics such as “Understanding Autism Symptoms and Tests for ASD” and “The Art and Science of Giving the ASD Diagnosis”.
- **Clinical Experiences:** MTTs receive clinical training on screening, diagnosing, and/or employing interdisciplinary, evidence- and community-based interventions for individuals with ASD/ND and their families. Clinical settings provide opportunities to practice interdisciplinary skills, leadership skills and family-centered care, as well as cultural humility with a diverse population of individuals with ASD/ND and their families. Such experiences are completed via *out-of-discipline rotations* of 6-8 hours each to experience a clinical or community-based opportunity with experts outside of their core discipline. Core Faculty develop each out-of-discipline rotation to ensure trainees experience sites and experts who focus on early childhood, school-aged children, adolescents or adults with ASD/ND and both challenge and support trainees to develop their clinical and leadership skills.
- **Research and Quality Improvement Projects:** MTTs *may* conduct research and quality improvement projects in coordination with the Director of Research and a Faculty Mentor. Research exposure and training is central to the Stony Brook University LEND



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program. Didactic sessions will feature current research within all core and novel disciplines, with a focus on how to interpret research findings and integrate these findings with experiential and clinical observations. MTTs have the opportunity to present the results of their projects at a LEND Research and Quality Improvement Project Exposition in May.

Program Structure

Orientation

- During orientation, MTTs review and reflect on the education and experiences that led to their decision to participate in the Stony Brook University LEND and learn more about the content and organization of the training program. Orientation is available synchronously via Zoom or by video, if you join the program after the synchronous orientations conclude.

Curriculum

- MTTs may view *class recordings from each semester*.
- *Coffee with Experts from the Novel Disciplines (CEND)* is a flipped classroom to be watched prior to the question-and-answer session with the expert held on the *first Friday of each month, from 12:00-1:00pm via Zoom*.
- *Clinical Trainings* are offered the *third Thursday of the month, from 5:30-7:30pm via Zoom*.

Clinical Rotations

- *Out-of-discipline clinical rotations* may be made available for MTTs to select if space is available. MTTs may participate in 1 *rotation* for approximately 6-8 hours throughout the program. Many are offered *in person, others are virtual*.

Family Interview

Each MTT can be assigned a family to witness the “lived experience” of families with children/siblings with disabilities. Families answer questions about their lives, discuss the challenges and triumphs of being a family member of a person with a disability, and provide insight into how clinical recommendations are executed in the real-life home environment. Trainees meet with families via Zoom *for a one-hour interview* and submit a written interview summary.

Cultural and Linguistic Responsiveness Training Seminar(s)

- MTTs *may* view a cultural responsiveness training led by a team of experts to investigate and disseminate best practices in the delivery of culturally responsive services to the ASD/ND population impacted by cultural and linguistic barriers. This training is available for viewing.

Mentorship Meetings

- MTTs may opt to meet with their Faculty Mentor for group mentoring twice per year to check on program progress.

Research and Quality Improvement Project Exposition

- MTTs who complete a research or quality improvement project can present their work to other trainees and faculty at the *Research and Quality Improvement Project Exposition*.



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Graduation

- An *in-person* ceremony honoring the MTTs for their accomplishments will be held *in May*.

Goals: The Stony Brook University LEND training program will increase the number and expertise of clinicians and leaders who are well-prepared to deliver high-quality, interdisciplinary, family-centered, and culturally responsive care, and to appropriately identify and refer children, adolescents and adults with ASD/ND and their families to comprehensive systems of care. Through the Clinics affiliated with Stony Brook Medicine and our community partners, the LEND program will provide interdisciplinary clinical services that directly benefit children, adolescents, and adults with ASD/ND throughout the region.

The Stony Brook University LEND will provide interdisciplinary training on evidence-based screening, diagnosis, and treatment of the complex needs of those with ASD/ND, so as to increase the number of clinicians and families with (1) knowledge and skills in providing empirically supported diagnosis, health, and treatment practices and (2) training in leadership skills so that they can lead others in their communities to adopt these practices. Through LEND's focus on research and research training, we will advance scientific knowledge about the challenges, needs, strengths, and opportunities of individuals with ASD/ND and their families. This program will develop visionary leaders in communities who are: experts in their disciplines and in interdisciplinary knowledge of ASD/ND, designers of new models of care provision, committed to high quality, evidence-based services from core and novel disciplines, able to communicate effectively with families and providers from a wide range of cultural and economic backgrounds, and committed to advocacy, leadership, technical assistance and consultation in their communities.

In summary, the Stony Brook University LEND training program is designed to increase the number of clinicians, community leaders, self-advocates and family members who provide empirically supported clinical care and/or lead others in their communities to adopt these practices and becomes leaders in the ASD/ND field.

General Expectations: MTTs participating in the Stony Brook University LEND program will be expected to:

- Obtain a foundation in values and knowledge, and participate in individually-tailored out-of-discipline clinical experiences
- Demonstrate "best practices" as defined by their own discipline and the interdisciplinary team of Core Faculty
- Demonstrate ethical principles of their home discipline, including confidentiality, to guide their clinical practice
- Display professional behavior and be treated professionally
- Engage in experiences with families and individuals with ASD/ND as partners, forming part of a team that assists and supports the individual and family, with the individual and/or family as team members whose voices are heard, respected and responded to



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- Experience interactions with individuals with disabilities across the life span and across a variety of disabilities
- Interact with individuals with disabilities and/or their family members to better understand the impact of disabilities on their lives
- Develop the skills to access community-based services.

General Competencies: Below are examples of competencies that MTTs will acquire through demonstrated participation in didactics, clinical training, research and other program activities.

Maternal Child Health Knowledge Base/Context

- Demonstrate knowledge of the role of federal, state, and local government in ensuring equitable healthcare for individuals with disabilities.
- Describe health disparities impacting the ASD/ND population and offer strategies to address them.

Ethics

- Identify and address ethical issues for individuals with ASD/ND in patient care, community-based settings, human subjects research, and public health theory and practice.
- Demonstrate an understanding of ethical dilemmas and issues that impact individuals with ASD/ND, with particular attention to healthcare and research.

Cultural Responsiveness

- Demonstrate knowledge of the impact of culturally responsive health care practices on individuals with disabilities access to health services, participation in health promotion and prevention programs, adherence to treatment plans, and overall health outcomes.
- Discuss the roles and responsibilities of health care professionals in improving communication with and enhancing service delivery for individuals with ASD/ND and their families from diverse backgrounds.

Family-Professional Partnerships

- Demonstrate knowledge of the principles of family-centered care in programs and clinical practice.
- Recognize the impact that an individual with ASD/ND has on the family unit throughout the life cycle.

Applicants: Training those from underrepresented groups, including non-professional family members and persons with disabilities, is a very high priority. Trainees will be accepted only from the core disciplines outlined on the first page of this Information Sheet.

Application Process: Please submit the online LEND application. Applications are reviewed monthly on a rolling basis. Applications will be reviewed by members of the LEND Team. Final decisions will be communicated to the applicant via email within 4 weeks from submission of a completed application.



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