

Stony Brook University

Leadership Education in Neurodevelopmental and other related Disabilities (LEND)

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

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 (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 and 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, 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 AMTT? Stony Brook University LEND Core Faculty represent 12 disciplines (as designated in **Bold**). We accept AMTTs from these as well as the following designated MCHB disciplines:

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

Advanced Medium-Term Trainees (AMTTs): Individuals selected as Stony Brook University LEND AMTTs will be part-time/full-time undergraduate or graduate students, have graduate level/post-graduate level education, be practicing professionals (so long as they are engaged in



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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. AMTTs will have either an academic and/or experiential background in disabilities. AMTTs will select to complete 150-299 hours in a 9-month program. The virtual and experiential contact hours include a range of activities to select from including clinical trainings, didactics, participating in research and presentation opportunities, and hands-on experiences in up to 1 clinical or community-based setting through an out-of-discipline rotation.

Training Opportunities for AMTTs: The LEND training program will be delivered primarily by our Core Faculty at Stony Brook University and with our Supporting Faculty and community partners. Training will occur within (1) didactic seminars, (2) clinical settings out-of-discipline at Stony Brook Medicine and with our community partners, and (3) opportunities to participate in established research with a faculty mentor.

- *Didactic Seminars:* Interdisciplinary graduate-level didactics will emphasize cutting-edge information about services and screening, diagnosis and treatment for individuals with ASD/ND and their families, advocacy and research. AMTTs participate virtually by Zoom on Monday evenings throughout the 9-month training. Topics will relate to the historical treatment of people with ASD/ND, leadership, multidisciplinary care, systems of care, public health perspectives of care, cultural responsiveness and humility, family-centered care, communication skills, research, and advocacy. The didactics utilize a life course perspective in the second semester. It is required for AMTTs to attend the didactics via Zoom each Monday. On the first Friday of the month at 12:00, AMTTs *are strongly encouraged to* 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 include computer science, linguistics, neuroscience, dance, and music. Each year, 5-6 novel disciplines will be highlighted and offered as a “flipped classroom,” with recorded lectures for AMTTs to view on their own schedules and then have coffee virtually with the expert to ask questions. There will also be a *Clinical Training Friday Series* online with 1.5-2 hour seminars for AMTTs on the third Friday of each month (\$ in total) at 10am. However, if you are in a clinical discipline and wish to attend the full series with LTTs, you can request special permission. These are also held on the third Friday of each month and begin at 12pm. They are 2 hours and there are 9 in total. Our Director of ASD Clinical Training, in concert with Core Faculty, will provide the clinical trainings, which include topics such as “Understanding Autism Symptoms and Tests for ASD” and “The Art and Science of ASD Diagnosis”.
- *Interdisciplinary Clinical Experiences:* AMTTs will 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



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ASD/ND and their families. Such experiences will be completed via *out-of-discipline rotations*:

- *One out-of-discipline rotation* of 4-6 hours may be selected by AMTTs to experience a clinical or community-based opportunity with experts outside of their core discipline. Trainees will have experiences in sites that serve individuals and families of individuals with ASD/ND that focus on early childhood, school-aged children, adolescents or adults. Some out-of-discipline rotations can be completed virtually.
- *Research*: AMTTs may conduct research in coordination with Faculty Mentors. Research exposure and training is central to the Stony Brook University LEND program. Didactic sessions will feature current research within all core and novel disciplines, with a focus on how to interpret research findings and integrate with experiential and clinical observations. AMTTs may complete a *research or quality improvement* project under the guidance of a Faculty Mentor, pending availability during their designated traineeship. AMTTs will have the opportunity to present the results of their projects at a LEND Research Exposition in May.

Program Structure

Orientation

- During orientation, AMTTs will 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 will be held via Zoom on Tuesday August 30, 2022 from 5:30-7:30pm.

Didactic Seminars

- AMTTs attend didactics virtually.
- A *Coffee with Experts from the Novel Disciplines (CEND)* flipped classroom will take place on the *first Friday of each month*, at 12:00 via Zoom.
- *Clinical Training Friday Series* is a clinical seminar offered the *third Friday of the month*, from 10:00am-11:30/12:00pm.

Clinical Rotations

- An *out-of-discipline clinical rotation* will be made available for AMTTs.

Family Interview

- Each AMTT may choose to be assigned a family to provide trainees the opportunity to witness the “lived experience” of families with children with disabilities. Families participate in an interview with trainees via Zoom by answering questions about their lives, discussing the challenges and triumphs of being a family of a person with a disability, and providing insight into how clinical recommendations are executed in the real-life home environment. Trainees meet with families *for a 45 minute to one hour interview*, and write-up the discussion.

Cultural Responsiveness Training Seminar



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- This training will be led by a team of experts to investigate and disseminate best practices in the delivery of culturally competent services to the ASD/ND population impacted by cultural and linguistic barriers with a focus on intersectionality of identities.

Research Exposition

- AMTTs who complete a research or quality improvement project can present their work to other trainees and faculty on *May 15, 2023*.

Graduation

- A ceremony honoring the AMTTs for their accomplishments will be held on *May 22, 2023*.

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: AMTTs participating in the Stony Brook University LEND program will be expected to:



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- 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
- 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 AMTTs 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.



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