

Stony Brook University

Leadership Education in Neurodevelopmental and other related Disabilities (LEND)

Information Sheet on Stony Brook University LEND for Long-Term Trainees (LTTs)

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 Long-Term Trainee (LTT)? Stony Brook University LEND Core Faculty represent 12 disciplines. We will accept LTTs from the following designated MCHB disciplines:

- Adult Medicine
- Disability Studies
- Family Leadership
- Nursing
- Occupational Therapy
- Pediatric Medicine
- Pediatric and Adult Dentistry
- Physical Therapy
- Psychology
- Public Health
- Self-Advocates/Individuals with Disabilities
- Social Work

LTTs: Individuals selected as Stony Brook University LEND LTTs will be part-time/full-time graduate students, have graduate level/post-graduate level education or be an individual with ASD/ND or a family member of an individual with ASD/ND. LTTs will have either an academic or experiential background in disabilities. LTTs will participate in a 9-month program and complete a minimum of 300 didactic and experiential contact hours. This includes LEND coursework, seminars, research and presentation opportunities, mentorship, and hands-on experiences in clinical or community-based settings.

Training Opportunities for LTTs: The LEND training program will be delivered primarily by our Core Faculty at Stony Brook University, our Supporting Faculty at various sites across the Long Island region and New York City and with our community partners. Training will occur



Stony Brook University

Stony Brook University

Leadership Education in Neurodevelopmental and other related Disabilities (LEND)

within (1) didactic seminars, (2) clinical settings in-discipline and 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. Trainees will participate in interactive seminars held in-person. The first 15-week course will be led weekly by a different Core Faculty member, and each provides a comprehensive overview of their discipline, how it addresses assessment, diagnosis and treatment for individuals with ASD/ND and their families and focuses on current trends and gaps in research. The second 15 weeks will focus on individuals with ASD/ND from the life course perspective and is taught by both Core and Supporting Faculty in addition to several guest presenters. On the first Friday of the month, LTTs will 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 LEND 2021-2022 program included dance, economics, computational approaches, brain imaging and neurobiology. Each year, 5-6 novel disciplines will be highlighted and offered as a “flipped classroom,” with recorded lectures for LTTs 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* in person and online with 2 hour seminars for LTTs on the third Friday of each month. Our Director of ASD Clinical Training, in concert with Core and Supporting Faculty, will provide the 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:* An 80-100 hour *in-discipline rotation* will be required of LTTs. Primary in-discipline clinical rotations will be offered at Stony Brook Medicine *Autism Evaluation and Treatment Clinics* and *Medical Evaluation and Treatment Clinics* and at community partner programs and sites. LTTs will receive clinical training on screening, diagnosing, and 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 and linguistic responsiveness with a diverse population of individuals with ASD/ND and their families. *Two out-of-discipline rotations* of 8-12 hours will also be selected by LTTs to experience a clinical or community-based opportunity with experts outside of their core discipline. Trainees will have experiences in sites that serve ASD/ND that focus on early childhood, school-aged children, adolescents or adults. Specific sites and content for activities are selected in consultation with the primary discipline Faculty Mentor to ensure that each trainee is engaged in ways that challenge and support them to develop their clinical and leadership skills and fulfill their training program requirements.



Stony Brook University

Stony Brook University

Leadership Education in Neurodevelopmental and other related Disabilities (LEND)

- *Research:* LTTs will conduct research in coordination with Faculty Mentors. Research exposure and training will be 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. LTTs will *complete a research or quality improvement* project under the guidance of their Faculty Mentor. LTTs will present the results of their projects at a LEND Research Exposition in May.

Program Structure

Orientation

- During Orientation, LTTs 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. Trainees also complete competency self-assessments and meet their Faculty Mentor. Orientation will be scheduled for *August 22, 2022 from 5:30-8:30 p.m.*

Didactic Seminars

- LTTs will participate in *1 course each semester from August-December 2022 and February-May 2023 on Mondays from 5:30-8:30p.m.*
- *A Coffee with Experts from the Novel Disciplines (CEND)* flipped classroom will take place on the *first Friday of each month*, time TBD.
- *Clinical Training Friday Series* is a clinical seminar for LTTs offered the *third Friday of the month*, time TBD.

Clinical Rotations

- LTTs will coordinate with their Faculty Mentor to select an 80-100 hour *primary in-discipline clinical rotation*.
- *Out-of-discipline clinical rotations* will be made available for LTTs to select. LTTs will participate in *1-2 of these rotations* for 8-12 hours throughout the program.

Family Interview

- Each LTT is assigned a family to provide trainees the opportunity to witness the “lived experience” of families with children with disabilities. Families mentor their trainees by answering questions about their lives, discussing the challenges and triumphs of being a family member 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 one-hour interview* and present a summary of the interview during class.

Cultural and Linguistic Responsiveness Training Seminar(s)

- These trainings 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. *These 2-4 hour trainings will be scheduled throughout the LEND program.*

Alan Alda Center for Communicating Science Training

- This training will provide LTTs strategies for effective interdisciplinary communication to increase the reach, sensitivity, and cultural responsiveness of the services they provide,



Stony Brook University

Stony Brook University

Leadership Education in Neurodevelopmental and other related Disabilities (LEND)

and of their broader engagement with the community. This 8-hour training will be scheduled during March 2023.

Leadership Institute

- LTTs will participate in a National Leadership Consortium on Developmental Disabilities Institute designed specifically for Stony Brook LEND trainees. The institute will include lectures from national experts in best practices in service delivery, policy, and advocacy for people with ASD/ND and their families. Trainees will engage in interactive activities, discussions, exercises, and assessments that inform personal leadership, organization, and change goals. This 8-hour training will be scheduled during January 2023.

Mentor Meetings

- LTTs will meet 1 or 2 times per month with their Faculty Mentor to check on progress with their clinical and didactic work, and development of an individualized learning plan. The majority of the meetings will be to work together on a research or quality improvement project. Meeting times and dates TBD with your Faculty Mentor.

Research Exposition

- LTTs will present their research or quality improvement project to other trainees and faculty in May 2023.

Graduation

- A ceremony honoring the LTTs for their accomplishments will be held in May 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.



Stony Brook University

Stony Brook University

Leadership Education in Neurodevelopmental and other related Disabilities (LEND)

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 become leaders in the ASD/ND field.

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

- Obtain a foundation in values and knowledge, and participate in individually-tailored clinical experiences
- Participate in "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
- Participate in a variety of service delivery settings
- 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 LTTs 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.

Communication

- Demonstrate cultural and linguistic responsiveness through sharing of thoughts, ideas, and feelings effectively in discussions, meetings, and presentations with individuals and diverse groups.
- Summarize complex information about disability appropriately for a variety of audiences and contexts.



Stony Brook University

Stony Brook University

Leadership Education in Neurodevelopmental and other related Disabilities (LEND)

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.

Appointment and Stipend: Financial stipends of \$7,500 are available to support up to 10 LTTs each year. Additional LTTs *may be considered* who meet all criteria and do not require a stipend.

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 Informational Sheet.

Application Process: Please submit the online LEND [application](#). **Applications are due by 11:59p.m. May 15, 2022 for all disciplines except for Child Medicine. Child Medicine applications are due by May 1, 2022.**

Applications will be reviewed by members of the LEND Core Faculty team. Select applicants meeting full requirements will be contacted for a brief semi-structured interview in early May 2022 with the LEND Center Directors and at least one Core Faculty member, including the faculty member from the applicant's discipline. Final decisions will be communicated to the applicant via email by **June 15, 2022**.



Stony Brook University