



## Leadership Education in Neurodevelopmental and related Disabilities (LEND) Program

### Interdisciplinary Leadership in Action (ILA)

#### Course Description

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#### Course Description

The WIHD LEND Training Program consists of three courses: Neurodevelopmental Disabilities and their Systems of Care; Seminar in Evidence-based Methods, and Interdisciplinary Leadership in Action (ILA). ILA assists trainees in developing skills, knowledge, and values required for interdisciplinary leadership in working and communicating with and on behalf of individuals with disabilities and their families. The course also provides a framework for trainees to develop concrete leadership objectives and apply their programmatic work in their personal and professional lives. This 2-semester course consists of didactic sessions, small group discussions, individual or group disciplinary presentations, creation and implementation of Individualized Training Plans, and Leadership Advisement Meetings. The central LEND values of family-centeredness, family partnerships, and cultural competency are an integral part of the course.

#### Course Goals

The learning activities of this course are designed to help trainees develop a higher level of competency in these MCH Leadership Competency areas: 2) Self-Reflection; 3) Ethics 5) Communication; 6) Negotiation & Conflict Resolution; 7) Cultural Competency; 8) Family-Professional Partnerships; 10) Interdisciplinary/Interprofessional Team Building; 11) Working with Communities & Systems; and 12) Policy.

#### Course Learning Objectives

Through participation in this seminar series and completion of assignments, trainees will:

1. Understand their personal perspective/definition of leadership and begin to develop their own leadership style
2. Create, follow, and document an individualized training plan with specific and measurable objectives, based on the *MCH Leadership Competencies v.4*
3. Attain content knowledge about multiple disciplines and understand the importance of interdisciplinary work
4. Learn presentation skills and have the opportunity to utilize them during several presentations of varying formats and incorporate feedback for self-improvement
5. Self-assess their aptitude in cultural competency and describe how they will continue this process in their own work
6. Incorporate reflective practice into their professional choices and decision-making



7. Demonstrate basic teaching skills in a variety of settings for adult learners and discuss how to give effective feedback
8. Build communication skills including communicating difficult news, motivational interviewing, behavior change, and negotiation and conflict resolution

### **Course Modules (with abbreviations used in LEND Schedule)**

#### **Personal Leadership Development (PLD):**

- Becoming a Leader Part I – MCH Leadership Competencies
- Becoming a Leader Part II
- Values in Disabilities Book Discussion
- LEND Leadership-next steps on ITPs
- Developing a Resume or Curriculum Vitae

#### **Communication Skills (COMM):**

- Skills and Confidence for Presentations- Introduction to Disciplinary Presentations
- Learning to Teach
- Health Literacy
- Negotiation and Conflict Resolution
- Motivational Interviewing and behavioral change
- Communicating Difficult News

#### **Cultural and Linguistic Competency and Health Disparities (CLCHD):**

- Cultural Diversity & Cultural and Linguistic Competency
- Health Care Disparities
- Reducing Health Care Disparities

#### **Interdisciplinary Clinical and Field Practice (ICFP):**

- Disciplinary Presentations 1
- Disciplinary Presentations 2
- Interdisciplinary Case Discussion
- Interdisciplinary Site Visits
- Web-based Clinical Training

#### **Assignments**

1. Attend in-class LEAD sessions
2. Completion of the AUCD Early Professionals Self-Assessment Tool at the beginning and end of the year



3. Completion of pre-assignments and Moodle forums
4. Creation and implementation of an Individualized Training Plan, with accompanying documents and meetings
5. Development and participation in the Disciplinary Presentations
6. Revised CV/resume

#### **Evaluation of Trainee Performance**

1. Attendance and Participation
2. Self-Reflection and Faculty Evaluation on Disciplinary Presentations
3. Mid-Year Self-Reflection and Evaluation on ITP progress
4. End-Year Self- Reflection and Evaluation on ITP progress and results
5. Completion of revised CV/resume