University of Minnesota LEND Fellow Training
Program Requirements 2015 - 2016

Pre-doctoral and Community Fellows will complete a total of 320 hours of training and learning activities made up of individual learning experiences identified and negotiated with their LEND leadership faculty and identified in their individual leadership learning plan (ILLP) between July 1, 2015 and June 30, 2016.

Full Time Post-doctoral LEND Fellows will be required to engage in 46 weeks of full time training and professional development activity (total of 1,788 hours) between July 1, 2015 and June 30, 2016. Because post doctoral fellows have completed a Ph.D. in an area related to neurodevelopmental disabilities, the LEND Director and their LEND mentor will negotiate LEND Seminar requirements for Post-doctoral Fellows. Our .25 FTE Post-doctoral Fellows will complete 447 hours.

Documentation of Training Hours
All LEND fellows are expected to document/track their LEND hours using the MN LEND's electronic Training Log found on the secure area of the MN LEND website (lend.umn.edu). LEND hours may include: research, technical assistance in the community, clinical work, presentations, or self-directed learning.

LEND Orientation
Each Fellow is expected to participate in the LEND orientation day held on Thursday, September 10th, from 8:45AM to 3:00PM, in Room 325 of the Education Sciences Building. This event will include: 1) Introduction to LEND and its foundational LEND concepts (family centered, life course, evidence based, cultural competence, leadership ASD/NDD, interdisciplinary); 2) Time to meet with your LEND cohort, the LEND Leadership Team, and hear from former LEND Fellows; 3) Learn of LEND research and community/technical assistance opportunities 4) Hear of possible projects with LEND Community Partners and talk with them and with LEND Core Faculty over lunch; 5) Review of LEND Program Requirements; 6) Learn MCH & LEND competencies and explanation of pre/post self-assessments and the Strengthsfinder assessment due 9/17/15, 3) 7) Distribution and overview the LEND Manual and administrative logistics, LEND Moodle site, Clinical Rotations, Intensive Module Study, the ILLP and Portfolio; 8) Participation in team building activities

Individual Leadership Learning Plan (ILLP) Development
Each Fellow works with their faculty mentor to create an ILLP outlining the learning activities in which the Fellow will engage. The ILLP provides a rich description of the learning activities in which the Fellow will participate including didactics they will attend, community projects, clinical experiences, Families as Teachers experiences, core academic courses they will take, research participation, professional development activities and policy advocacy activities. Once reviewed and approved by your Faculty Mentor, Fellows should upload their ILLP to their individual portfolio folder located on the secure area of the LEND website. ILLPs are due by October 9, 2015, and any revisions should be uploaded to the website.

LEND Mentoring
Each Fellow is required to meet regularly (we suggest bi-monthly) with their LEND mentor to discuss progress on achieving their LEND learning goals, experiences within the LEND program and any concerns or issues. This time should also be spent reviewing and updating progress on your ILLP.
LEND Didactic Seminars
LEND didactic seminars will take place every Thursday morning from 8:45am – 12:00 noon. A tentative schedule has been emailed to you over summer. LEND trainees are expected to attend these seminars unless it is written into their ILLP that they will not be attending because they already have expertise on the topic. In the first half of the time, they are in-depth presentations that will look at more complex issues and topics through an interdisciplinary lens. For each of these topics, issues related to cultural competence, family and individual-entered care, evidence base and interdisciplinary differences will be explored. The second half of the seminar is devoted to interdisciplinary discussion and/or interactive activities. These discussions will provide an opportunity for all LEND Fellows to share and discuss their LEND activities with one another and with faculty. It will also provide an opportunity for the LEND cohort to take on and discuss issues of controversy with an interdisciplinary lens.

Seminar topics include: ASD Evaluation & Assessment; Health Disparities; Early Interventions; Health Transitions to Adulthood; Pediatric Dentistry and Disability; Nutrition and Disability; Audiology and Hearing Impairments; Communication Functions, Assessment, & Need; Learning Disabilities; Challenging Behavior/Self-Injurious Behavior and Interventions; Disability and Child Welfare; Resilience in Children with Disabilities; and Leadership Development. Please refer to the LEND Website early September to view the seminars and webinars planned for the 2015-16 academic year at lend.umn.edu.

Team Building Engagement
- Association of University Centers on Disabilities (AUCD) Facebook page and virtual trainees. http://www.aucd.org
- Participation in MN LEND social events organized by LEND Staff and Post-doctoral Fellows.
- Participation in team building activities as a part of the LEND Interdisciplinary Discussions.

Individual LEND Project
LEND Fellows will be expected to design and participate in an individual LEND project. This project can be research, training, technical (community) assistance or practice focused and should build leadership skills. It should be challenging. The LEND Fellow and their mentor will determine a suitable method to develop products and disseminate the outcome of the activities in a LEND Seminar presentation at the end of the LEND year.

Families As Teachers
Each Fellow will meet with Family Coordinator Barb Kleist during an early didactic in mid- to late September of the academic year. Fellows will fill out a pre-match questionnaire, indicating their preferences on a descriptive, non-identifying list of prospective families. The Family Coordinator will review this information and all information about available families and then assign the Fellow-Family matches.
- Hours invested by the Fellows in the Families as Teacher program can take place any time between October and April of the given academic year.
- Family Mentors and Fellows will be matched on a one-to-one basis or in groups with project approval by Family Faculty and/or related advisors.
- A family orientation will be held in September or October of the academic year.

Disability Policy Course
Each MN LEND Fellow is required complete the Disability Policy and Services Course (OLPD 5356, 3cr.) which is offered in the spring on Thursday late afternoon or an intensive 2 week summer session.
This course provides a broad overview of disability policy and services, and introduces students to philosophical approaches to service provision, the evolution of policies and services affecting people with disabilities, and contemporary approaches to providing services to people with disabilities throughout the life cycle. Community Fellows are also required to attend this course and must complete the interdisciplinary policy assignment (but not the other assignments).

**Interdisciplinary Clinic Activities**
Each LEND Fellow is required to complete at least 20 hours of clinical rotation in the ASD/NDD clinic or other approved clinics. The purpose of this experience is to give trainees an exposure to model assessment and practice in ASD and/or other neurodevelopmental disabilities. Trainees will be engaged to think about the families they see in this clinic through an International Classification of Functioning framework. Your faculty mentor will work with you to identify your clinical options. You will be encouraged to review some online resources about assessments/instruments before going to the clinic.

This rotation will expose Fellows to the clinical nature and practices of assessing, diagnosing, and supporting children and families affected by ASD/NDD. Fellows must complete clinical rotations during the course of the academic year. Sign up will be available on the secure area of the LEND website.

**Online HIPAA and CITI Modules (You may choose to complete these prior to LEND orientation)**
LEND Fellow must complete the University of Minnesota’s online training modules related to HIPAA and CITI training. These will take approximately 3 hours, can be done online and must be **completed by September 30, 2015**. Fellows must print copies of their completion certificates and turn them into the LEND Training Coordinator, Rebecca Dosch Brown.

**Privacy and Data Security Training (HIPAA)** is at: [http://www.privacysecurity.umn.edu/training/home.html](http://www.privacysecurity.umn.edu/training/home.html)

**Responsible Conduct of Research from the Collaborative Institutional Training Initiative (CITI)** (University of Miami) is at: [https://www.citiprogram.org](https://www.citiprogram.org)

**Intensive Online Study Modules**
Fellows are expected to select one area of focused study for self-directed online and webinar-based learning. Your hours learning online contribute to your total LEND hours under the area of self-directed learning. Fellows are encouraged to select the area in which they have the least background knowledge, and include it in their ILLP. More detail of suggested online modules to view in one of these areas are forthcoming and will be posted to the LEND Moodle. The topic fields to select from include further in-depth online study of: Neurodevelopmental disabilities (NDDs), which includes low incidence disabilities under this umbrella; Autism Spectrum Disorders; Positive Behavioral Supports (PBS); or Cultural Competencies in Disability

**LEND Portfolio**
Each LEND Fellow is encouraged to develop a LEND Portfolio online. The purpose of this portfolio is to demonstrate the competencies and experiences the LEND Fellow developed as a result of participation in the LEND program. The items listed below are components to include in the portfolio.

1. **Professional Presentation(s)** - prepare a presentation related to NDD/ASD that is developed and has been presented to LEND Fellows and colleagues through a professional conference.

2. **Policy Advocacy Work Sample** – provide evidence of engagement in policy advocacy such as preparing a letter, prepared testimony, comment on Legislation, bill preparation, legislative agenda setting, etc.
3. **Research activity** – literature review, work on a project, development of an abstract, methods sections or other components of a professional publication.

4. **Professional vita** – provide an updated vita that includes LEND activities.

5. **Community Technical Assistance** – provide a description of any technical support and assistance you provided in the community as a LEND Fellow.

6. **MCH/MN LEND Self-Assessment** – include copies of a completed pre and post self-assessments of the MCHB leadership competencies (mandatory) and the MN LEND ASD/NDD competencies (optional). Reflect on areas of growth and development since participation in the MN LEND.

7. **Individual Leadership Learning Plan (ILLP)** – include a copy of your initial individual leadership learning plan and any subsequent revisions.

8. **AUCD Involvement and Activities** – describe ways in which you were engaged in AUCD activities and events and how this has affected your learning.

9. **LEND Publications and/or Products** – provide copies of any publications or products in which you were involved as a result of your LEND training experience.

10. **Describe the Self-directed learning**, such as which module was completed via one of the four areas of the intensive online modules provided (NDD, ASD, PBS, or Cultural Competencies).