

ROCHESTER LEND PROGRAM

B. GOALS AND OBJECTIVES

Goal I: Assure a workforce that possesses the knowledge, skills, and attitudes to meet unique MCH population needs.

Objective I.1. Recruit and retain an average of one long-term leadership trainee per year in each MCH discipline over the course of the project by June, 2011.

Objective I.2. Develop high levels of **knowledge, skills, and attitudes** in LEND trainees through didactic and clinical exercises, ensuring mastery of topics including health promotion, evidence-based practice, genetics, pathogenesis, social adaptation (including family, school, community, and other environmental factors), prevention of neurodevelopmental and related disabilities, consumer/family perspectives on disability and inclusion, cultural factors affecting child and family health, ethical issues in clinical care, and theory and practice of interdisciplinary process in health care.

I.2.1. Develop **knowledge** through advanced interdisciplinary didactic training. Each trainee will acquire essential knowledge necessary to serve Children and Youth with Neurodevelopmental Disabilities (CYND) by the completion of the LEND Core Course.

I.2.1.1. Ensure familiarity with all levels of the MCH pyramid of services through didactic and community activities

I.2.1.2. Describe the integration of habilitative and health services supported by States, local agencies, organizations, private providers, and communities, including History; Health/Social/ Educational/ Mental Health/Habilitative Service System Structures and Interactions; Health-related Legislation; Health Care Financing; Health Promotion Efforts (e.g., Healthy People 2010, Bright Futures).

I.2.2. Develop **skills** through advanced interdisciplinary clinical training. Each trainee will acquire essential clinical skills to expertly provide health and related care in his/her discipline to CYND as a member of an interdisciplinary team by the end of university- and community-based clinical practica.

I.2.3. Ensure **attitudes** to meet unique MCH population needs. Each trainee will undergo exercises to develop individual professional characteristics that are child and family-centered, culturally competent, inclusive, and community focused.

Goal II: Prepare and support a diverse MCH workforce that is culturally competent and family centered.

Objective II.1. Recruit trainees from diverse cultural, linguistic, and ethnic backgrounds.

Objective II.2. Provide clinical and didactic training to specifically engender cultural competence in trainees.

II.2.1. Provide seminar discussions on cultural competence in Core Course

II.2.2. Ensure that all trainees have clinical experiences in culturally diverse settings and increase the numbers of individuals from diverse settings served by SCDD/LEND programs.

II.2.3. Include trainees in administrative efforts to increase diversity and cultural competence in medical center and community-based programs.

Objective II.3. Provide trainee experiences to ensure awareness of family perspective.

II.3.1. Provide each trainee with a community-based series of family experiences separate from clinical settings.

II.3.2. Provide trainees opportunities to reflect on and share family experiences.

Goal III: Develop LEND trainees as effective MCH leaders.

Objective III.1. Management Skills Trainees will be prepared to assume health care system leadership roles for CYND by the end of training, exhibiting Program Planning, Administration, Budgeting, and Evaluation skills.

Objective III.2. Knowledge-Sharing Skills By the completion of Core Course, trainees will be able to review current literature and use presentation technologies, distance learning techniques, and other current technologies to share information with professionals and families.

Objective III.3. Technical Assistance and Consultation Skills By the completion of Core Course, trainees will demonstrate skills in Needs Assessment, Consultation, and Advocacy.

Goal IV: Generate, translate, and integrate new knowledge to enhance MCH training, inform policy, and improve health outcomes.

Objective IV.1. Trainees will be able to access and critically evaluate the research literature pertaining to child development, health, and disability by the end of their third month of training.

Objective IV.2. All trainees will participate in interdisciplinary MCH research.

Objective IV.3. All trainees present for over one year will lead an MCH research activity.

Goal V: Develop broad-based support for MCH training.

Objective V.1. SCDD LEND faculty and trainees will provide **technical assistance and consultation** that assists federal, state, and regional health care planners to use program planning and management principles in ensuring coordinated, comprehensive, cost-effective and family-centered health care for CYND.

V.1.1. Perform periodic needs assessment activities with state and county public health directors to ascertain technical assistance and consultation need.

V.1.2. Become a regional CYSHCN information and referral resource center for county health departments and families, coordinating services across counties and service systems.

Objective V.2. SCDD LEND faculty and trainees will lead semiannual **continuing education** programs that assist federal, state, and regional health care personnel to acquire knowledge and skills about current and emerging clinical practices for CYND, based on identified needs.

V.2.1. Conduct periodic continuing education needs assessment activities with state and county public health directors to ascertain the topic areas/audiences of greatest training need.

V.2.2. Provide continuing education programs, within the Finger Lakes Region, New York State, and nationally, as indicated by needs assessments, particularly in the areas of health care provider training in developmental screening and surveillance, and interdisciplinary training on diagnosis and management of ASDs and health care coordination for transition-age youth.

Objective V.3. Increase opportunities for both technical assistance and continuing education by utilizing **distance learning techniques** such as online courses and telemedicine consultation.

V.3.1. Develop a joint program of distance learning for regional public health personnel, working with other LEND programs in New York and other states.

V.3.2. Build on SCDD's dispersed model of academic affiliates to develop a program of collaborative distance training in neurodevelopmental and related disabilities for students at affiliated academic institutions.

Objective V.4. Advocate for children and influence academic change through curriculum inclusion and faculty development.

V.4.1. Enhance faculty skills in curriculum development and teaching models to enrich academic programs in affiliated educational institutions through peer observation, collaborative teaching models, and interdisciplinary distance learning techniques.

V.4.2. Enhance faculty clinical skills through participation in peer teaching, distance learning, and other activities.

V.4.3. Enhance faculty research skills through participation in interdisciplinary programmatic LEND research, and involve additional faculty from academic affiliates in LEND research activities.