

Leadership Education in Neurodevelopmental and Related Disabilities (LEND)  
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# LEND TRAINEE HANDBOOK

[2020-2021]



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# OVERVIEW OF AUCD AND LEND PROGRAMS

## Overview of AUCD and LEND Programs

Welcome to KU-LEND and to the Division of Developmental-Behavioral Sciences! As a LEND trainee, you are now also an AUCD trainee and part of a national network of training programs that include thousands of individuals who work to make a difference for individuals with disabilities and their families. What is AUCD? The **Association of University Centers on Disabilities** is a membership organization that supports the following university-based interdisciplinary programs:

- 67 University Centers for Excellence in Developmental Disabilities (UCEDD), receiving core funding from the Administration on Intellectual and Developmental Disabilities (AIDD).
- 14 Intellectual and Developmental Disability Research Centers (IDDRC), receiving core funding from the Eunice Kennedy Shriver National Institute of Child Health and Development (NICHD)
- **52 Leadership Education in Neurodevelopmental Disabilities (LEND) Programs**, receiving core funding from the Maternal and Child Health Bureau.

### What does being part of AUCD mean?

Being part of AUCD means that you as a LEND trainee:

- are linked to a larger national network
- have a presence and a voice in Washington, D.C.
- have access to the experience and knowledge of a broad network of organizations doing similar work and the ability to call on those resources when needed



AUCD supports this national network through:

- leadership on major social problems affecting all people living with developmental and other disabilities or special health care needs
- advocacy with Congress and executive branch agencies that fund and regulate programs serving individuals with disabilities and their families
- networking and partnering with other national organizations to advance the networks national agendas
- promoting communication within the network and with other groups by collecting, organizing, and disseminating data on network activities and accomplishments
- providing technical assistance on a broad range of disability, management, and policy topics.

### Introducing LEND! Leadership Education in Neurodevelopmental and Related Disabilities

LEND programs grew from the 1950s efforts of the Children's Bureau (now the Maternal and Child Health Bureau) to identify children with disabilities as a program priority. They are funded under the Autism Collaboration, Accountability, Research, Education, and Support (CARES) Act, and are administered by the

# OVERVIEW OF AUCD AND LEND PROGRAMS

Health Resources and Service's Administration (HRSA) Maternal and Child Health Bureau (MCHB). LEND is a program under MCHB's Division of Workforce Development.

LEND programs provide long-term graduate level interdisciplinary training as well as interdisciplinary services and care. Since the 1950s, LENDs have trained thousands of individuals from a wide variety of disciplines to work with and provide the best possible services and supports for children with developmental disabilities and their families. The focus of LEND has always been on children with a range of intellectual and developmental disabilities and special health care conditions. More recently there has been additional focus on education, early detection, and intervention in autism spectrum disorder.

**All LEND programs are different, but all have common objectives.**

1. Knowledge and skills leading to improved health care delivery
2. Emphasis on services systems integration at local/state levels for individuals across the life course
3. Health professionals that foster community-based partnerships
4. Enhanced cultural competency, family-centered care, interdisciplinary partnerships

## **The Kansas LEND Program: A Proud History**

The Kansas LEND program (Kansas LEND) resides in the Division of Developmental-Behavioral Sciences, within the Department of Pediatrics. The Kansas Center is one of the original members of the University Affiliated Program (UAP) network established in the 1960s. KU-LEND has been continuously funded for nearly 60 years, with the most recent successful competition in 2016.

## **KANSAS LEND Program Goals: 2016 – 2021**

Goal 1: Train 150 trainees each year from a variety of professional disciplines, individuals with disability, and family members (all referred to collectively as “disciplines”, using an interdisciplinary curriculum that teaches the leadership skills necessary to impact systems that serve individuals and families who have children with Autism Spectrum Disorder (ASD) and other Developmental Disability (DD).

Goal 2: Recruit trainees from racially/ethnically diverse and/or rural settings in which there are identified health disparities for children who have ASD/DD.

Goal 3: Teach 150 trainees the importance of interdisciplinary practice for improving the quality of care for children with ASD and DD.

Goal 4: Provide outreach training and technical assistance to providers of services for children who has ASD, DD, or other special health care needs.

# OVERVIEW OF AUCD AND LEND PROGRAMS

Goal 5: Provide services to underserved populations who have, or are at risk of having children with ASD and DD.

Goal 6: Increase local, state and regional capacity to screen, diagnose, and rule-out ASD and other DD.

Goal 7: Have LEND faculty and trainees disseminate scientific information related to ASD and DD to both professionals and consumers.

## **Location, Location, Location**

The University of Kansas is one of only **three** universities that has a UCEDD (the Kansas University Center for Developmental Disabilities), an IDDRC (Kansas Intellectual and Developmental Disabilities Research Center), and a LEND program! The KUCDD and KIDDRC are Centers at the Life Span Institute on the KU-Lawrence campus. KU-LEND resides in the Division of Developmental-Behavioral Sciences within the University of Kansas School of Medicine Department of Pediatrics.

## **Centers of the University of Kansas Schiefelbusch Life Span Institute**

**Kansas Intellectual and Developmental Disabilities Research Center** (John Colombo, PhD, Director; Peter Smith, PhD, Co-Director)

The Kansas Intellectual and Developmental Disabilities Research Center (KIDDRC) has been funded by the National Institute of Health and Human Development for more than 45 years. Throughout its history, the KIDDRC has played a major role in elucidating the causes, prevention and treatment of intellectual disabilities and related secondary conditions. The center brings together researchers from the KU-Lawrence and Kansas University Medical Center campuses, as well as from the Juniper Gardens Children's Project at the Children's Campus of Kansas City.

**Kansas University Center on Developmental Disabilities** (Karrie Shogren, PhD, Director)

More than 40 years ago, as the Life Span Institute's research on developmental disabilities took root, efforts began to translate this research into practice through what is now known as the Kansas University Center on Developmental Disabilities (KUCDD). Virtually all of the Life Span Institute's direct service, technical assistance and post-doctoral, pre- and in-service training are associated with KUCDD. These include clinics to diagnose and treat children with disabilities, a statewide project that provides assistive technology to people with disabilities and their families and training childcare providers and social workers to support individuals with disabilities.

## OVERVIEW OF CCHD

## Overview of CCHD

**Center for Child Health and Development ([www.kumc.edu/cchd](http://www.kumc.edu/cchd))**

There have been interdisciplinary services for children with developmental disabilities on the KU Medical Center campus for nearly 50 years. The Center for Child Health and Development has had several different names through the years, beginning as the Children's Rehabilitation Unit in 1958. The Center (most recently the Center for Child Health and Development) was a distinct and independent Center at the KU Medical Center campus for 57 years. In 2016 the administrative structure was changed by moving the CCHD into the KU Department of Pediatrics, which reports to the Executive Dean of the School of Medicine. In 2018, the CCHD evolved into the Division of Developmental and Behavioral Sciences in the Department of Pediatrics. The CCHD is also part of the Kansas Center for Autism Research and Training (KCART) which is a Center in the Schiefelbusch Institute for Life Span Studies (LSI) and is administratively under the Executive Vice Chancellor. The CCHD serves as the "clinical core" for the Kansas Intellectual Developmental Disability Research Center (KIDDRC) under the direction of Peter Smith, PhD (at KUMC) and John Colombo (KU-Lawrence).

**The mission of the Center for Child Health and Development is to advance the health, development, and well-being of children at risk or who have developmental disabilities and supporting their families through the provision of: (1) exemplary clinical service; (2) interdisciplinary leadership training; (3) outreach training and technical assistance and (4) collaborative academic research.**

Welcome to the Center for Child Health and Development, Division of Developmental-Behavioral Sciences, and welcome to LEND!



# LEADERSHIP BEHAVIORS-EXPECTATIONS OF TRAINEES AND FACULTY/STAFF

## Leadership Behaviors-Expectations of Trainees and Faculty/Staff

### TRAINEE

As a trainee with the KANSAS LEND, you are part of a national network of future leaders who seek to embody professionalism, cultural competence, family-centeredness, and lifelong learning. Trainees will always be expected to conduct themselves in such a manner when engaged in activities associated with their LEND experience. Remember, this is both an outstanding opportunity as well as an important responsibility. A list of characteristics of some of our most successful trainees is below.

- Successful LEND trainees:
  - Communicate – Ask questions and share your thoughts/opinions. Provide feedback in constructive ways. Seek to be understood and ask for clarification if you don't understand.
  - Take Responsibility – Do what you say you will do. Establish expectations at the start of a task and ensure you do your part to complete what you said you would, by the time you said you would do it. Know your limits and find ways to do anything you commit to at a high quality.
  - Take initiative – If you see a need, look for ways to address it. Work with the faculty around you to make our Center better for anyone who engages with us. If you want to achieve something, share your goals and ask for support and guidance in making your way to reaching them. If you have a problem, seek support to address issues as soon as possible.
  - Respect – Remember, everyone with whom you engage is someone's family member. Treat others as you would want to be treated, including patients, families, faculty, staff and other trainees. Respect privacy and the sensitive nature of the work that is being undertaken. Respect the boundaries set by others; and especially the boundaries between what you endeavor as a trainee and other interests you may have (e.g. professional or personal).
- Trainees are expected to maintain confidentiality and will be required to sign a copy of the "Confidentiality Agreement for Trainees" (See "Additional Helpful Information" for a copy of this document)
- Trainees should follow the observation guidelines of the Division of Developmental-Behavioral Sciences and at outside agencies:
  - All observations will be arranged at least 2 weeks in advance with the contact person listed on the community rotation list.
  - A program reserves the right to refuse any request that is deemed inappropriate, excessive, or detrimental to the instructional process.
  - The date(s) and duration of the observation will be established during the initial interview with the designated contact person.
  - The trainee conducting the observation shall respect and follow the assigned schedule.

# LEADERSHIP BEHAVIORS-EXPECTATIONS OF TRAINEES AND FACULTY/STAFF

- The trainee conducting the observation shall not intervene and/or disrupt the therapy sessions and instructional process.
- The trainee conducting the observation shall not converse and ask questions during therapy sessions and instructional process. Questions and conversation may occur only when the therapist initiates.
- Tape recorders, cameras and video are not permissible.
- The trainee shall follow the Division's dress code. when they are in clinic, community rotations, and other official LEND activities. (See "Additional Helpful Information" for a copy of this document)
- Trainee shall complete any packet of materials required by sending organization and submit to the organization's contact person
- Trainee shall sign a Confidentiality Agreement.
- Trainee shall adhere to the Health & Medication Policy: You must be symptom-free without taking over-the-counter medications for at least 24 hours or must have taken prescription antibiotics for a full 24 hours to observe.

## DISCIPLINE SUPERVISOR

A list of expectations for LEND discipline supervisors is below.

- Participates in the recruitment, the planning and development, the scheduling, and the implementation of the MCH Interdisciplinary Training Program including the orientation, the core course, and field experiences.
  - Recruitment
    - Contacts state and local professional organizations, discipline department personnel and potential students to disseminate recruitment materials, recruit by telephone and in person
    - Promotes recruitment of ethnically and otherwise diverse trainees (e.g. health fairs, career days, workshops, urban and suburban campus programs, faith-based organizations)
    - Seeks trainees from rural communities
    - Includes recruitment across year-round Division activities (conferences, outreach, etc.)
    - Includes pre-collegiate populations in recruitment efforts
    - Follows up with discipline specific recruitment activities
  - Planning & Development
    - Participates in monthly Training Committee planning
    - Participates in Training Committee selection of LEND trainees
    - Collaborates with other discipline supervisors to prepare physical workspace for trainees



# LEADERSHIP BEHAVIORS-EXPECTATIONS OF TRAINEES AND FACULTY/STAFF

- Identifies potential Community Partners for possible training experiences and communicates to Training Director and/or Coordinator for Community TA and Education
- Scheduling
  - Establishes student appointment availability
  - Contributes appropriate information to LEND training calendar
- Implementation
  - Contributes to core course information as requested by training director
  - Attends and contributes to discussion at weekly training meetings
  - Teaches course material as needed by Training Director
  - Records appropriate trainee Projects, Activities, Products and related updates for NIRS entry
  - Promotes Division of Developmental-Behavioral Sciences Interdisciplinary Training Program through article submission to LEND Links and *AUCDigest* and poster and workshop presentation at national conferences
- Assists in the implementation of interdisciplinary training experiences.
  - Collaborates with other LEND faculty to identify appropriate training experiences
  - Distinguishes between LEND experiences and discipline specific pre-service practicum training
  - Provides an example and models expected behavior for trainee activities and experiences
  - Supervises trainees across disciplines as needed
  - Provides performance evaluation and feedback to trainees regarding application of LEND objectives
  - Provides guidance and mentorship for trainee-led program development, program evaluation and research projects
  - Encourages trainee examination and use of best practices and evidence-based information
  - Regards and references AUCD materials relevant to LEND training program in trainee experiences
- Assists in the evaluation of the interdisciplinary training program including trainee follow-up.
  - Contributes to program self-review and QI efforts
  - Seeks feedback from trainees formally and informally
  - Regards information from Supervisor Feedback Form completed by long-term trainees
  - Provides updated contact information from former trainees for one year and five-year follow-up
  - Provides contact information from former trainees as informed for database update not necessarily related to long-term follow-up
- Obtains and uses information related to MCH project
  - Refers to MCH/AUCD Website for project and workgroup information
  - Reviews MCH/AUCD materials disseminated by Training Director or Training Coordinator
  - Encourages trainee participation in LEND trainee listserve and message boards
  - Regards related legislative issues pertinent to developmental disabilities
  - Knows and refers to information contained in KANSAS LEND Trainee Handbook

# LEADERSHIP BEHAVIORS-EXPECTATIONS OF TRAINEES AND FACULTY/STAFF

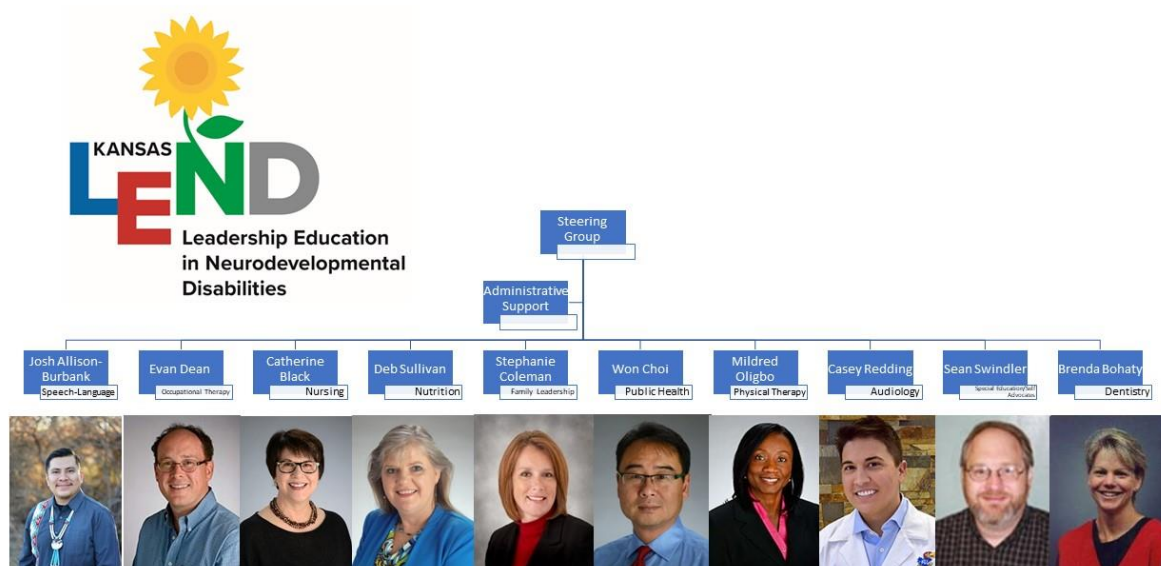
- Regularly updates Individual Training Plans (ITPs) with trainees. Provides guidance to assist trainees in completion of training goals in a timely manner.
  - Meets with trainee routinely and as needed for discipline specific and leadership development
  - Reviews ITP progress/Logic model with individual trainee routinely
  - Maintains contact with trainees weekly even when in community or other clinical settings
- Models a commitment to the practice and teaching of family-centered care.
  - Spends enough time with the family
  - Listens carefully to the parents
  - Makes the parent feel like a partner in their child's care
  - Sensitive to the family's values and customs
  - Provides specific information that the family needs
- Assists with the maintenance of specific data on MCH services, training, research, and materials development and dissemination.
  - NIRS Projects:
    - Identifies new Division Projects as developed
    - Completes NIRS Project Forms monthly if new project
    - Collaborates with Grants Administrator/Leni Swails/Sean Swindler\* for NIRS Project Entry
  - NIRS Activities:
    - Maintains NIRS Faculty Activity log to track Division/faculty activities
    - Completes NIRS Activity Forms monthly
    - Tracks discipline specific trainee Activities for NIRS entry
    - Collaborates with Grants Administrator/ LEND Faculty\* for NIRS Activity Entry
  - NIRS Products:
    - Explores opportunities for product development
    - Participates in faculty and trainee product development
    - Tracks discipline specific trainee Products for NIRS entry
    - Collaborates with for NIRS Grants Administrator/ LEND Faculty\* for Product information entry
  - NIRS Trainees:
    - Collaborate with Division faculty and staff to gather trainee forms for short-term, medium-term, and long-term trainees
    - Collaborate with Grants Administrator/ LEND Faculty\* to gather and enter NIRS Trainee information
    - Maintain Division database for long-term trainee follow-up on more frequent basis
    - Record periodic contact with former trainees if contact information changes

# FACULTY/STAFF ORGANIZATIONAL CHART

## Faculty/Staff Organizational Chart



## Kansas LEND Discipline Supervisors



# FACULTY/STAFF ORGANIZATIONAL CHART

MARTHA BARNARD, PHD



**Director, Division of Behavioral & Developmental Pediatrics; Professor of KU School of Medicine**

KATHRYN ELLERBECK, MD, MPH, FAAP



**LEND Co-Director; Medicine Coordinator**  
*Discipline - Medicine*

ASHLEY MCGRATH



**Grants Specialist - LEND**

JESSICA SCHUTTLE, PHD\*



**LEND Training Director**  
*Discipline - Psychology*

LENI SWAILS, PHD\*



**Clinical Training and Education; Recruitment Coordinator**  
*Discipline - Psychology*

SKYLAR BELLINGER, PHD\*



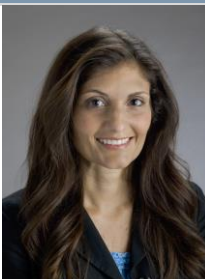
**Community TA and Education Coordinator; Psychology Coordinator**  
*Discipline - Psychology*

RENE JAMISON, PHD\*



**LEND Director; Research Education Coordinator**  
*Discipline - Psychology*

CATHERINE MANCINA-SMITH, PHD\*



**Division of Developmental-Behavioral Sciences Clinical Director**

JOSHUA ALLISON-BURBANK, MA, CCC-SLP



**Speech-Language Therapy Coordinator**  
*Discipline-Speech/Language*

# FACULTY/STAFF ORGANIZATIONAL CHART

*Discipline - Psychology*

SEAN SWINDLER, MSED



**Special Education/Education Coordinator**

*Discipline - Education*

CHANDRA GORDON,  
LMSW\*



**Social Work Coordinator**

*Discipline - Social Work*

MILDRED OLIGBO, PT, DPT



**Physical Therapy Coordinator**

*Discipline - Physical Therapy*

BRENDA BOHATY, DDS, MSD



**Pediatric Dentistry Coordinator**

*Discipline - Dentistry*

EVAN DEAN, PHD, OTR/L



**Occupational Therapy Coordinator**

*Discipline - Occupational Therapy*

DEB SULLIVAN, MS, RD, LD



**Nutrition Coordinator**

*Discipline - Nutrition*

CATHERINE BLACK, APRN-NP



**Nursing Coordinator**

*Discipline - Nursing*

STEPHANIE COLEMAN \*



**Family Member Coordinator**

*Discipline - Family Leadership*

WON CHOI, PHD, MPH



**Discipline Supervisor**

*Discipline - Public Health*

# FACULTY/STAFF ORGANIZATIONAL CHART

CASEY REDDING, AUD, CCC-A,  
FAAA



**Audiology Coordinator**  
*Discipline - Audiology*

BRENDA SALLEY, PH.D.



**Division of Developmental-  
Behavioral Sciences  
/Children's Mercy Research  
Psychologist**

DEBORA DANIELS, PH.D., CCC-  
SLP



**Speech Language Pathologist**

LINDA HEITZMAN-  
POWELL, PH.D., MPH,  
BCBA-D



**Director of Community  
Research and Training**  
*Discipline - Psychology*

MATTHEW MOSCONI,  
PH.D.



**KCART Director**  
*Discipline - Psychology*



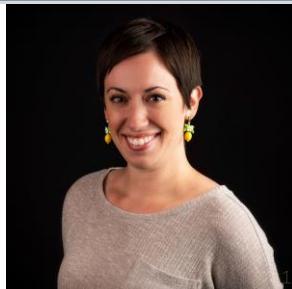
# FACULTY/STAFF ORGANIZATIONAL CHART

COURTNEY BALDWIN



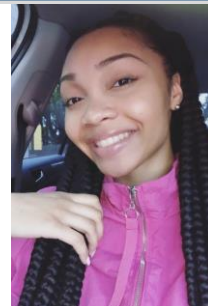
**Division of Developmental-  
Behavioral Sciences Clinical  
Coordinator**

NICOLE CRUMP, MPA



**LEND Administrative  
Assistant**

JAIME THORPE



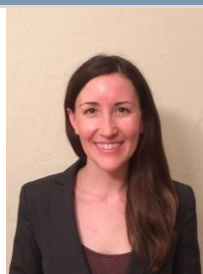
**Patient Registration  
Representative**

MALLOREY BECKLOFF\*



**GNO Program Coordinator**  
*Discipline – Social Work*

JAMIE MCGOVERN, PH.D.\*



**Clinical Assistant Professor**  
*Discipline-Psychology*

ROHAN KULKARNI\*



**Research Technician**

\*denotes current or former  
LEND trainee/fellow

MADELYN HOLCOMB SLP



***Discipline – Speech /  
Language***

TREVENA MOORE, MD



***Developmental Behavioral  
Pediatrician***

# FACULTY/STAFF ORGANIZATIONAL CHART



# OBJECTIVES GUIDING EXPERIENCES

## Objectives Guiding Experiences

### MCH LEADERSHIP COMPETENCIES

As a program funded and administered via the Maternal and Child Health Bureau (MCHB), LEND experiences are guided heavily by Leadership Competencies identified by the MCHB, and which are summarized by the statement: **An MCH leader inspires and brings people together to achieve sustainable results to improve the lives of the MCH population.** For more information on these competencies, please visit: <http://leadership.mchtraining.net/>.

### SHARED LEND OBJECTIVES

The "Shared LEND Objectives" listed in the middle column below reflect agreed-upon goals across the 52 unique LEND programs across the country. These objectives guide the training provided by all LEND programs, which are then implemented in ways that reflect the strengths and expertise at various LEND programs across the country.

### KANSAS LEND GOALS

The LEND Leadership Team at KANSAS LEND identified 10 training goals that best capture experiences suited to our program. You will note that they parallel the MCH Leadership Competencies and Shared LEND Objectives. These Goals guide the opportunities designed within the KULEND experience. Your LEND Training Plan is guided by the 10 KANSAS LEND Training Goals listed in the table below. Talk about these goals with your discipline supervisor as you develop your training plan, and revisit them frequently throughout the year.

The Objectives described above and listed in the table below guide all the experiences you will have as a trainee – whether it be the course syllabus, clinical, community-based, family immersion, research, or policy/advocacy work, any activity undertaken within the LEND experience should facilitate development within one (or multiple) of these goals.

<b>MCH Competencies</b>	<b>Shared LEND Objectives (all Centers)</b>	<b>KANSAS LEND Training Goals</b>
<b>1. MCH Knowledge Base</b>	<b>1. Advancing the knowledge and skills of all child health professionals to improve health care delivery systems for children with developmental disabilities</b>	<b>1. Acquire knowledge of a full range of types of NDD and related disabilities</b>

# OBJECTIVES GUIDING EXPERIENCES

<b>2. Self Reflection</b>	<b>2. Providing high-quality interdisciplinary education that emphasizes the integration of services from state and local agencies and organizations, private providers, and communities</b>	<b>2. Provide interdisciplinary services in a variety of hospital and community settings to diverse socioeconomic and ethnic/cultural populations</b>
<b>3. Ethics and Professionalism</b>	<b>3. Providing health professionals with skills that foster community-based partnerships</b>	<b>3. Demonstrate knowledge of legal and ethical issues</b>
<b>4. Critical Thinking</b>	<b>4. Promoting innovative practices to enhance cultural competency, family-centered care, and interdisciplinary partnerships</b>	<b>4. Demonstrate interdisciplinary leadership skills related to evaluation and treatment</b>
<b>5. Communication</b>		<b>5. Acquire family-centered and culturally competent interaction skills</b>
<b>6. Negotiation &amp; Conflict Resolution</b>		<b>6. Demonstrate advanced leadership skills in consultation/technical assistance and teaching</b>
<b>7. Cultural Competency</b>		<b>7. Demonstrate leadership in program evaluation and research design</b>
<b>8. Family-Professional Partnerships</b>		<b>8. Acquire systems leadership in consumer empowerment, interagency collaboration and systems advocacy</b>
<b>9. Developing Others Through Teaching, Coaching and Mentoring</b>		<b>9. Acquire administration leadership skills</b>

## OBJECTIVES GUIDING EXPERIENCES

<b>10. Interdisciplinary/Interprofessional Team Building</b>		<b>10. Acquire skills to use current communication and technology systems</b>
<b>11. Working With Communities and Systems</b>		
<b>12. Policy</b>		

# WAYS OF LEARNING AT KANSAS LEND

## Ways of Learning at KANSAS LEND

### LEND DIAGRAM



### DIDACTIC COURSEWORK

As part of your traineeship, you must enroll in and complete requirements for the following OT Education Therapeutic Sciences special projects courses:

- TS880 Interdisciplinary Approaches to Developmental Disabilities (fall 18)
- TS880 Service System/Consumer Issues in Developmental Disabilities (spring 19)

The fall course will meet from **3:00pm to 6:00pm on Tuesday afternoon** at the KUMC campus in the new Health Education Building (HEB Room 2247). The first class will be **August 26, 2019**. Jessica Schuttler, PhD is the course instructor, but weekly meetings will be led by several interdisciplinary faculty. In the spring, the course will also meet on Monday afternoons, starting January 27<sup>th</sup>, 2020, in the same room (HEB 2247). All trainees who take the course, whether auditing or taking the course for a grade, are expected to complete all required assignments. A syllabus will be provided at the start of each semester. Any students who need support or accommodations should communicate with the instructor (Dr. Schuttler) as soon as possible.

# WAYS OF LEARNING AT KANSAS LEND

## CLINICAL HOSPITAL-BASED EXPERIENCES

Clinical rotations are a way to learn more about developmental disability and observe professionals in a clinic-based environment. Clinical rotations also provide trainees the opportunity to practice their skills as a clinician, professional, and advocate for disability.

We hope that these clinical experiences will help you to:

- 1) Acquire knowledge of a full range of types of neurodevelopmental disabilities
- 2) Learn about evaluation, diagnosis, and ongoing treatment/care for individuals with developmental disabilities
- 3) Engage in interdisciplinary services in a hospital setting
- 4) Think critically about relevant ethical issues that arise in a clinic setting
- 5) Learn about and practice family-centered and culturally competent care
- 6) Develop professional skills as a future leader, advocate, and/or healthcare provider

Trainees may be interested in an ongoing, intensive experience or a short-term experience.

- Trainees interested in on-going, intensive clinical experiences will have the opportunity to complete 8-week rotations over the course of the training year.
  - Opportunities are also available for short-term experiences, particularly for infrequently occurring clinics (e.g., once a month clinics). This might include attending a clinic once or twice.
  - Deciding the type and length of your clinical experiences will be based on individual trainee goals, recommendations from your discipline supervisor, and scheduling availability.
- Below is a list of clinical experiences available for trainees. Important forms and documents that you will need to set up your experience can be found in the final section of the handbook, “Additional Helpful Information.” Single-page descriptions of each clinic and trainee opportunities within each clinic can be found on the shared drive at S:\CCHD\Trainee\Clinic Descriptions. Hard copies of these handouts have also been placed in the rooms where they occur.

Clinic Name	Frequency of clinic	Description	Disciplines of faculty clinicians- but LEND trainees from all disciplines are welcome!
DEC	Multiple clinics per week	Developmental and autism spectrum assessment for children ages 0-4.	Interdisciplinary. Psychology, speech language pathology, nursing.
CARE	Multiple clinics per week	Developmental and autism spectrum assessment for children ages 5+.	Interdisciplinary. Psychology, speech language pathology, physical therapy,

# WAYS OF LEARNING AT KANSAS LEND

			occupational therapy, developmental pediatrics, nursing.
<b>Diagnostic Interview/DI</b>	Multiple clinics per week	Screening and triage appointment for families seeking developmental evaluation, first step in the clinical process.	Single discipline. Psychology, nursing, or developmental pediatrics.
<b>Behavioral Support Clinic</b>	Multiple clinics per week	Ongoing behavioral treatment for children/teens with a developmental disability diagnosis.	Single discipline. Psychology (school and clinical)
<b>Telemedicine evaluation</b>	Thursday mornings	Abbreviated autism spectrum assessment with children previously evaluated through school or infant toddler programs. Meet with families from around the state via interactive TV.	Interdisciplinary. Psychology and developmental pediatrics. Families often participate with their school or infant toddler teams as well.
<b>TASN/ITS</b>	Thursday morning, once per month	Abbreviated autism spectrum assessment at the CCHD, with children previously evaluated through their infant toddler program.	Interdisciplinary. Occupational therapy, developmental pediatrics. Families generally come with their infant toddler teams.
<b>PCIT Training Clinic</b>	Clinic happens once per week, didactics schedule TBD	Behavioral family therapy following a specific treatment protocol. Trainees have the opportunity to shadow and participate.	Single discipline. Psychology <i>Trainees from all disciplines are invited to shadow. Trainees from psychology, counseling, and social work may participate in a more formal learning experience (didactics and practical experience) towards PCIT certification.</i>
<b>Diagnostic Interview Medicine/ Medical Follow Up</b>	Multiple clinics per week	Appointment with medical provider either for screening and triage, developmental follow up, or medication management.	Single discipline. Developmental pediatrics and nursing.
<b>Speech-language evaluation clinic</b>	Once per month	Evaluation appointment with a speech language pathologist.	Single discipline. Speech language pathologist.
<b>Telemedicine behavioral support</b>	Thursday afternoon	Behavioral treatment and consultation for children/teens with a developmental disability	Single discipline. School psychology. Families often participate with their

# WAYS OF LEARNING AT KANSAS LEND

		diagnosis. Meet with families and school teams from around the state via interactive TV.	school or infant toddler teams as well.
<b>Cystic Fibrosis</b>	Tuesday afternoon	Specialized disease management for individuals with cystic fibrosis	Multidisciplinary- pediatrics, nursing, respiratory therapy, social work, nutrition and pharmacy
<b>Cleft Lip/Palate</b>	1 <sup>st</sup> Friday of the month in the morning	Evaluation and treatment for individuals with cleft lip and/or cleft palate	Interdisciplinary- plastic surgery, orthodontics, pediatrics, speech language pathology, audiology, social work, psychology and oral hygiene
<b>Cranio-facial</b>	3 <sup>rd</sup> Friday morning of the month, inconsistently scheduled	Evaluations for children with cranial abnormalities.	Speech language pathology, physical therapy, psychology, and other disciplines.
<b>BRIDGE</b>	Multiple times per week (meets at KUMC and KU Edwards)	Applied behavioral analysis (ABA) treatment for young children with autism spectrum disorder.	Single discipline, applied behavioral analyst.
<b>OASIS</b>	Multiple times per week (meets at KUMC and KU Edwards)	Applied behavioral analysis (ABA) parent training program with associated web-based modules. Treatment is either delivered in person or via telemedicine.	Single discipline.
<b>Outreach</b>	TBD. As scheduled.	Evaluation and consultation with individuals, families, and schools around suspected neurodevelopmental disabilities. This occurs either via telemedicine or in clinics set in rural areas of Kansas (combination of clinical and community experience)	Interdisciplinary. Psychology, speech language pathology, and developmental medicine.
<b>GNO</b> (Can be considered a clinical or community activity)	TBD. As scheduled. Evenings	Community based social skills program for girls. Opportunities to participate in both one-time community events and a 10-week social skills group.	Single discipline faculty (psychology) with a small army of volunteers!

# WAYS OF LEARNING AT KANSAS LEND

## COMMUNITY EXPERIENCES

Your community rotation is your opportunity to learn about the resources and services available for the developmental disability population. We hope these experiences will help you to:

1. Learn more about developmental disabilities.
2. Learn more about services available for children and families with developmental disabilities.
3. Engage in the Kansas City community.
4. Engage with children with developmental disabilities and their families in a variety of settings.
5. Share your diverse experiences and lessons with other trainees and Division faculty.
6. Help to build partnerships between the Division and other agencies in our community.

Below you will find a list of possible community rotations. Important forms and documents that you will need to set up your experience can be found in the final section of the handbook, "Additional Helpful Information."



# WAYS OF LEARNING AT KANSAS LEND

AGENCY/ORGANIZATION	TYPE OF SERVICE	CONTACT	ADDRESS
<b>EARLY INTERVENTION SERVICES/SUPPORTS</b>			
AUTISM FROM THE START	“Intervention services help children from 18 months through six years learn important skills including communication, connecting with others, learning, playing, self-regulation, and self-help.”	Michelle Macrorie 913-608-7435	9426 Pflumm Rd. Lenexa, KS
KANSAS CITY AUTISM TRAINING CENTER	“The Kansas City Autism Training Center is committed to helping people on the autism spectrum fulfill their potential through ethical, evidence-based treatment, education, and training.”	913-432-5454	4805 W. 67 <sup>th</sup> Place Prairie Village, KS 66208
KidsTLC	“KidsTLC provides children with a continuum of care through innovative and successful psychiatric treatment, homeless outreach to teens, outpatient behavioral health, autism and parent support programs. Services are focused on evidence-based therapies and trauma-informed care, with a strong emphasis on family wellness and preserving the family unit.”	913-764-2887	480 Rogers Road Olathe, KS
LEE ANN BRITIAN CENTER		Amy Milroy, Director	

# WAYS OF LEARNING AT KANSAS LEND

OPERATION BREAKTHROUGH	“Operation Breakthrough provides a safe, loving and educational environment for children in poverty and empowers their families through advocacy, emergency aid and education.”	816-756-3511	3039 Troost Avenue K.C. MO 64109
KANSAS CITY CHILDREN’S CAMPUS	<p>“Mission: To assure that children zero to five years of age and their families have the resources they need to succeed.</p> <p>The Children’s Campus of Kansas City is a place where families, regardless of income, race, or educational level, come to enhance their parenting skills, understand their child’s development, access primary health care and mental health services, engage in creative and artistic endeavors, and learn basic skills to support themselves. The CCKC is a place that promotes early education, family literacy, and the importance of community.</p> <p>Vision: Agencies working together to support the health and well-being of children zero to five years of age and their families.”</p>	913-281-2648	444 Minnesota Avenue K.C. KS 66101
Children’s TLC	“The mission of Children’s TLC is to provide therapeutic and educational services for children with disabilities in an environment which fosters	816-756-0780	3101 Main Street K.C. MO 64111

# WAYS OF LEARNING AT KANSAS LEND

	their independence and celebrates their successes.”		
<b>SCHOOL AGE SERVICES/SUPPORTS</b>			
<b>KANSAS CITY AUTISM TRAINING CENTER</b>	See other.		
SUMMIT BEHAVIORAL SERVICES	“Providing ABA training in a family-friendly format. In-home and school consults. Private Day School. Pre-K ABA Clinic.”	816-853-0946	1640 NW Vivion Rd., Kansas City, MO 64118
BULLDOC CLINIC KCK SD	“Two free, school-based health centers located at Wyandotte High School and Northwest Middle School. Developed and run by medical school students, a wide variety of health care services are offered to students who may not otherwise see a doctor. And, with supervision by Family Medicine physicians, KU medical students get real-life experience examining patients, diagnosing conditions and caring for patients with limited access to health care.”		
PACES	“Helps kids with emotional and behavioral health concerns and their families live happy healthy lives.”	913-563-6500	1301 N. 47 <sup>th</sup> Street Kansas City, KS
KVC	“Responsible for the care of all children who are served by the Kansas Department for Children and Families Kansas	913-499-8100	21344 w. 153 <sup>RD</sup> Street Olathe, KS

# WAYS OF LEARNING AT KANSAS LEND

	City Metro and East Regions. KVC provides case management, therapy, family education/support, transportation and aftercare services."		
<b>SOCIAL SKILLS GROUPS</b>			
GIRLS NIGHT OUT <i>(Can be considered either a community or clinical activity)</i>	"Empowering girls and young women with and without autism and related developmental disabilities towards optimal health and improved quality of life."	913-588-4046	KUMC/ Division of Developmental-Behavioral Sciences
JOSHUA CENTER FOR NEUROLOGICAL DISORDERS	Provides services and supports for the social, emotional, and educational needs of neurologically impaired children and their families including those with T.S., ASDs, HFA, OCD, and ADHD.	Becky Ottinger 816-763-7605	400 Bannister Rd. K.C. MO 64131
Kids TLC	See other		
JOHNSON COUNTY COMMUNITY COLLEGE AUTISM SPECTRUM SUPPORT CLUB	Young adults interested in participating in social activities with other young adults with autism spectrum enrolled at JCCC. Peer mentors will provide guidance, support, and encouragement for persons while modeling such skills as effective communication, empathy and concern for others, and openness and honesty	Sean Swindler 913-945-6840	

# WAYS OF LEARNING AT KANSAS LEND

TEEN/YOUNG ADULT/ADULT SERVICES			
MISSION PROJECT	<p>“The Mission Project enables capable adults with developmental disabilities to live independently and safely in community with individualized support. Participants have their own apartments in Mission, KS. Like others their age, they hold jobs, pay bills, cook meals and socialize with friends. They exercise, travel together and serve their community. In short, they live fully.”</p>	913-777-6722	5960 Dearborn Mission, KS 66202
SUMMIT BEHAVIORAL SERVICES	See other	Dan Matthews	
SUMMIT FUTURE FOUNDATION	<p>Summit Future Foundation is a Kansas City based nonprofit that was founded on the belief that all individuals, regardless of their ability level, have the right to lead a meaningful life that includes employment and being an active participant in their community.</p>	Cassidi Jobe* 816.686.5889	KS/MO
FARMERS HOUSE	<p>“Embracing, Enhancing, and Supporting the Lives of Youth and Adults with Developmental Disabilities.” Day program and store front.</p>	913-283-8402	4740 Rainbow Blvd. Westwood, KS
BULLDOC CLINIC	<p>“Two free, school-based health centers located at Wyandotte High School and</p>	Joyce Buchanan	

# WAYS OF LEARNING AT KANSAS LEND

	Northwest Middle School. Developed and run by medical school students, a wide variety of health care services are offered to students who may not otherwise see a doctor. And, with supervision by Family Medicine physicians, KU medical students get real-life experience examining patients, diagnosing conditions and caring for patients with limited access to health care."		
WHOLE PERSON	"The Whole Person offers a broad range of services to people with disabilities to increase their ability to perform day-to-day activities and reduce the need of support from family members, professional attendants or other care-giving services. Our services and programs build the confidence of these individuals and improve the many skills they need to live, learn and work in their community."	816-561-0304	3710 Main Kansas City MO 64111
KVC	See other.		
OTHER			
ARTREACH		Stephanie Coleman	<b>Kemper Museum of Contemporary Art</b>

# WAYS OF LEARNING AT KANSAS LEND

INTERHAB OF KANSAS	“InterHab is the state association for providers of community services to Kansans with developmental disabilities. We serve our members through support, technical assistance, and advocacy. Through our members, we provide leadership at the local, state, and federal level in support of persons with disabilities.”	Nick Wood*	
DISABILITY RIGHTS CENTER	The Disability Rights Center of Kansas (DRC), is a public interest legal advocacy agency empowered by federal law to advocate for the civil and legal rights of Kansans with disabilities. DRC is the Official Protection and Advocacy System for Kansas and is a part of the national network of federally mandated and funded protection and advocacy systems. As such, DRC advocates for the rights of Kansans with disabilities under state or federal laws (ADA, the Rehabilitation Act, Federal Medicaid Act, Kansas Act Against Discrimination, etc.)	Mike Burgess	Topeka, KS
DD Council	The Council’s mission is to ensure the opportunity to make choices regarding participation in society and quality of life for individuals with developmental disabilities. KCDD serves people with intellectual and	Steve Gieber	Topeka, KS

# WAYS OF LEARNING AT KANSAS LEND

	developmental disabilities through advocacy, public policy, and education.		
Families Together	Families Together, Inc. is the Kansas <a href="#">Parent Training and Information (PTI)</a> & <a href="#">Family-to-Family Health Information (F2F)</a> Center. 501 (c )3 non-profit organization that provides support and information for families of children, from birth to age 26, with disabilities and/or special health care needs. Programs are offered at no cost to families, and are available in English and Spanish.	Lesli Girard	Topeka, KS

## RESEARCH EXPERIENCES

LEND trainees will participate in a variety of activities to promote knowledge and leadership related to research and evaluation. Information is shared through readings, instruction during the LEND course, online modules, participation within active research or evaluation projects, and mentorship. Trainees receive an outline of expected research related goals and objectives (example below), some of which are met through course instruction and class assignments (i.e., mock grant review) while others are met through individualized experiences on research related projects. These research objectives and trainee specific activities contribute to LEND logic model goal and objectives. Our LEND will participate in 2 large-scale trainee research activities: LEND Program Quality Improvement (LPQI) Network, and Pittsburgh LEND Outcomes Study. Trainees complete measures and surveys at the beginning of their experience, at the end, and at follow-up periods following their training to determine how the LEND experiences impacts leadership and competencies within the field of developmental disabilities. Direct questions about LEND research related experiences to Dr. Rene Jamison, LEND Research Coordinator and Division of Developmental-Behavioral Sciences Research Chair, or to other LEND faculty.

LEND Research and Evaluation Project. All long term LEND trainees participate in a LEND research and evaluation project. Potential projects and affiliated faculty are shared with trainees at the beginning of the program. Trainees review available opportunities and meet with faculty to identify a research mentor and research project, program evaluation, or quality improvement project that is a good fit. Each trainee, in collaboration with their mentor, outline specific activities to complete that will meet the research objectives. The type and extent of participation will vary according to the individual training, experience,



# WAYS OF LEARNING AT KANSAS LEND

and interests. Projects include a variety of projects (experimental or qualitative research, program evaluation, quality improvement of Division clinical activities, etc.) and vary in the level of involvement for trainees. Potential mentors include faculty from a variety of disciplines and departments within KUMC, KU Lawrence, or Juniper Gardens Children's Project. Trainees share their work through a presentation at the end of the spring semester.

Research related content. All long term LEND trainees will receive some foundational information related to research and evaluation, with the intent to provide information and experiences that promote leadership in consuming and disseminating science and best practice. Trainees will read and critique peer-reviewed literature, learn about types of research, and participate in activities that connect research to funding and health care decisions at a local and federal level. Trainees also learn about budgets, funding mechanisms, and even participate in a mock grant review. Experiences are tailored for each trainee and consider current experience, next steps, and long-term goals.

## Research Activities Summary Sheet-EXAMPLE

Research Activities (check box when complete)	Review dates; notes; initials
<b>Responsible Research Requirements and Training</b>	
<input type="checkbox"/> Complete required training: Biomedical Citi training and Conflict of Interest. <input type="checkbox"/> Watch informed consent training video <input type="checkbox"/> Work with PI to ensure you are added as research personnel <input type="checkbox"/> Review HSC application, protocol, and consent forms for your LEND research project. Discuss with research mentor.	
<b>LEND research project related activities and objectives</b>	
<input type="checkbox"/> Review list of potential projects and meet with contact person to discuss involvement in project. (See provided list). <input type="checkbox"/> Identify project affiliation and research mentor. Obtain approval from Research Committee if you identify a project that is NOT one of the approved projects on the list (set up time to come to research committee). <input type="checkbox"/> Email Rene Jamison and your discipline supervisor your project affiliation and research mentor. <input type="checkbox"/> Collaborate with your research supervisor to <i>outline</i> experiences you plan to complete for your project and to meet these research objectives over the course of LEND. These may change, but will guide your activities and tailor objectives to your area of interest and further develop skills. <input type="checkbox"/> Record research goals and how you plan to meet objectives within your <u>LEND logic model</u> . Send draft to Rene Jamison, research mentor, and discipline supervisors. <input type="checkbox"/> Review LEND logic model and revise accordingly at designated points with both your research mentor & discipline supervisor.	

# WAYS OF LEARNING AT KANSAS LEND

<input type="checkbox"/> Conduct a review of the literature and complete a literature summary table (see example on drive) related to identified aspect of your project. This will evolve as project develops.	
<b>Research database training and related activities</b>	
<input type="checkbox"/> Complete RedCap training (Sean Swindler) <input type="checkbox"/> Shadow database research consent process for at least 3 patients. <input type="checkbox"/> Complete “mock” informed consent practice. <input type="checkbox"/> Complete national database activity (Jamison to send). <input type="checkbox"/> Attend at least one KUMC training related to use of patient data and databases (Redcap, Heron, etc).  <b>***OPTIONAL (potentially in place of 8-week clinical rotation)</b>  <input type="checkbox"/> Complete 8-week rotation related to using databases for research. (objectives can vary) <input type="checkbox"/> Read manual for database entry and validation procedures <input type="checkbox"/> In-person training for Division protocol verification and validation <input type="checkbox"/> Complete protocol verification for at <i>least two</i> different types of measures <input type="checkbox"/> Complete data entry validation, data entry, and interface with Division database <input type="checkbox"/> Participate in “data dump” and data review <input type="checkbox"/> Participate in data query training, practice, and analysis.	
<b>Research dissemination and consumption</b>	
<input type="checkbox"/> Complete the Research Resource Bingo activity. <input type="checkbox"/> Complete journal review and discussion activity (LEND course). <input type="checkbox"/> Complete a review of a grant or manuscript for a project <b>OUTSIDE</b> of the one you are primarily working on (e.g., edit manuscript, reference check, feedback, etc).  <p style="text-align: center;"><b>OR</b></p> <input type="checkbox"/> Conduct a scientific merit review through Division research committee (Jamison to assign). <input type="checkbox"/> <i>*(optional)</i> Disseminate research findings or outcomes at a local, regional or national level (manuscript preparation/publication, presentation at conference, policy summary or brief, poster presentation, webinar or other product).	
<b>Grant related activities and training</b>	
<input type="checkbox"/> Participate in a mock grant review (class activity). This will include reading and reviewing an assigned grant, watching NIH grant review video, and in-class mock review panel. <input type="checkbox"/> Review grant budget and budget justification <input type="checkbox"/> Complete related readings and in-class activities	

# WAYS OF LEARNING AT KANSAS LEND

<input type="checkbox"/> Sign up for alerts from KUMC and AUCD to receive notices regarding requests for applications. <input type="checkbox"/> Funding search activity (to be disseminated in class)	
<b>Research presentation and summation</b>	<b>Monday, May 6<sup>th</sup>, 8am-4pm</b>
<input type="checkbox"/> Sign up for presentation time and review expectations <input type="checkbox"/> Practice presentation with research supervisor, LEND trainee, LEND faculty member, discipline faculty, or colleague. Obtain written and oral feedback and revise accordingly. <input type="checkbox"/> Oral Presentation of results / project on trainee presentation day <input type="checkbox"/> Develop 1-2 page handout summarizing project (NOT printout of slides) <input type="checkbox"/> Email presentation and handout to Rene Jamison and Jessica Schuttler by 7:30 AM of presentation day.	

## POLICY/ADVOCACY/SYSTEMS EXPERIENCES

Understanding the policy making process, learning about educating and advocating with legislators, and understanding the impact of legislation and policy decisions on individuals and their families are critical parts of the LEND experience. Trainees gain knowledge and experience in this area both through coursework and with the opportunity to visit the State Capitol in Topeka, meeting with both advocates and policymakers. Trainees also partner with a LEND faculty member to attend relevant systems-level committees (e.g. Interagency Coordinating Council, DD Council, Governor's Commission, Kansas Special Health Care Needs Program, see "Additional Helpful Information" for greater detail). For trainees who attend the AUCD National Convention, a visit to Capitol Hill is also typically on the agenda. The Kansas Special Health Care Needs (SHCN) Program is responsible for the planning, development, and promotion of the parameters and quality of specialty health care for persons who have or are at risk for a disability or chronic disease in Kansas. The program helps to support the following Division clinics- Cystic Fibrosis, Cleft Lip Cleft Palate, PKU and Outreach.

## OTHER TRAINING OPPORTUNITIES

While there are many opportunities that have been established through prior LEND years, as you are likely aware, there are also a number of organizations on both the KU Lawrence and KU Medical Center Campus that engage in activities related to LEND and MCH goals and objectives. A few of them are listed below. In addition, there are several other University, school district, community, or corporate based businesses that may offer complementary training opportunities. We encourage trainees who may have an interest to explore those opportunities in collaboration with their discipline supervisor, the Training Director, and other relevant faculty. A few possibilities are listed below, but this list is not exhaustive.

- University Center for Excellence in Developmental Disabilities
- Intellectual and Developmental Disabilities Research Center
- Kansas Center for Autism Research and Training

# ADDITIONAL HELPFUL INFORMATION

- Trainees' Respective Schools/Academic Departments
- Mental Health Coordination Project
- LEND Institute

## Additional Helpful Information

### DUE PROCESS

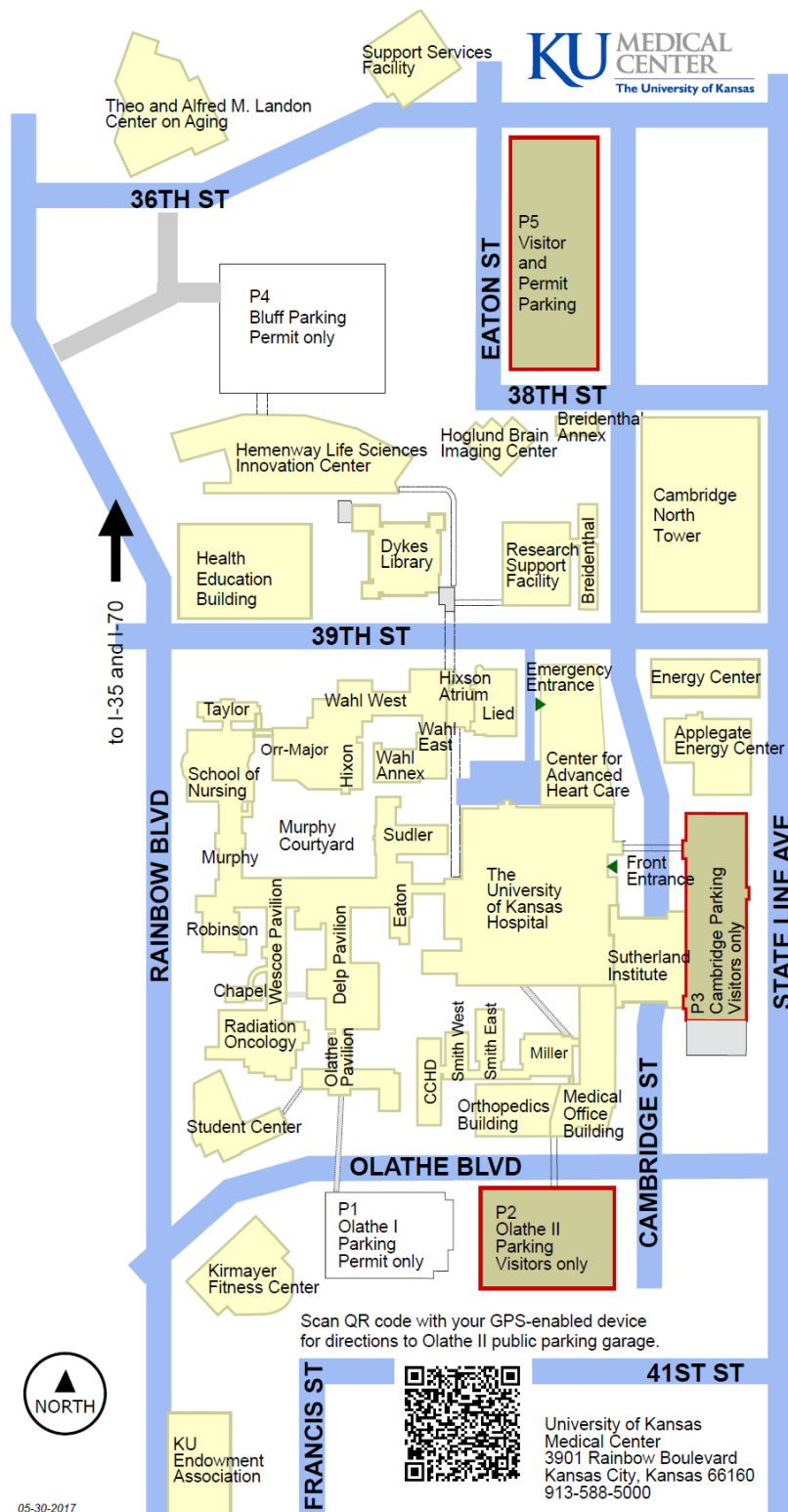
The LEND program is dedicated to supporting all trainees engaging in the LEND experience, and LEND trainees are encouraged to meet regularly with their discipline supervisor. We ask that trainees who are experiencing challenges in meeting the expectations of the program to share their concerns with both their discipline supervisor and LEND training director. Conversely, if a discipline supervisor observes challenges of this nature for the trainee, s/he will also initiate a meeting with the trainee and training director to develop a plan to address the challenges. If trainees are consistently unable to meet the requirements of program (participation in LEND course, meet hourly commitment, demonstrate conduct consistent with LEND/KUMC's standards, etc), their discipline supervisor will consult with the LEND training committee, and then inform the student in writing if they are on probation, including conditions for removal of probation status. The trainee and discipline supervisor will develop a plan for remediation with individual goals and dates of planned completion. Faculty will share this remediation plan with LEND training committee for approval. If the trainee meets the goals by the planned dates of completion, they will return to being a trainee in good standing with the program. If the trainee is unable to meet the expectations, the LEND training committee will take a vote on suspension from the LEND program, and discontinuation of the LEND stipend. Trainees may choose to appeal probation and suspension decisions by requesting a meeting of the LEND training committee. In this situation, the appeals process for the School of Health Professions will be followed.

### CONFLICT OF INTEREST

Significant Financial Interests that reasonably appear to be related to the trainee's responsibilities as a part of the LEND Program shall be disclosed in writing via email to the LEND Director and LEND Training Director within 15 days of recognizing the conflict. All reported Significant Financial Interests will be reviewed to determine whether a Financial Conflict of Interest exists. If it is determined that a Financial Conflict of Interest exists, a management plan will be developed, as necessary, to ensure the integrity of teaching, research, clinical care and service. Participation in the LEND program should not be used to financially enrich a trainee either directly or indirectly.

## ADDITIONAL HELPFUL INFORMATION

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## EMERGENCY MANAGEMENT

The most important thing to remember is that in an emergency, **call: 9-1-1 from campus phones or 913-588-5030 from cell phones** for a quick response from KUMC Police

### How to Stay Safe

Fire	<ul style="list-style-type: none"><li>• Evacuate to the fountain in front of the Olathe Building</li></ul>
Tornado	<ul style="list-style-type: none"><li>• Take shelter in the basement hallways and rooms for the CCHD</li></ul>
Hazardous Materials (HAZMAT) Release	<ul style="list-style-type: none"><li>• Remain or find an unaffected office or work area and close windows and doors, shut off heating and cooling, etc.</li></ul>
Active Shooter	<ul style="list-style-type: none"><li>• Run, Hide, Fight: Watch the online video at: <a href="http://www.kumc.edu/emergency-management/emergency-procedures/active-shooter-active-threat.html">http://www.kumc.edu/emergency-management/emergency-procedures/active-shooter-active-threat.html</a></li><li>• Be a proactive reporter—see something, say something</li></ul>
Parking lot/walking safety threat	<ul style="list-style-type: none"><li>• Emergency blue phones are placed throughout campus</li><li>• In an emergency: push the button and state your emergency</li><li>• If you cannot speak, an officer will be sent to that phone</li><li>• Employees may request a police escort before 5am and after 11pm. More information about safety escorts can be found at this link: <a href="http://www.kumc.edu/police/safety-on-campus/security-escort-service.html">http://www.kumc.edu/police/safety-on-campus/security-escort-service.html</a></li></ul>

### Emergency Communications

#### Alertus Beacons

- Located throughout campus on walls, beacons sound, light up, and an emergency message scrolls across the screen
- Locate the Alertus Beacons near where you work

#### Popup Messages

- *University network connected* computers receive popup messages with emergency information
- Popups remain until the “acknowledged” button is clicked or the “All Clear” has been given

#### Email

- “EMERGENCY ALERT” emails are utilized for situations which involve potentially serious disruptions of regular activities or threats to the health and well-being of faculty/staff/students
- “CRITICAL INFORMATION” emails are used to advise the campus of current or imminent situations that may require action; significant changes in University policy or operations; or, as a follow up to Emergency Alert Emails with additional information

#### Rave

- Emergency text messaging system that University employees can opt into.
- Signing up for Rave text messaging is the quickest way to get emergency information. University employees can sign up here: <https://sa.ku.edu/>.

#### Fire Alarm

- Fire notification WILL NOT come across Alertus or Rave
- When you hear the fire alarm go off, you are to EVACUATE the building

# ADDITIONAL HELPFUL INFORMATION

## CONFIDENTIALITY AGREEMENT FOR TRAINEES

### CONFIDENTIALITY POLICY

#### VISITING FELLOWS, RESIDENTS, STUDENTS, INDIVIDUALS

Patients at KU Medical Center are entitled to confidentiality with regard to their medical and personal information. The right to confidentiality of medical information is protected by state law and federal privacy regulations known as the Health Insurance Portability and Accountability Act ("HIPAA"). Those regulations specify substantial penalties for breach of patient confidentiality.

1. All patient medical and personal information is confidential information regardless of my educational or clinical setting(s) and must be held in strict confidence. This confidential information must not become casual conversation anywhere in or out of a hospital, clinic or any other venue. Information may only be shared with health care providers, supervising faculty, hospital or clinic employees, and students involved in the care or services to the patient or involved in approved research projects that have a valid need to know the information.
2. Under strict circumstances, upon receipt of a properly executed medical authorization by the patient or a HIPAA-compliant subpoena, medical information may be released to the requesting party. Inquiries regarding the appropriateness of the authorization or subpoena should be directed to the medical records department or the University's Office of Legal Counsel at 913-588-7281, depending upon the situation.
3. Computer user codes/passwords are confidential. Only the individual to whom the code/password is issued should know the code. No one may attempt to obtain access through the computer system to information to which he/she is not authorized to view or receive.
4. If a violation of this policy occurs or is suspected, immediately report this information to your supervising faculty or sponsor.
5. Violations of this policy will result in disciplinary action up to and including termination from the program. Intentional misuse of protected health information could also subject an individual to civil and criminal penalties.

I, \_\_\_\_\_, acknowledge receipt of this Confidentiality Policy. I have read this Policy and agree to abide by its terms and requirements throughout my education/training at K.U. Medical Center and as part of my participation in patient care activities.

Signature \_\_\_\_\_



# ADDITIONAL HELPFUL INFORMATION

## CONFIDENTIALITY AGREEMENT FOR COMMUNITY-BASED EXPERIENCES

I, \_\_\_\_\_, understand that any information I obtain in the course of my interaction with \_\_\_\_\_ is confidential. Such information includes, but is not limited to, information about clients and their families (including names and other identifying information), employees, trade secrets and other proprietary information, and information regarding company activities and internal policies, events and other company business. I hereby agree to keep any and all such information confidential, and I understand that failure to do so could result in civil liability.

Date: \_\_\_\_\_

Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

# ADDITIONAL HELPFUL INFORMATION

## DRESS CODE GUIDELINES

- As a LEND trainee you represent the Division of Developmental-Behavioral Sciences as well as the broader network of LEND trainees in all activities that you conduct. Therefore, we ask that you represent yourself as a leader and professional in your appearance as well! LEND Trainees are required to be neat, clean, and appropriately dressed during all LEND related activities.
- Dress and appearance requirements in class, research, clinic, outreach, and community activities will vary based on the requirements of the location. It is your responsibility to inquire with your supervisor as to the appropriate requirements for dress. If you are unsure, you can either inquire about appropriate dress or wear “business casual” attire on your first day, followed by observing the dress of your supervisor and colleagues.
- General standards for dress and appearance are as follows: All clothing should be clean, neat, and fit appropriately. Your KUMC badge should be worn in all activities. Professional business casual attire is the general standard for dress for clinical activities, professional meetings, interactions with community agencies, and interaction with research participants.
  - Business casual attire includes:
    - Blouse, sweater, button-down shirt, polo shirt, blazer
    - Slacks, capris, dress pants, dress/skirt
    - Dress shoes, loafers, flats, professional heels of moderate height
    - KUMC badge above the waist
  - Business casual attire does not include:
    - Jeans, t-shirts, sneakers, athletic clothing
- During interactions with patients and families (i.e., clinical, research, and community settings) please be mindful of the following unique dress requirements.
  - Clothing fit: Ensure that clothing fits appropriately and is long enough that you can comfortably sit on the floor and in low chairs without exposing undergarments. Ensure that you can move comfortably in your footwear. You never know when you might need to get on the floor to play with a child, or will need to move quickly!
  - Jewelry/scarves: Wearing accessories is an individual choice. Be mindful that large or colorful jewelry might attract the interest of young children. The Division is not responsible for damage to accessories or personal injury due to a child grabbing accessories.
  - Perfume/cologne: Please refrain from wearing perfume, cologne, or strongly scented hygiene products. For individuals with sensory sensitivities these odors can be uncomfortable and overwhelming.

# ADDITIONAL HELPFUL INFORMATION

## COMMUNITY EXPERIENCES FORMS

### **Division of Developmental-Behavioral Sciences University of Kansas Medical Center Community Rotation Partnership Agreement**

This Partnership Agreement is designed to clarify the roles and responsibilities of and between \_\_\_\_\_ (Community Partner Agency) and the Division of Developmental-Behavioral Sciences for the time period of \_\_\_\_\_ in regards to the following Leadership Education in Neurodevelopmental and Related Disabilities (LEND) trainee, \_\_\_\_\_.

#### **Description of community rotation project:**

##### **Tasks trainees will be expected to observe/engage in:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

Number of hours per week: \_\_\_\_\_

Days and time present per week:

Monday: \_\_\_\_\_ Tuesday: \_\_\_\_\_  
Wednesday: \_\_\_\_\_ Thursday: \_\_\_\_\_  
Friday: \_\_\_\_\_ Other: \_\_\_\_\_

#### **Community Partner Responsibilities (to be completed by receiving agency representative):**

Please explain the agency's role in the supervision and support of the student:

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## ADDITIONAL HELPFUL INFORMATION

### Agency Information:

\_\_\_\_\_  
Community Partner

\_\_\_\_\_  
Phone

\_\_\_\_\_  
Email

### Agency Supervisor Information:

\_\_\_\_\_  
Name

\_\_\_\_\_  
Phone

\_\_\_\_\_  
Email

### Trainee Information:

\_\_\_\_\_  
Name

\_\_\_\_\_  
Phone

\_\_\_\_\_  
Email

### Division Faculty Information:

\_\_\_\_\_  
Name

\_\_\_\_\_  
Phone

\_\_\_\_\_  
Email

### AGREEMENT

**As a trainee, you are given the opportunity for a unique and valuable experience. To undertake in this agreement as a representative of the Division of Developmental-Behavioral Sciences of the University of Kansas Medical Center, you must agree to**

- ☐ **Fulfill your agreement as to your duties, hours and responsibilities to the best of your ability.**
- ☐ **Be professional, punctual, polite, and respectful of agency policies, rules and regulations.**
- ☐ **Respect the confidentiality of clients of the agency.**
- ☐ **Give notification in advance if you must miss or be late. If advance notification is impossible, call as soon as possible to notify agency supervisors of your absence.**

### Signatures

**By signing below, the parties listed enter and support this agreement for the 2018-2019 academic year.**

\_\_\_\_\_  
Trainee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Community Partner Agency Administrator

\_\_\_\_\_  
Date

\_\_\_\_\_  
LEND Faculty

\_\_\_\_\_  
Date

\_\_\_\_\_  
LEND Director

\_\_\_\_\_  
Date

## ADDITIONAL HELPFUL INFORMATION

**Community Rotation Feedback Form (Please attach to Comm. Partner Agreement form)**

**Name and Discipline** \_\_\_\_\_

**Date** \_\_\_\_\_

**Agency** \_\_\_\_\_

**Name of Agency's Supervisor** \_\_\_\_\_

**Please describe the setting where you spent your time (i.e. teachers, support personnel, children, type of clinic/classroom)** \_\_\_\_\_

\_\_\_\_\_

**Please list what you feel are the interdisciplinary strengths of this setting:**

\_\_\_\_\_

\_\_\_\_\_

**Please list what you feel are the interdisciplinary limitations of this setting:**

\_\_\_\_\_

\_\_\_\_\_

**Would you recommend this agency to future trainees and if so how can we improve on the experience?**

\_\_\_\_\_

\_\_\_\_\_

# ADDITIONAL HELPFUL INFORMATION

## INTERAGENCY COUNCIL MEETINGS

AGENCY/ORGANIZATION	PURPOSE	MEETING SCHEDULE	ADDRESS	LENDCONTACT
AUTISM ACROSS THE LIFESPAN CONFERENCE PLANNING COMMITTEE	Plan the bi-annual KCART Autism Conference	TBD	KU Edwards	SEAN SWINDLER
DD BUDDY GROUP	<b>Meeting of a group of DD organizations that meet to discuss advocacy within the state of Kansas</b>	Bi-weekly, Tuesdays 3-5pm	Conference Calls	SEAN SWINDLER OR STEPHANIE COLEMAN
DEVELOPMENTAL DISABILITY COUNCIL OF KANSAS	The purpose of the Kansas Council on Developmental Disabilities (KCDD) is to support people of all ages with developmental disabilities so they have the opportunity to make choices regarding both their participation in society, and their quality of life.	Quarterly Friday's 9 – 5pm	Topeka & Shawnee County Public Library, 1515 SW 10th Ave, Topeka	SEAN SWINDLER
GOVERNOR'S COMMISSION ON AUTISM	The Governor's Commission on Autism advises and makes recommendations to the Office of the Governor in regard to matters related to autism, families with an autistic child, and service providers. Governor selects chair and vice-chair.	1 – 4 times a year	TBD	SEAN SWINDLER
Johnson County Community College Autism Club		Bi-weekly during the semesters	JCCC	SEAN SWINDLER

## ADDITIONAL HELPFUL INFORMATION

	Consortium of school professionals, service professionals in the field of disabilities, and individuals and families of individuals with disabilities to collaborate and learn from each other about issues important to students and young adults with disabilities ages 14-25.	Meets evenings 3x year	TBD	STEPHANIE COLEMAN
JOHNSON COUNTY EARLY LEARNING COLLABORATIVE	Collaboration of community partners with a goal of bringing attention to and providing access to high quality, comprehensive early childhood services for the families with young children in Johnson County.	Meets quarterly on Tuesdays from 2 – 4pm	Johnson County Library – Central Resource Library Nancy Pickard Room 9875 W. 87th St. Pkwy Overland Park, KS 66212	STEPHANIE COLEMAN
KS MATERNAL AND CHILD HEALTH STATE ADVISORY COUNCIL	The purpose of Kansas Maternal Child Health Council (KMCHC) is to advise the Secretary of Health and Environment and others on ways to improve the health of families in Kansas, focusing on the MCH population. The Council brings together several organizations and groups in Kansas with a broad range of expertise, including many who have been working for years to address and improve health outcomes in Kansas and other states.	Meets quarterly from 9:30 – 3pm	Topeka, KS Location TBA	STEPHANIE COLEMAN
KU UCEDD COMMUNITY ADVISORY PANEL				JESSICA SCHUTTLER

## ADDITIONAL HELPFUL INFORMATION

WYANDOTTE COUNTY EARLY CHILDHOOD INTERAGENCY COORDINATING COUNCIL	<i>The mission of Wyandotte County Early Childhood Interagency Coordinating Council is to promote a community wide network of comprehensive support services for families and children from prenatal care through age five.</i>	Meets on Tuesday every other month from 1-3pm	Kansas City, KS	STEPHANIE COLEMAN
ECKAN HEAD START POLICY COUNCIL	<b>HEAD START AND EARLY HEAD START OFFER LOW-INCOME CHILDREN AND FAMILIES COMPREHENSIVE AND INTENTIONAL SUPPORT, DESIGNED TO PROMOTE SELF SUFFICIENCY, HEALTHY GROWTH AND DEVELOPMENT, AND SUCCESS FOR FUTURE EXPERIENCES. SERVICES ARE OFFERED THROUGH PRESCHOOL, CHILD CARE AND/OR HOME VISITATION. HIGHLY TRAINED STAFF OFFERS COMPREHENSIVE PROGRAMMING IN THE FOLLOWING AREAS: HEALTH, DENTAL, PARENT EDUCATION/INVOLVEMENT, NUTRITION, SOCIAL SERVICES SUPPORT, DISABILITY SUPPORT, TRANSITIONS, AND EDUCATION.</b>	Meets the 2 <sup>nd</sup> Monday of the month at 6:00pm	Ottawa	STEPHANIE COLEMAN
ECKAN	ECKAN (The East Central Kansas Economic Opportunity Corporation), a community action agency, has been in existence since 1966 and now serves low-income persons in Allen, Anderson, Bourbon, Chase, Coffey, Douglas, Franklin, Greenwood, Johnson, Lyon, Miami, Morris, Osage, Woodson and Wyandotte counties. ECKAN provides programs and referral	Meets 3 <sup>rd</sup> Tuesday of the month at 6:30pm	Ottawa	STEPHANIE COLEMAN



## ADDITIONAL HELPFUL INFORMATION

	services in each county in response to local needs and available resources.			
FAMILIES TOGETHER, INC	Families Together, Inc. is the Kansas <a href="#">Parent Training and Information (PTI)</a> & <a href="#">Family-to-Family Health Information (F2F)</a> Center. 501 (c )3 non-profit organization that provides support and information for families of children, from birth to age 26, with disabilities and/or special health care needs. Programs are offered at no cost to families and are available in English and Spanish.	Meets quarterly from 10-3pm	Alternates between Topeka and Wichita	STEPHANIE COLEMAN

# ADDITIONAL HELPFUL INFORMATION

## Behavior Support Clinic

(Also referred to as Problem Behavior Clinic/PBC)

Single Provider - Psychologist

### Focus of Clinic

- Helping children and families with behavioral and emotional concerns
- Initial session typically includes an interview about presenting problems
- Treatment recommendations are formulated
- Subsequent sessions are spent practicing strategies, assisting with plan implementation, and creating supports (visuals, reward systems, social stories)
- Parent training, behavioral, and cognitive-behavioral techniques are often used
- Providers sometimes act as consultants with school teams

### Clinic Details

- Location: Generally in the CCHD medical suites
- Length: Usually 3-4 patients seen in hour-long appointments
- Patients Served:
  - Up to age 18, age 18+ with provider permission
  - Patient has or is suspected of having a developmental disability or delay
  - Examples of concerns include: aggression, tantrums, non-compliance, anxiety, depression

### Trainee Participation Opportunities

(depending on training/readiness)

• • •

- Observe
- Contribute to a treatment plan
- Learn/practice Parent-Child Interaction “special playtime” skills
- Conduct a Functional Assessment Interview with a new patient to help with treatment planning
- Help create a social story, visual schedule, or reward/incentive system
- Score and analyze rating scales and other data
- Write a treatment note
- Follow up with a family between sessions

### Preparing for Clinic

• • •

- Confirm where/when to meet with the provider
- Read about the patient/s on Redcap
- Clarify your goals for the clinic with the provider

# ADDITIONAL HELPFUL INFORMATION

## Bridge Clinic

Single Provider - Applied Behavior Analyst

### Focus of Clinic

- Providing short-term behavioral intervention services for children with recent diagnoses of autism spectrum disorder (ASD) until families have longer-term service providers
- Applied Behavior Analysis (ABA) techniques are used for:
  - Skills assessment
  - Individualizing goals and programming
  - Teaching new skills
  - Treatment of problem behaviors
- Enrollment in Bridge can last 2-6 months

### Clinic Details

- Location: 3039 Delp
- Length: 1-2 patients seen for varying appointment lengths
- Patients Served:
  - Under age 6
  - Patient has a recent ASD diagnosis
  - Examples of concerns include: functional communication, non-compliance, social skills, and adaptive/daily living skills

### Trainee Participation Opportunities

(depending on training/readiness)

...

- Observe
- Write behavior observations
- Learn to record and analyze behavioral data
- Assist with program planning and instruction

### Preparing for Clinic

...

- Confirm where/when to meet with the provider
- Read about the patient/s on Redcap
- Clarify your goals for the clinic with the provider
- Read background information about ABA therapy

# ADDITIONAL HELPFUL INFORMATION

## Childhood Autism Referral and Evaluation

(CARE)

Team - Developmental Pediatrician, Speech Language Pathologist, Nurse Practitioner, Psychologist, and Others

### Focus of Clinic

- Evaluation of children, adolescents, and some young adults with developmental concerns
- Team members work together to obtain information and answer the referral question
- Data gathered from multiple sources and with multiple methods (e.g. direct testing, neurologic examination, parent rating scales, self-report rating scales, parent interview/developmental history, teacher report, etc.)
- Providers team to share information, determine if a diagnosis is appropriate, and formulate recommendations
- Team provides feedback to families
- A report with the full results is mailed after the appointment

### Clinic Details

- Location: Generally medical portion takes place in the medical suites and other testing/interviewing takes place in 1029 or 1035 – verify location and order with a team member
- Length: 1 patient seen for approximately 4-4.5 hours
- Patients Served:
  - Ages 5-18, 18+ with provider permission
  - Patient has or is suspected of having a developmental disability or delay
  - Examples of concerns include: learning, language, emotional/behavioral regulation, motor skills, daily living/adaptive skills

### Trainee Participation Opportunities

(depending on training/readiness)

• • •

- Observe
- Write behavior observations
- Learn to administer, score and interpret an assessment tool, such as the CELF-5, KBIT-2, CARS-2, ADOS-2, etc.
- Contribute to recommendations

### Preparing for Clinic

• • •

- Confirm where/when to meet with the provider
- Read about the patient on Redcap
- Clarify your goals for the clinic with the provider
- Read manual and practice administration if you are learning to use an assessment tool

# ADDITIONAL HELPFUL INFORMATION

## Cystic Fibrosis Clinic

Team – Pediatrician, Nurse, Respiratory Therapist,  
Social Worker, Dietitian, Pharmacist

### *Focus of Clinic*

- Management of cystic fibrosis
- Providers rotate through to see patients
- Team supports physical health, ensures access to needed resources, and monitors emotional/behavioral needs
- Parents and children are provided with information about CF and its management

### *Clinic Details*

- Location: 3<sup>rd</sup> floor of the Medical Office Building
- Length: Multiple patients during a 4-hour block of time
- Patients Served:
  - Individuals with CF
  - Examples of concerns include: pain, breathing problems, medication concerns, barriers to treatment, difficulties coping with symptoms and prognosis

### *Trainee Participation Opportunities*

(depending on training/readiness)

• • •

- Review previous notes
- Observe
- Contribute to recommendations
- Help share information with other providers on the team for care coordination

### *Preparing for Clinic*

• • •

- Confirm where/when to meet with the provider
- Clarify your goals for the clinic with the provider
- Read about CF

# ADDITIONAL HELPFUL INFORMATION

## Cleft Lip/Palate Clinic

Team – Pediatricians, Plastic Surgeon, Orthodontist, Speech Language Pathologist, Audiologist, Social Worker, Psychologist, Oral Hygienist

### Focus of Clinic

- Management of cleft lip/palate and co-occurring needs
- Patients rotate through to see providers
- Team supports physical and oral health, plans surgeries and orthodontic work, monitors healing, ensures access to needed resources, and screens for emotional/social/behavioral/speech/language/hearing needs
- Team meets at the end of the clinic to share information and determine follow-up plan for each patient

### Clinic Details

- Location: 2<sup>nd</sup> floor of the Medical Office Building, Plastic Surgery Clinic
- Length: Multiple patients during a 4-hour block of time
- Patients Served:
  - Individuals with cleft lip/palate
  - Examples of concerns include: speech/language/hearing differences, co-occurring developmental differences, oral-motor difficulties, bullying, anxiety surrounding medical procedures, barriers to treatment

### Trainee Participation Opportunities

(depending on training/readiness)

• • •

- Review previous notes
- Observe
- Write behavior observations
- Learn to administer, score, and interpret screening measures
- Learn to interview patients and their families
- Write a note
- Contribute to recommendations
- Share information with other providers on the team for care coordination

### Preparing for Clinic

• • •

- Confirm where/when to meet with the provider
- Clarify your goals for the clinic with the provider
- Read about cleft lip/palate

# ADDITIONAL HELPFUL INFORMATION

## Cranio-Facial Clinic

Single Provider – Psychologist or Speech Language Pathologist

### *Focus of Clinic*

- Evaluation and developmental monitoring of young patients with cranial abnormalities
- Providers often complete developmental testing before and after surgeries to help monitor impact/recovery
- Recommendations for further evaluation or services are sometimes made
- A report with the full results is mailed after the appointment

### *Clinic Details*

- Location: Usually CCHD 1029 or 1035
- Length: 1-2 patients scheduled in 2 hour appointments
- Patients Served:
  - Patient has a cranio-facial abnormality and has been referred for developmental evaluation/monitoring
  - Examples of concerns include: learning, language, emotional/behavioral regulation, motor skills, daily living/adaptive skills

### Trainee Participation Opportunities

(depending on training/readiness)

...

- Read previous notes
- Observe
- Write behavior observations
- Learn to administer, score, and interpret an assessment tool, such as the Bayley-III or ABAS-3
- Contribute recommendations

### Preparing for Clinic

...

- Confirm where/when to meet with the provider
- Clarify your goals for the clinic with the provider
- Read manual and practice administration if you are learning to use an assessment tool
- Read about cranio-facial abnormalities



# ADDITIONAL HELPFUL INFORMATION

## Developmental Evaluation Clinic

(DEC)

Team - Developmental Pediatrician, Speech  
Language Pathologist, Psychologist, Nurse  
Practitioner, and Others

### Focus of Clinic

- Evaluation of young children with developmental concerns
- Team members work together to obtain information and answer the referral question
- Data gathered from multiple sources and with multiple methods (direct testing, neurologic examination, parent rating scales, parent interview/developmental history, teacher report, etc.)
- Providers team and share information, determine if a diagnosis is appropriate, and formulate recommendations
- Team provides feedback to families
- A report with the full results is mailed after the appointment

### Clinic Details

- Location: Generally medical portion takes place in the medical suites and other testing/interviewing takes place in 1029 or 1035 – verify location and order with a team member
- Length: 1 patient seen for approximately 4-4.5 hours
- Patients Served:
  - Below age 5
  - Patient has or is suspected of having a developmental disability or delay
  - Examples of concerns include: learning, language, emotional/behavioral regulation, motor skills, daily living/adaptive skills

### Trainee Participation Opportunities

(depending on training/readiness)

• • •

- Observe
- Write behavior observations
- Learn to administer, score and interpret an assessment tool, such as the Bayley-III, CARS-2, PLS-5, ADOS-2, etc.
- Contribute recommendations

### Preparing for Clinic

• • •

- Confirm where/when to meet with the provider
- Read about the patient on Redcap
- Clarify your goals for the clinic with the provider
- Read manual and practice administration if you are learning to use an assessment tool



## Developmental Medicine Follow-Up

Single Provider – Nurse Practitioner or  
Developmental Pediatrician

### *Focus of Clinic*

- Assessing and providing medical treatment/recommendations
- Often includes medication management
- Sometimes these appointments are used to complete the medical examination that is usually performed during a team appointment

### *Clinic Details*

- Location: CCHD medical suites
- Length: 45 minute to 1 hour appointments
- Patients Served:
  - Up to age 18, age 18+ with provider permission
  - Patient has or is suspected of having a developmental disability or delay
  - Examples of concerns include: learning, language, emotional/behavioral regulation, motor skills, daily living/adaptive skills, medication side effects

### **Trainee Participation Opportunities**

(depending on training/readiness)

• • •

- Review records of previous visits
- Observe
- Write behavioral observations
- Learn to complete portions of the examination

### **Preparing for Clinic**

• • •

- Confirm where/when to meet with the provider
- Read about the patient/s on Redcap
- Clarify your goals for the clinic with the provider

# ADDITIONAL HELPFUL INFORMATION

## Developmental Outreach Clinic

Team - Developmental Pediatrician, Speech-Language Pathologist, Nurse Practitioner, Psychologist

### Focus of Clinic

- Evaluation of patients with developmental concerns who may have difficulty coming to the CCHD in person
- Team members travel by car to an outreach site
- Team members review results of testing completed by the on-site school/TASN team
- School teams are often present for appointments
- Additional data is gathered from multiple sources and with multiple methods (direct testing, neurologic examination, parent rating scales, parent interview/developmental history, teacher report, etc.)
- Providers team and share information, determine if a diagnosis is appropriate, and formulate recommendations
- A report with the results and recommendations is created *during the appointment*
- Team provides the report and feedback to families
- These clinics are often abbreviated, in comparison to DEC or CARE clinics

### Clinic Details

- Location: Multiple sites across Kansas
- Length: Variable
- Patients Served:
  - Under age 18, 18+ with provider permission
  - Patient has or is suspected of having a developmental disability or delay
  - Examples of concerns include: learning, speech/language, emotional/behavioral regulation, motor skills, daily living/adaptive skills

### Trainee Participation Opportunities

(depending on training/readiness)

• • •

- Observe
- Write behavior observations
- Learn to administer, score and interpret an assessment tool or screener, such as the Bayley-III, KBIT-2, CARS-2, PLS-5, ADOS-2, etc.
- Contribute recommendations

### Preparing for Clinic

• • •

- Confirm transportation details and times
- Determine if you will need to bring equipment such as a laptop or test kit
- Respond promptly to emails from outreach coordinators
- Review previous testing
- Clarify your goals for the clinic with the provider
- Read manual and practice administration if you are learning to use an assessment tool

# ADDITIONAL HELPFUL INFORMATION

## Diagnostic Interview Clinic

Single Provider - Psychologist, Nurse Practitioner, or Developmental Pediatrician

### *Focus of Clinic*

- Screening children and adolescents to determine if they are appropriate patients for a team evaluation clinic
- Gathering information about developmental concerns using record review, interview, observation, and informal interaction with the patient
- Provider documents concerns, impressions, and recommendations
- Provider shares impressions and recommendations with families, and he/she may give the family rating scales or questionnaires to complete and return for their team appointment

### *Clinic Details*

- Location: Generally in the CCHD medical suites
- Length: Generally 2 patients seen in 1.5-2 hour appointments
- Patients Served:
  - Ages 5-18, age 18+ with provider permission
  - Patient has or is suspected of having a developmental disability or delay
  - Examples of concerns include: learning, language, emotional/behavioral regulation, motor skills, daily living/adaptive skills

### **Trainee Participation Opportunities**

(depending on training/readiness)

• • •

- Review records provided by the family
- Observe
- Write behavioral observations
- Learn to complete portions of the interview or the entire interview
- Interact with the patient
- Contribute to recommendations
- Help share impressions and recommendations

### **Preparing for Clinic**

• • •

- Confirm where/when to meet with the provider
- Read about the patient/s on Redcap
- Clarify your goals for the clinic with the provider

# ADDITIONAL HELPFUL INFORMATION

## OASIS

(Online and Applied System for Intervention Skills)

Single Provider - Applied Behavior Analyst or  
Psychologist

### Focus of Clinic

- Providing families of young children with training in applied behavior analysis (ABA) principles and techniques
- 14-16 week program
- 8 online self-guided modules interspersed with meetings with the provider to review information, answer questions, and provide support
- Meetings with the provider are either in-person or via secure videoconferencing

### Clinic Details

- Location: 3039 Delp
- Length: Patients seen in 1-2 hour-long appointments
- Patients Served:
  - Families with a child up to age 6
  - Patient has or is suspected of having a developmental disability or delay
  - Examples of concerns include: aggression, tantrums, non-compliance, social skills deficits, language delays

### Trainee Participation Opportunities

(depending on training/readiness)

...

- Observe
- Write behavior observations
- Complete OASIS modules
- Teach a portion of the OASIS curriculum

### Preparing for Clinic

...

- Confirm where/when to meet with the provider
- Read previous notes
- Clarify your goals for the clinic with the provider
- Read about ABA therapy and/or behavioral principles

# ADDITIONAL HELPFUL INFORMATION

## Parent Child Interaction Therapy Clinic

(PCIT)

Single Provider - Psychologist

### *Focus of Clinic*

- Treating young children using an empirically-supported, manualized approach
- Behavioral parent training to increase parental attention to desirable behaviors, decrease attention to negative behaviors, give effective directions, and follow through
- Initial session typically includes a brief interview and gathering of baseline observational data
- Subsequent sessions are spent teaching and practicing strategies, coaching parents, and problem-solving implementation
- Data on parents' skill growth is collected regularly through observation and rating scales
- Parents are asked to engage in "homework" sessions to practice the skills taught

### *Clinic Details*

- Location: Generally in the CCHD medical suites
- Length: Generally patients are seen in hour-long appointments
- Patients Served:
  - Ages 2-7
  - With or without developmental delays/disabilities
  - Primary presenting concern is disruptive behaviors, noncompliance, and/or aggression

### Trainee Participation Opportunities

(depending on training/readiness)

• • •

- Observe
- Select appropriate toys for clinic
- Learn/practice Parent-Child Interaction "special playtime" skills
- Score and analyze rating scales
- Learn to use the PCIT observation system to track parent progress
- Write observations
- Write a treatment note
- If appropriate for your discipline and training level, work toward PCIT certification

### Preparing for Clinic

• • •

- Confirm where/when to meet with the provider
- Read about the patient/s on Redcap
- Clarify your goals for the clinic with the provider

# ADDITIONAL HELPFUL INFORMATION

## Speech-Language Evaluation Clinic

Single Provider-Speech Language Pathologist

### *Focus of Clinic*

- Gathering information about speech and/or language concerns using a variety of methods, as appropriate
- Can include record review, parent interview, observation, and/or testing with the patient
- Provider documents concerns, impressions, and recommendations
- Provider shares impressions and recommendations with families
- A report with the full results is mailed after the appointment

### *Clinic Details*

- Location: CCHD medical suites
- Length: 2 patients seen in 2-hour appointments
- Patients Served:
  - Up to age 18, age 18+ with provider permission
  - Patient has or is suspected of having a speech/language delay
  - Examples of concerns include: expressive language, receptive language, pragmatic (social) language, articulation, speech dysfluency

### **Trainee Participation Opportunities**

(depending on training/readiness)

• • •

- Review previous records or notes
- Observe
- Write behavioral observations
- Learn to administer, score, and interpret an assessment tool, such as the PLS-5, REEL, CELF-5, etc.
- Interact with the patient
- Contribute to recommendations
- Help share impressions and recommendations

### **Preparing for Clinic**

• • •

- Confirm where/when to meet with the provider
- Read about the patient/s on Redcap
- Clarify your goals for the clinic with the provider
- Read manual and practice administration if you are learning to use an assessment tool

# ADDITIONAL HELPFUL INFORMATION

## TASN/ITS Clinic

(Technical Assistance System Network/  
Infant Toddler Services Clinic)

Team - Developmental Pediatrician and Psychologist

### *Focus of Clinic*

- Evaluation of children and adolescents with developmental concerns
- Team members review results of testing completed by the school/TASN team
- Providers work together to gather additional information by asking the family and team members questions and interacting with/observing the patient
- The providers team and review the information, share observations/impressions with each other, determine whether a diagnosis is appropriate, and formulate recommendations
- Feedback and recommendations are shared with the family and ITS or TASN team
- A report is mailed after the appointment

### *Clinic Details*

- Location: CCHD medical suites
- Length: 1-2 patients seen for approximately 1.5 hours apiece
- Patients Served:
  - Up to age 18, 18+ with provider permission
  - Patient has or is suspected of having a developmental disability or delay
  - Examples of concerns include: learning, language, emotional/behavioral regulation, motor skills, daily living/adaptive skills

### **Trainee Participation Opportunities**

(depending on training/readiness)

• • •

- Review results of testing completed by on-site team
- Observe
- Interact with the patient
- Write behavior observations
- Contribute to teaming discussion/ask questions
- Contribute recommendations

### **Preparing for Clinic**

• • •

- Confirm when/where to meet with the provider
- Read about the patient on Redcap
- Ask to review testing results in advance
- Clarify your goals for the clinic with the provider



# ADDITIONAL HELPFUL INFORMATION

## Telemedicine Behavior Support Clinic

(Also referred to as Telemed Problem Behavior Clinic/PBC)

Single Provider - Psychologist

### Focus of Clinic

- Helping children and families with behavioral and emotional concerns
- Meetings occur over secure videoconferencing, and sometimes they patients are at schools or with school teams
- Initial session typically includes an interview about presenting problems
- Treatment recommendations are formulated
- Subsequent sessions are spent practicing strategies, assisting with plan implementation, and creating supports (visuals, reward systems, social stories)
- Parent training, behavioral, and cognitive-behavioral techniques are often used
- Providers sometimes act as consultants with school teams

### Clinic Details

- Location: Provider's office
- Length: Generally 3-4 patients seen in hour-long appointments
- Patients Served:
  - Up to age 18, age 18+ with provider permission
  - Patient has or is suspected of having a developmental disability or delay
  - Examples of concerns include: aggression, tantrums, non-compliance, anxiety, depression

### Trainee Participation Opportunities

(depending on training/readiness)

• • •

- Observe
- Contribute to a treatment plan
- Conduct a Functional Assessment Interview with a new patient to help with treatment planning
- Help create a social story, visual schedule, or reward/incentive system
- Score and analyze rating scales and other data
- Write a treatment note
- Consult with a child's school team
- Follow up with a family between sessions

### Preparing for Clinic

• • •

- Confirm where/when to meet with the provider
- Read about the patient/s on Redcap
- Clarify your goals for the clinic with the provider



# ADDITIONAL HELPFUL INFORMATION

## Telemedicine Evaluation Clinic

Team - Developmental Pediatrician and Psychologist

### *Focus of Clinic*

- Evaluation of children and adolescents with developmental concerns
- Team members review results of testing completed by the on-site school/TASN team
- Providers work together to gather additional information
- Secure videoconferencing is used to ask the family and team members questions and observe the patient
- The providers take a break to team and review the information, share observations/impressions with each other, determine whether a diagnosis is appropriate, and formulate recommendations
- Feedback and recommendations are shared with the family/school team
- A report is mailed after the appointment

### *Clinic Details*

- Location: Telemedicine room on 2<sup>nd</sup> floor of CCHD
- Length: 1-2 patients seen for approximately 1.5 hours apiece
- Patients Served:
  - Up to age 18, 18+ with provider permission
  - Patient has or is suspected of having a developmental disability or delay
  - Examples of concerns include: learning, language, emotional/behavioral regulation, motor skills, daily living/adaptive skills

### **Trainee Participation Opportunities**

(depending on training/readiness)

• • •

- Review results of testing completed by on-site team
- Observe
- Write behavior observations
- Contribute to teaming discussion/ask questions
- Contribute recommendations

### **Preparing for Clinic**

• • •

- Confirm when/where to meet with the provider
- Read about the patient on Redcap
- Ask to review testing results in advance
- Clarify your goals for the clinic with the provider

# FREQUENTLY USED FORMS

## Frequently Used Forms

### LEND CLINIC AVAILABILITY FORM

The amount of time you spend in clinical experiences over the LEND training year may vary depending on your interests and training background, but generally trainees join one half day clinic per week.

Clinical rotations will generally be for a period of 8 weeks (5 rotations over the year) and do go *between* semesters as well.

Please share your availability for participating in clinics during the following days. When sharing information about clinic availability, know that each clinic is a half day, either 8am-12pm, or 1pm-5pm. So, if you are only available from 10am-12pm on a day, it is unlikely you would be available to participate in a clinic that day.

Trainee Name and Discipline: _____		
Day of week	Time	Availability
Monday morning	8am-12pm	
Monday afternoon	1pm- 5pm	No clinics. Division Committee meetings/supervision.
Tuesday morning	8am-12pm	
Tuesday afternoon	1pm- 5pm	
Wednesday morning	8am-12pm	
Wednesday afternoon	1pm- 5pm	
Thursday morning	8am-12pm	
Thursday afternoon	1pm- 5pm	
Friday morning	8am-12pm	
Friday afternoon	1pm- 5pm	No clinics. Division meetings/supervision.

Please share if you have any preferences about supervisors/team members you'd like to work with, types of clinics you would like to join, etc. I cannot promise that everyone will get their first choice preference for the first rotation, but we can likely make it happen by the end of the training year. Attached is a list of clinical experiences, which we will continue to add to as more opportunities become available.

Preference #1:

Preference #2:

Preference #3:

I will ask you to complete this form prior to scheduling each rotation. Please update which clinics you have already participated in over the course of the year before you send it to Leni Swails.

Rotation 1:

Rotation 2:

Rotation 3:

# FREQUENTLY USED FORMS

## TRAINEE REQUEST FOR TIME AWAY\*

Trainee Name: \_\_\_\_\_

Date of Request: \_\_\_\_\_

Date(s) and Time of Absence: \_\_\_\_\_

NOTE: If this request conflicts with one of your clinic commitments or other LEND Training commitments\*, please provide details of arrangements you have made to cover your absence.

Coverage Details: \_\_\_\_\_

(Please list who will be covering in your absence.)

\_\_\_\_\_

Trainee Signature

Date

\_\_\_\_\_

Supervisor Signature

Date

Request Approved \_\_\_\_

Request Not Approved \_\_\_\_

LT LEND Trainees may request up to 10 days away (Post-Doc LEND – 15 days)

Do not request time away when the Division is closed for a State Designated Holiday.

“Day” is the time away from your scheduled activity, regardless of the hours.

Use time before April 24th, 2018.

\* Any course absence needs to be arranged separately with the instructor.

# FREQUENTLY USED FORMS

## TRAINEE REQUEST FOR FUNDING

Requestor:		
Date of request:		
Department: Division of Developmental-Behavioral Sciences		
Title of event or activity (Attach event documentation – brochure, schedule, etc.):		
Date of Event:		
Location of Event:		
Provide rationale for request and relevance to field of developmental disabilities.		
Amount of funding requested:		
Funding Source:		
Grant Number:		
PI Signature:		
*Registration Fee (Student Discount?)		
* Travel/Transportation		
* Meals		
* Other		
*Total		
Other sources and amount of funding contributing to this activity:		
Name of faculty member endorsing my participation in this project and collaborating on dissemination outcomes:		
I agree to contribute information and value received from my participation in this activity by:		
Submitted to training committee on:		<b>REQUEST REQUIRES APPROVAL OF TRAINING COMMITTEE</b>
Training Committee Comments/recommendation:		
Director Approved/Denied		

# FREQUENTLY USED FORMS

## LEND TIME AND ACTIVITY LOG (SEE LAST PAGE OF HANDBOOK)

Use this form to track your time and activities effort during your LEND traineeship. This form will be shared electronically in a shared e-document between you, your discipline supervisor, and the training director. Insert the number of hours spent on each activity (in increments of .5 hours), and check the boxes that correspond to related LEND Competencies. In the box marked “reflection” include, at a minimum, 3 bullet-pointed items for discussion with your discipline supervisor at your recurring discipline meetings.

**Review this form with your Discipline Supervisor *at least every two weeks during regular discipline meetings.***

## LEND Training Plan Goals (see last page of Handbook for Training Plan Template)

**Goal 1... knowledge of a full range of types of neurodevelopmental (NDD) and related disabilities including ASD including characteristics, genetics and causes, primary/secondary/tertiary prevention, service options and programs across the lifespan and influence on Life Course**

**Goal 2...provide interdisciplinary services in a variety of hospital (3), community (3), rural (1), and ITV (5) settings**

**Goal 3... knowledge of legal and ethical issues related to people with NDD across the life span including controversial and validated treatment and placement options (20 cases)**

**Goal 4...leadership skills related to evaluation and treatment including written communication (20), oral communication (20), interdisciplinary/family/team problem-solving (20), understanding and seeking knowledge/skills/contributions of other disciplines (3 disciplines across 10 sessions), team leadership (5 team or related experiences), and know components of case management/linkages to supports.**

**Goal 5...family-centered and culturally competent interaction skills including family values/traditions/structure/function/place in life cycle (5), family collaboration (5), recognize values/beliefs/biases in self/others/community, and recognize how culture may influence services.**

**Goal 6... leadership skills in consultation/technical assistance (2 agencies) and teaching (5 presentations)**

## FREQUENTLY USED FORMS

**Goal 7**... leadership skills in **program evaluation** and **research design** (methods, IRB procedure, oral presentation, writing for dissemination/publication, grant review/research/writing)

**Goal 8**... systems leadership in **consumer empowerment**, **services integration** and **collaboration** (participate on interagency group), and **systems advocacy** (policy issue and systems change proposal)

**Goal 9**...**administration leadership** skills (budget, QI/program evaluation, reimbursement, problem-solving, services analysis, policies and procedures, needs assessment/market analysis/business plan/evaluation).

**Goal 10**...understanding and use of current **communication and technology** systems (Confidentiality/access, AUCD list-serve participation, ITV, Web-based, Social Media, dissemination development)

## FREQUENTLY USED FORMS

# FREQUENTLY USED FORMS

Kansas LEND Projects List:

<https://docs.google.com/spreadsheets/d/1TCD59y1lYJqAqTikfGneHA0NU6xYUsq42Dpiy4aAI7o/edit?usp=sharing>

Media Club SignUp:

<https://docs.google.com/spreadsheets/d/1-HREyi34ia2Vlg4vGLNx1W6njKVktOWDvSI9BUz8k5k/edit?usp=sharing>

Training Plan Template:

<https://docs.google.com/document/d/13x5-f3uovZxBtruvjruljEqt3ueB7FLbJDGnIOuqnFg/edit?usp=sharing>

Hours Tracking E-Form Template:

[https://docs.google.com/spreadsheets/d/1e7svVZt96Hb\\_cy3Vc8gtoLUniljkwTsZrohnN5A-UsM/edit#gid=979394819](https://docs.google.com/spreadsheets/d/1e7svVZt96Hb_cy3Vc8gtoLUniljkwTsZrohnN5A-UsM/edit#gid=979394819)

Non-Employee Reimbursement Form:

S:\CCHD\Trainee\2019-2020 Trainees Getting Started

\*submit to Nicole Crump upon completion