



The University of Pittsburgh UCLID Center: An Interdisciplinary Collaboration



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UCLID Center

The University, Community, Leaders, and Individuals with Disabilities (UCLID) Center is a Maternal and Child Health Bureau Leadership Education in Neurodevelopmental Disabilities (LEND) center at the University of Pittsburgh. It is an interdisciplinary leadership training program designed to improve service delivery to children with developmental disabilities.

Students in this Maternal and Child Health Bureau grant funded program work with other students and professionals from a broad range of disciplines, including: audiology, pediatric medicine, education, speech/language pathology, psychology, social work, public health, physical therapy, and nursing.

Through mediums such as courses, a clinical program, research, and community involvement, the program educates future leaders in the disability field and works to help individuals with disabilities and their families. Fundamental to this leadership program are its multidisciplinary nature and development of knowledge in areas of family-centered care, cultural competency and advocacy, both in and out of clinical settings.

MCH Leadership Competencies

Taken from *Maternal and Child Health Leadership Competencies, version 3.0*



SELF: The leadership process begins with the focus on self where leadership is directed at one's own learning through readings, instruction, reflection, and planned and serendipitous experiences. Individuals increasingly learn to direct their actions and growth toward specific issues, challenges, and attainment of desired goals.

OTHERS: The extension of leadership to coworkers, colleagues, fellow students, and practitioners. The behavior and attitudes of others are influenced and possibly altered through the actions and interactions of the individual.

WIDER COMMUNITY: The extension of leadership to impact entire organizations, systems, or general modes of practice. These wider areas of impact and influence require additional skills and a broader based understanding of the change process and the factors that influence change over time.

I. Self

1. MCH Knowledge Base/Context
2. Self-reflection
3. Ethics & Professionalism
4. Critical Thinking

II. Others

5. Communication
6. Negotiation & Conflict Resolution
7. Cultural Competency
8. Family-Centered Care
9. Developing Others Through Teaching and Mentoring
10. Interdisciplinary Team Building

III. Wider Community

11. Working with Communities and Systems
12. Policy and Advocacy

Resources

Maternal and Child Health Bureau. (2009). *Maternal and Child Health Leadership Competencies, Version 3.0*. Retrieved from http://leadership.mchtraining.net/mchlc_docs/mch_leadership_comp_3-0.pdf



UCLID Clinic

The UCLID Clinic is held each Wednesday during the fall and spring academic semesters. On days when specific cases are not being seen these days are spent on case reviews, didactic presentations/lectures on topics related to developmental disabilities and chronic health conditions.

Core faculty consists of 14 different specialties:

- Dentistry/ Pediatric Dentistry
- Developmental Psychology
- Education
- Epidemiology
- Family Faculty
- Medicine
- Occupational Therapy
- Parent/Family Resources
- Pediatrics
- Psychology
- Public Health
- Social Work
- Special Education
- Speech-Language Pathology

Approximately 20 families (cases) are seen at the UCLID clinic each year. Cases are referred by a variety of sources including but not limited to:

- CHP Comprehensive Sickle Cell Center
- CHP subspecialty care clinics (e.g., neurology, genetics)
- Child Development Unit
- CHP Hispanic Clinic
- CHP Adolescent Medicine Clinic
- Western Psychiatric Institute and Clinics
- Other agencies that serve children with special needs

UCLID Trainees: 10 hours per week commitment, optional participation in Families as Mentors, two 1 hour autism site observations, attend 2 professional development sessions including seminars, journal clubs, conferences, etc.

UCLID Fellows: 20 hours per week commitment, required participation in Families as Mentors, two 2 hour autism site observations, attend 4 professional development sessions including seminars, journal clubs, conferences, etc.

LEND Audiology Sub-award

UCLID's LEND Audiology Sub-award has benefited audiology students to further their own education and training as well as the education of others about audiology and Early Hearing Detection and Intervention (EHDI). This has been accomplished through avenues such as:

- Presentations about audiology and EHDI to other fields
- Attendance of related conferences and meetings
 - AUCD Conference 2010
 - EDHI 2009-2011
 - Audiology Now 2011
- Collaboration with other associations to disseminate important information about EHDI and the field of audiology
- Inviting other fields to observe the profession of audiology in a clinical setting
- Mentoring undergraduate students in the field of Communication Disorders through CHP's Extern Shadow Program

Families as Mentors

This is a component of the UCLID experience which has evolved over the past few years. Students are paired with families of children with special needs in the community, with the goal of fostering personal relationships. The focus of "Families as Mentors" is not on delivering healthcare, but rather on using these positive relationships to influence the students' perspectives and future clinical practices.

In its initial year, cameras were loaned to every participating family, with the instructions to capture their daily life through their own eyes. Each student established a relationship with their paired family through a variety of avenues, such as: home visits, community outings and accompanying the family to hospital visits, so that each student could learn what daily life was like for these families outside of their role as healthcare professionals. The use of pictures helped the students and families communicate their interests and thoughts.

At the end of the year, a gallery exhibit called "Through Our Eyes: Life as seen by young people with special needs" was set up for the families and community. This exhibit was on display for 3-4 weeks and received coverage from local news outlets, such as the Pittsburgh Post-Gazette



"I have to walk all the way down to the end. I get tired and sleepy. I cannot keep my eyes open. That's how I think about this picture. Sickle cell is like this hallway. It's very long and has no end." -Calvin



"Through those pictures I saw the beautiful home that I've made for Rose. I could see all of her toys. I never really looked at things in that context. I lose sight of the progress that I am making and the progress that Rose and I are making together. I try to pay bills and work and then you don't pay too much attention to your achievements." -Rose's mom



Terrell loves music and wants to be on TV one day. "If I make it (on TV), I want to send a message to kids with sickle cell: I have sickle cell and I still made it." -Terrell



"That's the sign in for sickle cell. I'm a little nervous, but I'm getting old, and it's time for me to be a man. I'm thinking about going by myself, without my dad." -Calvin

For the past two years, the camera has been taken out of the equation, with the sole focus of the experience being to get to know these children and their families, without a camera lens facilitating interactions. The purpose of this project is to give families an opportunity to influence the training of the next generation of health care practitioners who provide care to children with special needs. It is the goal of the Families As Mentors Program for the students to create a strong and positive relationship with the family and through this relationship the family will in turn have a significant impact on how care is provided.



"This project was so great because it was the first time we got to see how Darren views the world." -Darren's mom (Darren is non-verbal).

"Sometimes I don't think about the sickle cell. I think about the neighborhood or the weather or the case worker ...otherwise it will take over your mind..." -Calvin

