



ASSOCIATION OF UNIVERSITY CENTERS ON DISABILITIES
RESEARCH, EDUCATION, SERVICE

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LEND Links

News from MCHB

--submitted by *Laura Kavanagh and Denise Sofka*

Happy 2003! As the New Year begins, we would like to take this opportunity to update you on MCHB activities. We look forward to seeing you at the LEND/AMCHP meeting in March.

General Bureau Updates:

- HRSA continues to operate under a Continuing Resolution. We will keep you posted regarding fiscal year 2003 funding as it is available.
- The comment period on the first draft of a *National Plan for Maternal and Child Health Training* ended on December 20, 2002. Training Branch members are currently incorporating your changes and will be sending out another draft in Spring 2003.
- MCHB SPRANS Performance Measures have been approved by the Office of Management and Budget.

HHS Visits Afghanistan: Dr. Peter van Dyck had the distinct pleasure to lead a team for the Department of Health and Human Services (HHS) to Afghanistan in December. Secretary Thompson had visited Afghanistan earlier in the fall and felt compelled to address the extremely high maternal and infant mortality rates in Afghanistan. While in the country, the team visited the Rabia Balkhi Hospital in Kabul, one of two women's hospitals in the capital. Rabia Balkhi is a busy urban hospital with 40-50 deliveries and 500 outpatient procedures per day. However, its attending physicians have not received any refresher courses in 20 years, there are no post-graduate courses offered, and equipment is sparse. Secretary Thompson felt that training and equipment were areas where HHS could make a unique contribution to rebuilding Afghanistan and improving health outcomes for the nation's mothers and children. HHS is partnering with the Department of Defense to remodel Rabia Balkhi and work with the United Na-



tions' International Children's Emergency Fund, the United States Agency for International Development, the World Health Organization and other non-government organizations to reequip the hospital and provide training to practicing physicians and residents.

MCHB's Distance Learning Inventory Database is available for you to access the distance learning training resources that we support. You can browse all of MCHB's training resources or search for them by key word, format, State or project. Visit http://www.uic.edu/sph/mch_dli to learn more.

Maternal and Child Health Research Grant applications are due March 3 and August 15, 2003.

- Purpose: Support applied research relating to maternal and child health services that show promise of substantial contributions to the current knowledge pool leading to the advancement of MCH care and/or services within States and communities.
- Funding: Approximately \$ 2.2 million available in FY 2003 to support ten awards of \$220,000 each. Project period is one to four years.
- Contact: Kishena Wadhvani, PhD, 301-443-2927, kwadhwan@hrsa.gov

Welcome Aboard: Please join us in welcoming Ms.

Madhavi M. Reddy to MCHB's Training Branch. Ms. Reddy will assume the role of Project Officer for the MCH Schools of Public Health training grants. She will also be transitioning into other grants. You can reach Ms. Reddy at mreddy@hrsa.gov or (301)443-0754.

We look forward to seeing you in March!

New Inside!!!!

Trainees' Corner:

A newsletter section for, by and about Network Trainees!!!

News From AUCD

Position Openings: AUCD is currently recruiting for a one-year **ADD Technical Assistance Director**, a **Disability Policy Fellow**, and a **Data Web Coordinator**. Information on these and other network employment opportunities are located at http://www.aucd.org/aucd_employment.htm. Two of these position openings are a result of the following staff changes:

- We are proud to announce that **Aaron Bishop**, Director for Technical Assistance for our ADD and NSIP grants, **has been selected as a Joseph P. Kennedy Jr. Foundation Public Policy Fellow**. He was selected from applicants across the country and will be identifying a Congressional placement in the coming weeks. As Aaron is working on the Hill, we will have a temporary opening for the TA director position for the rest of 2003 that we would like to fill from within the network. The position would be an excellent opportunity for someone who wants to get to know the entire network and wants to explore the possibility of living and working in the DC area. Please contact Aaron directly if you have any questions about the position or just want to offer your congratulations: ABishop@aucd.org.
- The AUCD Central Office is also pleased to announce that AUCD's Disability Policy Fellow **Ethan Long, Ph.D.**, **has accepted the position of Project Director** of the federal cooperative agreement with the Centers for Disease Control's (CDC) recently established National Center on Birth Defects and Developmental Disabilities (NCBDDD) and the AUCD. Ethan's responsibilities will be to direct, manage and coordinate work under federal cooperative agreement between the NCBDDD and the AUCD to strengthen the nation's capacity to carry out public health activities in the areas of birth defects (BD), developmental disabilities (DD), and health promotion for people living with disabilities. Ethan can be contacted at ELong@aucd.org if you have questions regarding his experience as a policy fellow or have suggestions regarding his future work.

Trainee Listserv: In keeping with the AUCD Board's intent to build Connectivity and Leadership within the network, AUCD has developed a self-subscribed listserv/discussion group for LEND and UCEDD trainees. The listserv will be used to share information from Central Office that may be pertinent to trainees but more importantly will serve as a mechanism for AUCD network trainees to communicate with each other, share ideas and experiences, and ask questions related to their field of studies. To subscribe, trainees should send an email to aucdtrainees-request@aucd.org with a subject header of "subscribe." Please note that this list is currently only open to trainees. Program faculty can post information by sending it to Lisa Lister or Aaron Bishop for consideration.

NIRS Resource Page: A new resource page for the NIRS data reporting system is located at <http://www.aucd.org/projects/nirs/NIRSResourcePage.htm>. This page contains links to several priority areas concerning the NIRS database, such as: a Project Overview; a link to the database; a Frequently Asked Questions page; as well as Paper Forms and Standard Report Templates. If there are topics that you feel are not adequately addressed using the links below, please contact Aaron Bishop, Director of Technical Assistance at AUCD, with your concerns at abishop@aucd.org, 301-588-8252.

LEND Directors' Meeting at AMCHP: The LEND Directors will once again have their Spring meeting in conjunction with the Association of Maternal and Child Health's (AMCHP) Annual Meeting. The LEND Directors meeting will be from 12-5 pm on Saturday, March 8 and 9 am – 1 pm on Sunday, March 9. Two other MCHB-funded multidisciplinary training programs, the Leadership Education in Adolescent Health (LEAH) Programs and the Pediatric Pulmonary Centers (PPC) will be joining us for a discussion on collaboration and a networking lunch as part of Sunday's meetings. For more information, contact LEND TA Program Coordinator Lisa Lister (llister@aucd.org).

Nursing Summit at AMCHP: MCHB and AUCD are sponsoring a conference for the Nursing Discipline Coordinators of all MCHB-funded multidisciplinary training programs. The meeting will be held all day Saturday, March 8 at the Crystal Gateway Marriott in Arlington, VA (at the AMCHP conference site). Agenda topics include shortages and recruitment, issues across MCHB programs, and technology and training. All programs are encouraged to send a representative! Registration is \$50. For more information or to register, contact Linda Ross Linda_Ross@nymc.edu.

The Arc/UCP/AUCD/AAMR Governmental Affairs Seminar: AUCD, AAMR, and The Arc/UCP Policy Collaboration are developing an exciting program for the upcoming Governmental Affairs Seminar (March 9-11, 2003), to be held at the historic Mayflower Hotel in downtown Washington, DC. Medicaid, TANF, Employment, IDEA and Budget and Appropriations are among the topics that will receive major attention at this year's event. As always, this event will include visits to Capitol Hill. A special event for AUCD trainees is also being planned. For more information and online registration, visit AUCD's events site www.aucd.org/aucd_events.htm

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AUCD Leadership Institute: Sixty-five network members, including several trainees, attended the AUCD leadership institute, "Leadership Without Easy Answers," presented by Dr. Ann-Michele Gundlach. This two-day seminar, held February 7 & 8 in Chicago, IL, included exploration of definitions and types of leadership, practical applications, brainstorming sessions, activities that could be taken home to programs, advice on teaching leadership, and other topics and activities. Institute participants were given a tool-kit for use at their programs. Look for details about follow-up activities! Tool-kits are available from AUCD (kswann@aucd.org).

Awards: AUCD is pleased to note that the **Nisonger Center LEND/UCEDD Program** was just awarded the 2003 Ambulatory Pediatric Association Health Care Delivery Award. **Our congratulations to Dr. Lindsey and his faculty and staff!**



LEND Program Highlights/Projects

Oklahoma LEND Establishes Core Faculty Position in Self Advocate Issues

--submitted by Linda Wilson, Oklahoma LEND, Training Director

The Oklahoma LEND Program began in 1995 with a Core Faculty representing each of the health care disciplines designated by the Maternal and Child Health Bureau (MCHB). Because of the importance of the family perspective to the Program, the Core Faculty Committee unanimously supported the addition of a Core Faculty in Parent and Family Issues. Jan Moss was asked to fill that position. Jan is the parent of two children with developmental disabilities and is the Director of Community Leadership Issues for the Center for Learning and Leadership, Oklahoma's University Center for Excellence in Developmental Disabilities (UCEDD). She continues to bring the family perspective from her own experience and from the experiences of many families in Oklahoma and nationally.

Recognizing the importance of the self advocate perspective to training experiences, the Oklahoma LEND Core Faculty Committee next supported the addition of a Core Faculty in Self Advocate Issues. Chuck Roberts had been actively participating in the Oklahoma LEND Program for three years as Instructional Faculty while working in community advocacy at the Center for Learning and Leadership. He was asked to assume the new position of Core Faculty in Self Advocate Issues in 2002. In this role, Chuck brings the self advocate perspective from his own experience and the experiences of other self advocates in the community. He contributes to discussions, presents current community issues, organizes self advocate panels and provides mentoring opportunities for students. Further, he is an important contact for both faculty and students who have had less experience with and access to individuals with disabilities. He will assist in identifying Self Advocate Trainees and serve as their Core Faculty Mentor.

Meet Chuck Roberts, Oklahoma LEND Core Faculty in Self Advocate Issues:

"I began developing self-advocacy skills early in public school with the help of family, friends, and supporting professionals. The experience of being the first student with multiple disabilities to complete my education in the Norman Public School System led to an interest in the field of special education. I pursued a degree in special education against some opposition from faculty at the university level. I felt the pressure from faculty and professionals as they 'waited to see if I would succeed' during my student teaching requirements. This is really where I first learned to practice my self-advocacy skills. This is when I chose to become professionally active in education and advocacy in the Oklahoma special education system. After completing nine years of course work, I received my degree in special education from the University of Oklahoma.

I became an Assistive Technology Specialist for an Independent Living Center in Oklahoma where I assisted people with disabilities to become more independent in their communities. Moving to a position with the Center for Learning and Leadership at the University of Oklahoma Health Science Center (OUHSC), I provided community leadership and advocacy training as well as assisted in a variety of issues relating to disabilities. This led to my current position as the Curriculum Coordinator for the Bridges-to-Work grant out of the OUHSC College of Allied Health, Rehabilitation Sciences and Tolbert Center. I develop and implement training curriculum for high school students and young adults who are transitioning into community-based employment. I first became involved with Oklahoma LEND as a guest presenter and student mentor. In 1999 I was asked to become an Instructional Faculty for the Program. In the Fall of 2002, I became the first Oklahoma LEND Core Faculty in Self Advocate Issues. I bring my self-advocacy skills, the knowledge that I have learned from being a self-advocate and my experience working with self advocates in Oklahoma to both students and faculty. I am excited to be in such a pivotal role in the Oklahoma LEND Program."

LEND Program Highlights/Projects (cont.)

The Teen Years and Disability: An Approach for Understanding Needs of Teens with Disabilities

--submitted by Laura Hammond, Oregon LEND

It is estimated that 3.8 million children from the age of birth to seventeen years have a physical disability (U.S. Department of Health & Human Services). Many more have a mental, cognitive or sensory disability. Many of these young people have more constant contact with healthcare providers than people living without disability; yet, they seem to be less understood than the general public when it comes to their health care needs. One teen with disabilities states, "What society has to learn is that I have different needs, specifically for mobility and transportation, and for everyday living. But, in general my needs are exactly the same as anybody else's needs. I need to be respected and to be love, and I need to be able to give respect and to give love and be counted and have a voice."

For adolescents with neurodevelopmental and related disabilities as well as adolescents with chronic health conditions, control over their health and wellness is often more complex than it is for teens without disabilities. The Rehabilitation Research and Training Center on Health and Wellness for Persons with Long Term Disabilities at the Oregon Health & Science University has developed a training program for graduate and post-doctoral students who will go on to become care providers for children and adolescents with disabilities. Through the initial focus group, the RRTC on Health and Wellness found that clients often reported that their healthcare providers treat the disability rather than the whole self. As a provider, being well-informed about the full life of the teen will not only enhance his/her own ability to assist adolescents in creating present wellness, but also in reaching a future goal of long-term health.

The training curriculum is based on the idea that the whole person must be accounted for when working with teens and, more specifically, teens with disabilities. The teen years are notorious for being difficult ones, as an individual begins to come into a new realm of growth, both physically and emotionally. The development of the training program revolves around two goals: 1) to increase the understanding and sensitivity of healthcare professionals to holistic wellness for people with disability and their families; and, 2) to increase the comfort level of healthcare professionals in approaching and talking with teens about a variety of topics that may be quite sensitive. While the modules do not contain exhaustive information on disability-specific issues, they do aim to give a general overview of how these issues affect teens in general as well as teens with disabilities. They address topics of sexuality, relationships, mental health, substance abuse, physical activity and nutrition.

The training program is based on a focus group of teens with developmental, physical, and learning limitations, as well as professional literature and consultation with centers across the country. Each of the three modules requires only two hours of time and is meant to invoke a sense of understanding as to the issues, as well as the resources available, to the providers who interact with teens with disabilities. The modules include statistical facts, individual exercises to address knowledge and attitudes, and video tape excerpts meant to raise questions and illustrate issues. Thus far, the program has been pilot-tested in Oregon with about 12 students. It was then revised and will be field-tested by the LEND programs at the University of Southern California, University of Hawaii and University of Washington sometime in the coming year.

By understanding the barriers encountered by adolescents with disabilities, health providers have the capacity to provide a sense of understanding as well as an opportunity for positive growth. The teen years can be difficult for any adolescent, and the provider plays an important role in creating a sense of understanding and trust between himself and the client. In turn, it is hoped that the healthcare experience can play a role in the development of life-long healthy behaviors.



LEND Program Highlights/Projects (cont.)

Leadership Training at ILEND

--submitted by Nora Roy, Iowa LEND, Training Coordinator

Faculty and Staff of ILEND, Iowa's LEND project, located at the Center for Disabilities and Development, inaugurated the use of a formal contract, the Leadership Education Agreement, in FY2003. The LEA clarifies ILEND's overall training goal "...to assist trainees and fellows to develop both high levels of clinical competence and the leadership skills needed to improve systems of care for children with neurodevelopmental and related disabilities and for their families." It identifies twenty leadership competencies in areas such as family-centered care, cultural competence, and systems change; requires a commitment of at least 150 hours of interdisciplinary leadership training within the minimum required 300 hours of advanced clinical and/or administrative training at the graduate or post-doctoral level; and sets forth documentation and reporting requirements for trainees.

Required interdisciplinary leadership training activities begin with a structured orientation to ILEND, progressing through systematic clinical observations with families and a variety of disciplines, experiences in the Iowa Child Health Specialty Clinics, Iowa's Title V CSHCN program, administrative skills development, and participation in the Parents as Mentors program. As a complement to experiential learning activities, twice weekly Interdisciplinary Issues in Disabilities seminars provide opportunities for trainees to interact as a small group with community providers, families, consumers, elected officials, and ILEND training directors. Monthly Leadership Seminars feature guest speakers who share their own stories of professional and personal leadership development. Recent speakers have included Donna M. D'Alessandro, MD, FAAP, Associate Professor of Pediatrics at The University of Iowa, and Kathleen Coen Buckwalter, PhD, RN, FAAN, Associate Provost for Health Sciences at The University of Iowa. Dr. D'Alessandro, a consultant to ILEND, is a pioneer in the development of digital health libraries (The Virtual Hospital <http://www.vh.org/>, The Virtual Children's Hospital <http://www.vh.org/pediatric/index.html>, Virtual Naval Hospital <http://www.vnh.org/>, and GeneralPediatrics.com <http://www.generalpediatrics.com/>). Dr. Buckwalter has combined a successful academic career in nursing with the commitment, energy, and vision to guide policy and programs related to The University of Iowa's health colleges. Trainees value the perspectives and the advice shared by speakers, and appreciate hearing personally about the influences on leadership development as well as the different ways of practicing leadership.

The culmination of each ILEND trainee's experience is a Leadership Project, such as Health Care Administration trainee Micky Loening's plan for a new neuro-pediatric rehab service at the Center for Disabilities and Development, Iowa's UCEDD. Other current Leadership Projects include Speech Language Pathology trainee Laura Bates' paper, "Pragmatic Skill Development and Associated Deficits", to be adapted for use by parents and providers. Audiology trainees Courtney Burke and Sarah Hovel are collaborating with others across the state of Iowa to create a booklet, Iowa's *Resource Guide for Families of Children Who are Deaf or Hard of Hearing*, for parents of children who have newly been identified with deafness or hearing loss.

High School Student Minority Recruitment Program

--submitted by Anne Turner, Oregon LEND, Physical Therapy Training Coordinator

LEND programs are acutely aware of the difficulty in recruiting trainees from diverse cultures and of the importance of correcting this disparity. In Oregon, the LEND program has developed a relationship with several local high schools that have a high percentage of minority students. Students are recruited from career development classes already being sponsored by their schools. These students come to the Child Development and Rehabilitation Center located on the Oregon Health & Science University campus to participate in a clinical learning experience. Our Child Development Clinic, with its array of complex patients and its experienced interdisciplinary team of training coordinators, provides an ideal setting for this activity. The clinic space has appropriate one-way observation windows and is situated in a teaching facility. This job shadow opportunity allows for a pair of students each week (50-80 per year) to experience the clinic and learn about health care delivery for children with special health care needs. We are able to demonstrate team dynamics, interdisciplinary assessment using a family-centered approach, care coordination, use of community resources and current research. Students attend the pre-clinic staffing on the day's patients, observe the various discipline assessments, participate in the interdisciplinary post-staffing, and benefit from a debriefing session especially for them. They typically are in the clinic from 8 am until 2 - 4 pm, depending on when they need to catch transportation back to their home community.

The program is designed to bring awareness to young people of exemplary health care practices and potential careers. We structure this activity in such a way as to maximize the development of additional leadership skills within our group of long-term trainees. LEND training coordinators take turns from week to week to host the pair of high school visitors. A LEND long-

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LEND Program Highlights/Projects (cont.)

High School Student Minority Recruitment Program

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term trainee is responsible for shepherding the younger students throughout the daylong experience and sharing information on their role in the LEND program. This observational experience has continued to grow and has become highly sought after in our community. Other components of this program include training coordinators and their trainees visiting the high school career classes to explain the clinic setting and interdisciplinary team evaluation process, to provide general information, and to answer questions on health career roles related to working with children with disabilities. We have been impressed, in truth rather surprised, by the eagerness with which school program administrators have latched on to this opportunity and by how easy it has been to set up and keep running smoothly. Feedback from the students themselves has been highly positive.



Interdisciplinary Community-based Clinics at the Virginia LEND Program

--submitted by Janet Willis, Virginia LEND, Associate Director

In partnership with the Hayes E. Willis Health Center of South Richmond (HWHC) and St. Joseph's Villa (SJV), the Virginia LEND program, Partnership for People with Disabilities, provides interdisciplinary services and training at community-based sites. HWHC is an inner-city primary care facility of the Virginia Commonwealth University Health System that is located in an economically challenged city shopping center. SJV is a private, nonprofit, multifaceted community service agency serving children and families in need through residential, educational, counseling, and recreational services in the Richmond metropolitan area. Monthly interdisciplinary clinics are conducted for the purpose of evaluating children with neurodevelopmental disabilities, providing an interdisciplinary training experience for VA -LEND faculty and trainees, and sharing expertise with HWHC, SJV and affiliated students.

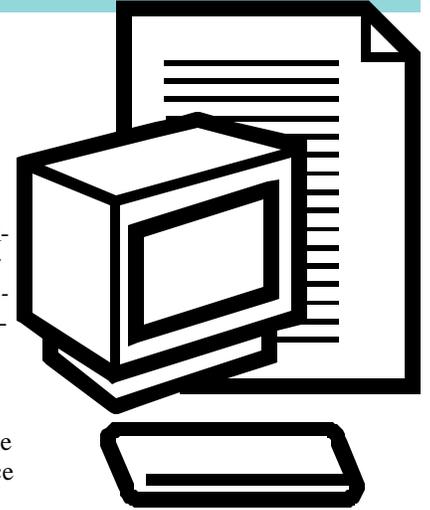
One or two children and their families are referred from these programs for evaluation of developmental, psychological and medical issues. The VA -LEND team that includes family specialists, faculty and trainees from 12 disciplines conducts assessments, meets with the family to discuss findings, and works with the agency staff to identify services and supports in the community. On a rotating basis, trainees lead discussions, record team notes, and provide feedback to families and providers. At the end of the session, the VA -LEND team holds a discussion with agency staff on a topic related to neurodevelopmental disabilities, and provides pertinent articles, assessment tools, and practical information for participants.

The partnership supports an interdisciplinary training and practice model for community-based settings serving children and families with diverse needs. Successful outcomes include increased knowledge base for staff that will benefit other children and families within their caseloads. Evaluation procedures are in place to monitor the outcomes for the children and families, as well as the educational value for the team process.

Resources Available

Oregon UCEDD/LEND Program, Portland, Oregon

Drooling is a relatively commonplace problem and a major social impediment for children with oral-motor deficits associated with cerebral palsy and other neurodevelopmental diagnoses. In 1990, a national consensus conference was held at the University of Virginia (UVA) in Charlottesville, co-sponsored by the UVA Children's Rehabilitation Center, the United Cerebral Palsy Research and Education Foundation, and the National Aeronautical and Space Administration. A complete review of the world literature on the subject of drooling and its treatment was accomplished, and following the meeting a comprehensive review article on the then current management practices for drooling was published in *Developmental Medicine and Child Neurology*. In November, 2002, Dr. Peter Blasco, Oregon LEND Director, authored a ten-year follow-up article, summarizing research advances and current management recommendations for drooling in children with developmental disabilities (Blasco, P.A. Annotation: Management of Drooling: 10 Years After the Consortium on Drooling, 1990. *Devel. Med. Child Neurol.* 44: 778 – 781, 2002). The article addresses some of the unique challenges in doing research on this topic, and it describes advances in practice in terms of specific medical treatment regimens and new modalities, for example, the use of intraglandular botulinum toxin and the advent of an intraoral prosthetic device to promote swallowing and thereby reduce drooling.



This information and additional information on the topic has been gathered for dissemination to parents and professionals via the internet. Dr. Joshua Alexander from the University of North Carolina Cerebral Palsy program has created the [TelAbility](http://www.telability.org) webpage (www.telability.org), with a special section dedicated to the management of drooling.

Institute for Child Health Policy

The MCH Neighborhood, developed by the Institute for Child Health Policy, is a community of web sites and web-based resources that serves the MCH community by providing access to a variety of sources of information on women's and children's issues. Visit the MCH Neighborhood at <http://mchneighborhood.ichp.edu/> to take advantage of these, and other, resources and services.



Position Announcements

UCEDD and LEND TRAINING COORDINATOR

Boling Center for Developmental Disabilities

University of Tennessee Health Science Center

Memphis, TN

The University of Tennessee's Boling Center for Developmental Disabilities is seeking a highly motivated leader to serve as Training Coordinator for its UCEDD and LEND Programs. This is a critical leadership position in the Center and offers an excellent opportunity for creative program development and team building within the BCDD, region and nation. Anticipated starting date: February 2003.

Duties and Responsibilities:

- Plans, develops, markets and evaluates BCDD interdisciplinary training;
- Plans and prepares grants, progress reports, final reports and peer-reviewed manuscripts;
- Chairs the BCDD Training Committee and implements the recommendations/decisions made by the committee;
- Plans LEND core interdisciplinary curriculum with input from BCDD faculty, consumers, and management team;
- Provides consultation for all disciplines and BCDD programs in training, curriculum development, methodology, and education;
- Ensures that curricular competencies of each core discipline are integrated into the general training framework so that the interdisciplinary approach is balanced and maintained;
- Develops and implements continuing education programs for BCDD faculty;
- With Community Education Training Director, coordinates planning for institutes, workshops, and seminars, to be held locally, regionally, or nationally to address neurodevelopmental and related disabilities; target groups include BCDD trainees, professional groups, consumers, special interest groups, community leaders, and advocates;
- Provides leadership on BCDD Management Team;
- Represents BCDD on selected local, state and national professional and advocacy groups;
- Identifies and develops inter-University training opportunities on local regional and national levels.

Administrative Direction and Functional Relationships

- Reports to Director of BCDD regarding all administrative and program training activities
- Consults with discipline chiefs and coordinators for UCEDD and LEND interdisciplinary training responsibilities
- Supervises the Community Education Training Director, Family Support Coordinator and Training office administrative staff

Minimum Qualifications

- Doctoral degree in a discipline represented by the Center
- State licensure or certification specific to discipline
- 3 years' experience in education or training, including administrative responsibility
- Eligible for faculty appointment at UT or area university

Contact: Frederick B. Palmer, MD, Director or Carolyn P. Gibson, EdD, Associate Director, Boling Center for Developmental Disabilities - 901-448-6512 or Darlene Fredericks, Human Resources, UTHSC, 901-448-5608.



Upcoming Events

- AMCHP Annual Meeting and Conference, March 8-12, 2003, Arlington, VA. (LEND Directors' Meeting March 8-9).
- AUCD/ARC/AAMR Governmental Affairs Symposium, March 9-11, 2003, Washington, DC.
- AUCD Annual Meeting and Conference, November 9-12, 2003, Bethesda, MD.



Trainees' Corner

The Buzz from Beth

(Beth Bryant, PhD, is a post-doc fellow in Psychology at the Westchester Institute for Human Development in Valhalla, New York. She is also AUCD's first "virtual trainee," working on ways to increase trainee communication and involvement in the network.)



Greetings Trainees!

I have several bits of exciting news to share with you this time around.

The trainee listserv is live and ready for business! This will be a great way to get to know trainees from other programs, share our struggles and triumphs, and provide information about upcoming conferences, leadership opportunities, grant and employment information. We expect a very active forum, so join us! To subscribe, send an email to aucdtrainees-request@aucd.org. Include in the subject or body the command "subscribe." The list administrator will approve and add your address to the list of participants. If you have any difficulty, please feel free to email me directly at and I will sign you up myself! (bryantb@wcmc.com)

The Governmental Affairs Symposium is coming! It's in Washington, D.C. from March 9-11. We are arranging several activities especially for trainees, including a meet-and-greet reception early in the conference and a special session regarding policy and appropriations on the morning of our hill visits. We will be inviting hill staffers and perhaps a special guest or two in order to make this a very rich experience. For more information about the conference: http://www.aucd.org/meetings/seminar_program.htm. Trainees have had a great time at AUCD conferences this year! See elsewhere in this month's Trainees' Corner for a report of two trainees' experience at the AUCD annual conference.

Trainees are popping up all over AUCD, in some very influential places! I am happy to report that AUCD is emphasizing their commitment to including trainees at all levels. Most recently, this commitment has been shown by an invitation for trainee participation on the Diversity Work Group. We were very gratified by the response, as over a dozen trainees expressed their interest in this opportunity! We are pleased to announce that the trainee representation on the Diversity Work Group is Jenean Castillo from the Westchester Institute for Human Development. This will surely be a great leadership experience. Stay tuned, though...there will be more upcoming opportunities for trainee involvement at AUCD!

Trainee Highlights

Directors: If you have a trainee you'd like to highlight, please send us a brief description when we call for articles for the next LEND Links.

ANDREW MORRIS at the **Oregon Institute on Disability and Development (OIDD)** is a LEND trainee in Administration, working on an MPH degree in Health Administration and Policy at Portland State University. For the past several years Andrew has worked as a Committee Assistant at the Oregon State Legislature focusing on health policy issues, including disability services. Some of Andrew's LEND activities include coordinating the Oregon site for the AUCD three-session mini-course "From Research and Practice to Policy" and doing legislative research for administrators at OIDD on the Federal Nurse Reinvestment Act and the Oregon Medical Foods Bill for people with disabilities. Andrew is also involved on the program's Multi-Cultural Task Force, has conducted a patient satisfaction survey for one of the LEND developmental clinics, and has coordinated an inter-agency meeting with the OIDD, the Oregon DD Council and the Oregon Advocacy Center. Andrew's future aspirations are to work on Capitol Hill on health policy issues related to disabilities.

Dean Westwood, MSW, of the **Oregon LEND Program**, received the AUCD 2002 Young Professional Award this last November at the AUCD annual conference. The Young Professional Award is presented to individuals "who have demonstrated dedication and commitment to people with developmental disabilities and their families through their work as a bridge between the academic sector and the community." Dr. Gloria Krahn, former AUCD President and director of the Oregon Institute on Disability and Development (the Oregon UCEDD), presented Dean with this honor citing his ability and leadership in "helping shape attitudes and practices that reflect a strong partnership among advocates, professionals, young folks, and people with disabilities who are not yet strong self-advocates."
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Trainees' Corner (cont.)

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A year after completing his internship through the LEND training program in Social Work Administration, Dean was selected to join the Oregon Health & Science University faculty as the LEND Social Work Training Coordinator. In addition, he coordinates the Pathways to National Service Project within the OIDD, a program that promotes inclusive volunteerism in national service ventures throughout the Pacific Region.

Prior to becoming a LEND Trainee, Dean was already working with Dr. Laurie Powers to promote self-determination in people with developmental and other disabilities when he began his Social Work graduate program at Portland State University. Dean is now pursuing his doctoral degree in Social Work and continuing to work for the advancement of self-determination by people with disabilities. He is a sterling example of a LEND trainee who has rapidly moved into strong leadership roles.

Trainee Comments on the 2002 Annual Meeting

--submitted by Rebecca Carman and Maria Agorastou, Trainees, New Hampshire LEND

What a treat for us to have been able to attend the AUCD conference in October. We are trainees from the Maternal Child Health Leadership Education in Neurodevelopmental Disabilities program at the University of New Hampshire in Durham, NH. We are both finishing our last year in the masters program for social work. As trainees, we were able to participate in seminars to enhance our professional education. We participated and networked in the cultural diversity and philanthropy workshops to enhance and build upon our leadership skills. We gained further knowledge in the disability field by listening to panelists from the federal level to the consumer level. A highlight of our participation in the conference was meeting the new president of AUCD. Bob Bacon was a very personable and enthusiastic individual who was eager to meet and listen to trainees on their perspectives of the LEND program. We attended a trainee social, hosted by Dr. Bacon, where we met other trainees from across the country who had diverse educational disciplines. We were able to talk with each other to gain different perspectives of the program at their centers or universities. It was a great way to get connected with other trainees for future support and ideas to enhance the current trainee position. We hope more trainees will have the opportunity to attend future AUCD conferences. We have gained valuable knowledge in policy issues, enhanced our leadership building skills and were given the opportunity to network with many individuals at all levels in the professional field. It was a highlight of our training experience!



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