University of Idaho College of Education

University Center for Excellence in Developmental Disabilities (UCEDD)

A Model for Undergraduates

We have developed a 3-year interdisciplinary training curriculum interest in leadership, advocacy, and self-reflection. Using a variety of didactic, experiential, and self-directed activities, we scaffold the professional development and graduate preparedness of trainees/students interested in pursuing healthcare, education,

This program is two sided with a three-fold commitment for trainees/students and for the faculty/staff at our UCEDD.

or advocacy careers.



focused on the undergraduate population. The program is designed to demystify disability while fostering Students work scheduled hours Coordinator works closely with Center projects to identify opportunities for each trainee. Responsibilities for trainees differ between projects. Some responsibilities include:

> Faculty, staff and trainees WORK side by Side

Reception

Data entry

one project.

Customer service

Technical support

Peer-teaching in classrooms

Project directors and staff are encouraged to

include trainees in staff meetings and to help

trainees achieve their training goals. Position

assignments are two semester commitments.

Returning trainees are assigned to a different

project each academic year. This creates

a rotation that gives trainees the

opportunity to work with more than

Event planning

Because we have new and returning trainees every year, our faculty/staff schedule group trainings on a three-year curriculum cycle. Each academic year begins with an orientation to the UCEDD network, the State DD Network, and the Center's projects. This past year our interdisciplinary theme was advocacy and policy. Group trainings consisted of guest lectures and presentations from our Idaho Self-Advocacy Leadership Network, Idaho Council on Developmental Disabilities, Idaho Parents Unlimited, and a two-part presentation alongside UCEDD project faculty/staff on the history of and assume everyday project responsibilities; institutionalization likewise, UCEDD faculty/staff provide training in their areas of professional expertise. deinstitutionalization Each semester the Interdisciplinary Training movement.

Trainings Students

participate in six group trainings presented during the academic year.

KNOWLEDGE BASE National Developmental Disability Network (UCEDD) Statewide Developmental Disability Network Person First Language **SELF-ADVOCACY**

AutoMark voting machine training entations from the Idaho Self-Advocate Leadership Network (SALN) **KNOWLEDGE BASE** Policy in Idaho and how the DD Network works together Guest speakers form the Idaho Council on Developmental Disabilitie

HISTORY OF DISABILITIES Institutionalization and deinstitutionalization movements. Part I **FAMILIES**

> speaker from Idaho Parents Unlimited (IPUL) HISTORY OF DISABILITIES nstitutionalization and deinstitutionalization movements. Part II

KNOWLEDGE BASE National Developmental Disability Network Statewide Developmental Disability People First Language

KNOWLEDGE BASE Idaho UCEDD projects Trainee led presentations **KNOWLEDGE BASE** Follow the Idaho Licensure for Sign Language Interpreters Bill, HB 152

Follow the final Home and Community-Based

FAMILIES

Services regulations in Idaho **CULTURAL COMPETENCY** Fostering Parent and Professional Collaboration, guest

TRANSITION Participate in the annual Tools for Life

ear THREE

KNOWLEDGE BASE National Developmental Disability Network (UCEDD) PROFESSIONAL DEVELOPMENT Interview skills Resume building Personal reflection

Careers in the field of disabilities **SELF DETERMINATION AND ADVOCACY** Guest speakers from the Idaho Self-Advocate Leadership

Network (SALN)

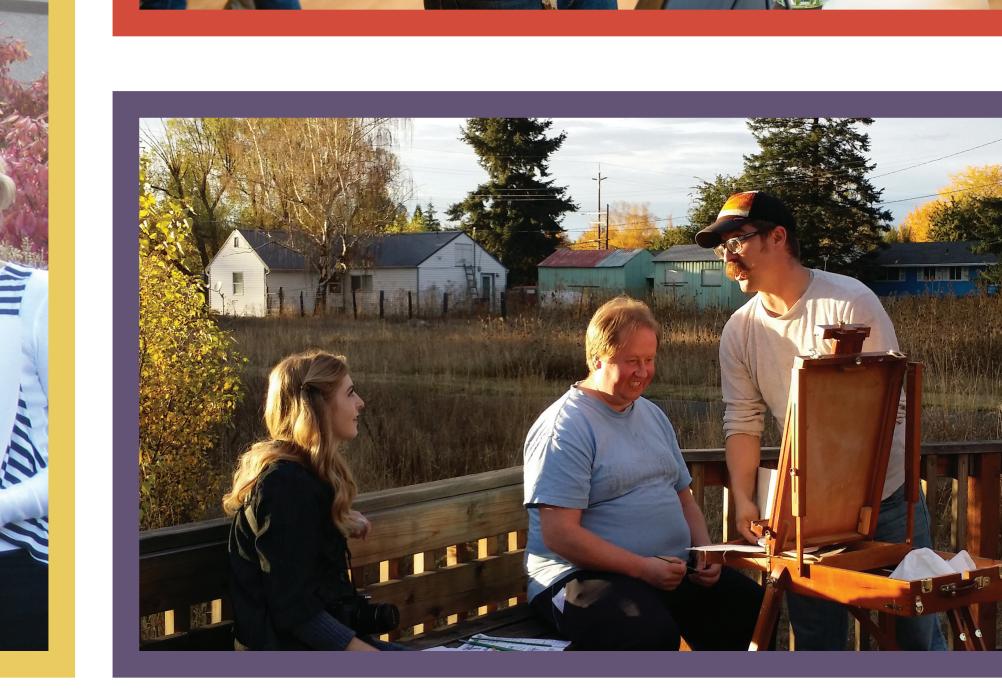
NEURODEVELOPMENTAL DISABILITIES ACQUIRED DISABILITIES



Outcome:

The faculty/staff at our Center are inspired by the creativity and ambition demonstrated by our trainees as evidenced by the leadership roles they have assumed in a variety of Center, local, and state activities. We have benefited from their willingness to learn, their energy, and their passion. Collectively, our faculty/staff functions as a support system for our students, who often are living hundreds or thousands of miles from their families. Moreover, fostered by the collaborative ethos of the Center, the students have become a support system for one another.





Training Plan Each trainee develops an individualized training plan with the Interdisciplinary Training

Coordinator based on their interests and longterm educational and professional plans.

Based on the goals and activities identified in the training plan, trainees log their hours of extracurricular activities or interdisciplinary professional development. These goal-oriented activities nurture a variety of both personally and professionally meaningful experiences for each trainee.

Why do we do this?

Our Center's vision is to "build a future in which everyone, including people with developmental and other disabilities, has a meaningful opportunity to live, learn, work, and play in their communities." This can only occur if our Centers take an active role in shaping future leaders by infusing this vision across all learning environments and disciplines.

Gwen E. Mitchell, Ph.D. and Olivia Lebens, B.A.