

## DEFINITIONS

**Short-Term Trainees (STT):** Trainees with less than 40 contact hours in the current reporting year.

**Medium-Term Trainees (MTT):** Trainees with 40-299 contact hours in the current reporting year.

**Continuing Education (CE) Participants:** Practicing MCH professionals who engage in a seminar or course for continuing professional development. Participation may provide continuing education credits but does not result in a formal degree or certificate.

## ADDITIONAL RESOURCES

- LEND-Specific Performance Measures Assignments
- Webinar Archive: Performance Measures Update
- Former Trainee Follow-up Survey
- Performance Measure tip sheets:
  - Short, Medium, and Long-Term Trainee Forms
  - Training 04
  - Training 05
  - Long-Term Trainee Follow-up Measures

# Leadership Education in Neurodevelopmental and Related Disabilities (LEND) Program: Short, Medium-Term Trainees and Continuing Education Participants

## Frequently Asked Questions:

### **Q: How are short-term trainees (STT) different from continuing education (CE) participants?**

A: STTs are engaged in didactic or practical experiences through an MCH Training Program, as part of a formal course of study. CE participants are practicing MCH professionals who engage in a seminar or course for continuing professional development. CE participants are not enrolled in a formal degree or certificate program but may receive CE credits.

### **Q: Can you provide examples of CE participants?**

A: Practicing professionals, families, self-advocates, and community members participated in a webinar series on evidence-based practices in autism diagnosis developed by a LEND program. The webinar qualified for CE credits for community health workers.

A: Community stakeholders and practicing professionals participated in a free-to-the-public training event on evidence-based Pivotal Response Training created by a LEND program.

### **Q: Can you provide examples of Short-Term Trainees?**

A: A faculty member delivered LEND content (less than 40 hours) on neurodevelopmental disabilities (NDD) topics and interdisciplinary practice to health professions students enrolled in different degree-granting programs, including medicine and neuroscience. Medical students received instruction about NDD in a 3 hour session, and neuroscience graduate students received training about the genetics of autism in a one hour lecture within one of their neuroscience seminar courses.

A: Students from various disciplines, and across university courses and lectures, participated in autism spectrum disorder/developmental disability (ASD/DD) content training in five interactive sessions (totaling less than 40 hours).

### **Q: Can you provide examples of Medium-Term Trainees?**

A: A LEND program offered a 40 hour training option for developmental-behavioral pediatrics residents who were interested in gaining additional experience working with interdisciplinary teams and families affected by neurodevelopmental disabilities, in addition to their formal course of study. Training included 12 hours of LEND didactic learning, 24 hours of clinical, community, and school-based experiences, and 4 hours of family-centered experience.

A: A mini-fellowship was developed for four community physicians to learn how to screen for ASD using the STAT-MD. This training experience involved 10 weeks of half-day training sessions (approximately 200 hours) with an experienced provider.

Additional resources available at: [https://mchb.hrsa.gov/training/reporting\\_performance.asp](https://mchb.hrsa.gov/training/reporting_performance.asp)