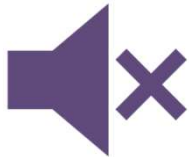# NTDC Presents:

Recruiting and Supporting Diverse Trainees

March 8th, 2024

AUCD
ASSOCIATION OF UNIVERSITY CENTERS ON DISABILITIES
THE LEADERSHIP, EDUCATION, ADVOCACY & RESEARCH NETWORK

- Ensure your name is displayed correctly in the participant list. You may also include program/org and preferred pronouns.
  - Hover over your name in the "Participants" box and select "Rename"
- Please remain muted unless speaking and state your name prior to speaking.
- If you need tech or accommodation support, please email itac@aucd.org.
- Today's session is being recorded and will be archived.
- Use chat box to introduce yourself (Name, Program, Role).

Welcome and Updates from NTDC Leadership

Utah Regional LEND

South Carolina LEND

Georgetown LEND

Breakout Room Discissions

Closing and Evaluation

Welcome and Updates from National Training Director's Council (NTDC) Leadership

Jenean Castillo, PhD – Chair of NTDC

Laura Carpenter, PhD – Vice Chair of NTDC

Laura Rodríguez López, Ed.D. – Secretary

NTDC: Get Involved

- 2023 Accomplishments:
    - Survey completion to identify priorities

    - Completed 3 workshop trainings:
        - Recruitment and role of Self-Advocate faculty in training programs
        - Incorporating Universal Design for Learning and Accessibility into training programs
        - Mentorship and engagement of emerging leaders

    - Recruitment and onboarding of our trainee council representative (CTR):
        - Carly Hyde, UCLEND

NTDC: Get Involved

- 2024 Priorities:
  - Provide three workshop trainings:
    - March 2024 - Recruitment of Diverse Trainees
    - Jun 2024 – Topic, presenters TBD
    - August 2024 – Topic, presenters TBD
  - Update training directors' guide
    - Will identify a sub-committee
    - Will partner with ITAC
  - Ongoing support of CTR and identified project plan:
    - Survey on supporting non-traditional trainees, including those with limited time, from marginalized groups, family trainees, and undergraduate trainees.

NTDC: Get Involved

- Who should join?
  - Training directors and/or training coordinators across the network.
- Why?
  - Serve as a focus and forum for the identification and discussion of issues related to preservice and in-service interdisciplinary training

  - Function as a representative voice of preservice interdisciplinary training interests and concerns within the AUCD network

  - Influence the development and implementation of national training policies and initiatives

  - Share best practices and exemplary resources developed and used by UCEDDs and LENDs across the nation.
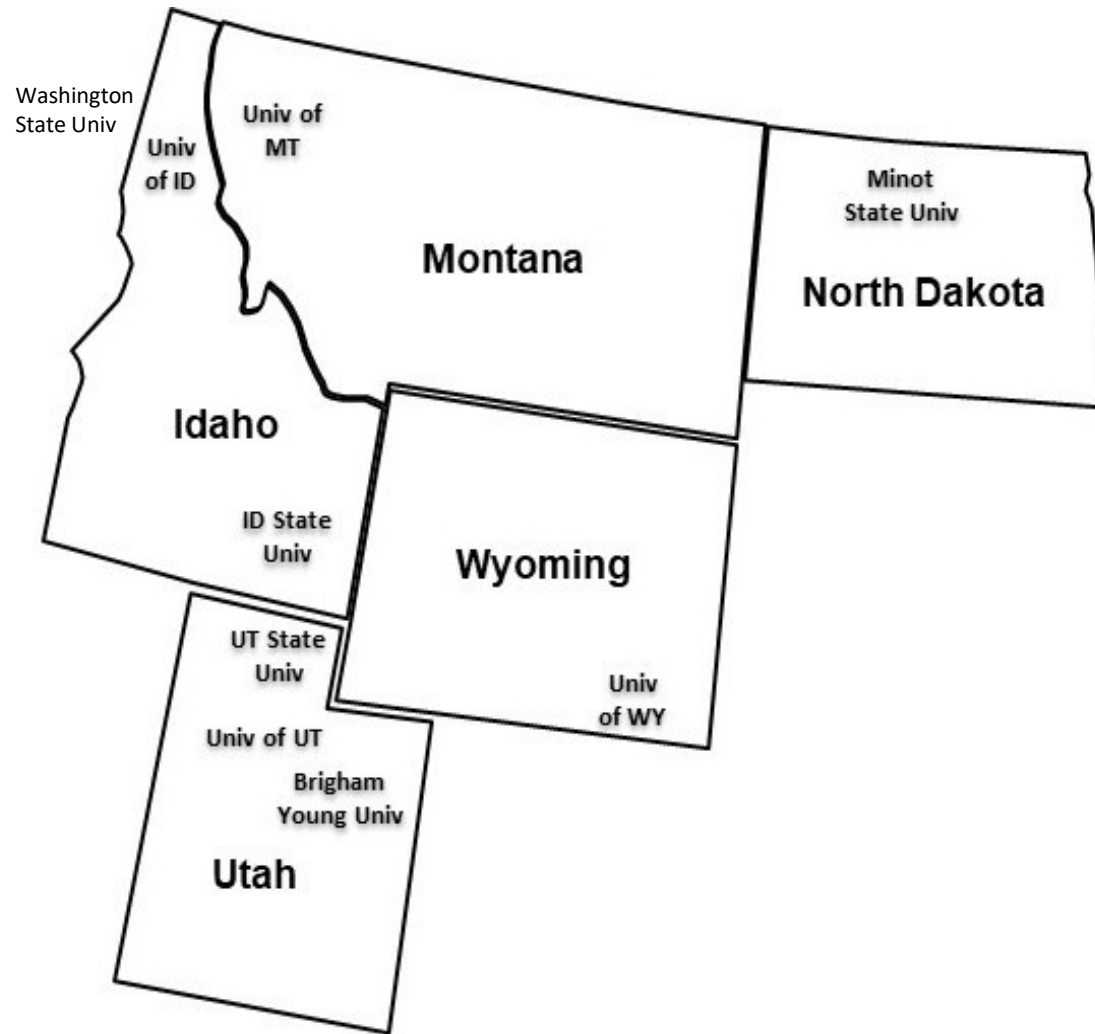- How?
  - Contact: Jackie Czyzia; jczyzia@AUCD.ORG

Utah Regional LEND

Gretchen Peacock, PhD
URLEND Co-Director, Psychology Faculty

Washington
State Univ

Univ
of ID

Univ of
MT

Montana

Minot
State Univ

North Dakota

Idaho

ID State
Univ

Wyoming

UT State
Univ

Univ
of WY

Univ of UT

Brigham
Young Univ

Utah

Structure of Program

- Didactic seminars
  - 100% Zoom
  - Allows attendance from anywhere in our partner states
- Clinical activities
  - Mix of telehealth and in-person
  - Travel funds provided for trainees from ID, MT, ND, and WY to visit clinics in UT
- Leadership activities
  - Primarily conducted via distance technology; some in-person
- Faculty in all states who can mentor trainees at local-level

Types of Long-Term trainees

- Graduate students at partner universities
- Professionals practicing in the local communities
- Parents / Self-Advocates in local communities and partner universities
- Interns / Residents in partner programs
- Special arrangements
  - University of Idaho PhD students
  - U of U Pediatric PT Resident
  - Primary Children's Hospital Pediatric Dentistry residents

Who does recruitment?

- Core faculty / state liaison faculty
  - Each partner site has at least one core URLEND faculty member
  - Outreach to training programs, UCEDD employees, community members, etc.
  - Engagement with University disability resource offices

Challenges

- Limited graduate programs in some disciplines
  - e.g., U of U has only Genetic Counseling program
- Time / Workload
  - URLEND generally done "on top of" other program requirements or work duties
- Timely recruitment of trainees
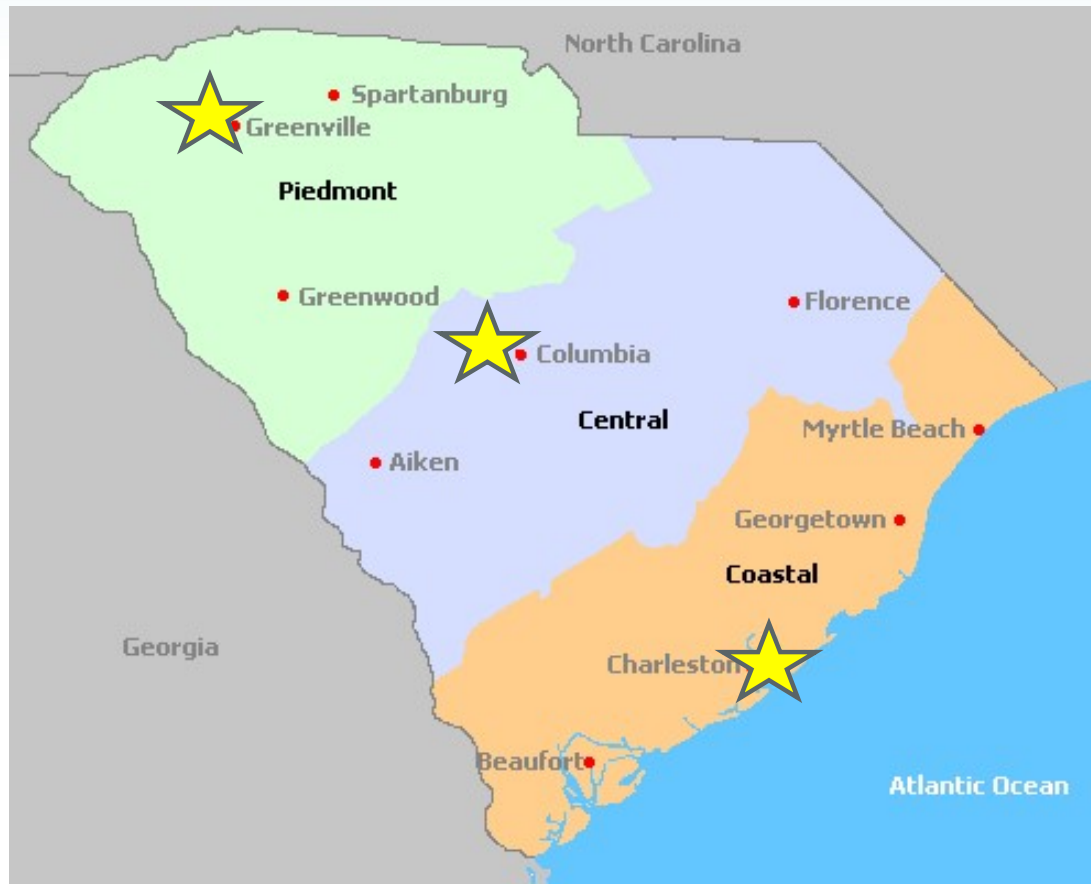 - Seems to happen at the last minute

South Carolina LEND

Laura Carpenter, PhD

Professor of Pediatrics and Psychiatry

SC LEND Training Director

# SC LEND includes trainees and faculty from 3 sites across the state of SC

SC LEND includes trainees and faculty from 3 sites across the state of SC

▸ **MUSC located in Charleston**
  - ▸ Director, Training Director and Program Coordinator
  - ▸ **Faculty**: psychology, DBP, PT, OT, Nursing, Dentistry, Social work

▸ **USC located in Columbia**
  - ▸ Associate Director and Associate Training Director
  - ▸ **Faculty**: psychology, genetic counseling, Family, Speech Language Pathology, Social Work, ABA, Special Education

▸ **Prisma Upstate located in Greenville**
  - ▸ Associate Director and Associate Training Director
  - ▸ **Faculty**: psychology, DBP

Areas of success
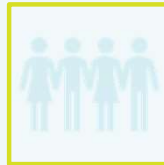
Recruitment of trainees from diverse disciplines and locations

Recruitment of advanced long-term trainees

Successful Recruitment of Trainees from Diverse Disciplines using Dedicated Trainee Spots

Type of Trainee Spot	Discipline	Site
Fixed	Psychology Post Doc (2)	MUSC/Prisma
	DBP Fellow (2)	MUSC/Prisma
	Social Work	MUSC
	Speech Language Pathology (2)	USC
Flexible within discipline (application required)	Occupational Therapy (2)	MUSC
	Physical Therapy (2)	MUSC
	Psychology (2)	MUSC/USC
	Nursing	MUSC
	Genetic Counseling (3)	USC
	Social Work	USC
	Psychology	USC
	Family	Any site
	Self-Advocate	Any site
Open	Any discipline (7)	Any Site

Successful Recruitment of Trainees from Diverse Disciplines

Only required a dedicated FM/SA trainee in past two years; all prior years had dual discipline trainees (e.g. MD & Self-Advocate)

Discipline	All Years
Psychology	29 (17%)
Physical Therapy	23 (13%)
Other	22 (13%)
Occupational Therapy	18 (10%)
Social Work	18 (10%)
Genetic Counseling	15 (9%)
MD Pediatrics	14 (8%)
SLP	11 (6%)
Nursing	9 (5%)
Education/ Special Ed	4 (2%)
Health Administration	4 (2%)
Dentistry	3 (2%)
Family Member*	2 (1%)
Self-Advocate*	2 (1%)
Total	**174**

Advanced Long-Term Trainees

Outstanding trainees from our own program (3)

LEND graduates from other programs who are admitted to one of our fixed trainee spots (1)

Advanced LTT Training Plan (1)

Required:

☐ Three Mentor Meetings

☐ Two LPQI Trainee Surveys (T1 & T3) & SC LEND Competencies (Pre- and Post-LEND)

Basic SC LEND Activity options: (for trainees coming from other LEND programs only)

☐ Online E-Orientation Modules

☐ SC LEND Orientation (in person).

☐ Interprofessional Study of ASD/DD 1 & 2 (online 2 semester course)

☐ Clinical Observations: Minimum of 5 (virtual and live options)

☐ Community networking: Attend at least 2 community network meetings

☐ Family Mentorship Project

☐ SC LEND Leadership Seminars (October, January, and February)

musc
Children's Health
Medical University of South Carolina

Changing What's Possible | MUSCkids.org ›

Advanced LTT Training Plan (2)

☐ Leadership/Research/ Advocacy Project with presentation at SC LEND Year-End Leadership Conference

☐ Attend *Nurturing Developing Minds* Conference (full day LEND-sponsored conference)

☐ Attend an AUCD-sponsored meeting or training

☐ Teaching Assistant for Interprofessional Study of ASD/DD 1 & 2

☐ Teaching Assistant for Orientation and Leadership

☐ Develop and record an AHEC outreach lecture.

☐ Participate/Observe in an interdisciplinary clinic. This must be a clinical experience that would not otherwise be part of your training program if it were not for support from SC LEND.

☐ Serve as a mentor in the SC LEND Undergraduate Pipeline program

☐ Other : _____

Advanced Long Term Trainee Logistics

‣ Approx. 1 every 2 years (FY18, FY21, FY 22, FY24)

‣ Receive the same stipend as our other LTTs

‣ Reporting

  ‣ Report activities in NIRS throughout their training and beyond

  ‣ Prior SC LTTs

    ‣ Do count in our narrative, but not towards total # required for funding level

    ‣ Participate in the post-LEND survey from their first LEND year

  ‣ LTTs from other LENDs DO count as SC LTTs

END

Recruiting and Supporting LEND Trainees with Diverse Lived Experiences

GULEND

&

Creating a Diverse and Inclusive Learning Community

Georgetown University LEND

Ellen Nedrow Sullivan

March 8, 2024

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CENTER FOR CHILD AND HUMAN DEVELOPMENT

GULEND & Creating a Diverse and Inclusive Learning Community

How we started:

Diverse staff, faculty, and speakers

- By valuing, respecting, and supporting professionals and experts who bring a diversity of experiences, identities, and disciplines to our LEND; we began to create and support a diverse and inclusive learning community

- This can only come from genuine, long term relationships with community members and people involved in "on the ground" efforts (ex. different community groups in DC such as the Ethiopian and Eritrean communities and the deaf community at Gallaudet University)

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GULEND & Creating a Diverse and Inclusive Learning Community

Where we are now:

Strengthening our Learning Community through Recruiting and Supporting
Trainees with Diverse Lived Experiences - Foundation

- Four class sessions of orientation focused on disability history and policy; our LEND and UCEDD values, foundations, and history; and our academic year curriculum and class practices

  - Equal value of all the seats at the table - importance of valuing those who have felt unvalued or who have not realized their value in other spaces

  - Intentional setting of Learning Community Communication Norms and Expectations and circling back to them throughout the year or as needed

  - Listening sessions with affinity pairings and with mixed pairings to facilitate learning and processing, while not expecting individuals to be "representatives" who will process with or for you

Strengthening our Learning Community through Recruiting and Supporting Trainees with Diverse Lived Experiences - Curriculum

- Focus throughout the academic year on how the contexts and history of disability, Cultural and Linguistic competence, and learning to recognize and grow our leadership will guide us as we learn about disability; services, systems, & supports; and all of the individuals and groups involved in the disability community

  - Share and value our stories and experiences - find your "why" and your strengths

  - Include and promote the expertise of our greater communities by valuing the many "hats" that our community members and professional experts wear

- Do this learning together and from a shared starting point with guided readings and discussions

  - Provide "plain-er language + greater context" materials to increase shared knowledge

- Welcome and prepare for hard discussions by introducing listening sessions and learning community communication expectations and norms early and using them regularly

  - View disagreements as inflection points and take the time to reflect and process

  - Our trainees will encounter difficult situations and disagreements out in the world both personally and professionally; LEND can help trainees become more comfortable with navigating them especially in interdisciplinary situations

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Examples from GULEND

GULEND embraces these conceptual frameworks, practices, and values as fundamental to all its activities.

Our Foundation

cultural competence

linguistic competence

life course

self-determination

person-centered

family-centered

inclusion

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LEND
CENTER FOR CHILD AND HUMAN DEVELOPMENT

GULEND Learning Objectives & Approaches

Embedding Cultural & Linguistic competence in work

Advancing Equity & Inclusion

Learning how to lead from where you are in our local systems of care for persons with disabilities and their families

Strengthening comprehensive services and supports across the lifespan

Increasing capacities to function on interdisciplinary teams that meet the interests and complex needs of persons with autism and related disabilities, their families & providers who care for them

Promoting Person-, family-centered & trauma-informed care

Understanding how to build the foundation for self determination and supported decision-making from the earliest years

Meaningfully incorporating lived experiences of disabilities

Building & sustaining a vibrant learning community grounded in psychological safety

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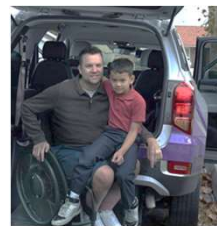
GULEND Key Components

Classroom Experiences

Experiential Learning

Interdisciplinary Teaming Experiences

Advising

Applied Research

Mentorship for Equity*

Partnership with Children's National LEND & Shared Experiences

Early Childhood Partnership Shared Learning Opportunities*

*Optional program components that are strongly encouraged

2024 LEND Lived Experience Summit

Navigating Dynamics Between Self-Advocates and

Non-Disabled Family Members:

Research and Curricular Innovation

Tuesday March 5, 2024
4:25-5:05 PM Eastern US Time

Andy Lopez Arias, , Maya B. Coleman,
Libbie S. Rifkin, & Pamala A. Trivedi
and collaborating faculty: Lydia X. Z. Brown

University Center for Excellence
in Developmental Disabilities

GEORGETOWN UNIVERSITY CENTER FOR CHILD AND HUMAN DEVELOPMENT

Community Building & Norms

- Intentional, research-informed structure for learning that anticipates and is responsive to the potential conflicts between members of our community

- Informed by a systemic understanding of differential effects of ableism

- Committed to disability justice principles of intersectionality and "leadership of those most impacted."

- Incorporates wisdom from neurodivergent community practices

- Employs multiple self-reflective practice tools: "Listening Exchanges*" "River of Life" & Leadership Modules

*developed by Hand in Hand Parenting (also known as Listening Partnerships).

Reflective Practice Opportunity

Listening Exchanges

1) Split time equally, use a timer
2) Take turns listening and being listened to
3) Simply listen and communicate warmth mostly non-verbally
4) Avoid interrupting, asking questions, giving advice, sharing own thoughts, reflecting
5) Can talk about anything; encouraged to notice/have/express emotions
6) Everything shared is confidential and not referred to, even to the person who shared

Reflective Practice Progression

Progression of "Topics"

1) Access Practice – diverse communication channels; equal time
2) Trauma-Informed Practice
3) Self-Reflective Practice
4) Equity Practice – within/across affinity groups; heal from the impact of systemic oppression
5) Leadership Practice - telling your story

Reflection: A Definition (1)

'*Reflection is an important human activity in which people recapture their experience, think about it, mull over & evaluate it. It is this working with experience that is important in learning*'.

Boud, D., Keogh, R. & Walker, D. (1985) p 43 *Reflection: Turning Experience into Learning*. London: Kogan Page.

Reflective Practice Opportunity

River of Life Exercise in the context of GULEND Leadership for Cultural and Linguistic Competence

Our Foundation:

Conceptual Frameworks, Practices, and Values that Underpin ...

Tawara D. Goode
Equity & Cultural and Linguistic Competence Director
September 8, 2023

Culture

Culture is akin to being the person observed through a one-way mirror; everything we see is from our own perspective.

It is only when we join the observed

on the other side that it is possible to see ourselves and others clearly – but getting to the other side of the glass presents many challenges.

(Lynch & Hanson 1992 Developing Cross Cultural Competence)

INCLUSION: THREE CONCEPTUALIZATIONS, THREE DIFFERENT YET RELATED MEANINGS

DIVERSITY LITERATURE

Inclusion is the degree to which employees perceive that they are esteemed members of the work group through experiencing treatment that satisfies their needs for belongingness and uniqueness.

Shore et al., (2011) https://business.sdsu.edu/_resources/files/iido/JOM-Inclusiveness-3.pdf

Inclusion is the achievement of a work environment in which all individuals are treated fairly and respectfully, have equal access to opportunities and resources, and can contribute fully to the organization's success.

Society for Human Resource Management
http://www.talentintelligence.com/blog/bid/377611/inclusion-and-the-benefits-of-diversity-in-the-workplace

INCLUSION: THERE CONCEPTUALIZATIONS, THREE DIFFERENT YET RELATED MEANINGS

LGBTQIA+ LITERATURE

Inclusion means that every person has access to opportunities (including the capabilities to do and be as one chooses) and is able to make choices that lead to outcomes consistent with human dignity. LGBTQIA+ inclusion is created by the degree to which all of a given individual's identities are welcomed and respected.

Discussion Paper: Measuring LBGTI Inclusion. United Nations (2016)
https://globalphilanthropyproject.org/wp-content/uploads/2016/11/Measuring-LGBTI-Inclusion-Research-Paper-July-5-submitted-for-Montevide....pdf

INCLUSION: THREE CONCEPTUALIZATIONS, THREE DIFFERENT YET RELATED MEANINGS

DISABILITY LITERATURE

▪ Getting fair treatment from others (nondiscrimination);

▪ Making products, communications, and the physical environment more usable by as many people as possible (universal design);

▪ Modifying items, procedures, or systems to enable a person with a disability to use them to the maximum extent possible (reasonable accommodations); and

▪ Eliminating the belief that people with disabilities are unhealthy or less capable of doing things (stigma, stereotypes).

...wn University National Center for Cultural Competence

Another Take on Inclusion

Inclusion typically means inviting those who have been historically locked out to "come in."

- Who has the authority or right to "invite" others in?
- How did the "inviters" get in?
- Who is doing the excluding?

It is our responsibility as a society to remove all barriers which uphold exclusion since none of us have the authority to "invite" others "in."

Inclusion is recognizing our universal "oneness" and interdependence. Inclusion is recognizing that we are "one" even though we are not the "same."

Data source: Adapted from http://www.inclusion.com/inclusion.html

GULEND & Creating a Diverse and Inclusive Learning Community

Work to be done:

Strengthening our Learning Community through Recruiting and Supporting
Trainees with Diverse Lived Experiences - Greater Accessibility, Diversity, and Inclusion

- Identify, plan and budget for, and do:
  - Training, material creation, and community guided systemic change to support greater diversity in our staff, faculty, speakers, and trainees

  - Expand recruitment through using a greater variety of communication mediums and social media platforms

  - Increase direct outreach to potential trainees through our long term community partners and the lived experiences of our own LEND community members

Please see the next two slides for copyright and use information for the slides and information from the Georgetown Center for Cultural Competence, Georgetown University Center for Excellence in Developmental Disabilities, and the Georgetown University Leadership Education in Neurodevelopmental and Related Disabilities . The slides used today are part of two larger presentations and should be considered as partial examples of the original presentation.

Please contact Ellen Sullivan at the Georgetown University LEND to obtain permission to use any other slides or information in this presentation. Ellen Sullivan can be reached at bes112@georgetown.edu.

Special thanks to the members of the GULEND Curriculum Committee and to the GULEND faculty, staff, and trainees for creating our learning community.

CONTACT US

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http://nccc.georgetown.edu
cultural@georgetown.edu

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University Center
for Excellence in
Developmental Disabilities
GEORGETOWN UNIVERSITY CENTER FOR
CHILD AND HUMAN DEVELOPMENT

https://ucedd.georgetown.edu
ucedd@georgetown.edu

Thank You!

Please share feedback on today's sessions.

https://www.surveymonkey.com/r/ITACEvents
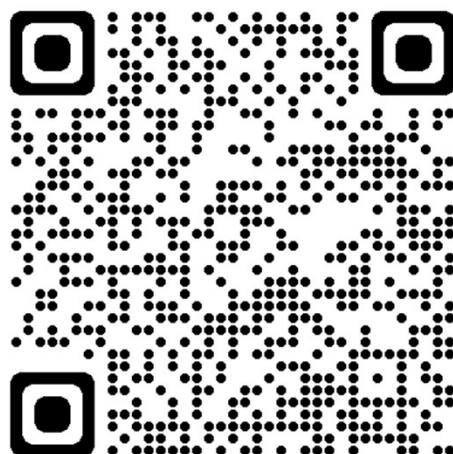
Full Team Email: itac@aucd.org