

Trainee Evaluation

Multiple Choice Questions 1-10 of 14

July 2005

This survey was created by members of the National Training Directors Council Trainee Linkage Workgroup, AUCD staff and the AUCD Virtual Trainee to evaluate trainee involvement in the national network of AUCD affiliated programs. Directors and Training Directors encouraged trainees to participate in the final weeks of their traineeship. The survey was accessed through AUCD's website and 295 trainees responded in May and June of 2005.

If you would like to discuss the format of the survey or questions, contact NTDC member and Trainee Linkage Workgroup Chair David Deere at deereglend@uams.edu; if you would like to discuss other aspects of this report, contact AUCD MCHB TA Coordinator Crystal Pariseau at cpariseau@aucd.org.



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Summary

The following survey summary was compiled from the responses of 295 people who were trainees in LEND or UCEDD programs during the 2004-2005 academic year. This represents approximately 7% of the total number of LEND and UCEDD trainees in this academic year. The goal of this survey was to determine the effectiveness of existing network linkage activities for trainees. Network linkage activities are designed to increase trainees' awareness regarding the potential for cross program collaboration, knowledge of activities taking place at other LEND and UCEDD programs and to foster a sense of community among trainees nationwide. Network linkage activities include the AUCD-sponsored listserv, message board, newsletter, national meetings of LEND and UCEDD trainees and/or faculty, webcasts and cross-program collaboration opportunities. Additionally, trainees were asked to comment on their overall training experience, to cite favorite significant activities during the year, and to make suggestions for future network linkage activities¹.

Responses indicate² that a majority of trainees surveyed did not participate in network activities available. Two main barriers were cited as the reasons for not participating: (1) a lack of awareness of the opportunities and tools and (2) a lack of time, attributed to both general coursework and other training requirements.

Of the responding trainees who took advantage of the activities, a majority felt they were helpful in linking the trainee to the larger network. The activities cited by survey respondents as most helpful in connecting the trainee to the larger network were (1) the LENDLinks newsletter (38.7%), (2) the AUCD webpage (36.8) and (3) webcasts (32.8%) and (3) collaborations with trainees at other programs (32.8%). The activities cited as least helpful were (1) the Trainee Listserv (13.2%) and (2) the Trainee Message Board (9.8%).

From responses in this survey, we are able to determine areas of improvement necessary to increase communication and training opportunities not only among trainees but also among network groups and trainees. The results of this survey may be of interest to many areas in the AUCD network and are being shared with members of multiple councils as well as the AUCD Board of Directors.

¹ This information is contained in a separate report. To obtain this report, contact Crystal Pariseau at cpariseau@aucd.org.

² The responses in this report were sorted by AUCD staff with input from the NTDC Trainee Linkage Workgroup. To see the original unsorted responses, please contact Crystal Pariseau at cpariseau@aucd.org.

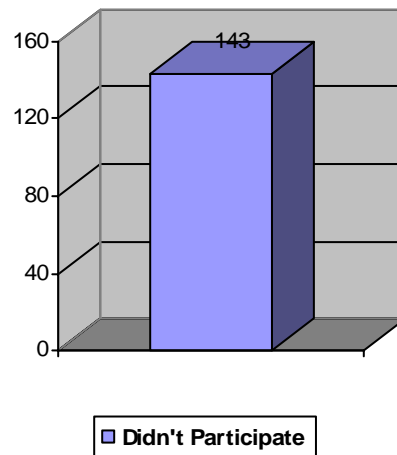
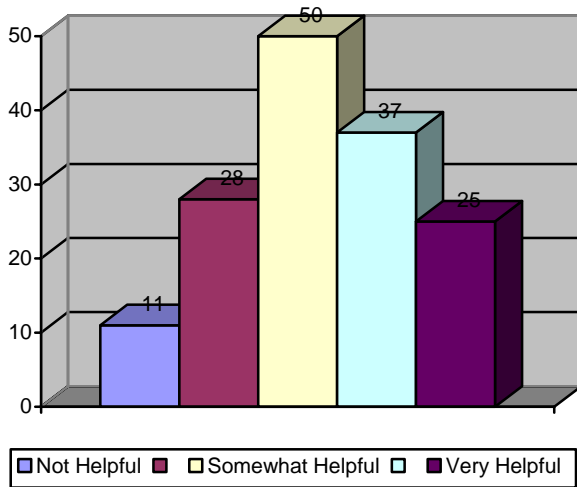
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Congratulations, trainees, as many of you near the end of your traineeship with your University Center or LEND program! We hope this has been a rich experience that has contributed to your professional development. The National Training Directors' Council would like to enhance the experience for future trainees and asks you to take a few minutes to give us feedback on your experience of activities that helped you connect with the larger network of of training programs and the value of that experience.

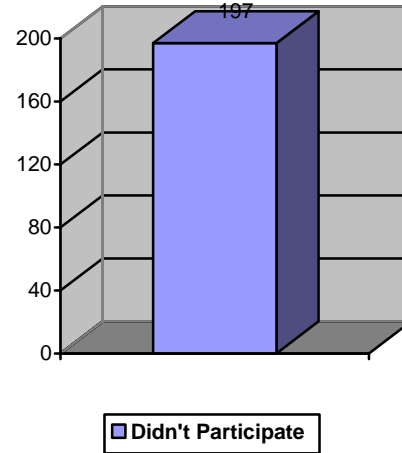
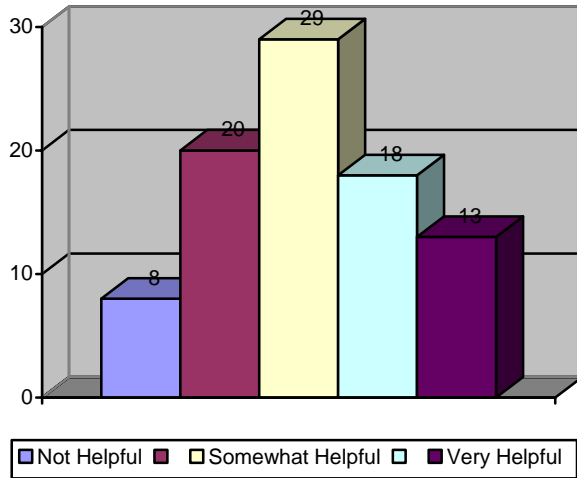
Please rate each of the activities for their value in connecting you to the larger AUCD network.

1. Trainee Listserv



Answer	Count	Percentage of whole (291)	Percentage of participants (151)
Not Helpful	11	3.7%	7.3%
Somewhat Helpful	28	9.5%	18.5%
Very Helpful	37	12.6%	24.5%
Didn't participate	140	48.6%	---

2. Trainee Message Board

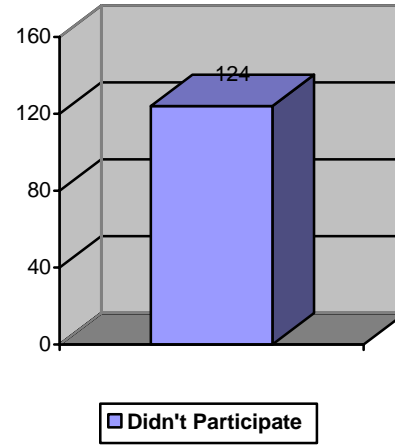
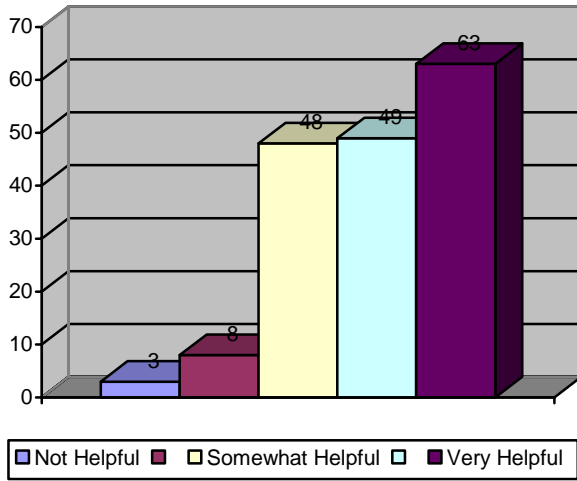


Answer	Count	Percentage of whole (285)	Percentage of participants (88)
Not Helpful	8	2.8%	9.1%
Somewhat Helpful	20	7.0%	22.7%
Very Helpful	13	4.6%	14.8%
Didn't participate	197	69.1%	---

If you did not participate, what kept you from participating?

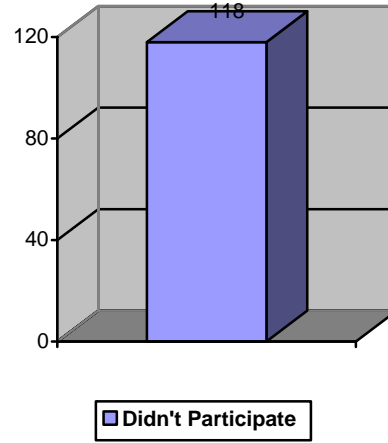
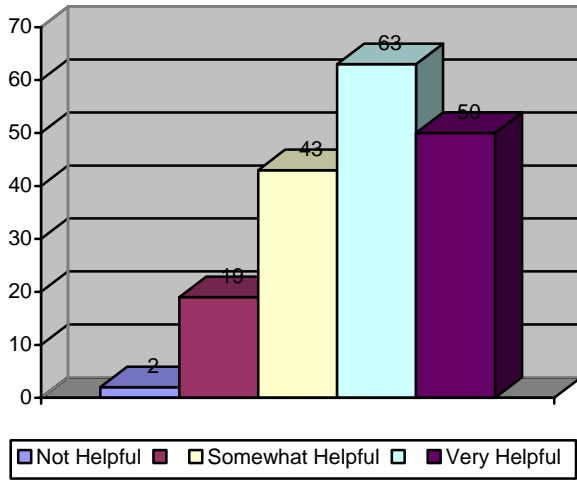
Answer	Count	Percent
(Sample Answering)	158	55.4%
Didn't know about it	66	41.7%
Lack of time	54	34.2%
Not interested/saw no need/didn't understand benefits	14	8.9%
Computer challenges	7	4.4%
Didn't have access	3	1.9%
Too much traffic	5	3.2%
Participated in other MBoard	3	1.9%
Misc	6	3.8%

3. AUCD Webpage



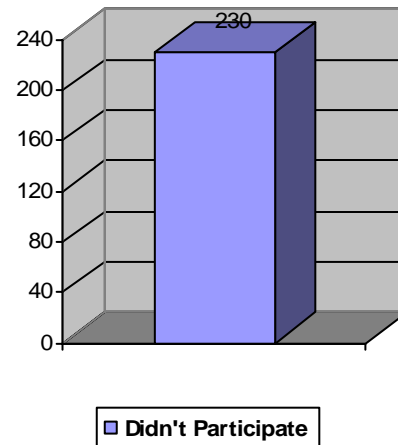
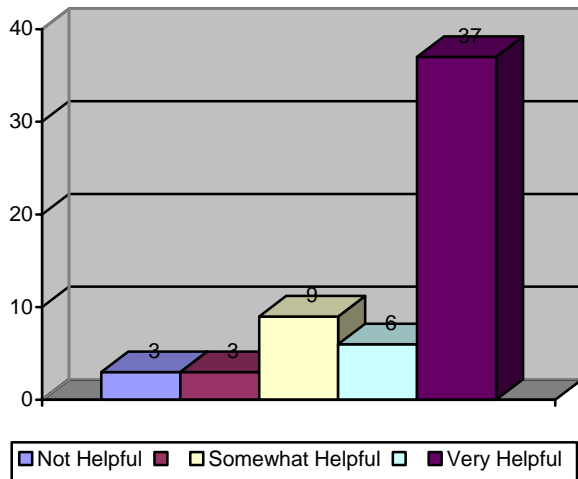
Answer	Count	Percentage of whole (295)	Percentage of participants (171)
Not Helpful	3	1.0%	1.8%
Somewhat Helpful	48	16.3%	28.0%
Very Helpful	63	21.4%	36.8%
Didn't participate	124	42.0%	---

4. LEND Links



Answer	Count	Percentage of whole (292)	Percentage of participants (174)
Not Helpful	2	0.7%	1.1%
Somewhat Helpful	43	14.7%	24.7%
Very Helpful	50	17.1%	28.7%
Didn't participate	118	40.4%	---

5. National Meeting

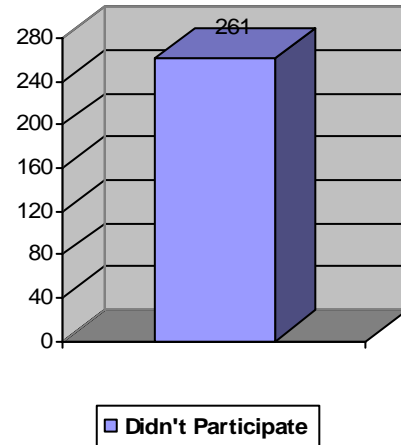
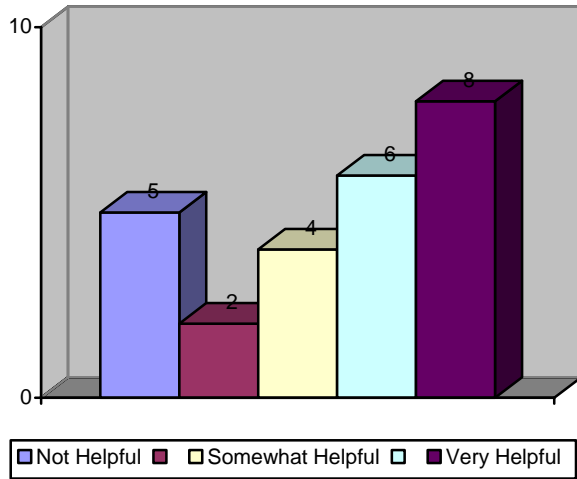


Answer	Count	Percentage of whole (288)	Percentage of participants (58)
Not Helpful	3	1.0%	5.2%
Somewhat Helpful	9	3.1%	15.5%
Very Helpful	37	12.8%	63.8%
Didn't participate	230	79.9%	---

Please indicate which National Meeting(s):

Item	Count	Percent
(Sample Answering)	67	23.3%
(didn't attend)	23	34.3%
(sample answering-attended)	44	65.7%
Policy Seminar	25	56.8%
AUCD Annual Meeting	14	31.8%
Discipline-FamFac	1	2.3%
Discipline-Audiology	1	2.3%
Misc	3	6.8%

6. Regional Meeting

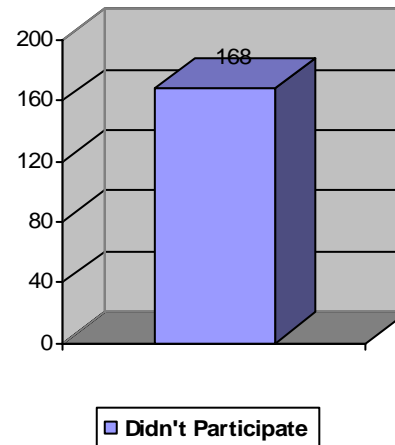
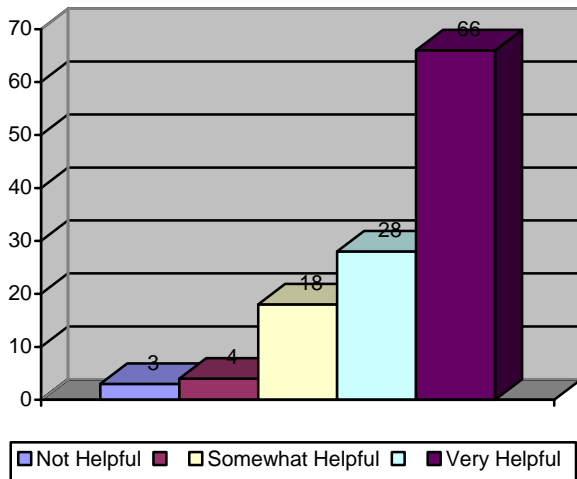


Answer	Count	Percentage of whole (286)	Percentage of participants (25)
Not Helpful	5	1.7%	20.0%
	2	0.7%	8.0%
Somewhat Helpful	4	1.4%	16.0%
	6	2.1%	24.0%
Very Helpful	8	2.8%	32.0%
Didn't participate	261	91.3%	---

Please indicate which Regional Meeting(s):

Answer	Count	Percent
(Sample Answering)	36	12.6%
(did not attend)	24	66.6%
(Sample Answering-attended)	11	30.5%
PacRim	3	27.3%
Other	9	81.8%

7. Webcast, teleconference or class

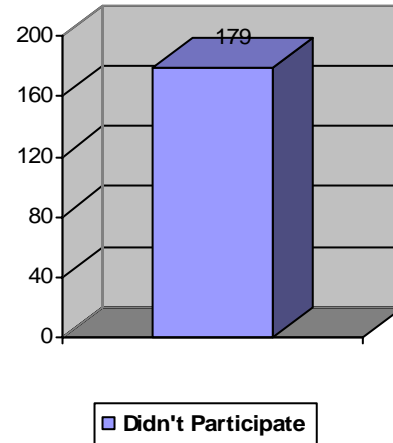
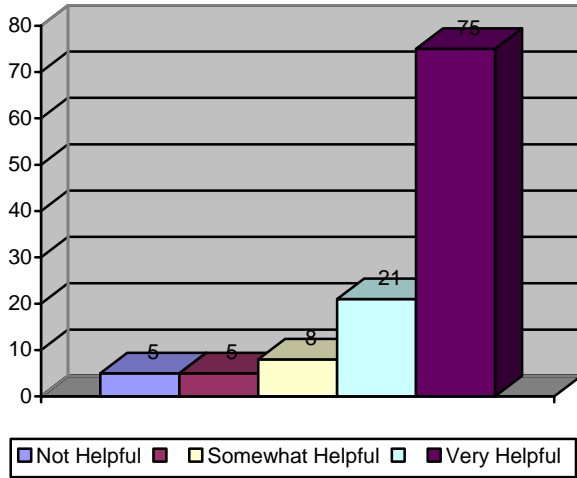


Answer	Count	Percentage of whole (287)	Percentage of participants (119)
Not Helpful	3	1.0%	2.5%
	4	1.4%	3.4%
Somewhat Helpful	18	6.3%	15.1%
	28	9.8%	23.5%
Very Helpful	66	23.0%	55.5%
Didn't participate	168	58.5%	---

Please indicate which webcast, teleconference or class:

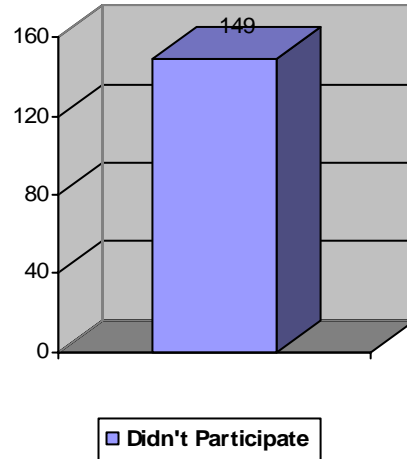
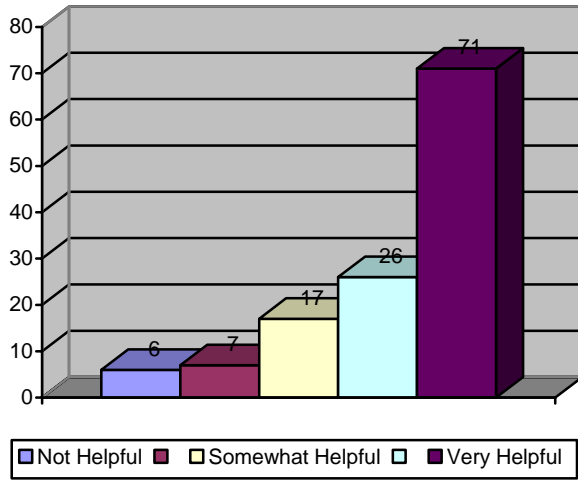
Answer	Count	Percent
(Sample Answering)	73	25.4%
(didn't attend)	17	23.3%
(sample answering-attended)	56	76.7%
Regular Classes	19	33.9%
IDEA	6	10.7%
CSHCN by AUCD	2	3.6%
MCHB webcasts	1	1.8%
LENDLinks teleconferences	5	8.9%
Other	23	41.1%

8. Collaborated on a project/study with a trainee or faculty member from another program



Answer	Count	Percentage of whole (293)	Percentage of participants (114)
Not Helpful	5	1.7%	4.4%
Not Helpful	5	1.7%	4.4%
Somewhat Helpful	8	2.7%	7.0%
Very Helpful	21	7.2%	18.4%
Very Helpful	75	25.6%	65.8%
Didn't participate	179	61.1%	---

9. Site Visit

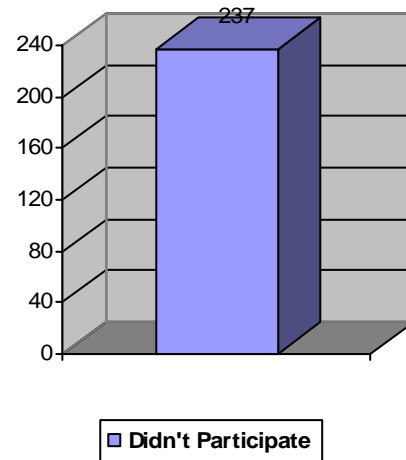
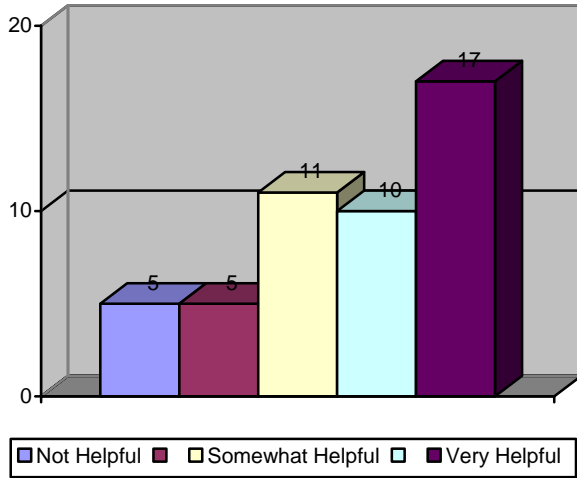


Answer	Count	Percentage of whole (276)	Percentage of participants (127)
Not Helpful	6	2.2%	4.7%
Somewhat Helpful	17	6.2%	13.4%
Very Helpful	71	25.7%	55.9%
Didn't participate	149	54.0%	---

If you did not participate, what kept you from participating?

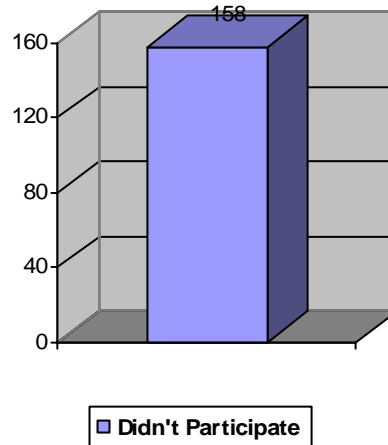
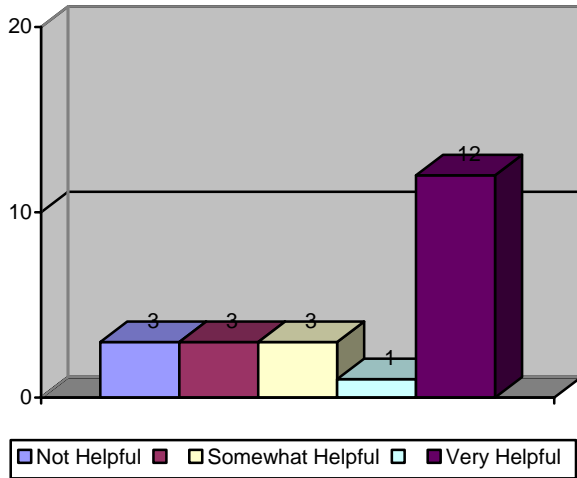
Answer	Count	Percent
(Sample Answering)	68	24.6%
Didn't know about it	36	52.9%
time	13	19.1%
Didn't have the opportunity	9	13.2%
Misc	10	14.7%

10. Participated in a training-related message board (other than the one hosted by AUCD)



Answer	Count	Percentage of whole (285)	Percentage of participants (48)
Not Helpful	5	1.8%	10.4%
Somewhat Helpful	11	3.9%	22.9%
Very Helpful	17	6.0%	35.4%
Didn't participate	237	83.2%	---

11. Other



Answer	Count	Percentage of whole (180)	Percentage of participants (22)
Not Helpful	3	1.7%	13.6%
Somewhat Helpful	3	1.7%	13.6%
Very Helpful	12	6.7%	54.5%
Didn't participate	158	87.8%	---

Please describe "other" activities

Answer	Count	Percent
(Sample Answering)	22	12.2%
Didn't know about it	6	27.3%
Listserv or Message Board through another organization	5	22.7%
Other:	11	50%

Trainee Evaluation

Narrative Response Summary Questions 12-14 of 14

July 2005

This survey was created by members of the National Training Directors Council Trainee Linkage Workgroup, AUCD staff and the AUCD Virtual Trainee to evaluate trainee involvement in the national network of AUCD affiliated programs. Directors and Training Directors encouraged trainees to participate in the final weeks of their traineeship. The survey was accessed through AUCD's website and 295 trainees responded in May and June of 2005.

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Summary

The following summary was compiled from the responses of 295 individuals who were trainees in LEND or UCEDD programs during the 2004-2005 school year. This represents approximately 7% of the total number of LEND and UCEDD trainees in this school year. The goal of this survey was to determine the effectiveness of network linkage activities for trainees. Network linkage activities are designed to increase the awareness of trainees regarding the potential for cross program collaboration, knowledge of activities taking place at other LEND and UCEDD programs and to foster a sense of community among trainees nationwide. In this narrative portion of the survey, trainees were asked to comment on their overall training experience, to cite significant leadership activities during the year, and to make suggestions for future network linkage activities.

Each question was responded to by over 150 trainees¹. The responses were as diverse as the trainees themselves. Some addressed specific segments of their local site and others addressed issues of the network as a whole. For each question, responses were divided among several categories that represent the themes and experiences referred to by trainees. Many trainees addressed multiple aspects of their experience within one response; these responses were separated and sorted according to the topics addressed and thus there are more responses than there were respondents to each question².

Nearly 40% of responding trainees felt the most significant gain from their experience in the training program was interdisciplinary teamwork exposure, followed by disability & services knowledge (18%) and policy & advocacy experience (9.5%). Trainees attributed coursework/lectures/seminars as the most significant training experience contributing to leadership (16%), followed by community work/teaching others (14%) and interdisciplinary team experiences (11%). When asked for suggestions to improve trainee linkage in future years, trainees nearly equally suggested more opportunities for in-person linkages (14%), more opportunities for electronic linkages (12%), and a better awareness of the opportunities and resources available (12%).

From responses in this survey, we are able to determine areas of improvement necessary to increase communication and training opportunities not only among trainees but also between network groups and trainees. The results of this survey may be of interest to many in the AUCD network and are being shared with members of multiple councils as well as the AUCD Board of Directors.

¹ This report has been extensively shortened. The responses listed here are some of the most significant narratives, as determined by AUCD staff and the NTDC Trainee Linkage Workgroup. The full report of responses to these three questions is 46 pages long and can be obtained by contacting Crystal Pariseau at cpariseau@aucd.org.

² The responses in this report were sorted by AUCD staff with input from the NTDC Trainee Linkage Workgroup. To see the original unsorted responses, please contact Crystal Pariseau at cpariseau@aucd.org.

Question 12

Considering all the activities together, what did you gain from the experiences?

Category	Responses
Interdisciplinary Teamwork	94
Knowledge about Disabilities and Disability Services	43
Advocacy & Policy	23
Opportunities to Network	19
Leadership Skills	15
Clinical Skills	13
Family Centered Care Skills	7
Culturally Competent Skills	1
Other/General	4
Miscellaneous	24
Total Respondents	209
Total Responses	243

Select Responses:

- **The experiences I have gained have, no question, set me up to be in the most advantageous position in my field. I feel confident in my abilities to make a significant change in this world.**
- The clinical leadership skills that I learned were invaluable to me as I begin my future practice as a professional. The practical application gave me the opportunity to learn about other professions and to gain a holistic view of healthcare.
- **I gained an appreciation and understanding of leadership as it relates to academic and professional environments, as well new skills and knowledge about developmental disabilities and ways to provide service and support to individuals as well as how to be an effective advocate in the policy sphere.**
- I developed a more in-depth knowledge of leadership approaches and how they may affect children with special health care needs. I learned that it is essential to work as a team to develop strategies from a variety of disciplines to affect change in a meaningful method.
- **I have gained not only new clinical skills, but new systemic knowledge with endless resources and contact people to generate support in following through on ideas. I feel I have gained an incredible network of interdisciplinary mentors. I have also gained an increased understanding of the very broad and complex care continuum from birth to age 21 which I feel directly impacts the services that I am able to provide to families. I think this enhanced appreciation for the overall system that families must**

navigate builds compassion, builds respect for balancing what we ask families to do, as well as increases my ability to make appropriate referrals.

- Our LEND program was very helpful for me in my field because we typically interact with patients in a health care focused manner, but with programs such as the Family Mentorship Program, I was able to see what the day to day life of a family with a person with a disability was like. It really gave me an appreciation for families with people with disabilities. The lectures were very interactive and focused on a variety of aspects of learning that enhanced my graduate education. The lectures were cohesive and fit well with my other graduate studies. This experience will help me think of families as entire entities with complexities and not just a patient that I will see for an hour or so.
- **I learned a lot about: Family Centered Practices, cultural competences, epidemiology, the ICF, families, communities, local resources, how to be an effective leader, interdisciplinary teaming....In general I have had a wonderful year and an amazing journey through my LEND program. I have still so much to learn but I feel that now I have the tools and I can do it on my own.**
- I have learned that team work is vital to patient care. I have also learned that if I feel public policy should be altered to better suit my profession, it may be up to me to initiate change.
- **The most important opportunity for me was to meet with people from other disciplines in a setting with protected time for critical thinking about processes and collaboration and the personal, philosophical and political forces at work everyday. There is power in stepping outside of your day to day clinical experience and looking at the bigger picture as part of a group.**
- The AUCD Annual Meeting and the Disability Policy Seminar provided excellent connections with professionals and other students across the network. I returned from these events with renewed energy and appreciation of the wealth of knowledge and experience across the network. Connections I made led to additional career development opportunities.

Question 13

What experiences did you have this year that added to your concept of leadership and being a leader in your profession for persons with disabilities and/or special health care needs and their families?

Category	Responses
Coursework/Lectures/Seminars	51
Community Work/Teaching Others & Presentations	43
Interdisciplinary & Team Experiences	34
Clinical Experiences	29
Individual Projects	29
Policy/Legislative/Advocacy Experiences	24
Conferences/Trainings	21
Observing Other People or Programs	15
Family Experiences	14
Leadership Insights	10
Research	7
Learning More	6
Mentorship	4
Job Experiences	3
Miscellaneous	25
Total Respondents	212
Total Responses	315

- **I gained excellent experience and confidence from my work with another trainee on establishing and running a support group for grandparent and older adoptive parents of adolescents with developmental disabilities that we treat in the unit. I see that through motivation, action, and cooperation with other professionals, I can be a leader in this field, bringing together theories from research, my own interests and ideas, and the expertise and wisdom of my mentors to offer much-needed services to this population.**
- I am now motivated to pursue some form of leadership in advocating for children with disabilities. I feel like my sense of empathy is now grounded with excellent information and creative answers to difficult medical and social issues. The faculty and students provided insights and a degree of depth in this field that will last me for a lifetime and I hope to apply some aspects of this experience in my work at Franciscan Hospital for Children. It was the best integrated education I have received. I had an excellent mentor and faculty present in a seminar setting-best way to learn-too bad it's only one year of training. Now I wish to pursue advocacy training.
- **The whole experience helped me get a better sense for what I see as leadership and the different ways that can be actualized. I definitely gained**

an appreciation for the power families and consumers can have in making certain issues a priority and coming up with policies and plans to address those issues.

- Having the opportunity to talk to so many people who have initiated new programs, or thought of new ways to do things, initiated change, and followed through has been extremely enriching and confidence building. It is wonderful to be exposed to so many innovative ideas and to be able to speak to the individuals who have realized these ideas.
- **I learned that the most powerful weapon for change is finding a way to share stories, your own, and those of the people you care about. Being a leader means helping the real story come through whether it's by listening, talking, or facilitating sharing between others. I saw this at the Disability Policy summit (in spontaneous moments more so than in the predesigned program).**
- The legislative experience in Washington DC added a significant perspective of how the individual and groups can make an impact on the national level.
- **The leadership seminar was a good experience. I also had a field work in the school system that taught me a lot about leadership and advocating for your patients. It takes flexibility, respect for others, and the ability to cooperate to be an effective leader.**
- Participating in our LEND program's leadership seminars and seminars in cultural competence. These educational offerings provided a perspective on the purposes of interdisciplinary assessment for this population of neurodevelopmentally disabled children, as well as cross-cutting themes to support these activities in any setting, not just the training setting I am in right now.
- **The knowledge and education regarding healthcare for individuals with disabilities that I have received from LEND activities has enlightened me as to the issues that need to be addressed. I feel as though I am in a position that allows me to educate and inform others of these needs - to promote change in a positive direction.**
- Leadership is as much leading as letting others lead. This program taught me I have the skills and knowledge to keep people with disabilities/special healthcare needs informed, but that they are capable of making decisions and taking lead of their lives.
- **A leader is more than just being in charge of an activity or project. Leadership happens every day on a smaller scale. Taking initiative on projects, site visits, answering listserv questions, and performing assessments helped me to expand my leadership skills.**
- I have increased knowledge of NDD, better understanding and appreciation of systems and the interdisciplinary approach, and I'm more confident in my role as leader to be part of/direct/organize teams

Question 14

***What are your suggestions for improving the linkage of trainees across all LEND programs next year?
(Please include ideas for new activities, as well as ways to improve current activities.)***

Category	Responses
More In-Person Linkages	26
More Electronic Linkages	22
Better Awareness of Opportunities & Resources	22
Require Activities/Provide More Motivation to Participate	15
Inform Trainees Early & Remind Them Often	10
Better Awareness of Other Programs	9
Change Existing Electronic Communications	7
A Collaborative Research Project	3
Other Network Linkage Suggestions	15
Suggestions for Improvement at MY Program (specific)	27
No Suggestions	21
Miscellaneous	14
Total Respondents	151
Total Responses	181

- **LEND Training Directors need to raise expectations of trainees to subscribe to the trainees listserv as a priority early in the semester and to participate in at least one national training or leadership event. Without this link to the network, there is little opportunity for communication between and among LEND trainees and the AUCD national office.**
- More activities to link trainees within LEND programs as well as across and to facilitate interdisciplinary cooperation. I'm in a developmental pediatrics program and recently enjoyed the opportunity to speak to SLPs in training about ADHD. Likewise, I've gone to talks by psychologists in training. Networking starts at home.
- **Make the trainees aware of all of their resources, I had no idea there was such a linkage even available.**
- The LEND programs all seem a little different, so it would also be helpful to know what activities other LEND programs are participating in.
- **Perhaps having a nationwide conference or designating trainees as partners from different states to increase the collaboration and lines of communication. I never got a chance to speak to other fellows in other LEND programs.**

- Have an opportunity for face-to-face meeting so we will want to keep in touch, gain understanding about the benefits of contacting other trainees, work together on a project.
- **A weekly web-chat topic that was part of the LEND coursework that each student was evaluated on.**
- I think having assigned monthly topics for trainees to discuss and particularly to share useful references and other websites that they have found helpful in their work would be good.
- **Making sure all trainees are aware of their inclusion in the AUCD and LEND programs, and the resources available to them. Honestly, this is the first I am hearing of AUCD, LEND, message boards, listservs, meetings, webcast, etc.**
- What if Training Directors made it a mandatory exercise for trainees to connect with another trainee from another program as part of their leadership activities? Maybe it could be as simple as finding out about another LEND/UCEDD program and their research/program initiatives and making a five minute presentation to their home class. Or posting a question to the Message Board to see what other trainees/students think about a particular issue.
- **Inform trainees of the website on the very first day and have a setup date that everyone has to be on by.**