

# LEND Neurodevelopmental Disabilities Core Curriculum

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# Outline

- Project goals
- Description of curriculum
- Initial module topics
- Module format
- Review example module
- Curriculum design logistics
- Project timeline

# Project Goals

Utilize the extensive expertise among the LEND and UCEDD faculty to:

- a) Design a customizable online core curriculum in neurodevelopmental disabilities (NDD) that can be used in part or in whole by LEND and UCEDD trainees and
- b) Implement the curriculum by the start of the 2015-2016 academic year.

# Customizable Curriculum

- Curriculum organized by thematic modules
- Each program can customize module for its own purposes without having to create individual curriculum at each program
- Customize curriculum based on:
  - Format (asynchronous, online, blended, etc.)
  - Level of learner
  - Breadth and depth of content

# Module Topics for Revision

RED = Need volunteer(s) to REVISE

## **Interprofessional Practice in NDD**

Core Concepts in Human Development & NDD

## **Intellectual Disability and Language Impairment**

Down Syndrome

Medical Home and Patient- and Family-Centered Care

Autism – Early Diagnosis and Treatment

## **Autism – The Adolescent and Young Adult Years**

## **Applying Research: Evidence-based Practice**

## **Genetics Part 1: Basic Concepts and Principles**

## **Genetics Part 2: Genetic Testing**

## **NDD and Mental Health**

Hearing Impairment

## **Early Intervention Services**

## **Preschool & School-Age Special Education and Related Services (IDEA Part B)**

## **IDEA into Adulthood – Transitions and Employment**

## **Newborn Screening**

## **Prematurity and its Effects over the Lifespan**

Cerebral Palsy

## **Cultural Competency in NDD: Henrietta Lacks**

## **Faith-based Perspectives of NDD**

## **Ethical Issues in NDD**

# Proposed New Modules

- Autism – Diagnosis
- Autism - Treatment
- Behavior Management
- Cultural competency
- Epilepsy and NDD
- Fetal alcohol syndrome
- Health Policy in NDD
- Life Course
- Nutrition for individuals with NDD
- Public Health 101
- Sexual Health and Sexuality
- Transitions of Care

# Process for Revising or Creating Module

- Revising or creating new modules is **NOT** generating new curricular materials
- Revising or creating new modules involves collecting quality curricular materials from the web (including AUCD websites), published literature, books, MedEdPORTAL, etc.

# Module Format

- Title
- Facilitator name(s)
- Summary description
- Learning objectives
- Preparation
- Additional Resources
- Assignment
- Evaluation of module



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- **Title**
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# Module Format

- Title
- Facilitator name(s)
- Summary description
- **Learning objectives**
- Preparation
- Additional Resources
- Assignment
- Evaluation of module
- Guides selection of module content
- Guides learner preparation
- Measurable
- Specific guidelines will be provided

# Module Format

- Title
- Facilitator name(s)
- Summary description
- Learning objectives
- **Preparation**
- Additional Resources
- Assignment
- Evaluation of module
- Readings (articles, book chapters)
- Lectures (with permission)
- PowerPoint slides (with permission)
- Links to webinars, videos, etc.
- AUCD resources
- Websites
- Multiple-choice questions with or without providing answers
- Self-assessment exercises  
(eg. unconscious bias, health equity)
- Others

# Module Format

- Title
  - Facilitator name(s)
  - Summary description
  - Learning objectives
  - Preparation
  - **Additional Resources**
  - Assignment
  - Evaluation of module
- Similar to preparation materials
  - Advanced materials for those trainees with prior experience or strong interest

# Module Format

- Title
- Facilitator name(s)
- Summary description
- Learning objectives
- Preparation
- Additional Resources
- **Assignment**
- Evaluation of module
- Case-based discussion questions
- Essay questions
- Multiple-choice questions (MCQ)
- Justification of answers to MCQ
- Team-based learning modules
- Others

# Module Format

- Title
  - Facilitator name(s)
  - Summary description
  - Learning objectives
  - Preparation
  - Additional Resources
  - Assignment
  - **Evaluation of module**
- Standard form to evaluate individual module
  - Feedback used to make iterative improvements
  - Facilitators agree to incorporate feedback into modular revisions on an annual basis

# Module Example

# Curriculum Logistics

- Modules on Moodle, a free, web-based, open access learning management system\*
- Curriculum initially maintained on Vanderbilt LEND server
- Each program will host content on their individual Moodle on local server to enable customization
- Guidance on setting up local Moodle can be provided upon request

\*For additional information about Moodle, watch short video at <https://www.youtube.com/user/moodlehq> or visit Moodle website at <https://moodle.org/>



# Project Timeline

- By January 26, 2015: Faculty contact [tyler.reimschisel@vanderbilt.edu](mailto:tyler.reimschisel@vanderbilt.edu) if interested in revising current modules (slide 5) or creating new modules (include module theme in email)
- Late January: Proposed modules reviewed by Editorial Board<sup>#</sup>
- February 1: Modules selected and faculty identified to design or revise modules
  - Approved new module: \$750 consulting fee\*
  - Revising module: \$300 consulting fee\*
- March 1: Submit module content
- May 1: Receive feedback on modules
- June 1: Submit revised module
- July 1: Module available to review on Moodle
- July 15: Module finalized on Moodle
- August 1: Transfer curriculum to local servers

\* Project supported by Vanderbilt LEND and the AUCD through its cooperative agreement with MCHB