

Leadership Development through Interdisciplinary Training

Introduction

Welcome to one of the Maternal and Child Health Training Programs! You've joined thousands of people who strive to make a difference for children, mothers and families across the nation.

Trainees who have completed an MCH Training Program have gone on to become successful leaders in many fields: exceptional care providers, researchers, respected clinicians, Center and Program Directors and members of local, state and national government agencies. You were selected to join this group because members of your program's faculty have recognized qualities in you that they believe will allow you to become another one of these respected, successful leaders for vulnerable populations. They are investing time, money and resources into your education to teach you best-practice techniques for working with the maternal child health population such as interdisciplinary teamwork, leadership development, advocacy, family-centered care, a culturally competent approach and the latest in cutting-edge technology.

If children with special health care needs and neurodevelopmental disabilities are to be well-served in the emerging system, competent leadership is needed in the disciplines specified.

*-MCH LEND
Guidance, 2003*

After completion of this MCH Training Program, you will be expected to take what you have learned and apply it to your field. Continually strive with others in your workplace or community to become more culturally competent. Take an interdisciplinary approach with your clients. Initiate a new procedure based on the latest research. Collaborate with a new group when offering services or supports to a consumer. There are many ways to be a leader in maternal child health - use what you're learning!

Your program is part of a larger network. Did you know there are 17 types of MCH-sponsored training programs at 138 sites across the country, training hundreds of trainees each year? During the course of your training, you will come in contact with many of these trainees and faculty across the nation. We hope you will use the websites, listservs, message boards, webcasts and meeting opportunities described in this booklet to take full advantage of what the network and its members have to offer!

Maternal and Child Health Bureau

The MCH Training Program of the Maternal and Child Health Bureau (MCHB) funds public and private non-profit institutions of higher learning to provide leadership training in maternal and child health (MCH). Because of this funding, you may receive a stipend, travel support or other benefits.



History: In 1935 Congress enacted Title V of the Social Security Act which authorized the Maternal and Child Health Services Programs, providing a foundation and structure for assuring the health of mothers and children. Today, the Maternal and Child Health Bureau (MCHB), as part of the Health Resources and Services Administration (HRSA), U.S. Department of Health and Human Services (DHHS), administers Title V and is charged with primary responsibility for promoting and improving the health of America's mothers and children.⁴



Mission: The mission of MCHB is to provide national leadership, in partnership with key stakeholders, to improve the physical and mental health, safety and well-being of the maternal and child health population which includes all of the nation's women, infants, children, adolescents and their families, including fathers and children with special health care needs.⁴

Vision: MCHB believes in and strives to shape a future America in which:

- ...the right to achieve one's full potential is universally assured through attention to comprehensive physical, biological, intellectual, emotional and social needs...
- there is equal access for all to comprehensive, quality health care provided in a supportive, culturally competent environment, which is family-centered and community-based
- all women and children, especially children with special health care needs, are linked to a comprehensive, community-based service system through a medical home
- health disparities by racial, ethnic, geographic area and economic status have been eliminated...⁴



By participating in this MCH training program, you are being trained to carry out the mission of MCHB. By becoming a leader in maternal child health and working with people with disabilities, special health care needs and their families, you will promote change in health care, policy, treatments and attitudes toward people with disabilities, thereby creating a supportive and inclusive community for all people.



If your actions inspire others to dream more, learn more, do more and become more, you are a leader.

-John Quincy Adams

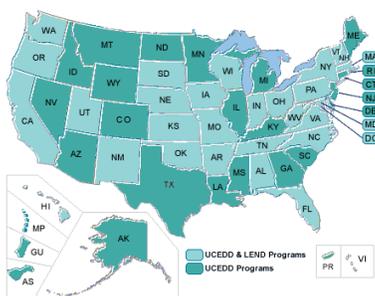
LEND

Leadership Education in Neurodevelopmental Disabilities (LEND) programs are designed to improve the health and development of infants and children who have or are at risk for developing neurodevelopmental or related disabilities such as intellectual disabilities and autism. LEND programs prepare trainees from a wide variety of professional disciplines to assume leadership roles in the delivery of services to these children and their families. This may be accomplished through high levels of clinical competence, system changes, advocacy and policy development. The LEND program focuses on children and youth with intellectual disabilities, neurodegenerative, genetic and acquired neurologic disorders and multiple disabilities. LEND is an interdisciplinary training program, meaning trainees in disciplines such as pediatrics, nursing, public health, social work, nutrition, speech-language pathology, audiology, pediatric dentistry, psychology, occupational therapy, physical therapy, health administration, genetics and parents of children with disabilities work as a team to address the needs of children and families.

LEND program objectives include the following:

- 1) advancing the knowledge and skills of the full range of child health professionals to improve health care delivery systems for children with developmental disabilities
- 2) providing high-quality education and training for health professionals
- 3) providing a wide range of health professionals with the skills needed to foster a community-based partnership of health resources and community leadership
- 4) promoting innovative practice models that enhance cultural competency, partnerships between disciplines and family-centered approaches to care

You're a part of something huge!



There are 35 LEND programs across the country, training over 1,000 trainees each year. By becoming part of the LEND network, you have access to thousands of people, jobs and research opportunities nationwide. If you are interested in a topic that is not covered at your LEND, chances are you can find experts in that topic at another program. Contact them and collaborate! If you are looking to move to another part of the country, look for job openings at the LEND or other MCHB training program in your new area. Programs are always looking for someone who was trained in the exemplary practice of an MCHB training model. For a full listing of all MCH LEND programs, visit the LEND Directory on www.aucd.org.

You're becoming a leader!

This means you're being trained with the best practices known. We want you to become experts in care for people with disabilities, children with special health care needs and their families and then go teach these best practices to others.



Leadership

You were chosen for this program because you display qualities your faculty believes are necessary in a leader. These may be a history of leadership, good communication skills or a strong interest in becoming an expert in your discipline. Your LEND or MCH training program will develop your skills as a leader by exposing you to new experiences, introducing you to interdisciplinary teamwork and preparing you for your career in health care. Use your leadership training in your profession and in the field of Maternal and Child Health.

During the course of your training, you will have many opportunities to demonstrate your leadership skills: in clinics as you examine disabilities and special health care needs and their effects on a family system, as you interact with diverse populations, when you present what you are learning to others in your program, when you advocate for a person or policy and as you teach and work with others in the community.

To learn more about Leadership, **read** the following article, available on the web at

<http://www.longwoods.com/hp/4-1Leaders/HP41PLeattJPorter.pdf>.

Leatt, P., & Porter, J. (2003). *Where are the healthcare leaders? The need for investment in leadership development.*

Healthcare Papers, 4(1): 14-31.

This article offers a succinct review of the definitions and components of leadership, addresses the issue of leadership development programs such as LEND and provides easily-understood principles for guiding health care leadership development.

There are many definitions of leadership. The MCH training curriculum includes content and experiences designed to foster the development of leadership attributes. Leadership training prepares MCH health care professionals to move beyond excellent clinical practice to leadership through research, teaching, administration and advocacy. Graduates of MCH Leadership training programs improve the systems of care for women, mothers and children. As stated by Stodgill in the Handbook of Leadership, LEND trainees should be prepared through their education and experience to “influence others in their attainment of a common goal.”

How do we know that LEND is producing leaders?

LEND and MCH training programs report every year on a set of performance measures. A number of these measures attempt to determine whether trainees who have completed the program are now considered ‘leaders’. In order to help MCHB and your program improve training for the future, your training program will stay in contact with you, asking for updates on your career and accomplishments. *Please stay in touch with your program staff and take time to answer the follow-up survey when it arrives in your email in-box.*

I wondered why somebody didn't do something until I realized that I was a somebody.

-Anonymous

How do different programs develop leaders? What do leaders look like?

Below are just a few of the many examples of leadership activities from programs as well as how former trainees have exemplified their leadership after completion of the program. To see the complete article on these and many more leadership narratives, visit the LEND page of www.aucd.org.

“Students attend an annual Public Policy/Advocacy Institute that teaches both the basics of governmental systems and methods on how, as leaders, they can impact those systems. In conjunction with this training, each student follows a bill addressing issues impacting children with disabilities and their families through the State legislative process, including the introduction of the bill, debate, signatures, adoption or veto.”



“Although we talk about leadership qualities, review and dissect those attributes in known leaders and listen to and converse with established leaders in the field, the *application* of leadership activities seems to be most effective in bringing the concepts to life.”

“(This former trainee) successfully applied for and obtained a grant... working with families, our pediatric colleagues and public health personnel in the County. She completed and presented research projects with her mentors. She simultaneously earned a Master’s in Public Health. She provides highly capable leadership for the (Medical Center) program, expanding and securing its future, even as she and her military colleagues confront the threat of international terrorism in Afghanistan and Iraq. She exemplifies the ideal LEND trainee who takes advantage of the richness in training opportunities to develop leadership skills and to chart a career course that benefits children with special health needs.”



“Each year the trainees host an annual education workshop for the pediatric nursing staff of the County Department of Health.”

“One of the projects is the Family Mentoring Project during which each trainee visits a family with a child with a developmental disability and who has special health care needs, interviews family members and accompanies the family to a community event or appointment.”



“This former trainee completed a post-doctoral fellowship after receiving her doctorate. She is currently an Associate Professor in the Division of Professional Psychology...her research has resulted in 2 book chapters, 12 journal articles and 14 juried conference presentations. She has been awarded research grants...She also serves on an interdisciplinary evaluation and intervention team for birth to three, is a board member and officer of the State Society of School Psychologists and the American Psychological Association and has participated in national team training related to preparing personnel for early intervention.”

MCH Training Programs

There are currently 17 different MCH Training Programs at 138 sites across the nation; here are three that, like LEND, have an interdisciplinary training focus:

LEAH

Leadership Education in Adolescent Health programs prepare professionals from a variety of health care disciplines to be leaders in clinical care, research, public health policy and advocacy. There are currently 7 MCHB-funded LEAH programs across America.

PPC

Pediatric Pulmonary Centers prepare health professionals to develop or improve community-based, family-centered health care for children with chronic respiratory diseases such as asthma. There are currently 7 MCHB-funded PPC programs across America.

SPH

Schools of Public Health prepare students for careers in maternal and child public health practice, research, planning, policy development and advocacy. SPH programs emphasize leadership training, applied research and technical assistance to communities, states and regions. There are currently 12 MCHB-funded Schools of Public Health across America.

For a full listing and locations of all MCH Training Programs visit www.mchb.hrsa.gov/training.

- Certificate in MCH Public Health
- Collaborative Office Rounds
- Communication Disorders
- Continuing Education
- Developmental-Behavioral Pediatrics
- Distance Learning
- Graduate Medical Education
- Leadership Education in Adolescent Health
- Leadership Education in Neurodevelopmental Disabilities
- MCH Institute
- Nursing
- Nutrition
- Pediatric Dentistry
- Pediatric Pulmonary Centers
- Research Training Enhancement
- Schools of Public Health
- Social Work

Leadership (can be) as simple as educating or energizing those around you, one person at a time.

-Dennis LaMountain

You may be one person in the world, but you may be the world to one person.

-Anonymous

AUCD

The Association of University Centers on Disabilities (AUCD) is a non-profit organization that promotes and supports the **national network** of University-based disability programs. This network includes LEND, UCEDD and DDRC programs.

Vision

The Association of University Centers on Disabilities (AUCD) envisions a future where all persons including those living with developmental and other disabilities are fully integrated and participating members of their communities. We envision a future where culturally appropriate supports are available across the life span to individuals and families that lead to independence, productivity and satisfying quality of life.

Mission

The mission of AUCD is to advance policy and practice for and with people living with developmental and other disabilities, their families and communities by supporting our members to engage in research, education and service that support independence, productivity and satisfying quality of life.

Values

AUCD values the participation of people living with disabilities, family members and a culturally diverse membership in its governance and its programs. The network promotes the principles of self-determination, family-centered care and cultural competence in disability services and supports throughout the life span.

Along with the 35 **LENDs**, AUCD represents 61 University Centers for Excellence in Developmental Disabilities (**UCEDDs**) located in a university setting in every state and territory in the US. Centers work with people with disabilities, members of their families, state and local government agencies and community providers in projects that provide training, technical assistance, service, research and information sharing, with a focus on building the capacity of communities to sustain all their citizens. UCEDDs are funded in part by the Administration on Developmental Disabilities (ADD).

AUCD also represents 20 Developmental Disabilities Research Centers (**DDRCs**) that prevent and treat disabilities through biomedical and behavioral research, as well as train the next generation of scientific investigators and clinicians. Today these state-of-the-art research institutions represent the world's largest concentration of scientific expertise in the fields of intellectual and developmental disabilities. DDRCs are funded by the National Institute on Child Health and Human Development (NICHD) and other initiatives of the National Institutes on Health (NIH).

AUCD hosts two major conferences yearly. The fall **AUCD Annual Meeting & Conference** is an opportunity for all network members to gather and discuss issues important to the growth and advancement of the network. This is a great time to meet faculty and trainees from across the country while participating in workshops and sessions. AUCD works with other disability organizations to co-sponsor the **Disability Policy Seminar**, which provides an excellent time for everyone to learn more about a number of disability-related policies and legislation. During this Seminar, time is scheduled for attendees to meet with their members of Congress to advocate for issues important to them.

For more information on AUCD or any of our programs or activities, visit www.aucd.org.



Trainees

Trainees: Talk to each other! With programs and trainees in most states across the country, there are tremendous resources at your disposal. Each MCH Training Program is slightly different—just imagine the things you can learn from each other!

Websites: The “Trainees” button on www.aucd.org will take you to AUCD’s trainee website. Here you will find updates from the Virtual Trainee (a trainee who works with AUCD staff to keep you informed and up to date), copies of the LEND newsletter “LEND Links”, job opportunities within the network and more. Browse the entire website to find out more about other AUCD programs, initiatives and legislative issues. www.mchb.hrsa.gov/training is MCHB’s website for all training programs. Here you can find contact and program information on all of the nation’s MCH training programs as well as links to recent meetings and program resources.

Listserv: By signing up for the trainee listserv, you will have access to trainees across the country. The listserv is intended for you to receive important information from AUCD as well as be able to converse via email with all who subscribe. Send questions and thoughts about your training or experiences instantly to hundreds of other trainees. See listserv subscription information and guidelines on the Trainee section of www.aucd.org.

Message Board: The trainee message board is another method for trainees to discuss issues related to their training or experiences. You can access the message board from the Trainee page of www.aucd.org. Post a message and hold a conversation with those who reply.

Virtual Trainee: The AUCD Virtual Trainee is a LEND or UCEDD trainee from one of AUCD’s member programs who is in constant contact with AUCD staff and knows all about network and national events. See the Virtual Trainee’s photo and biography in the Trainee section of www.aucd.org, and be sure to say “Hi!” when you see the Virtual Trainee at a meeting.

Linkages: Do you have a very specific interest or research question? Find another faculty member from a program across the nation who has that same interest! Talk to your faculty member about finding a national faculty mentor.

Credits

The following sources were used in the creation of this booklet:

1. Athey J, Kavanagh L, Bagley K, Hutchins V. 2000. *Building the Future: The Maternal and Child Health Training Program*. Arlington, VA: National Center for Education in Maternal and Child Health.
2. Athey J, Kavanagh L, Bagley K. 2001. *The MCH Training Program: An Evaluation*. Arlington, VA: National Center for Education in Maternal and Child Health.
3. Huebner C, Mouradian W. 2004. *DRAFT Report from the MCH Working Conference: The Future of Maternal and Child Health Leadership Training*.
4. MCHB Strategic Plan FY 2003-2007: <http://mchb.hrsa.gov/about/stratplan03-07.htm>.