

Rationale

- VT LEND uses a consultation model to teach trainees how to engage in interdisciplinary culturally responsive consultation
- Process is culturally responsive as it allows time for trainees to think/ consult with faculty in a manner that increases meaningful participation

Goals

- 1) Provide trainees with experience using collaborative meeting process while supporting participants at a remote site, learning consultation skills, and developing flexible, creative thinking skills in a culturally sensitive manner
- 2) Provide VT LEND alumni, trainees or faculty with forum to ask complex leadership, clinical, and/or systems question from their work or internship placements

Preparation

- Trainees instructed on meeting facilitation process: use of roles, agenda setting, dealing with conflict, etc. (Thousand & Villa, 2000).
- Clinical Director, works with alumni, trainee or faculty to develop the consultation question with either a clinical, systems, or policy focus
- A 1-2 page document is created including the question, background information and the goal of consultation
- Document is sent to all participants one week in advance

Plan is made to invite stakeholders, could include:

- Family members
- School team members
- Policy makers
- Administration/decision makers



Interdisciplinary Consultation Meeting Flow Chart

Welcome- Facilitator (15 minutes)

Welcome everyone to meeting, review norms, roles, & agenda.

Introductions – Facilitator begins

Each person says their name and role to introduce themselves

Burlington group → Montpelier group

Explain process of people raising hand and waiting to be called to speak

Presentation of key content and the consultation question by the presenter

(15 minutes)

PAUSE (10 minutes)

Faculty and Trainee/Fellows review information quietly in small groups to develop clarifying questions they would like to ask

Clarifying questions from the VT LEND team (25 minutes)

Burlington group ↔ Montpelier group

PAUSE (10 minutes)

Faculty and trainees work in small groups to review ideas & create suggestions

Brainstorm Ideas to answer the question (35 minutes)

Burlington group ↔ Montpelier group

Wrap-Up- facilitator (10 minutes)

Summarize any actions plans

Process the meeting

Provide wellness

Outcomes

Trainees report:

- Greater confidence in ability to organize and speak their ideas in an interdisciplinary forum
- Development of effective meeting facilitation skills
- Ability to balance perspectives: their own as well as those of others as the training year progressed
- Appreciation for having real-life questions to problem-solve

Participants who present a question report:

- Development of skills to synthesize key data in an organized, easy to understand manner
- Experience in fielding questions from different professional and cultural perspectives

Faculty report:

- Adapting the process to include pauses has increased trainee participation

"The VT LEND Interdisciplinary Consultation Model helped me develop skills and build confidence by providing a structured setting while maintaining the advantage of participating in authentic discussions about real-life challenges."

~ VT LEND Fellow

Reference

- Thousand, J. S., & Villa, R. A. (2000). Collaborative teaming: A powerful tool in school restructuring. In R. A. Villa & J. S. Thousand (Eds.), *Restructuring for caring and effective education: Piecing the puzzle together* (2nd ed., pp. 254–291). Baltimore: Paul H. Brookes.