



Michigan Leadership Education in
Neurodevelopmental Disabilities

MI-LEND Intermediate-Term Trainee Requirements

MI-LEND Program Purpose and Overview

The Michigan Leadership Education in Neurodevelopmental Disabilities program (MI-LEND) is a specialized, interdisciplinary, certificate program to prepare future leaders who will serve children with neurodevelopmental and related disabilities (with a focus on autism) and their families. The MI-LEND Program provides graduate level interdisciplinary training designed to improve the health and wellbeing of individuals with disabilities. This goal is accomplished by preparing graduate and post-graduate level trainees from diverse professional disciplines to assume leadership roles in their respective fields, and by ensuring high levels of interdisciplinary clinical competence.

MI-LEND is one of the 52 LEND programs across the U.S. and is funded by the U.S. Health Resources Service's Administration (HRSA) Maternal and Child Health Bureau (MCHB). MI-LEND is a consortium of six Michigan universities, which includes Wayne State University, Michigan State University, Central Michigan University, the University of Michigan-Ann Arbor, the University of Michigan-Dearborn, and Western Michigan University. The Michigan Family Center for Children and Youth with Special Health Care Needs is also a MI-LEND partner and helps to ensure a family-centered approach is maintained.

The MI-LEND Program is designed to:

- Prepare selected graduate-level students, family members, and individuals with developmental disabilities to meet the needs of those with neurodevelopmental disabilities
- Increase the number of providers available to diagnose and treat those who have neurodevelopmental disabilities
- Enhance the clinical expertise and leadership skills of practicing professionals
- Integrate family-centered perspectives into every level of the program

MI-LEND Intermediate-Term Trainees

MI-LEND intermediate-term trainees will complete a minimum of **forty (40) hours** of MI-LEND related training. Successful completion includes:

- I. [Completion of MI-LEND Trainee Demographic Form](#)
- II. [Didactic Learning \(12 hours\)](#)
- III. [Clinical, Community, and School-Based Experiences \(24 hours\)](#)
- IV. [Family-Centered Experiences \(4 hours\)](#)

Learning Objectives

At the completion of the MI-LEND experience, each intermediate-term trainee will be able to:

1. Describe the broad landscape of neurodevelopmental disorders – kinds of conditions included, prevalence, impact on society, impact on individuals and families.
2. Define three paradigms that frame the field of developmental disabilities.
3. Identify and discuss at least one ethical, legal or social issue related to neurodevelopmental disabilities (consider inclusion, social justice, social determinants of health, health equity).
4. Describe the signs and symptoms of ASD in young children.
5. Make a compelling case for screening for ASD/DD in young children.
6. Describe how and when to screen for ASD/DD in primary care (and other settings).
7. Outline next steps to be taken when a child screens positive for ASD/DD or if there is a concern.
8. Describe the process for confirming a diagnosis of ASD.
9. Name several conditions associated with neurodevelopmental disability (i.e. cerebral palsy, fetal alcohol spectrum disorder, epilepsy, Down syndrome, Fragile X, Attention Deficit Disorder).
10. Discuss services used by children with neurodevelopmental disabilities.
11. Recognize that many individuals with ASD and other neurodevelopmental disabilities also have ADHD and describe the core symptoms of ADHD.
12. Describe difficulties with sleep, elimination and nutrition that are common in children/youth with ASD/ and other neurodevelopmental disabilities.
13. Identify potential barriers to receiving appropriate services and integrating into the community for children with neurodevelopmental disabilities (including cerebral palsy).
14. Discuss challenges faced by individuals with neurodevelopmental disabilities.
15. Discuss challenges faced by family members and care givers of individuals with neurodevelopmental disabilities.
16. Advocate for a family-centered approach to care and describe behaviors that foster family-centered care.
17. Identify key elements necessary for a smooth transition for youth to services for adults.
18. Identify skills needed to work in an interdisciplinary environment.

Standards of Professional Conduct

MI-LEND is a leadership training program in which trainees are expected to:

1. Conduct themselves professionally.
2. Be fully engaged partners in individual and group learning.
3. Assume responsibility for being aware of and fulfilling requirements.
4. Track completion of activities and hours and share this information with activity coordinators and appointed mentors.

Completing MI-LEND Intermediate-Term Training

To satisfy the requirements to complete the MI-LEND intermediate-term training, trainees must complete both required and optional activities. These activities and any associated contact information/links are listed below.

I. MI-LEND Trainee Demographic Form

REQUIRED:

All intermediate-term trainees **MUST** complete the **MI-LEND Trainee Demographic Form**. Found online at: https://waynestate.az1.qualtrics.com/jfe/form/SV_40kV9xN6MTZuXaJ

II. Didactic Learning (12 hours total)

REQUIRED (6 hours):

- A. Overview of Neurodevelopmental Disabilities:
Paradigm Shifts in Developmental Disabilities by Elizabeth Janks, LMSW, ACSW and Ann Carrellas, LMSW:
Video found at: <https://youtu.be/J2UegaCN3Vw> (1 hour 40 minutes)
 - B. Overview of ASD:
Autism Spectrum Disorders - Best Practices in Screening, Referral and Behavioral Health Intervention by Krista M. Clancy, MS, LLP, BCBA and Scott McPhee, MS, BCBA
Video found at: <https://www.youtube.com/watch?v=Dg2DhLt-phg> (2 hours).
 - C. Overview of Other Neurodevelopmental Disabilities:
Clinical Understanding of the Signs and Symptoms of NDD and ASD by Ed Hurvitz, MD
Video found at: https://youtu.be/Pe_3o0XUxqc (33 minutes)
- AND**
- Representative Genetic Conditions with Neurodevelopmental Consequences* by Barbara Felt, MD
Video found at: <https://youtu.be/kJu7gQJbkJ8> (42 minutes)

CHOICE (6 hours):

- A. Complete the CDC Autism Case Training curriculum:
Found online at: <http://www.cdc.gov/ncbddd/actearly/autism/case-modules/>
- OR**
- B. Trainees will choose three or more other recorded lectures from the list of MI-LEND video resources found at: <https://ddi.wayne.edu/lendresources>

III. Clinical, Community and School-based Experiences

REQUIRED (24 hours experience)

- A. ASD diagnostic clinical experience (minimum 4 hours)
 - a. Multidisciplinary team – follow at least one child/youth through the process
 - b. Trainee will attend team conference
- B. ASD treatment experience (minimum 4 hours)
- C. Clinic for children/youth with physical disabilities (minimum 4 hours)
- D. Multidisciplinary team for children with other NDD (minimum 4 hours)
- E. Classroom experience observing children/youth with NDD (minimum 4 hours)
- F. The additional 4 hours can be a different experience (such as inpatient care of an individual with a NDD) or can be additional hours in one of the above.

Select one of the clinical experiences above (A – F):

Write a one-page summary of the experience, including the following:

- a. Answer one question from each of the four LIFE categories (see below)
- b. Talk about what you learned outside of your discipline

IV. Family-Centered Experience

REQUIRED (4 hours):

- A. Interview an individual with NDD or family member and explore the following:
 - a. Impact of the disorder on the individual and the family currently and expectations for the future
 - b. How the individual/family engages with the health care, educational and behavioral health systems
- B. Create a care map showing the many individuals and institutions surrounding the child/youth.
 - a. Identify two resources that might be useful to the family.
 - b. What does the resource offer?
 - c. What population does it serve? Who is eligible for their service?

L.I.F.E. Perspectives - Key Questions/Considerations

Leadership	Interdisciplinary	Family-Centered	Equity
<p>What tools can be used to avoid or resolve conflicts? What leadership strengths/styles can I bring to this situation? What strategies can I use to facilitate creativity, innovation, collaboration, and leadership? How can I better facilitate learning between the classroom and the workplace? How can I address identified gaps in the service system?</p>	<p>What is my role in identification, assessment, and treatment? What does each discipline bring to the care of a child and family? How do disciplines interact as a team? How can I more effectively communicate with other professionals on my team? How can we demonstrate respect for other's knowledge and approach to a problem?</p>	<p>Who are the members of the family? What are their current roles? How can family strengths be built upon to better support the child with a disability? How does the family want to engage with professionals? How can community resources be used to supplement family resources to better support the child? How can the clinician work as a team with other providers and the family, even across geographic distance?</p>	<p>Who is accessing/benefiting from our programs? Who is not? Who is at risk for disparate outcomes in the health system? What are barriers, differential impacts? What can we do to change that? Why are some people at greater risk? How can we reach and engage them? How are our actions relevant to specific populations? How can we improve our surveillance system and build the ones that collect the data we need?</p>

Contact Information

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MI-LEND Intermediate Trainee at Michigan Medicine.

All Developmental Behavioral Pediatric (DBP) fellows and residents / medical students on DBP rotation will be invited to seek Intermediate MI-LEND trainee certification. The requirements are outlined in the "MI-LEND Intermediate-Term Trainee Overview 2018-19" document from MI-LEND.



Michigan Leadership Education in
Neurodevelopmental Disabilities

Trainees at Michigan Medicine will document training activities:

1. Complete the MI-LEND trainee demographic form
2. Complete 12 hours of didactic learning
 - a. 6 hours are required modules (MI-LEND)
 - b. 3-4 hours are lectures provided by the DBP rotation (Tuesday AM lectures and attendance at Michigan Medicine Collaborative Office Rounds)
 - c. 2-3 hours from the choices as outlined in the trainee overview document
 - d. (b + c = 6)
3. Complete 24 hours of Clinical, Community and School-based experiences
 - a. 20-22 hours - Clinic experiences from the DBP rotation include: Multidisciplinary ASD diagnostic and treatment experience; PMR clinic experience; other NDD multidisciplinary experiences.
 - b. 2-4 hours - Observation at Light UP activity for children with NDD and ASD.
4. Complete 4 hours of family-centered experience (family interview and care-map generation).

Total time (in addition to DBP rotation) for completing MI-LEND medium term requirements is:

- 8-9 hours didactic learning
 - 2-4 hours for observation of community activity and drafting a 1-page summary
 - 4 hours for family interview and generating a care map
- = 14-17 hours.**

2018-19 Cohort UM-DBP MI-LEND medium-term certification

Excerpts from learners pre-experience:

- I was interested in the MI-LEND opportunity because I think that it is important for all pediatricians to have greater knowledge of neurodevelopmental disabilities so that we may better meet the needs of these patients. I know that in my primary care clinic I see many patients with neurodevelopmental disabilities and I would like to have a better understanding of the interdisciplinary resources available for families. I think proper and early referral is imperative in order to ensure that our patients have the best outcomes. I think that it is always challenging to know exactly what specialty services are available so I was excited by the opportunity to learn more.
- I hope that this experience will continue to open my eyes to the intricacies for families with children with neurodevelopmental delay or disabilities. Regardless of my future pediatric specialization, I will continue to see patients with neurodevelopmental disabilities so I feel strongly that it is important that their physicians realize the degree of complex care management that the patients require and that usually, ultimately fall on the parents to manage.
- I am hopeful that this experience will give me a greater depth of knowledge of neurodevelopmental disabilities. I feel that I see so many patients with disabilities on a day-to-day basis, but I don't have the opportunity to learn more about diagnosis and interdisciplinary treatment. By the end of this experience I hope that when I see a patient in my clinic I will be able to properly diagnose the patient and then most importantly refer the family to the specialty services that they need.

Post experience:

1. How would you rate the experience (1: very poor to 5: very good): 4.8
2. Were your goals achieved (1: strongly disagree to 5: strongly agree): 4.6
3. Recommendations:
 - I believe that the CDC Autism cases online were very helpful, and it could consider it has a future requirement for this program.
 - Overall, I think it was well organized and appreciated being able to complete activities/requirements on my own time.
 - It would be very helpful to have an in person session at the end to regroup and have a conversation together about what we've learned and taken away from the experience. Really enjoyed the care map. It was very eye opening to get an understanding of the sheer volume of sessions, therapies and additional support systems that individuals with complex medical needs and neurodevelopmental disabilities depend on. I also really enjoyed my community observation experience. I think that, if possible, requiring/allowing a variety of experiences would be helpful to gauge the resources in the community.