

GULEND
Leadership Education in Neurodevelopment Disabilities
Curriculum Overview



General Overview

The **GULEND** curriculum is made up of didactic and experiential opportunities to help the trainee understand neurodevelopmental disabilities from an interdisciplinary perspective. Content is drawn from a variety of sources including disabilities studies, scientific research, and service provision.

Curriculum Environment

The **GULEND** curriculum environment is an adult learning environment. It presumes that both trainees and mentors are professional, productive contributors to the process of learning. Trainees are considered active learners who will sharpen their disciplinary and interdisciplinary skills, focus on their future role as leaders in the fields of developmental disabilities, and take advantage of the range of opportunities presented to them as part of the curriculum.

The **purpose of GULEND** is to improve the health and well-being of diverse persons who have or are at risk for developing ASD/DD across the life course. This will be accomplished by providing graduate-level training consistent with the MCH Leadership Competencies.

The goals of GULEND are to:

1. Increase the number, diversity, and capacity of interdisciplinary graduate-level trainees to meet the interests and complex needs of persons with ASD/DD and their families/caregivers throughout the life course.
2. Increase the leadership capacity of professionals, family members, caregivers, and persons with the lived experience of ASD/DD to improve the systems of supports and services from birth throughout the life course.
3. Advance innovative practice models that enhance cultural and linguistic competence, family-centered/person-centered, and life course approaches.
4. Develop the knowledge and skills of interdisciplinary service professionals to respectfully enter diverse communities and foster partnerships and meaningful inclusion of persons with ASD/DD in the communities in which they live.
5. Implement an iterative quality improvement process to guide program implementation during the five-year grant.

The Curriculum

The **GULEND** curriculum is made up of **five** components: 1) *Didactic and Applied Experiences*, 2) *Clinical Experiences*, 3) *Experiential Learning*, 4) *Mentorship*, and 5) *Scholarship*.

1. Didactic Sessions and Applied Experiences

The didactic sessions and applied experiences ensure that basic information about characteristics, interventions, research, and policies regarding a host of neurodevelopment disabilities is covered. The

sessions take on a variety of synchronous and asynchronous formats including lectures, panels, group activities, etc. The sessions are taught by a variety of professionals and trainees. The didactic and applied activities are divided into four age-based segments: a) Service Delivery to Infants and Their Families; b) Service Delivery to Preschoolers; c) Service Delivery to School Aged Children and Their Families; and 4) Adolescence and Transition to Adulthood. This component will occur on the first, third, fourth Friday of the month at GU Center for Child and Human Development.

2. Clinical Experiences

GULEND Clinical Experiences consist of **two** components: the *GULEND Interdisciplinary Team* at National Children’s Center and *GULEND Interdisciplinary Supplemental Experiences*. Both components promote interdisciplinary diagnosis, evaluation, assessment, and intervention supports and services. They cross all age ranges and a variety of contexts.

3. Experiential Learning

For the Experiential component trainees will select 1 experiential learning opportunity or “Experiential” from each of 5 areas: a) *Community-based Programs for MCH Populations*, b) *Advocacy/Policy*, c) *Professional Development and Networking*, d) *Innovative Practices*, and e) *Service Systems* for a total of 5 during the year.

4. Mentorship in Cultural and Linguistic Competence for Career and Life Goals (Mentorship for Equity)

This component of GULEND supports trainees to integrate cultural and linguistic competence in their career and life goals. Trainees will be matched with a mentor who will guide trainees in ways to understand and practice cultural and linguistic competence professionally and in life.

5. Scholarship

Each long term trainee (LTT) will design and implement a scholarly project. Trainees may participate in GULEND faculty on-going research activities, investigate a research question related to individuals with ASD/DD, or participate in an on-going scholarly endeavor with a community-based partner. Scholarship activities may also consist of teaching, coaching, mentoring others.

Individualized Leadership Development Plan (ILDP)

Collaborating with the discipline supervisor the trainee will develop an ILDP describing the goals of the trainee and the activities they will participate in to accomplish those goals.

Time Frame

Each long term trainee (LTT) will devote approximately 10-12 hours/week on LEND related activities from *September through June*. Most of those activities will take place on *Fridays*; however, there may be activities requiring other time periods.

Stipend

Each long term trainee will receive \$5000/year.

Disciplines Represented by GULEND

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| 1. Disability Studies | 5. Medicine:(Ped, DP, | 9. Psychology |
| 2. Special Education | Family Medicine)Nursing | 10. Self-Advocate |
| 3. Law | 6. Family | 11. Social Work |
| 4. Leadership | 7. Physical Therapy | 12. Speech and Language |
| | 8. Policy | Pathology |

