

WVU Center for Excellence in Disabilities (CED) Trainee Handbook



PROVIDING LEADERSHIP IN THE DEVELOPMENT OF SERVICES AND
SUPPORTS FOR PERSONS WITH DISABILITIES.

THE LEADERSHIP EDUCATION IN NEURODEVELOPMENTAL DISABILITIES (LEND) GRANT IS
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LEND Trainees 2020-2021

<u>Name</u>	<u>Discipline</u>	<u>Mentor</u>	<u>Email</u>
Allison Amend	Audiology	Diane Williams	ama0124@mix.wvu.edu
Julia Baruffi	Counseling	Diane Williams	jb00047@mix.wvu.edu
Kalie Brimhall	Speech	Tori Gilbert	Keb00014@mix.wvu.edu
Allison Croushorn	Audiology	Diane Williams	Agc00021@mix.wvu.edu
Paige Currie	Psychology	Susannah Poe	pmc0024@mix.wvu.edu
Chelsea Dean	Public Admin	Diane Williams	Cdd0001@mix.wvu.edu
Kayla Harris	Social Work	Diane Williams	Kjh0017@mix.wvu.edu
Julie Henrich	Self-Advocate	Jennifer Forester	henrichjulie@yahoo.com
Autumn Johnson	Family	Diane Williams	Autum_43@live.com
Leticia Johnson	Public Admin	Diane Williams	Lrj00002@mix.wvu.edu
Olivia Johnson	Speech	Tori Gilbert	osj0001@mix.wvu.edu
Audra Knotts	Speech	Tori Gilbert	Ark0013@mix.wvu.edu
Sydney Leary	Speech	Tori Gilbert	Snl0008@mix.wvu.edu
Haley Link	Audiology	Diane Williams	Hl00020@mix.wvu.edu
Avery Santella	OT	Amy Burt	Abs0020@mix.wvu.edu
Meagan Seaton	OT	Amy Burt	mms0036@mix.wvu.edu
Spencer Setcavage	Mental Health Counseling	Diane Williams	Spencersetcavage0@gamil.com
Davi Stanley	Social Work	Lori Heginbotham	Dss0018@mix.wvu.edu
Jessica Welch	PT	Mary Beth Mandich	Jlw0109@mix.wvu.edu

UCEDD Trainees
2021-2022

Name	Discipline	Mentor	Email
Josibeth Bonar	Speech	Miller	Jpb0027@mix.wvu.edu
Megan Hardy	Marketing	Danko	MIh0036@mix.wvu.edu
Aisha Hashmi	Social Work	Workman	aihashmi@mix.wvu.edu
Sarah "Taylor" Pickett	Social Work	Lanham	Stp0011@mix.wvu.edu

About the CED

The Center for Excellence in Disabilities (CED) at West Virginia University (WVU) is a part of a national network of University Centers for Excellence in Developmental Disabilities (UCEDDs). UCEDDs were created in 1963 by the federal government with the enactment of Public Law 88-164 to serve people with intellectual disabilities. Today:

- There are sixty-eight (68) Centers across the country, authorized under the Developmental Disabilities Assistance and Bill of Rights Act of 2000 (PL- 106402), to serve as resources for Americans with a wide range of disabilities.
- There is at least one in every state and territory,
- They are affiliated with major research Universities and serve as a resource for people of all ages.
- They 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.
- The CED is located in Morgantown, West Virginia.
- There is a satellite office in Big Chimney, West Virginia.
- The West Virginia Center for Excellence in Disabilities is a unit within West Virginia University (WVU), Health Sciences, and because of the placement within the University, has access and alignment with the Schools of Pharmacy, Public Health, Nursing, Medicine and Dentistry.
- Its role is to provide education and training to University students in multiple disciplines; educate direct care providers who serve persons with disabilities; and provide policy makers with objective information about the status of disabilities services in West Virginia.
- CED works in partnership with the Developmental Disabilities Council (DDC) and the Disability Rights of West Virginia to engage in capacity building as well as providing advocacy and systems change that promotes the integration and inclusion of people with disabilities in community life.

About LEND

Leadership Education in Neurodevelopmental and Related Disabilities (LEND) programs provide long-term, graduate level interdisciplinary training as well as interdisciplinary services and care. The purpose of the program is to improve the health of infants, children and adolescents with disabilities. This is accomplished by preparing trainees from diverse professional disciplines to assume leadership roles in their fields as well as ensuring high levels of interdisciplinary clinical competence.

LEND programs operate within a university system, usually as part of a University Center for Excellence (UCEDD) or other large entity, and collaborate with local university hospitals and/or health care centers. This set-up gives them the expert faculty, facilities and other resources necessary to provide exceptional interdisciplinary training and services.

LEND programs are located in almost all US states with three territories reached through program partnerships. Collectively, they form a national network that shares information and resources and maximizes their impact. They work together to address national issues of importance to children with special health care needs and their families, exchange best practices and develop shared products. They also come together regionally to address specific issues and concerns.

While each LEND program is unique, with its own focus and expertise, they all provide interdisciplinary training, have faculty and trainees in a wide range of disciplines, and include parents or family members as paid program participants. They also share the following objectives:

1. Advance the knowledge and skills of all child health professionals to improve health care delivery systems for children with developmental disabilities.
2. Provide high-quality interdisciplinary education that emphasizes the integration of services from state and local agencies and organizations, private providers, and communities.
3. Provide health professionals with skills that foster community-based partnerships.
4. Promote innovative practices to enhance cultural competency, family-centered care, and interdisciplinary partnerships.

The LENDS grew from the 1950s effort of the Children's Bureau (now the Maternal and Child Health Bureau) to identify children with disabilities as a Title V program priority. They are funded under the Autism Collaboration, Accountability, Research, Education and Support (CARES) Act, and are administered by the Health Resources and Service's Administration (HRSA) Maternal and Child Health Bureau (MCHB).

Trainee Guidelines

The WVUCED provides graduate assistant trainee and student trainee opportunities to WVU students pursuing health and human service degrees. Trainees also include family members and self-advocates. Traineeships may receive payment based upon availability of funding. Internships and practicum opportunities are also available to undergraduate students based on availability and programming.

Trainee Enrollment

Once accepted as a trainee, the following forms must be completed:

- Registration
- Graduate assistantship students must complete a Signed Tuition Waiver
- Payroll forms
- Visit WVU Shared Services if receiving pay
Must take cope of Driver's License and Social Security Card
- Background Check Forms
- Documentation of Hepatitis B and Tuberculosis Vaccines
- HIPAA Training/Date Completed __/__/__ Staff at the CED will ensure your opportunity to receive HIPAA certification, which must be completed yearly and may be included on your resume.
- Individualized Training Plan
- Resume
- Media Guidelines Policy/Media Consent Form
- ITS Computer Security
- Children on Campus Quiz Date Completed __/__/__

Trainee Contracts are developed with supervisors and define expectations, roles and responsibilities. They are to be signed before the beginning of the training program.

Requirements of Training Participants

Long-Term Trainees

Long-term trainees are those who will:

- complete over 300 hours of training in one academic year with the CED. Most trainees are expected to work 10-15 hours per week, meeting all requirements within the 300 hour requirement.
- complete the Orientation, two Core Courses (or similar degree course) DISB 580, Disability and the Family; DISB 585, Disability and Society or DISB 581, Lifespan Disability Policy, the Leadership Seminar, Journal Club, Family Partnership Program, and a minimum of 45 hours of interdisciplinary clinical and field experiences.
- Graduate Assistants will be expected to meet all requirements. Graduate Assistants are either full or part-time according to funding availability. Graduate Assistants receive a tuition waiver and stipend according to WVU regulations and department requirements, therefore they are paid at different amounts. Student worker trainees will complete 300 hours and will have bi-modified requirements. Student workers are paid in bi-weekly installments.

Medium-Term Trainees

Medium-Term trainees are those who will complete over 40 – 299 hours of training in one academic year with the CED.

Short-Term Trainees

Short-term trainees are those who will complete 1 – 39 hours of contact training in one academic year with the CED.

Other University Students

Other University students are those who are not registered as CED trainees and who meet at least one of the following:

- Enrolled in University courses related to disabilities, taught by CED faculty/staff, and carrying academic credit;
- Enrolled in University courses related to disabilities and carrying academic credit for which CED faculty provide one or more lectures;
- Receiving other structured experiences in the CED which does not otherwise meet the definition of CED Interdisciplinary Trainee;
- Students enrolled in the Undergraduate minor or graduate students enrolled in the Graduate Certificate in Disability Services.

Required trainings:

Trainees are required to complete trainings in HIPAA, Protecting Youth, Inclusive Language, and Accessibility, all of which are available through the CED.

Professional Conduct of CED Trainees

Time Commitment

During the 10-20 hours per week, trainee time will be spent in interdisciplinary clinical or field settings and specific CED activities. Trainees may attend a core course for two semesters (or similar degree course), and the leadership seminar for two semesters.

The CED operates on the WVU faculty calendar and, as such, does not have Christmas or spring breaks. Graduate Assistants are expected to fulfill their obligation of 10-15 hours per week. However, in the case of Thanksgiving and Christmas when WVU faculty and staff have a holiday, the hours required will be less, depending upon the number of days off for faculty and staff. Graduate Assistants are expected to work one-half the number of hours in a week as the faculty and staff. Arrangements may be made with the graduate assistant's supervisor to allow time for out-of-town travel by accumulating additional hours. These arrangements must be approved prior to the holiday or break. Trainees may complete hours through the Summer Institute or other activities that would count toward their 300 hours.

Confidentiality

All CED faculty, staff, and trainees may have access to client information for service, training, and/or evaluation purposes. Incoming trainees will receive mandated HIPAA training prior to interaction in CED clinics. Client information may not be shared with others unless the client or the parent(s)/guardian signs the CED Informed Consent Form to release the information to people or agencies outside CED and the WVU Health Sciences Center. Information gained from talking to community and state agency personnel should also be handled confidentially and professionally in accordance with the Privacy Practices Policy (See Privacy Practices Policy page). Trainees are expected to behave in ethical, diplomatic, and discreet ways

regarding the sharing of information within CED/Health Sciences Center and with outside agencies with which they may deal. All trainees should read, sign, and submit the Confidentiality and Security Agreement to the LEND Training Coordinator.

Data Collection

All trainees are required to submit data regarding their activities to the CED statistician. The statistician will provide trainees detailed instructions for completing data forms.

Dress Code

In many cases, a trainee's affiliation with CED is the beginning of a career in which he or she will be expected to exhibit professionalism in behavior, as well as appearance. Trainees are expected to dress in a manner that is consistent with appropriate professional attire. Jeans may be worn at the CED and in some field experiences depending upon the situation. For example, mentors may suggest to trainees to "dress down" when going on a home visit. Jeans with holes, shorts, exercise clothes and low cut tops are not considered professional dress and should not be worn at CED or in clinical settings.

Use of CED Resources

Trainees have access to:

- use of the copy machine,
- long distance telephone calls,
- fax machine,
- job-related travel reimbursement with prior approval from Training Director,
- computers.

Questions regarding specific uses of these resources should be addressed to the trainee's supervisor or mentor. The Disability Resource Library is available to students, professionals, community members and people with disabilities to get information on disabilities. The Resource Center includes information on disability law, research and best practice, referral sources, advocacy supports and community living and is located on the first floor.

Evaluation

Trainees will be asked to complete a self-assessment of their Individual Training Plan with CED at mid-term and at the end of the spring semester. Each will complete a Self-Evaluation and an Exit Interview upon completion of the academic year. These evaluations will be submitted to the LEND Training Coordinator and retained in the trainee's permanent file. **It is critical that trainees provide an email address at this time that will remain in use throughout the follow-up period.**

Follow-up

One year after leaving CED, the trainee will be contacted by NIRS/HRSA and asked to complete a follow-up evaluation and information form. Follow-up will be conducted at 1, 5, and 10 years out. Information will be used to evaluate and improve the programs of the CED. Trainees may be contacted for several years after their tenure at the CED so it is vital to that they update their contact information as needed.

PROGRAM REQUIREMENTS FOR LEND

1. Orientation

The orientation program, conducted at the beginning of each fall semester, introduces trainees to the WVU CED. It provides an overview of the Center's management system and operations, an introduction to the core faculty and staff, and an overview of the goals and objectives of the LEND grant. Orientation begins the learning process for trainees to become committed to and involved in delivery of support, within their discipline, to people with disabilities and their families. All trainees are required to attend the orientation.

2. Core Courses

Disability Studies Courses

Graduate students may complete an Interdisciplinary Certificate in Disability Studies which will include some of the following courses. Contact Diane Williams at awilliams@hsc.wvu.edu or Jennifer Forester at jforester@hsc.wvu.edu for more information.

DISB 580. Disability and the Family. 3 Hours. This course is designed to familiarize students with developmental disabilities and their impact on families. Interdisciplinary, family-centered care is emphasized, along with how to access resources to meet the needs of children and families.

DISB 581. Lifespan Disability Policy. 3 Hours. Overview of health, education, financial and related policies impacting individuals with disabilities across the lifespan and at the federal, state, and local levels.

DISB 585. Disability and Society. 3 Hours. This course provides a global, interdisciplinary overview of issues and policies that are the concern of individuals with disabilities (e.g., public policy, health-related issues, employment, and social benefits).

3. Interdisciplinary Clinics

The Feeding and Swallowing Disorders Clinic meets weekly in the CED clinic space. In conjunction with LEND mentors, trainees participate in assessment, reporting, care coordination and follow-up for children who have neurological, physiological and behavioral difficulties with eating.

The Next Steps Clinic meets for two hours on the second and fourth Thursdays of the month in the CED clinic space. In conjunction with the LEND mentors, trainees participate in assessment, reporting, treatment coordination, and follow-up for children with a variety of disabilities and their families. Particular emphasis is placed on assisting individuals with disabilities as they encounter life transitions. An interdisciplinary, family-centered model is followed. This clinic not only provides a valuable service to children and their families, but also provides clinical, management and leadership opportunities for trainees.

4. The Family Partnership Program

The Family Partnership Program (FPP) provides trainees the unique opportunity to learn directly from a family rather than from clinical or didactic experiences alone. This program provides trainees with an in-depth experience with a family of a child with special health care needs. Through this program, trainees will:

- acquire an understanding of the elements of a family-centered approach
- demonstrate a working knowledge of the ways in which existing systems and policies can become more responsive to family concerns and priorities.

The requirements of the program are purposely flexible to allow for the convenience of the family. Trainees should maintain regular contact with the family and should avoid activities that may be intrusive to the family. Through this program, each student will get a “true to life” feeling for what life is like in the home setting, as well as the educational and community setting. Graduates of the program have reported this experience as being one of their most rewarding in the LEND program.

The LEND Training Coordinator is responsible for linking one or two trainees with a family. The requirements of the program are listed below and trainees will record their experiences with their assigned families in a journal. These activities should include:

1. An introduction to the family by visiting with the family during a meal or other time when the family is engaged in a routine activity
2. A physician’s appointment or any other parent-professional meeting;
3. Interactions with the family during two additional times convenient to the family;
4. An observation of the child in an educational or therapeutic setting.

The requirements listed above are to be completed by the end of the first semester. Students are required at the end of the first semester to contact the LEND Training Coordinator via email with an update on first semester requirements, including their journal notes.

- During the spring semester, a special project is required. Together with the family, trainees identify goals and activities for the spring semester. These should be mutually beneficial, considering the learning needs of the trainee and the family’s priorities. Trainees decide on a project or major activity that can be completed during the spring semester with the family. Some ideas for special projects for past trainees and families include:
- Developing a “Fun and Care Book” that the family could share with babysitters or respite workers about their child.
- Helping a family to apply through WV Medicaid for assistive technology funding.
- Linking families with appropriate financial support systems such as SSI, Medicaid- Home & Community Based Waiver and the WV Family Support Program.
- Making a videotape of the child’s functional abilities to be used to apply for medical equipment or an assistance program.
- Spending time observing the child in an educational setting and reporting back to the family (this will require permission from the school.)

At the end of the spring semester, the student is required to write a reaction paper that is concise and descriptive of the experience, detailing what was learned and how the experience compared to other training experiences and forums (readings, lectures, practicum). The paper should be typed, double-spaced, and approximately three pages in length. A photograph of the trainee with the child and family should accompany the paper along with a CED Media Consent Form. The paper should be emailed to the

coordinator no later than April 30. Contact the LEND Training Coordinator if you have any questions or concerns. The goal is to make the experience one that you will always remember as you head out into the world of work.

5. Clinical and Community Observation Experiences

A wide variety of clinics and community settings are available for observational experiences. The LEND Training Coordinator will review journal entries detailing learning experiences as described by the trainee through the academic year. For experiences that conflict with class times, trainees should arrange to observe during semester breaks or make alternate arrangements with the Training Coordinator. CED Clinics, WVU Clinics and Community Clinics are arranged by the Training Coordinator. Jennifer Forester, MSW, arranges clinics at the WVU Physician Office Center. Her phone number is (304)293-1244 and her email is jforester@hsc.wvu.edu.

CED Clinics

Clinic: Feeding and Swallowing Disorders Clinic *
Place: CED, 959 Hartman Run Rd.
Time: Thursdays, 10:00-12:00
Contact: Cassie Miller, (304) 293-4692 or ccorbett@hsc.wvu.edu
Description: This clinic is staffed by an interdisciplinary team from the areas of nutrition, psychology, Speech pathology, and social work.

Learning Objectives: The student will learn about:
Feeding problems that occur in children with disabilities.
Complex medical conditions that affect feeding and swallowing.
Behavioral components of feeding problems.
Resources available to help children with feeding problems and their families.

Clinic: Next Steps LEND Clinic*
Place: CED, 959 Hartman Run Road, Ground Floor Clinic Time: Second and fourth Thursdays, 1-3 p.m.
Contact: Diane Williams, LEND Training Coordinator, (304) 293-4692, awilliams@hsc.wvu.edu.

Description: Interdisciplinary clinic for children and adolescents and their families experiencing difficulties with transition or with systems impacting their lives.

Learning Objectives: The student will learn about:
Types of disabilities that affect children, especially autism.
How children are evaluated and assisted by an interdisciplinary team.
Resources available for assisting children with disabilities and their families.
Families barriers to obtaining services or issues with systems
How families can assist the child or teen with disabilities in effective life transitions.

WVU Physician Office Center Clinics

Clinic: Children with Special Health Care Needs (CHSCN) Seizure Disorder Clinic
Place: Physician Office Center, Pediatrics, 2nd Floor
Time: The CHSCN seizure clinic, third Monday afternoon and the fourth Tuesday of each month.
Contact: Jennifer Forester, M.S.W., (304) 293-1244 or jforester@hsc.wvu.edu
Description: The students will observe different neurologic diagnoses and treatments via an interdisciplinary team that includes a social worker, nursing, and pediatric neurologists.

Clinic time ranges from 15 minutes to longer, based on the needs of the child.

Learning Objectives: The student will learn about:
Differing neurologic diagnoses.
Workings of an interdisciplinary team.
Resources available to families through CSHCN.

Clinic: WVU Craniofacial Clinic
Place: Physician's Office Center, 2nd floor POC Time: Second Thursday
Contact: Jennifer Forester, M.S.W., (304) 293-1244 or jforester@hsc.wvu.edu
Description: This clinic provides diagnostic and follow-up services for children born with craniosynostosis
The multidisciplinary team that meets one a month on the second Thursday

Learning Objectives: The student will learn about:
Causes of craniosynostosis including genetic syndromes.
How a multi-disciplinary team assists children with craniosynostosis and their families.
Resources available for children with craniosynostosis and their families.

Clinic: Genetics Clinic
Place: Physician's Office Center, 2nd Floor, Pediatrics, Special Clinics Suite Time: As arranged
Contact: WVU Genetic at (304) 293-7332.
Description: Children and families with, or suspected of having, genetic disorders are provided services consisting of assessment, service coordination, genetic counseling, and follow-up.

Learning Objectives: The student will learn about:
Causes and treatment of genetic disorders.
Causes of health problems due to exposure before birth to toxic substances.
Resources available to help those with genetic disorders and their families.

Clinic: Attention Deficit Disorder Clinic
Place: Physician's Office Center, 2nd Floor Pediatrics, Special Clinics Suite Time: Varies.
Contact: Jennifer Forester, M.S.W., at (304) 293-1244 or jforester@hsc.wvu.edu
Description: Through observation, the trainee will learn the diagnostic criteria for a diagnosis of ADD in a medical clinic setting. Clinic time is typically 1 ½ to two hours.

Learning Objectives: The student will learn about:
Diagnosis of ADD and ruling out other diagnostic possibilities.
Importance of psycho-educational evaluations and how to interpret them.
How to score Hawthorne ADD assessment scales.
Treatment and follow-up for ADD.
Identifying resources available, through websites, books, to children and families that receive a diagnosis of ADD.
The importance of IEPs and 504 Plans

Clinic: WVU Neurodevelopmental Clinic
Place: 201 Baker's Ridge Road
Contact: Jodi Lindsey, MD @ jlink1@hsc.wvu.edu
Description: Students will observe a diagnostic assessment for a child typically under that age of 4 with concerns for an autism spectrum disorder. Clinic sessions typically last 3 hours.

Learning Objectives: The student will learn about:

Diagnosing an autism spectrum disorder in a medical setting.
Administering and scoring a developmental assessment tool, the DP-3 Scale (GARS)
Administering and scoring the ADOS Scale.
Delivering sensitive information to families.
Resources available in the state of WV for assistance.

Clinic: Audiology Clinic
Place: Allen Hall, WVU Evansdale Campus
Time: Monday through Thursday, 9:30-11:30, 1:30-3:30
Contact: Nancy Aarts, Nancy.aarts@hsc.wvu.edu, 304-293-1642
Learning Objective: The student will learn about:
Hearing screening and evaluation.
The importance of hearing in language development.
Types of hearing problems in children and adults.

Clinic: Speech and Language Pathology Clinic
Place: Allen Hall
Time: Monday through Thursday, 9:30-11:30, 1:30-3:30
Contact: Tori Gilbert, tpadlow@hsc.wvu.edu, 304-293-1642

Description: Clients of all ages receive outpatient speech language therapy.
Learning Objectives: The student will learn about:
Individual benefits from a speech language evaluation.
Components of a speech evaluation.
Interpreting results from standardized speech language evaluations.
Conducting speech language therapy.

Community Observation Experiences

Presbyterian Child Development Center

Place: Spruce & Willey Streets, Morgantown Time: 7:00 AM – 6:00 PM, Monday – Friday
Contact: Sharon Portaro, Director, Presbyterian Child Development Center, (304) 292-2194.
Description: PCDC provides daycare and pre-school services to children, birth through five years of age. PCDC also offers a summer program to school age children up to age 12. They serve children with and without disabilities.
Learning Objectives: The student will learn:
Typical child development in the pre-school population.
Atypical development in the pre-school population.
Structure and learning strategies of the pre-school classroom.
Discipline techniques for preschoolers.

Special Education Instruction Settings

Place: Varies
Time: Varies
Contact: Diane Williams, M.S.W., CED Training Coordinator, awilliams@hsc.wvu.edu
Description: Trainees make observations in a special education classroom in a local public school, usually

in conjunction with the Family Partnership Program.

Learning Objectives: The student will learn:

How educational services are provided to children with disabilities.

Supportive services provided such as physical therapy, occupational therapy and Speech.

Types of disabilities that children have who receive special education.

Observation Room Etiquette

Observing patients during their time in clinic without intruding in their space is a benefit of having the Observation Room and our video options. Often there are many people in this setting, and it is important to know what behavior is appropriate and inappropriate. Mentors may wish to instruct by pointing out examples during observations, but lengthy discussions should be held during breaks to allow everyone to participate and learn.

Appropriate:

- Use a low tone of voice when making comment/observation.
- Stay out of the way of others trying to see.
- Be aware of personal space.
- Write down questions for further discussion during break.
- Remain in the room during the observation.

Inappropriate:

- Don't talk or laugh loudly since the Observation Room is not soundproof.
- Don't hold a discussion about other topics, especially personal matters, with others during the observation.
- Don't enter and exit the observation room excessively.
- Don't have paraphernalia (books, bags, coats, etc.) taking up room in the setting, making it difficult to get to a seat.
- Don't stand in front of the mirror, blocking the view of others.

Leadership Requirements for 2020-2021 Year

Activity	Number Required
Orientation	1 day
Leadership Pre-Survey	1
Leadership Portfolio (electronic)	1
ITP	1
Journal	1
Cultural Competency Assignments	At least 2
Leadership Seminar	7
Feeding and Swallowing Clinic	Weekly
Next Steps LEND Clinic	2 nd and 4 th Thursday
Clinic Observational Experiences	At least 6*
Leadership Field Experiences	At least 1
Journal Club/Reading Assignments	1 st Thursday
Disabilities and the Family, Disability and Society or Life Span, Disability Policy (2 of 3)	Fall and Spring Semesters
Research activities	
AUCD Conference (virtual)	1
AUCD Trainee List Serve	ongoing
CED Trainee List Serve	ongoing
Leadership Post-Survey	1

*6 per year. Attendance at LEND Next Steps Clinic and the Feeding and Swallowing Clinic are required unless discipline coursework prohibits it. The other clinical observation experiences should be spread out so that no single clinic is attended more than two times. Additional leadership field experiences will be announced via CED Trainee Listserv; however, if a trainee identifies a leadership or professional development opportunity, please share with the LEND Training Coordinator and/or share via the listserv.

Examples:

- *AUCD Conference.
 - *AUCD Council meetings.
 - *Advisory Board Meetings (WVATS, TBI, CED).
 - *Statewide trainings, conferences and workshops.
 - *HSC and CED Grand Rounds.
 - *Statewide work groups and task forces related to disabilities.
 - *Community-based clinical experiences.
 - *Camp Gizmo.
 - *Poster presentations (completed by trainee).
 - *Presentations (conducted by trainee or trainee and mentor).
 - *Mentor and other faculty research projects.
 - *Shadowing Experiences with leaders in the field of disabilities
- Calendars will be provided to LEND trainees at orientations to assist with scheduling required activities.

6. **Mentoring**
Trainees receive individual instruction and career guidance from the mentors in their disciplines. Mentoring activities include participation in the LEND Next Steps Clinic and a combination of other clinical, didactic and consultative instruction as negotiated by the mentor and trainee and detailed in the Individualized Training Program (ITP). Trainees also meet with the MCH/LEND Training Coordinator to monitor progress in the program. The Training Coordinator utilizes the Next Steps LEND Clinic, the Feeding and Swallowing Clinic and individual and group consultation with trainees to assist with integrating the components of the LEND Program into a meaningful whole.
7. **Research**
Trainees will complete research related to their disciplines as part of their requirements in the Disabilities and the Family course, as research with their discipline mentors or as part of a discipline course.
8. **Data Entry**
Trainees will complete data entry monthly. The data collection system is currently under revision and students will be trained when more information is available.
9. **Individual Training Plan, or ITP** is developed early in the fall semester in conjunction with the trainee's mentor and the LEND Training Coordinator. The ITP should include both broad goals for learning and the specific action steps you will take to meet those goals. For example, a goal might be: Gain clinical experience in working with children with disabilities and their families. Action Steps would include attending the LEND Next Steps Clinic 2 times per month, attend Feeding Clinic weekly, and complete clinic/community observations.

LEND Mentors Contact Information

Amy Burt, Occupational Therapy

alburt@hsc.wvu.edu

304-581-1972

Jennifer Forester, MSW: Social Work

jforester@hsc.wvu.edu

304-293-7331, ext 1244

Tori Gilbert, MS, Communications Sciences and Disorders

tpadlow@mail.wvu.edu

304-293-2477

Lori Heginbotham, CED Paths for Parents Program Manager

lori.heginbotham@hsc.wvu.edu

304-293-4692.

Maggie Jaynes, MD: Pediatric Neurology

mjaynes@hsc.wvu.edu

304-293-4692

Elizabeth Anne McQuade, MD, Pediatrics???

elizabeth.mcquade@hsc.wvu.edu

304-293-4451

Mary Beth Mandich, PhD: Physical Therapy

mmandich@hsc.wvu.edu

304-293-1320

Cassandra Miller, MS CED Feeding Clinic Coordinator

ccorbett@hsc.wvu.edu

304-293-4692

Susannah Poe, EdD: Educational Psychology

spoe@hsc.wvu.edu

304-293-4692

Jennifer Tenney, CED WIPA Program

jtenney@hsc.wvu.edu

304-293-4692

Diane Williams, MSW: Social Work

awilliams@hsc.wvu.edu

304-293-469

REQUIRED DOCUMENTATION/REPORTING

Individualized Training Plan:

The Individualized Training Plan (ITP) is established for the trainee to work on his or her individual goals for interdisciplinary training. In conjunction with support from the supervisor and other CED faculty, the trainee works on activities that are geared toward his or her individual skills and interests, as well as meeting the needs of the particular CED project with which he or she is involved. Each trainee is expected to develop, with the Training Coordinator, an ITP during the first month of placement. The ITP form follows.

Journal: Trainees will also maintain a journal as a means of evaluating progress towards meeting expected competencies. Trainees will record their experiences during clinical and non-clinical activities and the Family Partnership Program and discuss them with the Training Coordinator. The journal will be part of a portfolio of experiences that chronicles the impact of receiving in-depth training in interdisciplinary leadership. The journal should be kept electronically, with de-identified client information and submitted monthly to the Training Coordinator.

Time Log Sheet: Trainees are required to complete the time log sheet. A copy of the log is included under trainee documents in this manual. They should be completed at least monthly and a copy given to the trainee's program mentor. LEND trainees should also give the logs to Diane Williams, LEND Training Coordinator. These may be submitted electronically by emailing them to awilliams@hsc.wvu.edu.

Portfolio Development: In order to showcase the accomplishments of MCH/LEND trainees for prospective employers, an electronic record will be prepared to gather the year's work. Trainees will be given a jump drive to preserve journal entries, reports, projects and presentations, Family Partnership Program activities and other important activities. Trainees will share their endeavors with fellow trainees, new incoming trainees and mentors at the end of the spring semester.

TRAINEE/EMPLOYEE RIGHTS, RESPONSIBILITIES AND GUIDELINES

The WVUCED follows the policies and procedures for WVU as described in the following websites:

<http://bog.wvu.edu/policies>

<https://studentlife.wvu.edu>

(student rights and policies);

<http://diversity.wvu.edu/> (social justice guidelines);

<http://www.hr.wvu.edu/> (WVU Human Resources policies).

In addition, trainees are asked to meet the training requirements of the LEND grant and meet the educational standards of their individual disciplines. The Program Director and Training Coordinator attempt to mediate disputes between mentors and trainees. A plan of action is developed with input from all parties to address any serious concerns that arise (see sample of corrective action plan on page 24). Should disputes beyond the trainee-mentor level arise, CED administrators may be asked to help mediate.

Disputes may also be referred to the appropriate WVU authority.

AUCD Trainee Listserv

The Association of University Centers on Disabilities (AUCD) has established an un-moderated discussion list to bring together network trainees. We strongly encourage you to make use of this listserv to get to know trainees from other programs, problem solve together, and provide information about upcoming conferences, leadership opportunities, grant and employment information.

To subscribe to the listserv, send an e-mail to:

http://www.aucd.org/resources/alltrainee_subscription.cfm Include in the subject or body the command “subscribe”. The list administrator will approve and add your address to the list of participants. We hope to make this listserv enhance the training and learning experience and to develop into a useful resource for trainees at UCEDDs and LEND programs throughout the network.

CED Trainee Listserv: Trainees will be updated on upcoming activities such as clinical opportunities, webinars, Journal Club meetings and more by joining the trainee listserv. The list serve is also used to discuss upcoming clinic clients using de-identified information. To subscribe contact Lisa Uphold at luphold@hsc.wvu.edu.

Copying, Making Phone Calls, Sending Mail

As a trainee you are supported by funds allocated by your particular grant. Grants also pay for the day-to-day expenses of running a program. For this reason, when you need to make copies or long distance phone calls, your Program Manager will give you a code to enter into the copy machine or a TID number to enter into the telephone. These numbers track and ensure proper billing to the individual grant account. Likewise, when sending mail via the U.S. Postal Service, a mailing code is needed or stamps must be purchased with a Purchase Order. In these instances, please see your Training Coordinator/ Program Manager for a mailing code or postage stamps. All outgoing mail is placed in bins at the receptionist’s desk. The receptionist will direct you to the correct bin.

Phone in the GA Room

There is a phone located in the Trainee Room that may be used for incoming and outgoing calls. Voice mail may be left on this phone. When there is a voice mail message(s) the red light will blink. For instructions to retrieve the message, contact the LEND administrative secretary in Room 223. The internal extension number for the Trainee room is 60667.



Providing leadership in the development of services and supports for persons with disabilities.

CED Trainee Time Log Sheets

All long-term trainees must complete 15-20 hours per week for the duration of their assistantship. Time will be spent in formalized training, interdisciplinary clinical or field settings and specific CED activities. The CED operates on the WVU faculty calendar and, as such, does not have Christmas or spring breaks. Graduate assistants are expected to fulfill their obligation of 10-15 hours per week during breaks. However, in the case of Thanksgiving and Christmas when WVU faculty and staff have a holiday, the hours required will be less than twenty, depending upon the number of days off for faculty and staff. Graduate assistants are expected to work one-half the number of hours in a week as the faculty and staff. For example, if the faculty is given three days off (24 hours) and working two days (16 hours), then will be expected to work one day (8 hours). Arrangements may be made with the graduate assistant's supervisor to allow time for out-of-town travel by accumulating additional hours. These arrangements must be approved prior to the holiday or break.

Approved activities include: Hands on time at CED; Clinical/prep time; DISB 580, 581 & 585 course time; meetings (community, professional, mentor, families, journal club, leadership, staff meetings, etc.); online activities; participation in other CED opportunities; entering data and Zoom clinics and meetings.



Providing leadership in the development of services and supports for persons with disabilities.

MCH/LEND Individual Training Plan

Goal 1:

Action Steps:

Goal 2:

Action Steps:

Goal 3:

Action Steps:

Trainee Signature: _____ Date: _____

Mentor Signature: _____ Date: _____

Note: an electronic version of this document will be provided via the CED Trainee Listserv



PROVIDING LEADERSHIP IN THE DEVELOPMENT OF SERVICES AND
SUPPORTS FOR PERSONS WITH DISABILITIES.

Corrective Action Plan

Date: _____

Trainee Name: _____

Discipline: _____

Mentor: _____

Problems to be addressed:

- 1.
- 2.
- 3.

Actions Steps, Responsible Person(s), Dates

- 1.
- 2.
- 3.

Comments:

Signatures: (Training Coordinator, Trainee, Mentor)

Circle the number that best describes the student's performance:

	Expectation:	Exceeds	Meets	Below
1. Was the student prepared to serve as a trainee?	3	2	1	
2. Did the student demonstrate knowledge of his/ her professional field?	3	2	1	
3. Did the student demonstrate skill in time management?	3	2	1	
4. Did the student demonstrate professional attitude/behavior?	3	2	1	
5. Was the student responsive to suggestions/ criticisms?	3	2	1	
6. Did the consumer benefit from contact with the student?	3	2	1	
7. Did the student work cooperatively in an interdisciplinary setting?	3	2	1	

Comments:

Circle the number that you think best describes your performance:

	Expectations:	Exceed	Meet	Below
1. Were you prepared to serve as a trainee?		3	2	1
2. Did you have sufficient background knowledge of your professional field?		3	2	1
3. Did your time management skills meet the demands of the job?		3	2	1
4. Did you demonstrate professional attitude/behavior?		3	2	1
5. Were you responsive to suggestions/criticisms?		3	2	1
6. Did the consumer benefit from contact with you?		3	2	1
7. Were you able to work cooperatively in an interdisciplinary setting?		3	2	1

Comments:



CENTER FOR EXCELLENCE IN DISABILITIES

Providing leadership in the development of services and supports for persons with disabilities.

EXIT INTERVIEWS FOR LONG-TERM TRAINEES

NAME _____ DEGREE _____

MENTOR _____ FUNDED THROUGH _____

DATE OF PARTICIPATION _____ TO _____

Some of these questions apply only to MCH/LEND trainees.

1. What are your plans after WVUCED?
2. What part (s) of your training here was most valuable enjoyable/interesting/informative?
3. What part (s) of your training here do you think will be most helpful in your future training or work? Why?
4. Describe your mentor relationship. Would you change anything about it?
5. Were the courses *Disabilities and the Family*, *Disability and Society* and *Life Span Disability Policy* helpful? Why or why not?
6. Were the Leadership Seminars and Journal Club helpful? Why or why not?

7. Was the Family Partnership Program useful to you? Explain.
8. Describe your clinical experiences. Would you change anything about them?
9. Is there anything additional the training program could offer students?
10. Where do you plan to be in five years? Ten years
11. Do you feel better prepared for professional work because of your WVUCED experience?
Why or why not?
12. Did you make use of the AUCD Trainee Listserv or the AUCD Web Page? In what way?
13. Was the CED Trainee Listserv helpful? Do you have any suggestions?
14. Which of the following best reflects your level of satisfaction with the training that you received at the CED?

_____ Highly satisfied

_____ Satisfied

_____ Satisfied somewhat

_____ Not at all satisfied

Please give us your future contact information so that we can send you a follow-up survey. This is a requirement of trainees and helps us with reporting and securing funding.

Permanent Address (or parent's address)

Permanent Email Address (not WVU)

Facebook or LinkedIn contact information (Please send a link request to Diane Williams)

Names of presentations or publications (including thesis or dissertation)

Appendix A



Providing leadership in the development of services and supports for persons with disabilities.

ACRONYMS

ACL – Administration for Community Living
ADA – Americans with Disability Act
AIDD – Administration on Intellectual and Developmental Disabilities
AUCD – Association of University Centers on Disabilities
BBHFF – Bureau for Behavioral Health and Health Facilities (used to be OBHS)
BCF – Bureau for Children and Families (DHHR)
BMS – Bureau for Medical Services
BOSS – Bureau of Senior Services
BPH – Bureau for Public Health (DHHR)
CDC – Centers for Disease Control and Prevention
CIL – Center for Independent Living
CMS – Centers for Medicare and Medicaid Services
COCA – Council on Community Advocacy
CSHCN – Children with Special Health Care Needs
DDC – Developmental Disabilities Council
DDN – Developmental Disabilities Network (State)
DOE – Department of Education
DHHR – Department of Health and Human Resources
DHHS – Department of Health and Human Services (Federal)
DOL – Department of Labor
DRS – Division of Rehabilitation Service
FSN – Fair Shake Network
HIPAA – Health Insurance Portability and Accountability Act
HRSA – Health Resources and Services Administration

JAN – Job Accommodation Network
MCHB – Maternal and Child Health Bureau (Federal)
MHCA – Mental Health Consumer’s Association
NCIL – National Council on Independent Living
NIDRR – National Institute of Disabilities and Rehabilitation Research
NWVCIL – Northern West Virginia Center for Independent Living
OMCFH – Office of Maternal, Child and Family Health (State)
OSERS – Office of Special Education and Rehabilitative Services (U.S. DOE)
OSP – Office of Sponsored Programs
P&A – Protection & Advocacy
SILC – Statewide Independent Living Council
UCEDD – University Centers for Excellence in Developmental Disabilities
WVA – West Virginia Advocates

Appendix B

Trainee Follow-Up Survey FY ____ - LEND/UCEDD Trainees

* Response Required

Contact / Background Information

*Name (first, middle, last):

Previous Name:

*Address:

City

State

Zip

Phone:

Primary Email:

Secondary Email:

*What is the name of your current place of employment:

*What is the name of your current job position/title:

What year you graduate/complete the MCH Training Program?

Degree(s) earned while participating in the MCH Training Program

Permanent Contact Information (someone at a different address who will know how to contact you in the future, e.g., parents)

*Name of Contact:

Relationship:

*Address:

City

State

Zip

Phone:

***Race:** (choose one)

- White** refers to people having origins in any of the original peoples of Europe, the Middle East, or North Africa.
- Black or African American** refers to people having origins in any of the Black racial groups of Africa.
- American Indian and Alaskan Native** refer to people having origins in any of the original peoples of North and South America (including Central America), and who maintain tribal affiliation or community attachment.
Tribe: _____
- Asian** refers to people having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent (e.g. Asian Indian).
- Native Hawaiian and Other Pacific Islander** refers to people having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- More than one** race includes individuals who identify with two or more racial designations.
- Unrecorded** is included for individuals who are unable to identify with the categories.

***Ethnicity:** (choose one)

Hispanic is an ethnic category for people whose origins are in the Spanish-speaking countries of Latin America or who identify with a Spanish-speaking culture. Individuals who are Hispanic may be of any race.

- Hispanic**
- Non-Hispanic**
- Unrecorded** is included for individuals who are unable to identify with the categories

Please answer the following questions as thoroughly as possible. When you have filled out the entire survey, return it to your Center/Program.

Survey

1. Are you a (check all that apply):

- Person with a disability
- Person with a special health care need
- Parent of a person with a disability
- Parent of a person with a special health care need
- Family member of a person with a disability
- Family member of a person with a special health care need
- None
- Unrecorded

***2. Does your current work relate to Maternal and Child Health (MCH) populations (i.e. women, infants and children, adolescents, and their families including fathers and children and youth with special health care needs)?**

Yes No

3. Does your current work relate to individuals with disabilities?

Yes No

***4. Do you currently work in a public health organization or agency (including Title V)?**

Yes No

***5. Does your current work relate to underserved or vulnerable populations? (i.e, Immigrant Populations Tribal Populations, Migrant Populations, Uninsured Populations, Individuals Who Have Experienced Family**

Violence, Homeless, Foster Care, HIV/AIDS, health disparities, etc)

Yes No

***6. Select your primary type/setting of employment (select what best describes your current employment):**

Student

Schools or school system (includes EI programs, elementary and secondary)

Post-secondary setting

UCEDD/LEND/LEAH/PPC/DBP

Government agency

For-profit

Non-profit

Hospital

Private sector

Other: please specify: _____

7. Do you regularly work with other disciplines that work with an MCH population?

Yes No

8. What is the number of individuals with developmental disabilities who are receiving direct services through activities in which you are involved? _____

Leadership Activities

***9. Have you done any of the following activities since completing your training program?**

Participated on any of the following as a group leader, initiator, key contributor or in a position of

influence/authority: committees of state, national or local organizations; task forces; community boards;

advocacy groups; research societies; professional societies; etc.

Served in a clinical position of influence (e.g. director, senior therapist, team leader, etc.)

Provided consultation or technical assistance in MCH areas

Taught/mentored in my discipline or other MCH related field

Conducted research or quality improvement on MCH issues

Disseminated information on MCH Issues (e.g., Peer reviewed publications, key presentations, training manuals, issue briefs, best practices documents, standards of care)

Served as a reviewer (e.g., for a journal, conference abstracts, grant, quality assurance process)

Procured grant and other funding in MCH areas

Conducted strategic planning or program evaluation

Participated in public policy development activities (e.g., Participated in community engagement or coalition building efforts, written policy or guidelines, influenced MCH related legislation (provided testimony, educated legislators, etc)

None

***10. If you checked any of the activities above, in which of the following settings or capacities would you say these activities occurred? (check all that apply)**

Academic

Clinical

Public Health

Public Policy & Advocacy

None

***11. If you are currently in the fields of developmental disabilities, and are participating in leadership activities, please select in which of the following settings or capacities these activities occur:**

Academic

Clinical

Public Health

Public Policy & Advocacy

None

12. Please describe professional achievement(s) that you would attribute to the training program or anything else you'd like us to know about your career

Evaluation of Training Program

13. I would recommend the training program to others.

__ 3	__ 2	__ 1	__ 0	No response
(Completely agree)	(Mostly agree)	(Partially agree)	(Disagree)	

14. Thinking about the professional skills needed by health care professionals in your own field, what suggestions for changing training curriculum would you recommend for our Training Program?

Confidentiality Statement

Thank you for agreeing to provide information that will enable your training program to track your training experience and follow up with you after the completion of your training. Your input on how well the training equips you to provide supports and services to individuals with disabilities and families is critical to our own improvement efforts and our compliance with Federal reporting requirements. You are currently completing the alternate format paper survey.

Please know that your participation in providing information is entirely voluntary. The information you provide will only be used for evaluating your training program. Please also be assured that we take the confidentiality of your personal information very seriously. This website is a secure site and the data entered is stored in a secure database. Only a few select staff at your training program and at the Association of University Centers on Disabilities (AUCD) will have access to this information. Individual records will be kept confidential using the highest professional standards.

As you know, your training program already has similar information and, at your request, viewing of updated information can be restricted from AUCD. None of the information that you provide will be used to individually identify you to any outside agency, such as the Maternal Child Health Bureau (MCHB) or Administration on Developmental Disabilities (ADD). Any information supplied to these or any other federal agencies will be done on an aggregate basis in such a way as to preclude the ability to identify any individual trainee. If you have any questions or concerns, please contact the Director of the Center from which you received your training or Corina Miclea at AUCD (cmiclea@aucd.org) or 301-588-8252.

We very much appreciate your time and assistance in helping your training program, AUCD, and Federal agencies assess the outcomes of the training we provide. We look forward to learning about your academic and professional development.