



Leadership Education in  
Neurodevelopmental and Related Disabilities

# LEND

## Training Program

for  
**Family Members of Children  
with Special Healthcare Needs**  
at  
**The Division of Developmental  
and Behavioral Pediatrics  
Cincinnati Children's Hospital  
Medical Center**  
and  
**The University of Cincinnati  
University Center for Excellence in Developmental Disabilities**

For more information, go to our website at  
[www.uclend.org](http://www.uclend.org)

To obtain an application, please contact us at:  
513-803-3627  
[LENDTraining@cchmc.org](mailto:LENDTraining@cchmc.org)

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LEND programs are funded by the  
Maternal and Child Health Bureau  
US Department of Health and Human Services

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**Program Aim:**

To train leaders, including family members, who will improve the health and quality of life of infants, children and adolescents with, or at risk for, neurodevelopmental disabilities and other special healthcare needs and their families. Emphasis is on developing family-centered, culturally competent interdisciplinary leadership skills.

**Requirements:**

- Family member of a child with a developmental disability
- Interest in working with families of children with disabilities
- Advocacy experience (i.e. advocating for your child and/or other children and their families)
- Leadership potential
- Able to participate in LEND all-day sessions on Tuesdays and Thursday from early August through April (total hours: 360)
- Completion and submission of application with required attachments
- Attendance at LEND Orientation (first week of academic year)



LEND trainees include graduate students and pre- and post-doctoral students and fellows in the Maternal Child Health professions (audiology, medicine, dentistry, genetic counseling, health administration, nursing, nutrition, occupational therapy, physical therapy, psychology, social work, special education, speech-language pathology) and family members of children with disabilities and other special healthcare needs.

**Interdisciplinary LEND Core Curriculum**

**Interdisciplinary Core Course:** Employs self-study, small group discussions, lectures, and online learning to address topics such as developmental disabilities (DD) across the lifespan; evidence-base for screening, diagnosis and treatment of DD; transition; life course perspective; public health perspective; and policy and advocacy. A family-centered, evidence-based approach is incorporated throughout the course. Family panelists present the parent perspective during sessions on specific disabilities.

**Interdisciplinary Leadership Seminar:** Uses team-based and experiential learning, seminars, small group discussions, and team and individual assignments. Case discussions explore interdisciplinary team approaches to DD. A strong focus on culturally competent and family-centered practice is complemented by attention to the practical aspects of program planning and evaluation, and to management topics such as negotiation and conflict resolution. Trainees complete leadership projects: Family Mentoring, Leadership Portfolio, Community Resources, Disciplinary Presentations, and Emerging Issues Journal Club.

**Seminar in Evidence-Based Methods and Life-Long Learning:** Provides a team experience in the evidence-based cycle for answering a question, filling a knowledge gap, improving a process, developing a policy, or testing a hypothesis. Faculty-led interdisciplinary teams develop a question, review and assess evidence-to-date, design and carry out a method of inquiry, collect and analyze data, and apply it back to the original question. At year's end, teams present posters at the local and state level.

**Interdisciplinary Training Team:** Uses a traditional interdisciplinary team approach to comprehensive assessment. Trainees do supervised disciplinary evaluations of children who present with possible DD, discuss evaluations at interdisciplinary team meetings, and work with the family to develop a family-centered plan. Trainees learn about the methods and tools used by other disciplines through direct observation of evaluations by other disciplines, presentations by trainees, and online videos and resources.

**Disciplinary Training Experience:** Family Discipline trainees participate in discipline-specific projects designed to enhance their understanding of issues relating to the needs of families of children with disabilities. These projects include completion of at least two online advocacy modules, one advocacy presentation to their fellow trainees, and shadowing a DDBP social worker in clinic at least three (3) times over the course of the academic year.