

KNOWLEDGE AREAS

DIVERSITY, EQUITY, AND INCLUSION

Trainees will understand how discrimination and health inequities affect health access and well-being. We aim to assure inclusion and fair treatment of all individuals including people of different races, cultures, abilities and disabilities, genders, ages, and sexual orientations.

Learning Objectives	Required Activities
<p>Practice cultural humility with increased self-awareness of racial, ethnic, and class biases</p> <p>Describe the historical roots of systemic racism and identify strategies to address institutional/system racial biases</p> <p>Describe the intersection of race and culture within neurodiversity and the impact of racial trauma</p> <p>Identify factors in health and social inequities experienced by individuals with developmental disability and discuss strategies to address</p> <p>Discuss the intersections of gender identity, neurodiversity, and developmental disability</p> <p>Discuss the co-occurrence of behavioral/mental health challenges for individuals with developmental disability and implications for your practice</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Attend UW LEND seminars; synchronously or asynchronously <input type="checkbox"/> Participate in February UW LEND Workshop; synchronously <input type="checkbox"/> Participate in March UW LEND Workshop; synchronously <input type="checkbox"/> Complete required pre-seminar or workshop activities as assigned <input type="checkbox"/> Participate in Squad meetings and discussions

FAMILY-/PERSON-CENTERED CARE

Trainees will learn from the stories and perspectives of self-advocates and parents/caregivers of a loved one with a disability and consider ways to incorporate what you learn into your interactions and work.







Learning Objectives	Required Activities
<p>Practice using tools and strategies for person-/family centered interview and communication</p> <p>Modify and attune your communication with families based on their unique perspectives: culture, race, health literacy, personal stories, and experience</p> <p>Discuss the cultural values and perspectives of a neurodevelopmental diagnosis and the meaning this may have for a family of non-dominant culture</p> <p>Engage in shared collaboration with families in the decision-making process</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Attend UW LEND seminars and workshops that include panel presentations with family, caregiver, self-advocate member <input type="checkbox"/> Reflect on your personal growth in family-/person- centered care in Winter Quarter Reflection











RESEARCH and CRITICAL THINKING	
Trainees will understand the fundamental principles of clinical research and how it informs systems of care and clinical practices in developmental disabilities.	
Learning Objectives	Required Activities
<p>Discuss the role and value of translational research in clinical practice and to support system change</p> <p>Use criteria to evaluate research data and other evidence for application in clinical practice and other decisions</p> <p>Appreciate strategies for centering people with lived experience in research design</p> <p>Use plain language to relay research findings when informing families or self-advocates</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Participate in the January UW LEND Workshop; synchronously <input type="checkbox"/> Complete literature review for leadership project, share with your mentor <input type="checkbox"/> Practice sharing technical information, such as research evidence, to a caregiver or self-advocate using plain language











INTERDISCIPLINARY CLINICAL PRACTICE	
Trainees will integrate new knowledge in interdisciplinary clinical practices that are person-/family-centered and culturally and linguistically responsive.	
Learning Objectives	Required Activities
<p>Participate and/or experience interdisciplinary clinical practice in the setting of diagnostic assessment or at-risk monitoring</p> <p>Modify and attune your communication with families based on their unique perspectives: culture, race, health literacy, personal stories and experience</p> <p>Engage in shared collaboration with families in the decision-making process</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Attend one ECHO session or view a recorded ECHO session <p>Complete at least one of the following clinical options:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participate in CTU/LEND interdisciplinary clinic <input type="checkbox"/> Observe in a CTU/LEND interdisciplinary clinic <input type="checkbox"/> Describe interdisciplinary clinical experiences in your community or worksite; discuss with mentor <p>Attend at least one interdisciplinary case discussion, choose from:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Child Development Clinic (CDC) individual case discussion <input type="checkbox"/> All clinic case discussions in either Infant Development Follow-Up Clinic (IDFC) or Cardiac Neurodevelopment Clinic (CNC) <input type="checkbox"/> Alternative interdisciplinary case discussion; discuss with mentor






LEADERSHIP	
Trainees will gain knowledge, skill, practice and confidence participating in leadership roles.	
Learning Objectives	Required Activities
<p>Appreciate the variety of ways leadership opportunities may present themselves</p> <p>Track your own leadership growth and individual goals related to leadership development</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Meet with Faculty Mentor at beginning of the quarter to review learning intentions for the quarter <input type="checkbox"/> Continue progress on leadership project; complete literature review <input type="checkbox"/> Identify the topic for your Leadership Project <input type="checkbox"/> Participate in ≥ 4 Adolescent Transition Seminars synchronously during the LEND Year. <input type="checkbox"/> Attend one ECHO session or view a recorded ECHO session <input type="checkbox"/> Meet with Faculty Mentor at the end of the quarter


	<input type="checkbox"/> Complete the Winter Quarter Reflection Form and Feedback; reflect on your own growth as a leader <input type="checkbox"/> ENCOURAGED: Participate in the PacWest Trainee Conference March 1, 2024 <input type="checkbox"/> OPTIONAL: Attend SCH/LEND Duncan Seminar March 22, 2024
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IMPORTANT INFORMATION		Symbols Key	
 In-person session	First Monday of the month from 12:30 to 3:30 (starting October)	UW Portage Bay Building OR Haring Center	 Explore
 Zoom session	All other Mondays from 12:30 to 1:45	https://washington.zoom.us/j/92466210505	 Watch
			 Listen  Read

SEMINAR SCHEDULE			
Date	Topic	Prepare	Additional Learning
JANUARY			
 1/8/2024 12:30pm-3:30pm	Research: So What? Why Does it Matter? Facilitator: Sunny Juul, IHDD Director, UW LEND Faculty	<input type="checkbox"/>  Explore resource activities of the UW IHDD and Intellectual and Developmental Disabilities Research Center (IDDRC)	<input type="checkbox"/>  AIR-P LEND Seminar Series for LEND trainees: Overview of the six research nodes, gaps in the research, and future directions. <input type="checkbox"/>  Handbook: Lived Experience in Health Care & Health Systems Research (2023)
 1/15/2024	NO Seminar Martin Luther King Day Holiday		
 1/22/2024 12:30-1:45pm	Cultural Perspectives of Developmental Disability: Voices of Lived Experience Facilitator: Caregiver Panel Presentation	<input type="checkbox"/>  PacWest Learning Module 9: Disability from a Cultural Perspective (39 min) <input type="checkbox"/>  PacWest Learning Module 5: Serving the Spanish-speaking ASD Community (26 min)	<input type="checkbox"/>  Familiarize yourself with WA State resources for multicultural families caring for a loved one with I/DD (such as Open Doors and WA Multicultural Link -Our Team) <input type="checkbox"/>  Family Voices: Growing Your Capacity to Engage Diverse Communities

		 PacWest Learning Module 6: Down Syndrome in the Latinx Community (20 min)		
 1/29/2024 12:30-1:45pm	Current Trends in Applied Behavioral Analysis: Affirming Neurodiversity Facilitators: Katherine Bateman, PhD, BCBA-D, Haring Center Lucas Harrington, PhD UW Autism Center Nancy Rosenberg, PhD, BCBA-D, UW School of Education	Prepare  <input type="checkbox"/> Explore the Autism Society's evidence-based interventions website , specifically their " Making informed Decisions: ABA Toolkit for families " (plain language version here)	General Knowledge  <input type="checkbox"/> Tips for Choosing a Provider for Applied Behavioral Analysis (Univ of Indiana)  <input type="checkbox"/> Finding the Right Unpacking the ABA Debate (UW Autism Center)	Challenge Yourself  <input type="checkbox"/> ABA: What Parents Need to Know; Seattle Children's Autism 200 Series webinar (1hr 30min; begin watching at 3:20)  <input type="checkbox"/> Arc of King County's Unpacking the ABA Debate (3 part Series); recorded conversations with Autistic people, parents and professionals.  <input type="checkbox"/> Penney, AM, Bateman KJ, Veverka Y, et al. Compassion: The Eighth Dimension of Applied Behavior Analysis. Behav Analysis Practice (2023)
FEBRUARY				
 2/5/2024 12:30-3:30pm	Supporting those at the Intersection of Developmental Disability & Mental Health Facilitator: Karis Casagrande, PhD, UW LEND Panel of Community Providers: Alana McVey, PhD, SCH Autism Center Amy Prezindowski, PhD, Mary Bridge David O'Neal, MS, LMHC, Sound Health Marie Loeb, MSW, LICSW, Holistic Child & Family Therapy Rachel Earl, PhD, Child and Adolescent Psychological Services of Seattle	Prepare  <input type="checkbox"/> PacWest Learning Module 2: Intersection of I/DD and Mental Health (42 min)	General Knowledge  <input type="checkbox"/> Let's Talk: The Intersection of Intellectual and Developmental Disabilities, Behavior, and Mental Health (Report by The Arc)	Challenge Yourself  <input type="checkbox"/> Attend the virtual spring 2024 Mental Health Institute: Intellectual and Developmental Disabilities (IDD) training track
 2/12/2024	Squad Meet-Up: Leadership Project Progress	Prepare	General Knowledge	Challenge Yourself

 12:30-1:45pm		<input type="checkbox"/> Come prepared to discuss progress on your project, title for project, and how you hope to present at the UW LEND Symposium	<input type="checkbox"/>	<input type="checkbox"/>
 2/19/2024	NO Seminar Presidents' Day Holiday			
 2/26/2024 12:30-1:45pm	Cultural Humility: Exploring Your Personal Cultural Script Facilitator: Mollie Royer, LISW	Prepare <input type="checkbox"/> Review the handout and consider your personal responses. Come prepared to further complete and discuss in seminar (download handout)	General Knowledge <input type="checkbox"/> See workshop 3/4/2024	Challenge Yourself <input type="checkbox"/> See workshop 3/4/2024
MARCH				
 3/4/2024 12:30-3:30pm	Exploring Diversity & Equity: Managing Implicit Bias to Promote Health Equity Facilitator: Freda Liu, PhD	Prepare <input type="checkbox"/> Take the Harvard Implicit Association Test on Race; take additional tests as desired	General Knowledge <input checked="" type="checkbox"/> Implicit Bias Explained (1.2 minutes) <input checked="" type="checkbox"/> Explore resources of AUCD Equity, Diversity & Inclusion Hub	Challenge Yourself <input checked="" type="checkbox"/> Explore extensive resources of Georgetown University National Center for Cultural Competence <input checked="" type="checkbox"/> Freda F. Liu, et al (2022). A Brief Online Implicit Bias Intervention for School Mental Health Clinicians. Int J Environ Res Public Health. 19(2), 679.
 3/11/2024 12:30-1:45pm	Intersection: Gender Identity & DD/ASD Facilitator: Felice Orlich, PhD & Self Advocate	Prepare <input checked="" type="checkbox"/> PacWest Learning Module 7: Autism & Transgender Health (34 min)	General Knowledge <input checked="" type="checkbox"/> Explore the Autistic Women and Nonbinary Network (AWN) information and resource page	Challenge Yourself <input checked="" type="checkbox"/> Derek G, Bouman, W. Jones, B, Arcelus, J. (2016). Gender Dysphoria and Autism Spectrum Disorder: A Systemic Review of Literature. Sex Med Rev; 4: 3-14.

		<input type="checkbox"/>	<input type="checkbox"/>	 <input type="checkbox"/> Cooper, K., Mandy, W., Butler, C, Russell, A. (2022). The Lived Experience of Gender Dysphoria in Autistic Adults: An Interpretive Phenomenological Analysis. Autism. Vol26(4) 963-974.
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Winter Quarter Break - Seminars Resume Monday, March 25, 2024