



Vanderbilt Consortium LEND

LEADERSHIP EDUCATION IN NEURODEVELOPMENTAL DISABILITIES

WHAT IS LEND?

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

THE VANDERBILT CONSORTIUM LEND (VCL)

The VCL includes faculty and trainees from the following professions and institutions:

- Audiology (ETSU, Vanderbilt University)
- Deaf Education (Vanderbilt University)
- Dentistry (Meharry Medical College)
- Family (Family Voices/TN Disability Coalition)
- Genetic Counseling (Vanderbilt University)
- Medicine (ETSU, Meharry, Vanderbilt University)
- Nursing (Vanderbilt University)
- Nutrition (ETSU, Vanderbilt University)
- Occupational Therapy (Belmont, ETSU)
- Physical Therapy (TSU, ETSU, Belmont)
- Psychology (Vanderbilt University)
- Public Health (ETSU)
- Self-Advocate (East TN, Middle TN)
- Social Work (ETSU)
- Special Education (ETSU, Vanderbilt University)
- Speech-Language Pathology (ETSU, Vanderbilt University)

THE LEND NATIONAL NETWORK

The Vanderbilt Consortium LEND is among 60 LEND programs in every state, the District of Columbia, the United States Virgin Islands, Puerto Rico, and six Pacific Basin jurisdictions, either as an awardee or in partnership with a LEND program. Federally funded through HRSA's Maternal and Child Health Bureau, LEND programs form a national network that works together to address national issues of importance to children with special health care needs and their families, exchanging best practices and developing shared products.

VCL LONG-TERM TRAINEES

Long-Term Trainees (LTT) complete at least 300 hours of training during the academic year, including a Neurodevelopmental Disabilities (NDD) Core Curriculum, a Leadership Seminar series, an interprofessional group project, and individualized activities tailored to address the trainees' knowledge gaps and interests. The **Core Curriculum** is organized by topical unit, each comprised of weekly online, interactive modules and in-person evening sessions. The **Leadership Seminar Series** focuses on teaching trainees the essential knowledge, skills, and attitudes to be effective leaders in the field of NDD. **Interprofessional group projects** are facilitated by LEND faculty and provide opportunities for interprofessional collaboration across the state since several projects include LTT from both Nashville and Johnson City.



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VCL MEDIUM-TERM TRAINEES

VCL Medium-Term Trainees (MTT) complete 40-299 hours of training. For example, during their residency training pediatric residents are required to complete two, two-week rotations at the Center for Child Development (CCD) within the Vanderbilt Department of Pediatrics. Also, the **Developmental-Behavioral Pediatrics Mini-Fellowship** provides continuing professional development training in the CCD for community pediatric health care professionals, including pediatricians, family physicians, pediatric and family nurse practitioners, and physician assistants. During the Mini-Fellowship, these professionals participate in clinics and classroom-based sessions to enhance their knowledge, skills, and attitudes about common NDD, including autism spectrum disorder, intellectual disability, language and motor impairments, learning disabilities, and ADHD. Up to 50 hours of CME and MOC Part IV credit is provided through the Mini-Fellowship. MTT also includes those occupational therapists, physical therapists, speech-language pathologists, audiologists, advanced practice nurses, dietetic interns, and other health professions students who undertake NDD-related activities and opportunities as directed by their faculty mentor throughout the academic year, including participation in the two interprofessional events led by LTT each academic year that is described below.

VCL SHORT-TERM TRAINEES

VCL Short-Term Trainees (STT) complete up to 40 hours of training and include those students taught by LEND faculty as part of a degree-granting program. In addition, each semester LEND faculty and LTT plan and lead a two-hour, interprofessional evening workshop. The students from health and education professions who attend these sessions and who do not meet the hourly MTT requirement are STT.

INTERPROFESSIONAL COURSES ON DEVELOPMENTAL DISABILITIES

Each year the VCL offers the **Interprofessional Course on Developmental Disabilities in Pediatrics** on Saturdays in Middle Tennessee and East Tennessee. In these 1-day continuing professional development conferences, interprofessional teams of practicing health care and education professionals work through case studies on NDD. The VCL competencies are emphasized, including patient- and family-centered care.

Concurrent with the CPD conferences, free **Family Workshops** are offered to help family members, friends, and caregivers become better advocates for children with NDD. LEND faculty facilitate presentations and panel discussions. Information about local resources is provided.

COLLABORATION & TECHNICAL ASSISTANCE

The VCL works closely with various university, family, community, and state agency partners to provide workshops, conferences, and distance education at the community, state, regional, and national levels. The VCL provides technical assistance to health delivery systems and organizations that support services to individuals with NDD, especially underserved populations in rural settings and those with diverse cultural and ethnic backgrounds.

FOR MORE INFORMATION, CONTACT:

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