

Alaska LEND Without Walls Competencies

Leadership (L)

Leadership 1: *Effectively link concepts and requirements of Title V legislation and policies and public health core functions for Maternal and Child Health Programs/services to Alaskan health care system.*

Objectives

- A. Summarize the historical & social context of treatment and education for children and youth with Autism Spectrum Disorder and/or other Developmental Disabilities (ASD/DD) and their families, and frame the currently available health care, educational, and social services in the context of their historical evolution.
- B. Explain the systems and services resulting from legislation such as Title V of the Social Security Act, SSI, Medicaid/EPSDT, the state Children's Health Insurance Program, ADA, and IDEA, the Alaska Tribal Health System, and Military (EFMP services).
- C. Summarize the mission and guiding principles of MCHB with an emphasis on the provision of services that are family centered, culturally competent, coordinated, and community-based and the role of LEND programs in the context of other MCHB programs.
- D. Ascertain the impact of Title V legislation and MCH Program services on the existing Alaskan health care delivery system.

Leadership 2: *Work collaboratively with families, young adults, community organizations, health care professionals and state agencies to promote effective policy implementation, program development, and systems-integration based practice concepts and models.*

Objectives

- A. Integrate knowledge of policy analysis, advocacy and constituency building into collaborative health care delivery and practice.
- B. Employ skills used to effectively build and lead collaborative teams in workplace observations, didactic sessions and role playing.
- C. Differentiate various modes and styles of negotiation across environments, team composition and function.
- D. Actively participate with families as key members of interdisciplinary teams. Include families/young adults as collaborative decision makers, and practice family-centered care.

Leadership 3: *Apply leadership skills to support systems change for children with ASD/DD, especially for those vulnerable populations affected by health care disparities related to cultural, economic, geographic, and other factors.*

Objectives

- A. Clarify the complex nature of health care services for children and youth with ASD/DD and their families so as to create a roadmap for them.
- B. Summarize and differentiate the various discipline based and interdisciplinary models of systems change.
- C. Summarize research findings for causes and solutions to health care disparities as they apply to systems change.
- D. Analyze the ethical issues when advocating for systems change that impacts individuals in vulnerable populations, including concerns such as choice and informed consent.

Leadership 4: *Promote the advancement of innovative leadership strategies through use of effective training and mentoring.*

Objectives

- A. Select and employ, from an array professional and self-assessment strategies, tools that result in the development of training and mentoring plans, in support of quality services for children and youth with ASD/DD and families.
- B. Display leadership skills in problem-solving and problem- resolution across settings and activities
- C. Identify a solution to a specific problem at a family, clinical, or system level. Include obstacles to implementing such a solution and the means for overcoming these obstacles.
- D. Apply effective teaching and communication strategies in practice with professionals and families of children and youth with ASD/DD.
- E. Participate as a member of a leadership peer community by sharing leadership challenges and growth with other LEND participants, both regionally and nationally.

Leadership 5: *Develop expertise in the etiology, prevalence, assessment, diagnosis, and management of the full range of childhood neurodevelopmental disabilities, with a focus on ASD and other developmental disabilities within rural and frontier communities.*

Objectives

- A. Describe prevalence and etiology of ASD/DD and need for effective surveillance.
- B. Critically review the process and results of screening and assessments for children and youth with ASD/DD.
- C. Critique, select and provide evidence-based interventions for children and youth with ASD/DD.
- D. Assess the quality and scope of transition supports, resources, services and issues and determine appropriate plans for children and youth with ASD/DD.



Family Culture (FC)

***Family Culture 1:** Integrate validated family-centered strategies and outcomes into community-based health care practices for Alaskan children and youth with ASD/DD.*

Objectives

- A. Demonstrate respect in the role of parents and families in the community with the ongoing health care management of a child with ASD/DD.
- B. Explain how families have had to overcome barriers and resolve challenges related to children and youth with ASD/DD.
- C. Identify the successes families have had in improving laws, regulations, guidelines, and practices at the community, state, and national levels.

***Family Culture 2:** Communicates effectively in the culturally and linguistically diverse rural and frontier communities.*

Objectives

- A. Recognize and demonstrate respect for the unique cultural perspective of each family in their interactions with the community, health care partners, and state agencies.
- B. Identify strategies and attitudes that reflect sensitivity to the broad array of values and norms in the diverse populations within their communities, states, and region, which must include culturally and ethnically diverse individuals. This also includes individuals with differing income levels and access to educational, transportation and medical services.
- C. Recognize and identify his/her own cultural norms and beliefs, and target areas where their norms may interfere with the provision of culturally effective services.
- D. Participate in interdisciplinary clinics with cultural groups that differ significantly from their cultural group of origin and identify barriers that impact delivery of effective services.
- E. Delineate and employ those professional competencies that reflect a commitment to provide culturally competent and responsive care.

***Family Culture 3:** Integrate Life Course Perspective into family-centered, community-based care, in rural and frontier communities.*

Objectives

- A. Summarize the strategies, process and suggested outcomes from implementation of Life Course Perspective approaches (e.g., family history, structural and cultural context, transitions and their impact, etc.) especially as it applies to provision of family-centered services.
- B. Evaluate health care delivery case studies in the context of Life Course Perspective and identify its impact on family-centered outcomes.
- C. Employ Life Course Perspective strategies in the planning and evaluation of maternal and child health programs.

Interdisciplinary Community-based Services (ICS)

Interdisciplinary Community-based Services 1: Develop expertise in the roles, strategies, outcomes and challenges to implementation of interdisciplinary teams with children and youth with ASD/DD and their families.

Objectives

- A. Summarize current interdisciplinary team models, roles, strategies, outcomes and challenges, with special consideration to rural and frontier delivery systems of Alaska.
- B. Critique the research associated with current interdisciplinary models, roles and outcomes, and identify differences in models across a variety of clinical and community settings.
- C. Describe and apply interdisciplinary planning and formative/summative evaluation strategies, with special consideration to rural and frontier delivery systems of Alaska.
- D. Develop team building, training and mentoring plans to support interdisciplinary practice.

Interdisciplinary Community-based Services 2: Effectively participate as a member of an interdisciplinary health care team that serves Alaskan children or youth with ASD/DD.

Objectives

- A. Effectively collaborate with families, other professionals and community agency personnel as part of a true interdisciplinary team.
- B. Identify and use effective interdisciplinary team leader strategies to achieve meaningful outcomes during clinical experiences.
- C. Integrate training from diverse rural and frontier clinical experiences to identify and problem-solve the barriers and challenges in accessing interdisciplinary health care delivery.
- D. Employ only professional and ethical behavior while interacting with professionals from other disciplines, children and youth with ASD/DD, family members, and other community professionals.



Public Health and Emerging Issues (PHEI)

Public Health and emerging issues 1: Evaluate crucial state public health systems including, population-based screening, prevention, and preparation and response to emergency events as it relates to health care delivery in rural and frontier regions of Alaska.

Objectives

- A. Describe the national and statewide application of the Medical Home model, including concepts, practices, outcomes and medical home competencies.
- B. Identify emerging issues in health care and practice priorities including those issues addressed in Healthy People 2020 and the Bright Futures Guidelines.
- C. Develop and employ accurate needs assessment procedures and program evaluation techniques to the planning and evaluation service programs for children and youth with ASD/DD and their families.
- D. Identify child trauma issues, with special concern to those experienced by Alaskan children and youth with disabilities, including those with ASD/DD.
- E. Summarize evidence-based early intervention / prevention services which support EC MH needs, as suggested by Bright Futures in Practice: Mental Health as well as mental health priorities specified in Healthy People 2010 and Healthy People 2020.

Public Health and emerging issues 2: Identify and functionally define emerging issues regarding children and youth with ASD/DD and their families in rural and frontier communities, including the potential presence or development of secondary disabilities.

Objectives

- A. Report on emerging issues in health care and practice priorities including those issues addressed in Healthy People 2020 and the Bright Futures Guidelines.
- B. Identify specific emerging issues for children and youth with ASD/DD including victimization and child trauma, and/or the co-occurrence of FASD & ASD.
- C. Summarize elements of the Logic Model and other approaches to program planning and evaluation processes, tools and outcomes.
- D. Apply core grant writing skills relative to a) identification of funding sources/priorities, b) understanding the role of each common element of a grant proposal, including its logic model, c) framing work and evaluation plans and d) planning a budget.



Research (R)

Research 1: *Incorporate applied research planning, implementation and assessment strategies into delivery practice, in a manner that supports quality rural health services and outcomes for children and youth with ASD/DD and their families.*

Objectives

- A. Critique the current body of research literature for a given discipline, interdisciplinary or health care function focus (e.g., prevention, health disparities, diagnosis, intervention, etc) to promote systems development and change for Alaskan children and youth with ASD/DD and their families.
- B. Implement and evaluate a plan to manage the progression of their leadership/research projects
- C. Summarize core public health research principles, methods and interpretation.
- D. Identify positive ethical practices in conducting research with children and youth with ASD/DD and their families and apply these strategies and systems to their research projects.
- E. Accurately apply in cooperative research proposal, the empirical design process, from question distillation through to IRB proposal.
- F. Collaborate with mentors and peers in the dissemination of Alaskan findings, via publications, conference presentations, technical assistance or workshops.

Technology (T)

Technology 1: *Effectively utilize and integrate available telehealth and assistive technologies to promote innovative health care delivery services.*

Objectives

- A. Plan, organize, implement and lead telehealth interactive event with at least two remote communities, using both video conferencing and real time document sharing tools.
- B. Summarize the functions, tools and resources found within the Alaskan telehealth network.
- C. Summarize the functions, tools and resources that are used to provide assistive technology.
- D. Summarize assistive technology funding sources and services for Alaskan children and youth with ASD/DD.