Here's what former trainees had to say:

“The LEND program challenged me to work with professionals from every discipline to achieve common goals. I received education and experiences that cannot be provided in the classroom. I look forward to working with this new network of colleagues we have built together.”

-Audiology Trainee

“I am grateful for learning about different disciplines. I have gained a greater appreciation for the whole person and no longer view patients as having a need from me only.”

-Pediatrics Trainee

“I am extremely fortunate to have worked so closely with my fellow trainees as I developed a better understanding of and appreciation for team work, leadership and most importantly, how to better serve and interact with the individuals in my community.”

-Speech Pathology Trainee

“LEND provided us with the opportunity to learn from each other’s expertise in a collegial environment. The research and leadership projects definitely helped me develop new skills in both areas, and the clinic experiences gave me a broader understanding of the work that other professionals in the field do.

-Special Education Trainee
The ArkLaMiss Leadership Education in Developmental Disabilities (LEND) collaborative program seeks to improve services to people with disabilities while increasing services offered to urban and rural areas of the three participating states by offering training opportunities to trainees from sixteen health related disciplines.

Disciplines involved are:

- Audiology
- Dentistry
- Developmental and Behavioral Pediatrics
- Early Childhood Special Education
- Genetics
- Genetic Counseling
- Family Advocacy
- Health Administration
- Medicine
- Nursing
- Nutrition
- Occupational Therapy
- Physical Therapy
- Psychology
- Rehabilitation Counseling
- Special Education
- Speech Language Pathology
- Social Work

Trainees are selected for participation in the program based on their interest in people with disabilities and potential as future leaders in health care.

Each trainee will develop competency in each of the core areas:

- neurodevelopmental disabilities
- interdisciplinary practice
- public health
- research

Activities of the Training Programs

The interdisciplinary training program takes place over the course of two semesters and calls for trainees to spend 300 clock hours in the training program. These hours are divided among the following areas.

INTERDISCIPLINARY CLINICAL EXPERIENCES

Trainees are a part of interdisciplinary teams with faculty and other trainees for clinical assessments and interventions. A variety of interdisciplinary experiences are arranged and supervised.

Examples of clinical experiences include: play-based assessment for Part C eligible children, Part C home and community-based services, neonatal intensive care units, school-based response to intervention assessment and services, cochlear implant clinic, speech-language clinic, audiology clinic, etc.

RESEARCH

Trainees will participate in research conducted by a faculty or staff member and will present their findings in a research symposium.

SEMINARS

Through problem based learning, trainees will expand their understanding of topics such as family centered care practices, neurodevelopmental disabilities, emerging health problems, financing of health care, models of service provision, interdisciplinary teaming, public policy, community development, organizational, human resource development, and interdisciplinary interventions.

LEADERSHIP PROJECT

The training programs seek to develop future leaders in fields of health care. An important component of fulfilling this mission is the leadership project.

Each trainee will conduct a project during the course of the two semesters of training. This project will include policy or advocacy issues and may focus on systems change.