Developing Interdisciplinary Leadership Training through the MCHB/AUCD Interprofessional Leadership Learning Collaborative

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Background

NH LEND is a partnership between the Geisel School of Medicine at Dartmouth, the Institute on Disability at the University of New Hampshire and the Center for Community Inclusion and Disability Studies at the University of Maine.

Weekly video conferencing connects trainees from Maine and New Hampshire. Small group collaborative work is supported through the use of Skype and FaceTime. NH LEND cohorts are typically comprised of 60% Master’s level graduate students, 20% Community-based professionals, and 20% Family members. Each year, 22 new leaders enter the field from the program.

The MCHB/AUCD Interdisciplinary Leadership Learning Collaborative provided an opportunity to intentionally thread leadership skill development through the NH LEND curriculum.

Intentional Leadership Development

- MCH Competencies Self-Assessment
- Interdisciplinary Leadership Plan
- Monthly journal reflections
- Faculty mentorship
- Leadership in Action Placements
- Challenging projects (Capstone, Policy Brief, Disability Policy Seminar)
- Process Evaluations

CORE I: LEND Seminar

- Seven content modules over two semesters
- Multiple collaborative activities
- Emphasis on interdisciplinary leadership

CORE II: Interdisciplinary Leadership Intensives

- Nine topical Leadership Intensives (1 per month)
- Trainee-Faculty Leadership Forum

Topics:
- Models of Leadership
- Family-Professional Partnerships
- Evidence-Based Practice
- Cultural Case Simulations
- Conflict Resolution
- Leadership Panel
- Legislative Advocacy
- Disability Policy Seminar
- Capstone Poster Session

Instruments:
- Myers Briggs Type Indicator
- Thomas Kilmann Conflict Mode Instrument
- Change Style Indicator (FY14)

CORE III: Clinical Training & Preparation

- Three rotations in community-based clinics
- Clinical Case Reviews in seminar

ILI Team

- Team reflections on Process Evaluations
- Reflection and evaluation through MCHB/AUCD ILLC

ILI Evaluation

- MCH Leadership Competencies Self-Assessment at 3 time points
  - Benchmark: one-point increase on a 4-point scale. In FY14, trainees averaged a two-point gain between T1 and T3.
  - Articulating goals in an Interdisciplinary Leadership Plan (September)
- Trainee reflection on ILP Goals 2x each semester (December, April)
- Faculty observation of trainee growth and self-reflection

"Leadership is a word I thought I understood! As I begin this journey...my perceptions and ideas of what leadership is have already begun to change. It is a much more complex and integrated concept that I had never really examined....." From a trainee who is a mature and experienced professional