

4-10-2013

Leadership Education in Neurodevelopmental Disabilities (LEND) - Partnership with Community-based Organizations (CBOs)

Institute for Community Inclusion, University of Massachusetts Boston

Follow this and additional works at: http://scholarworks.umb.edu/ocp_posters

 Part of the [Community Engagement Commons](#), [Maternal and Child Health Commons](#), and the [Public Health Education and Promotion Commons](#)

Recommended Citation

Institute for Community Inclusion, University of Massachusetts Boston, "Leadership Education in Neurodevelopmental Disabilities (LEND) - Partnership with Community-based Organizations (CBOs)" (2013). *Office of Community Partnerships Posters*. Paper 113. http://scholarworks.umb.edu/ocp_posters/113

This Presentation is brought to you for free and open access by the Office of Community Partnerships at ScholarWorks at UMass Boston. It has been accepted for inclusion in Office of Community Partnerships Posters by an authorized administrator of ScholarWorks at UMass Boston. For more information, please contact library.uasc@umb.edu.



Leadership Education in Neurodevelopmental Disabilities (LEND)

—Partnership with Community-based Organizations (CBOs)



Project: Interdisciplinary Leadership Education in Neurodevelopmental Disabilities (LEND), a Maternal and Child Bureau (MCHB)-funded program providing long-term, graduate level training to health professionals and family members.



Purpose

To develop leadership potential to improve the health status of infants, children and youth with or at risk for neurodevelopmental and related disabilities and to enhance the systems of care for these children and their families.

Related Goals/Objectives

Goal

Fellows explore relationship between culture and disabilities and the varying perceptions of the meaning of disability within diverse communities.

Objective

Student: Acquire better understanding of the impact of culture on person's perception of disability and how this affects access to services.

CBO: Increase knowledge on services and supports available to children and families in their communities.

Approaches/Methods

Partner with CBO to create cross cultural experiences to learn about disability issues and to practice and enhance skills in cross cultural communication.

Six hours course on cultural competence and cultural brokering.

Fellows work at CBO ½ day/week to develop project with organization.

Results

Worked with 35 CBOs in the past 10 years whose focus has been on the following communities: Haitian, Somali, Ethiopian, Chinese, Vietnamese, Eritrean, Congolese, Native American, African American, and Latino.

Impact

Projects include: develop conference on assistive technology, produce community resource guide, produce radio show on disability awareness, teach nutrition and exercise program.

Conclusion

Fellow gain competencies to

1. appreciate culturally diverse values, customs, and beliefs,
2. engage in self assessment both on an individual and organizational level
3. adapt services
4. use and institutionalize cultural knowledge and practice
5. communicate effectively across many cultures.

Reference

US Dept of Health & Human Services, Maternal & Child Health Bureau, T73MC00020. Institute for Community Inclusion, Boston Children's Hospital and University of Massachusetts Boston.

Contact

David T. Helm, PhD
LEND Director

Institute for Community Inclusion
Boston Children's Hospital
300 Longwood Avenue
Boston, MA 02115
david.helm@childrens.harvard.edu

Institute for Community Inclusion
University of Massachusetts Boston
100 Morrissey Boulevard
Boston MA 02125
david.helm@umb.edu

