

GA Lend Rotation

Key Personnel

Mark Crenshaw, MTS
Mcrenshaw@gsu.edu
Site Director

Kamille Williams, MD
Kwilliams@msm.edu
MSM Supervisor

Location

Ga State University Campus, for Wednesday evening class and Friday afternoon class
Via Teams for Supervision with Dr. Williams at a selected time for 1 hour, monthly.

Frequency and Duration

Both CAP Fellows will spend 10 months/1 academic year attending the GA Lend Program with time carved out to attend classes. Each Fellow will also have 6 months of time carved out to dedicate towards their advocacy and academic projects. During those 6 months, the designated Fellow will meet with Dr. Williams monthly for supervision. For the 6 months without dedicated project time, the Fellow and Dr. Williams will coordinate a time to meet for supervision on monthly schedule.

Evaluation

Each CAP Fellow is required to participate in the PAR Project, minimum 2 Advocacy activities, the Center for Start Services Series, and prepare and submit an academic/advocacy project for presentation at the AUCD Conference or a supervisor approved conference that will take place during the academic year. Each CAP Fellow is also evaluated on their participation in classes and activities throughout the academic year.

Updates on the projects and participation shall be submitted via a form provided at the beginning of the rotation. It can be found [here](#).

Goals

The goal of this rotation is to provide a solid base of clinical knowledge and practical experience of the systems of care and advocacy surrounding individuals with neurodevelopmental disabilities.

The Ga Lend Program comprises several 4 courses along with other activities that provide exposure to the healthcare system that works with individuals with neurodevelopmental disabilities. Assignments and coursework through the program provide opportunities for interdisciplinary collaboration and development of Leadership qualities. The Fellows will gain a better understanding of the services in place that support individuals with neurodevelopmental disabilities. Throughout the experience, Fellows will explore *formal and informal supports, funding mechanisms, policy, and systems change strategies toward the goal of more accessible, effective, and equitable services for diverse populations across the lifespan.* Taken from Ga Lend Syllabus

Professionalism

- The Fellow will recognize the importance of participating in one's professional community
- The Fellow will recognize the importance of leveraging one's privilege as a physician for advocacy
- The fellow will demonstrate the capacity for self-reflection, empathy, and curiosity about and openness to different beliefs and points of view, and respect for diversity.
- The fellow will recognize ethical issues in practice and be able to discuss, analyze, and manage these in common clinical situations.
- The fellow will notify the team and enlist back-up when fatigued or ill.
- The fellow will recognize the importance of participating in one's professional community.

Systems Based Care

- The fellow will incorporate a lens of structural humility in all activities.
- The fellow will develop a broader understanding of social and structural determinants of mental health for individuals with neurodevelopmental disabilities.
- The fellow will demonstrate a knowledge of the relative cost of care, particularly for services that aid individuals with neurodevelopmental disabilities.
- The fellow will understand patient access to community and system resources for neurodevelopmental disabilities.
- The fellow will coordinate care with community mental health agencies, including case managers and self-help groups

Medical Knowledge

- The fellow will demonstrate the knowledge of, and ability to perform thorough literature reviews regarding systems of care
- The fellow will identify sufficient knowledge to identify common medical conditions and common treatments for such conditions

Practice- Based Learning and Improvement

- The fellow will regularly seek and incorporate feedback to improve performance

Interpersonal and Communication Skills

- The fellow will sustain working relationships in the face of conflict
- The resident will develop rapport with the community and institutional collaborators

Key Assignments:

- PAR Project
- Advocacy/Academic Elective Projects*
- LinkedIn Activities
- Journal Prompts
- Clinical/Community Observations and Experiences
- Appreciative Inquiry Assignments
- Class participation
- Case study
- Family mentor experiences
- National Center for START Services Series
- 1 Advocacy Day at the Capital

***Advocacy Elective Projects Instructions**

One page paper on experience

Academic Elective Project Instructions

Type of Scholarship	Purpose	Type of Scholarship
Discovery	Build new knowledge through hypothesis- driven original basic, clinical, epidemiological, or other research on health or disease	Present a peer-reviewed poster at a regional or state meetings Publish an original research paper in a peer- reviewed state or national medical journal Present a report of original research in grand rounds at another institution, or in a regional or national professional conference
Integration	Synthesize current knowledge so as to make it useful to other researchers, clinicians, patients, policy-makers, and/or educators	Publish a clinical review paper in a peer-reviewed national medical journal Publish a focused review (e.g., a “POEM”) regarding a clinical question in a peer- reviewed online journal Testify in the state legislature or to a state commission regarding strategy to manage a public health problem Present a review of evidence-based guidelines for management of a clinical problem in a statewide or national continuing medical education (CME) meeting

Application	Use knowledge to improve health care, medical practice, health systems operation, public health, or policy	Present the results of a clinical quality improvement program implemented in a group of practices at a regional professional meeting Serve on a state or national professional committee developing and implementing programs to improve children's mental health practice or education Obtain foundation, state, or federal government funding for a grant to implement practice improvement or redesign
Teaching	Develop, implement, and evaluate educational programs, rotations, courses, materials, or other resources to educate students, health care professionals, patients or the public	Develop, implement, and report a new curriculum for a national professional educational course or module and present to a national psychiatric education organization Evaluate a new skill-building workshop for students, faculty members, or residents; present a curriculum and results at another residency program, presented at a state or national professional meeting