**Appendix 1**

**Instructional Elements and Objectives of the Interprofessional Leadership Development Program**

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| **Instructional Element** | **Schedule** | **Objectives** |
| Orientation | 2 hours (August) | * Recognize the role of leadership development in the context of Title V
* Introduce the concept of an interprofessional leadership cohort
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| Leadership Intensive Workshop | 22 hours (over three days in September)  | * Understand personal leadership style
* Recognize how different styles may influence team dynamics and organizational culture
* Create individual leadership goals for the year
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| Conflict Resolution/Facilitation Workshop | 8 hours (on one day or over two days in October) | * Recognize styles of conflict resolution
* Appreciate one’s conflict resolution preferences
* Define the stages of team formation
* Analyze team processes and roles
 |
| Leadership in Action | 2 hours (in November) | * Practice and build skills previously introduced
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| Cultural Competence Workshop | 4 hours (February) | * Define cultural competence
* Analyze personal and organizational barriers to enhancing the environment for diverse cultures
* Discuss strategies to enhance the environment of organizations
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| Minority Health Conference | 8 hours (February) | * Recognize prominent research and practice issues in enhancing the health of minority populations
* Articulate how one’s personal leadership style(s) facilitate approaches to minority health issues and health disparities
 |
| Family-Professional Collaboration Workshop | 4 hours (March) | * Define family-professional partnership
* Examine strategies to incorporate partnership principles into clinical, organizational, research, and policy domains of MCH practice
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| Leadership in Action | 2 hours (in March) | * Practice and build skills previously introduced
 |
| Leadership Reflection Workshop | 2 hours (April)  | * Assimilate lessons from workshops, home departments/programs, and personal experiences to define personal leadership goals further
* Articulate strategies for ongoing leadership development
* In leaving a legacy, prioritize recommendations for ongoing development of the Leadership Program
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**Appendix 2**

**Partnering with Parents Interview Instrument**

**Part One: Background Information**

1. What about the Leadership Program made you want to participate?
2. Were there any barriers you had to overcome in order to participate? (e.g., time off from work, financial, child care problems, etc.)
3. What is your level of involvement in any local, state, or national organization that works with families of children with special health care needs or developmental disabilities?
4. How long have you been involved?

**Part Two: Leadership Program**

1. Overall, how much influence did participating in the Leadership Program activities have on the way that you partner with professionals within these different groups you have mentioned above or in the care of your own child?

Would you say that it has had:

\_\_\_ No influence

\_\_\_ Small influence on how I partner with professionals

\_\_\_ Moderate influence on how I partner with professionals

\_\_\_ Large influence on how I partner with professionals

1. Please explain **in some detail** some of the most important influences that participating in the Leadership Program activities has had on your capacity to partner with professionals.
2. Please give an example or two of how you have used what you learned in the Leadership Program to help guide or support other parents with children with developmental disabilities.
3. How have you used the skills learned in the Leadership Program activities for:
* For policy change?
* Organizational change?
* Systems change?
* Care of your child?
1. What features of the interprofessional leadership program helped the development of these skills?
2. Please give an example or two of what the student trainees may have learned or how they may have been influenced from the family trainees such as yourself during your time in the Leadership Consortium.
3. Is there anything else you would like to add?