

Transcript of the 2018 CDHD Interdisciplinary Training Program.

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[Upbeat music plays along with out of context bits of conversation]

I am Olivia Lebens, and I am the Interdisciplinary Trainee Coordinator at the Center on Disabilities and Human Development. We are Idaho's University Center on Excellence in Developmental Disability. We are housed in the College of Education, Health, and Human Sciences at the University of Idaho. We have a unique opportunity to invite students to come here to our Center to work as trainees. They work along with our 11 projects with our staff and faculty.

>> Mia Giglio (trainee): I want other students to understand that nobody here is going to put too many responsibilities on you that you're not capable of. It's the best job for just balancing being a student, and wanting to make an impact in your community. And, also, learning skills that you can't really learn in a classroom.

>> Olivia: A commitment from a student is two-fold. They participate in what's called an interdisciplinary training program. This requires 20 hours of interdisciplinary professional development for the student. It could be attending group trainings that's provided every semester. It could be attending the Self-Advocate Leadership Network meetings or film festival. It can also include writing grants, and facilitating your own project, such as our artAbility project, or an interdisciplinary book club. Students, in addition to being part of this interdisciplinary training program also work at our Center with our projects. We have 11 projects that serve Idahoans across the state..

[Olivia introduces Christina Pisani, the Director of the Idaho Council on Developmental Disabilities]

>> Olivia: Because we have wonderful collaboration throughout the state and we work with many different agencies and systems that serve individuals with developmental disabilities and their families, we are able to go to Boise. We take the students or trainees to Boise, to talk with not just those agencies, such as the Idaho Council on Developmental Disabilities and Disability Rights Idaho, but also we are able to have them talk to psychologists that are housed in Boise, and neurobehavioral specialists.

>> Mazie Moser (trainee): The trip that we took to visit different professionals in their career settings really helped me learn about my field of psychology in just a more profound way because it's all applied. The one that really impacted my decision to get my masters, and apply for a master's program was when we went and talked to Neurobehavioral Health and being able to sit in and ask a psychologist with a PhD questions, and feeling comfortable and capable, and competent in what he was responding with made me encouraged to continue the process of further education.

[Indistinct talking]

>> Olivia: We talk extensively about the history of disabilities and how much of a social change has taken place over the course of 70 years with disabilities. We've taken out the institutions for the most part. There was the big deinstitutionalization movement. So, it's important to take the students to Boise to see what was once Idaho's largest state institution for developmental disabilities, and now is a smaller, more of a treatment center, a short term solution for people with disabilities.

[UI Rec Center staff providing information to a climber]

>> Olivia: One of the goals for our trainees is to develop leadership skills. The U of I Rec Center reached out to us hoping to create an inclusive climbing event that would bring in people with, adults with developmental disabilities, to explore the Rec Center, more particularly the UI Rec Climbing Wall.

>> Mazie: The purpose of the event was to have an inclusive environment that was safe and inviting for children and adults, and people with disabilities to feel included in that, and to try climbing if they had never climbed before. Especially if they had been in a wheelchair, or had a disability that physically made them not be able to climb before. So we purchased the assistive technology that the person that had a disability, in a wheelchair for example, they could use their arms to pull themselves up on the rocks. Or, there was this specific harness that required them to pull up on. I think the purpose of this event was to just create inclusivity in our community.

[Cheering and clapping for participant]

[Mia giving instructions about how art will be hung for the artAbility showcase]

>> Olivia: One thing that our staff here at the Center does really well is writing grants. To be able to coach a student through that process, is an amazing experience. Such as, the artAbility project. The student that takes the lead of that project writes one, two, possibly three grants a year to find the funding to afford the project. For a student to write a grant, and to be awarded that grant is quite a unique accomplishment to add to their resume or application for graduate school.

[Indistinct conversations]

The other thing I don't think our trainees know they're getting into, is that we're going to create great, strong advocates. Whether they are going to be an educator, a social worker, whatever field they go into, they're going to realize that they're becoming advocates.

>> Mazie: I think the biggest take away from working here, and doing an internship here, is just to get involved in your community. To stand up for people that need their voice to be heard. To participate in things that push you out of your comfort zone. I think it's just about creating inclusivity.

[Upbeat music plays]