

Division of Maternal and Child Health Workforce Development

MCH Training Program Handbook



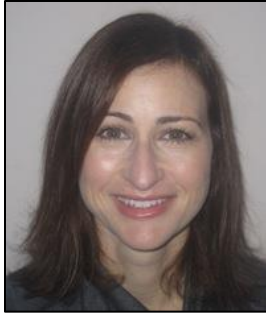
November 2017



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Director's Welcome – Trainee Handbook



Lauren Raskin Ramos, Director
Division of Maternal and Child Health Workforce Development (DMCHWD)
Maternal & Child Health Bureau (MCHB)
Health Resources & Services Administration (HRSA)

Dear MCHB Trainees:

It is my pleasure to welcome you to the Maternal and Child Health Bureau's (MCHB) Division of Maternal and Child Health Workforce Development (DMCHWD)!

DMCHWD's mission is to provide national leadership and direction in educating and training our nation's current and future leaders in maternal and child health. DMCHWD supports interdisciplinary graduate training and MCH Workforce Development programs. These programs assure that health professionals are trained in the unique needs of MCH populations. As trainees, you will help advance our mission.

Your acceptance as a trainee places you allows you to network with MCH professionals around the country who have incredible clinical, academic, public health and policy expertise that will shape the future of MCH. DMCHWD training programs are dedicated to advancing exemplary practice and leadership in the field of maternal and child health. Their emphasis is on the core principles of interdisciplinary training, diversity, family involvement, and support for Title V and other MCH systems.

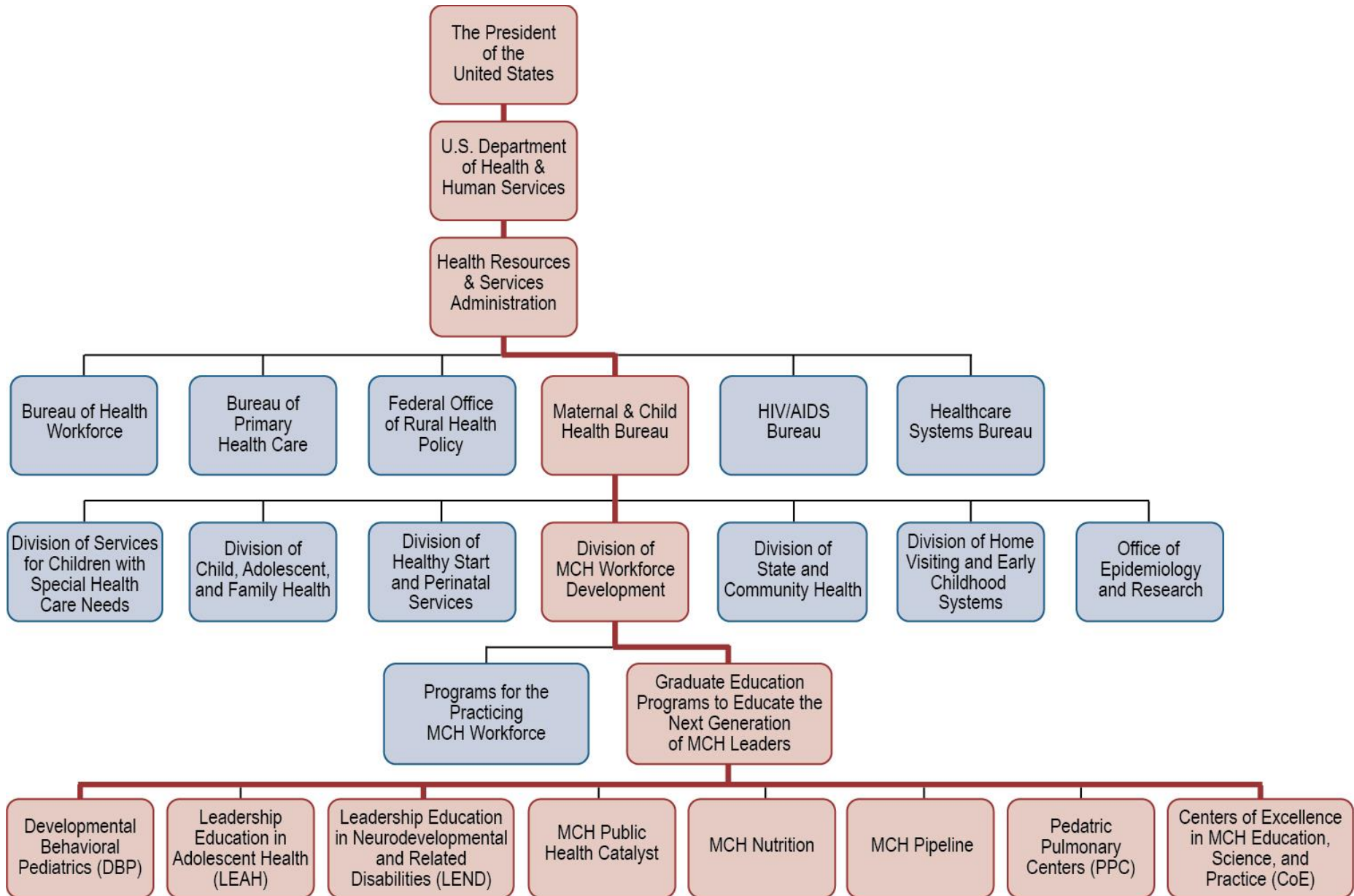
DMCHWD encourages you to connect both with trainees in your program and with trainees across the nation. This Trainee Handbook will provide current and former trainees, training programs, and MCH stakeholders with online and downloadable resources in one convenient location. It contains links to comprehensive, easy-to-use web pages, resources to orient you to the training program, and a list of frequently used acronyms.

We want to ensure you know about resources available to support your development as an MCH professional and your continued connection to the training program as you navigate through your training and beyond. We hope it will be a resource to you as you embark on a path to shape the health and care of our nation's women, children, and families.

Sincerely yours,

Lauren Raskin Ramos, Director
Division of Maternal and Child Health Workforce Development (DMCHWD)

DMCHWD Contextual Organizational Chart



MCH Training Program 101

The Division of MCH Workforce Development provides national leadership and direction in educating and training our nation's future leaders in maternal and child health. Special emphasis is placed on the development and implementation of interprofessional, family-centered, community-based and culturally competent systems of care across the entire life course with experiences in one life stage shaping health in later stages.

The Division, part of HRSA's Maternal and Child Health Bureau, supports programs established in federal legislation ([Title V of the Social Security Act](#) and the [Autism CARES Act](#)) to complement state and local health agency efforts. In partnership with state MCH programs, academic institutions, and professional organizations, the Division collaborates with other health training programs of the federal government to ensure that MCH initiatives are based on emerging and evidence-based practices.

In FY 2016, the Division of MCH Workforce Development awarded 161 grants, an investment of approximately \$47 million. Grants are awarded to develop trainees for leadership roles in the areas of MCH teaching, research, clinical practice, and/or public health administration and policymaking.

More information: <https://mchb.hrsa.gov/training/>

Graduate Education Programs to Educate the Next Generation of MCH Leaders

Centers of Excellence in MCH Education, Science and Practice (Schools of Public Health)

The mission of the Centers of Excellence in MCH in Education, Science and Practice (Centers of Excellence) is to improve the health of women, infants, children, youth, and their families. Administered within accredited Schools of Public Health, these programs support the training of public health professionals for leadership in MCH through exposure to the knowledge and skills needed to achieve MCH leadership competencies. MCHB currently funds thirteen Centers of Excellence programs.

More information: <https://mchb.hrsa.gov/training/projects.asp?program=17>

Developmental Behavioral Pediatrics (DBP)

The intent of the Developmental-Behavioral Pediatrics (DBP) Training Program is to train the next generation of leaders in developmental-behavioral pediatrics and build capacity to evaluate, diagnose or rule out, develop, and provide evidence-based interventions to individuals with autism spectrum disorders (ASD) and other developmental disabilities (DD). The MCHB DBP Training Program is concerned with the broad range of behavioral, psychosocial, and developmental issues that present in primary care pediatric practice.

More information: <https://mchb.hrsa.gov/training/projects.asp?program=6>

Leadership Education in Adolescent Health (LEAH)

Leadership Education in Adolescent Health (LEAH) provides interdisciplinary leadership training in adolescent health for five core disciplines including medicine, nursing, nutrition, psychology, and social work. The pre- and post-doctoral training prepares health professionals for leadership roles in public health practice and clinical care, research, training, and advocacy with the goal of improving family- and youth-centered, community-based care for adolescents and enhancing the capacity of Title V programs

to improve young people's health. Training is designed to integrate biological, developmental, mental health, social, economic, and environmental issues within a public health framework. MCHB currently funds seven projects in schools of medicine and teaching hospitals.

More information: <https://mchb.hrsa.gov/training/projects.asp?program=1>

Leadership Education in Neurodevelopmental and Related Disabilities (LEND)

Leadership Education in Neurodevelopmental and Related Disabilities (LEND) programs provide interdisciplinary training to enhance the clinical expertise and leadership skills of professionals dedicated to caring for children with neurodevelopmental and other related disabilities including autism. Since their inception, LENDs have trained thousands of individuals from a wide variety of disciplines to work with and provide the best possible services and supports for children with developmental disabilities (DD) and their families. The focus of these training programs has always been on children with a wide range of intellectual and developmental disabilities and special health care conditions, especially medically fragile children with multiple or complex challenges. Funded through the Autism Collaboration, Accountability, Research, Education, and Support Act of 2014, or Autism CARES Act, LEND programs promote education, early detection, and intervention in autism spectrum disorders (ASD). LEND program trainees participate in academic, clinical, leadership and community opportunities and receive training in cultural and linguistic competence using a family centered approach. MCHB currently funds 52 programs at universities and children's hospitals across the nation.

More information: <https://mchb.hrsa.gov/training/projects.asp?program=9>

MCH Public Health Catalyst Program

The purpose of the Catalyst Program is to: 1) provide an increased focus on fundamental MCH content and competencies within schools of public health where no concentration currently exists, and 2) provide MCH content exposure to an increased number of public health students, introducing students to careers in the maternal and child health field. The Catalyst projects provide MCH exposure to graduate students, including individuals from underrepresented backgrounds (including racial and ethnic minorities), who are also underrepresented in the maternal and child health field. MCHB currently funds five projects in schools of public health.

More information: <https://mchb.hrsa.gov/training/projects.asp?program=31>

MCH Nutrition

The Leadership Education in MCH Nutrition projects provide long-term graduate education and short-term continuing education in MCH nutrition through graduate programs. Students are trained in leadership skills, core public health principles, epidemiology, environmental approaches to population intervention, and the development and evaluation of nutrition-related, cost-effective interventions for specific populations. Training is provided in identifying and designing outcome evaluations and in evaluating the potential physiological and biochemical mechanisms linking diet and nutritional status with risk or disease status. This training focuses on leadership in pediatric and maternal nutrition and is designed to provide both clinical and public health approaches to working with the pediatric and maternal populations. Examples of areas of emphasis include specialized neonatal intensive care training, children with special health care needs, breastfeeding promotion and maternal nutrition, adolescent nutrition, and pediatric obesity.

More information: <https://mchb.hrsa.gov/training/projects.asp?program=12>

MCH Pipeline

The Maternal and Child Health Pipeline Training Program (MCHPTP) promotes the development of a culturally diverse and representative health care workforce by recruiting undergraduate training students from economically and educationally disadvantaged backgrounds (including racial and ethnic minorities) into maternal and child health (MCH) professions. It recruits undergraduate students enrolled at institutions that have a demonstrated record of training individuals who are from disadvantaged backgrounds and who are underrepresented in the maternal and child health field. MCHPTP educates, mentors, guides and provides enriching experiences to increase students' interests and entry into MCH public health and related fields. The program encourages and motivates students to seek careers in maternal and child health by making the appropriate undergraduate didactic research, clinical and/or field experiences available and exposing students to Title V and other MCH agencies that serve children and families. In addition, MCHPTP develops leadership skills, fosters a broader public health perspective, and explores the integration of primary care and public health to improve population health. MCHB currently funds 6 Pipeline programs.

More information: <https://mchb.hrsa.gov/training/projects.asp?program=22>

Pediatric Pulmonary Centers (PPC)

The Pediatric Pulmonary Centers (PPCs) serve as models of excellence in interdisciplinary training, systems integration, and research. PPCs provide a critical link in assuring that the next generation of health care providers contribute to MCHB's mission to assure access to care for maternal and child health populations by developing interdisciplinary leaders who improve the health status of infants, children, and youth with chronic respiratory and sleep-related conditions.

More information: <https://mchb.hrsa.gov/training/projects.asp?program=15>

Programs for the Practicing MCH Workforce

Collaborative Office Rounds (COR)

Collaborative Office Rounds (COR) support small discussion groups that meet at regular intervals over sustained periods to address the mental health aspects of pediatric care. Pediatricians and child psychiatrists jointly lead the groups, and participants include practitioners, fellows, and residents. Although they vary in a number of ways, all groups aim to improve the ability of primary care providers to address the day-to-day psychosocial issues of children, adolescents, and their families.

More information: <https://mchb.hrsa.gov/training/projects.asp?program=3>

Children's Healthy Weight Collaborative Improvement and Innovation Network (CoIIN)

Using a state-to-state network, the CHW CoIIN supports MCH State Title V Programs to adopt evidence-based or evidence-informed policies and practices related to nutrition, physical activity, and breastfeeding to promote healthy weight among all children, including those with special health care needs. This program strengthens states' efforts to address the National Performance Measures (NPMs) as well as the National Outcome Measure (NOM) related to childhood obesity management and prevention. MCHB currently funds one Children's Healthy Weight CoIIN. In July 2017, 23 states applied to participate in Phase 1 of the CHW CoIIN.

More information: <https://mchb.hrsa.gov/training/projects.asp?program=33>

Healthy Tomorrows Partnership for Children

The Healthy Tomorrows Partnership for Children grant program promotes the development and advancement of healthy communities through partnerships with organizations that work to change conditions in the community and environment to improve health. These efforts may include a focus on housing, education, the labor workforce, socioeconomic conditions, neighborhood safety, transportation, food quality and availability, and physical fitness and recreational activities available for children and families. In addition, grantees in community practice often support the development of family-centered, culturally competent pediatric clinicians and public health professionals. Currently, MCHB funds 39 Healthy Tomorrows grants across 22 states.

More information: <https://mchb.hrsa.gov/training/healthy-tomorrows.asp>

MCH Navigator

The MCH Navigator is a centralized portal for pursuing continuous learning in MCH and is designed to help emerging and established MCH professionals map professional growth pathways. The MCH Navigator links learners to existing open-access training, organized in areas consistent with nationally endorsed public health and MCH leadership competencies. In this way, the MCH Navigator is able to meet the ongoing training needs of a diverse MCH workforce by providing a one-stop shop for high quality, relevant training. Key site features include a searchable, web-based resource inventory of free learning opportunities, training spotlights on hot topics in the field of MCH, and a library of learning opportunities to support implementation of the MCH Block Grant.

More information: <https://www.mchnavigator.org/>

MCH Workforce Development Center

The purpose of the MCH Workforce Development Center Program is to support workforce development for State Title V program leaders and partners to meet current public health MCH policy and programmatic imperatives around health transformation, including ongoing transformation of the Title V Block Grant. This national training hub prepares the current and future MCH workforce with skills and knowledge to succeed in a transformed public health system and is engaged with key academic, policy, and public health practice partners to build capacity of MCH leaders and partners in the 59 states and jurisdictions.

A secondary audience for the center's activities is undergraduate and graduate students that are engaged in MCH Training Programs. The Center provides both didactic and internship opportunities for MCH students, building skills in the three focus areas of the Center. The Center supports a Title V Internship Program, which pairs undergraduate and graduate students to undertake health transformation projects identified by state Title V MCH agencies. The internships provide students with real world maternal and child health experience and provide states with the opportunity to both acculturate the future workforce and to benefit from the new knowledge and skills of current trainees.

More information: <http://mchwdc.unc.edu/>

Reaching Practicing MCH Professionals in Underserved Areas through Education and Training Program

The Reaching Practicing MCH Professionals in Underserved Areas through Education and Training Program is dedicated to serving diverse MCH public health professionals in isolated geographic areas of the country who are underserved through traditional education programs and who may not otherwise have access to pursue advanced education. The program helps working MCH professionals obtain training that focuses on MCH content and skills development while maintaining their responsibilities to their family and work through short-term continuing education such as distance-learning modules, webinars, and in-person workshops. In addition, trainees have the opportunity to earn credit towards a certificate or degree. MCHB currently funds 4 Reaching Practicing MCH Professionals in Underserved Areas Through Education and Training programs.

More information: <https://mchb.hrsa.gov/training/projects.asp?program=2>

Trainee Perspectives

Feon Cheng, PhD, MPH, RDN, CHTS-CP - University of California, Los Angeles, 2010-2012 MCH Nutrition Trainee; Baylor College of Medicine, 2012 Neonatal Nutrition Fellow, MCH Nutrition



I have been fortunate to be a Maternal and Child Health (MCH) Nutrition Leadership Trainee at the University of California, Los Angeles (UCLA) with Dr. Baer and a Neonatal Nutrition Fellow at Baylor College of Medicine with Dr. Anderson. As a MCH Trainee during my MPH at UCLA, I supported the development of the Life Course Nutrition Paper and Module and also facilitated and collaborated with professors and health professionals to provide public health nutrition colloquium. During my time as a Neonatal Nutrition Fellow, I participated in the MCH leadership activities, neonatology medical conferences, and daily interdisciplinary team rounds at the neonatal intensive care units. I also conducted in-service and case studies presentations to the neonatal nutrition team.

These valuable training opportunities have not only provided me with a deeper understanding of MCH and critical leadership skills, but have also made an important impact on my career path. After finishing my traineeship/fellowship, I decided to pursue a PhD in nutrition because of my passion for research and evidence-based practice, which I had great exposure to as a trainee/fellow.

I completed my PhD in Nutritional Science at the Pennsylvania State University and I am now working as a nutrition researcher with the Evidence Analysis Library at the Academy of Nutrition and Dietetics. In my current role, I manage systematic review projects, evidence-based practice guidelines and workgroups and also facilitate the development and publication of manuscripts from Academy's Evidence Analysis Library systematic reviews and evidence-based practice guidelines. One of the projects that I am currently managing focuses on malnutrition in pregnancy, which is a perfect fit based on my MCH background!

Thank you to Dr. Baer, Dr. Anderson, and HRSA's Maternal and Child Health Bureau for allowing me to be part of this invaluable training program and for providing me with the critical skills for my dream job!

Heather Conklin, PhD - Kennedy Krieger Institute/Johns Hopkins Medical Center, 2005 Neuropsychology Fellow, Leadership Education in Neurodevelopmental and Related Disabilities (LEND)



I currently serve as a Pediatric Neuropsychologist and Associate Faculty Member in the Department of Psychology at St. Jude Children's Research Hospital. As Chief of Neuropsychology and Training Director for the Neuropsychology Program, I dedicate the majority of my time to clinical investigation, with additional time spent in the provision of clinical care and training of future neuropsychologists. The overarching goal of my research program is to mitigate the cognitive deficits following treatment for childhood cancer. My primary research aims include improving specification of cognitive deficits following treatment, identifying neurodevelopmental changes associated with specific treatment modalities, delineating risk/resiliency factors with respect to cognitive outcomes, and developing empirically valid interventions that ameliorate cognitive late effects.

I have written over 60 peer-reviewed publications and have received extramural funding from the International Neuropsychological Society, American Cancer Society and National Cancer Institute to support this line of investigation.

My work at Kennedy Krieger and Johns Hopkins Medical Center was instrumental toward my professional development. Clinically, the diversity of patient populations with whom I worked (children from birth to early adulthood with the full range of congenital and acquired neurological disorders; completing both comprehensive inpatient assessments and unstandardized, brief bedside assessments) prepared me well for patient care in any academic medical setting. Further, didactics offered by neuropsychology faculty, as well as through the LEND program, greatly enhanced my knowledge of neurodevelopmental conditions, brain-behavior relationships and patient-centered care that gave me the confidence to practice independently and train others in the field. The ability to continue to pursue research while on internship and fellowship fostered ongoing productivity in the academic job market. Finally, the mentorship and professional connections at Kennedy Krieger made my job search fun and continues to be a valuable resource as I build my neuropsychology group and training program.

Lauren DePaola - University of Florida, 2010 Social Work Trainee, Pediatric Pulmonary Centers (PPC)



I started my work as a UF PPC Social Work trainee in 2010. I now have a private practice with a focus on Perinatal Mood and Anxiety Disorders (PMADs). I established the Alachua County Perinatal Mental Health Coalition (ACPMHC) and am now the Executive Director. The ACPMHC is a 501 (c) 3 nonprofit, with a mission to improve awareness of PMADs in Alachua County, Florida, and expand resources, education and support systems for those at risk for PMAD in our community and to provide professional development resources to increase provider screening and referral.

The incidence and prevalence rates of PMADs in Alachua County were unknown until last year. Over the past year, the ACPMHC has completed an extensive Maternal Mental Health community needs assessment. The findings of this survey indicate that there is wide-ranging need for services related to perinatal mood disorders, including raising awareness for professionals and community members alike, training for health and mental health professionals, and direct services to at-risk mothers.

I am actively involved in advocacy at the national, state, and local levels by participating on the state PMAD coalition. I testified in the Florida Senate on the topic of PMADs and provided testimony at the Florida Governor's Children and Youth Council on this topic. I am currently working with Senator Lauren Book on Florida's first legislative bill addressing maternal mental health. She also works with the National Board of Postpartum Support International.

My UF PPC traineeship contributed to my awareness of the importance of advocacy and increased my confidence to pursue this. I feel the interdisciplinary aspect of PPC training has been helpful in many ways.

Alicia Dixon Docter, MS, RDN, CD - University of Washington, 1986-1988 Trainee, Leadership Education in Adolescent Health (LEAH)



As I finalized my undergraduate studies, I decided to become a registered dietitian. I took a path that was relatively different from the traditional clinical dietitian at the time – I spent the first 8 years of my career developing nutrition education programs for schools in California and then disseminating them through the state and across the U.S. When the University of Washington (UW) MCH multidisciplinary traineeship presented itself in 1986, I embraced my dream of learning about, experiencing and melding all of my interests in the direction of supporting this incredible part of our population.

My MCH-funded adolescent health traineeship opened up doors I never would have anticipated.

Since completing my fellowship, I have had many experiences that have allowed me to help adolescents develop a voice and meet their nutrition and health needs:

- A successful multi-disciplinary private practice seeing adolescents and their families from all over the greater Seattle greater area;
- Staffing the state’s only co-ed prison and working with incarcerated youth; working with sports teams at the high school, collegiate and professional levels;
- Helping open the UW Adolescent Medicine Clinic at Seattle Children’s Hospital (SCH);
- Developing programming in eating disorder and obesity treatment;
- Training new dietitians, medical providers, social workers as the clinic expanded;
- Developing training in communication methods that are supportive of adolescents (motivational interviewing, etc.); and,
- Developing and evaluating an innovative approach to obesity treatment that incorporates a developmental model in addition to a strengths-based approach.

My current position as a manager in ambulatory nutrition at SCH allows me to influence dietitians in other sub-specialties to incorporate adolescent-centered communication styles and techniques allowing interactions to be more satisfying, for teens and providers. My career dream is being Core Nutrition Faculty for the MCHB-funded LEAH training program these last 5 years. Not only do I have the opportunity to mentor amazing nutrition students and dietitians within the traineeship, I am involved in program development and administration as a faculty and training director where I can work with trainees from all disciplines. As Chair of the Nutrition committee for the Society for Adolescent Health and Medicine (SAHM), I have been involved in the development of several position papers, articles, book chapters, and numerous workshops. Earlier in 2017, I received the Outstanding Preceptor Award from the UW Nutritional Sciences/School of Public Health.

What a run it’s been – and I owe it to my amazing MCH funded adolescent medicine traineeship, my wonderful mentors, Jane Rees and Catherine Holman. Thanks to you from my family and me.

Scott Harpin, MS, MPH - University of Minnesota, 2003 Trainee, Centers of Excellence in MCH Education, Science and Practice (Schools of Public Health)



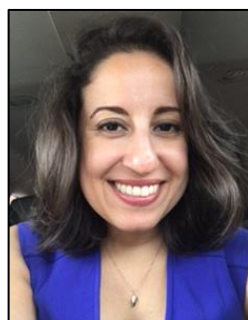
When I entered the Maternal and Child Health Master of Public Health (MPH) Program, I was already working toward a master's in adolescent nursing at the University of Minnesota. I was taking a handful of public health classes and it became apparent how interdisciplinary the public health, nursing, and adolescent health faculty were. I wanted to be steeped in maternal and child health and, having been a nurse for a long time already, I wanted to be immersed in a different paradigm. I knew public health would give that to me.

I am helping to shape the future of public health through the creation of a one-of-a-kind dual degree program at the University of Colorado. My colleagues and I received an Advanced Nursing Education Program Grant from the Health Resources and Services Administration's Bureau of Health Professions. With those funds, we will develop a program in which nurses will complete an MPH and then transition immediately into a doctorate of nursing practice program.

For most of our students, the advanced nursing education program is fulfilling a need for an education they probably didn't know existed. So many nurses tell me how much they value what an MPH can bring them professionally, including the possibility for new career options. This new program will give students the opportunity to merge their nursing and public health backgrounds.

There are many logistics to deal with when doing a dual degree, but in retrospect, it was so efficient. I had some great mentors and advisors in Minnesota who modeled the type of academic professional that I want to be, so I am happy to have this mix of teaching and research that is meaningful and clinically applicable.

Elisa I. Muniz, MD, MS - University of Miami/Jackson Memorial Medical Center, Former Trainee, Leadership Education in Neurodevelopmental and Related Disabilities (LEND)



Over 10 years ago, I completed a pediatric residency at the University of Miami/Jackson Memorial Medical Center, where I received my initial exposure to and developed my interest in the field of Developmental-Behavioral Pediatrics. My experience as a LEND trainee at the Mailman Center for Child Development was unique and incredibly rewarding. I was afforded the opportunity to assess patients with special needs in collaboration with faculty and trainees from disciplines outside of medicine. It was the first time in my medical training that I recognized how interdisciplinary collaboration in care and teaching profoundly impact care delivery in the pediatric medical home.

This training exposure significantly influenced the focus and trajectory of my medical career to date. After pediatric residency, I was a Chief Resident for one year, during which I honed my teaching skills and learned about program administration. I subsequently worked as a general pediatrician in an academic community hospital, where I was drawn to caring for children with special needs and their families. After 3 years of practice, I was offered admission into the Developmental-Behavioral Pediatrics Fellowship training program at the Rose F. Kennedy University Center for Excellence in Developmental Disabilities in the Bronx, NY. While I worked there, I cultivated my research interests further and completed a Master of Science in Clinical Research Methods at the Einstein/Montefiore Institute for Clinical and Translational Research. My thesis focused on the role of family routines and young children's social-emotional health.

I currently practice Developmental-Behavioral Pediatrics at Bronx Lebanon Hospital, an affiliate of the Mount Sinai Health System, in New York City. In addition to my clinical care responsibilities, I direct the Developmental-Behavioral Pediatrics clinical rotation for pediatric residents, medical students, and child and adolescent psychiatry fellows. I also collaborate with educators, special needs advocates, and community organizations to assist families in care coordination. My current research interests are in examining the need for enhanced general pediatrics faculty development programming in the area of Developmental-Behavioral Pediatrics.

Alison Schonwald, MD - Boston Children's Hospital, 2001-2004 Fellow, Developmental Behavioral Pediatrics (DBP)



I knew I wanted to work with children, but my DBP fellowship opened the door to a world I did not know existed. I liked complicated children and working with families, long-term relationships and meaningful projects. Through my fellowship, I found a place where I could make a difference. Clinical care was the focus of my first decade as faculty, staying in the same program where I trained. It has been a slow evolution to refocus on education and training others. My initial clinical interest and research in broadening the practice of developmental screening morphed into educating others on the topic. Through local, regional and national opportunities, I now spend much of my time educating others on topics across our field. As co-director of training at the Boston Children's Hospital Developmental Medicine Center, our inter-professional training with postdoctoral psychology fellows affords a great deal of richness and flexibility in our curriculum. Beyond our walls, some of my current activities include work on the American Academy of Pediatrics Committee, and serving as a member of the Board of the Early Education and Care for the Commonwealth of Massachusetts.

List of Common Acronyms

Acronym	Organization
AAP	American Academy of Pediatrics
ACF	Administration for Children and Families
ACL	Administration for Community Living
ACO	Accountable care organization
ADA	Americans with Disabilities Act
ADDM	Autism and Developmental Disabilities Monitoring (Network)
AHRQ	Agency for Healthcare Research and Quality
AIDD	Administration on Intellectual and Developmental Disabilities
AIM	Alliance for Innovation on Maternal and Child Health
AMCHP	Association of Maternal and Child Health Programs
APA	American Psychological Association
APHA	American Public Health Association
ASD	Autism spectrum disorder
ASPHN	Association of State Public Health Nutritionists
ASPPH	Association of Schools and Programs of Public Health
ASTHO	Association of State and Territorial Health Officials
ATMCH	Association of Teachers of Maternal and Child Health
AUCD	Association of University Centers on Disabilities
Autism CARES Act	Autism Collaboration, Accountability, Research, Education, and Support Act
AYAH	Adolescent and young adult health
BF	Bright Futures
BHW	Bureau of Health Workforce
BPHC	Bureau of Primary Health Care
CDC	Centers for Disease Control and Prevention
CEU	Continuing education unit
CFR	Code of Federal Regulations
CISS	Community Integrated Service Systems
CityMatCH	City and County Health Departments' Maternal and Child Health Programs
CME	Continuing medical education
CoE	Centers of Excellence in MCH Education, Science, and Practice
CoIIN	Collaborative Innovation and Improvement Network
COR	Collaborative office rounds
CPE	Continuing professional education
CYSHCN	Children and youth with special health care needs
DBP	Developmental behavioral pediatrics or pediatrician
DD	Developmental disabilities
DMCHWD	Division of MCH Workforce Development
DSCH	Division of State and Community Health
DSM	Diagnostic and Statistical Manual of Mental Disorders
ECCS	Early Childhood Comprehensive Systems
ECTA	Early Childhood Technical Assistance Center
EHDI	Early Hearing Detection and Intervention

Acronym	Organization
EMSC	Emergency Medical Services for Children
ESMs	Evidence-based strategy measures
FERPA	Family Educational Rights and Privacy Act
FIRST	MCH Field-Initiated Innovative Research Studies
GME	Graduate medical education
HHS	U.S. Department of Health and Human Services
HIPAA	Health Insurance Portability and Accountability Act
HRSA	Health Resources and Services Administration
HS	Healthy Start
HTPCP	Healthy Tomorrows Partnership for Children Program
HV R&D	Home Visiting Research and Development (Platform)
HWRN	Healthy Weight Research Network
ICD	International Classification of Diseases
IDD	Intellectual and developmental disabilities
IDDRC	Intellectual and Developmental Disabilities Research Center
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
IFSP	Individualized Family Service Plan
ITP	Infant Toddler Program
LEAH	Leadership Education in Adolescent Health
LEND	Leadership Education in Neurodevelopmental and Related Disabilities
MCH	Maternal and child health
MCHB	Maternal and Child Health Bureau
MCHBG	(Title V) Maternal and Child Health Block Grant
MCHPTP	Maternal and Child Health Pipeline Training Program
MCO	Managed care organization
MIECHV	Maternal, Infant, and Early Childhood Home Visiting
MLC	Making Lifelong Connections
NAPPSS	National Action Partnership to Promote Safe Sleep
NACCHO	National Association of County and City Health Officials
NCCC	National Center for Cultural Competency
NCEMCH	National Center for Education in Maternal and Child Health
NICHD	National Institute of Child Health and Human Development
NICHQ	National Institute for Children’s Health Quality
NOMs	National Outcome Measures
NPMs	National Performance Measures
NSCH	National Survey of Children’s Health
OCR	USDE Office for Civil Rights
OER	Office of Epidemiology and Research
OT	Occupational therapy
PBIS	Positive Behavioral Interventions and Supports
PCP	Primary care provider
PECARN	Pediatric Emergency Care Applied Research Network
PPC	Pediatric Pulmonary Centers
PsyD	Doctor of psychology

Acronym	Organization
PT	Physical therapy
RD	Registered dietitian
RN	Registered nurse
SBHC	School-based health center
SDAR	R40 MCH Secondary Data Analysis Research (Program)
SLP	Speech language pathology
SPRANS	Special Projects of Regional and National Significance
SSDI	State Systems Development Initiative
TAG	Trainee Ambassador Group (MCHB)
TAG	Think, Act, Grow (Adolescent Health)
UCEDD	University Centers for Excellence in Developmental Disabilities
USDA	U.S. Department of Agriculture
USDE	U.S. Department of Education
WIC	Special Supplemental Nutrition Program for Women, Infants, and Children

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