

A Paradigm Shift: An Innovative Interdisciplinary Team Mentoring Public Health Research Education Program

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Introduction

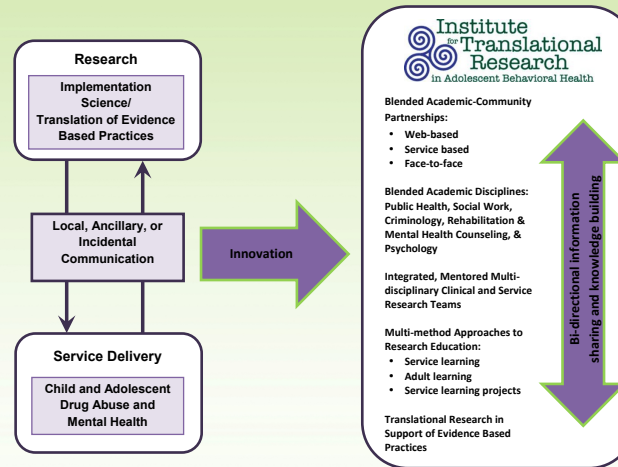
- The core objective of the *Institute for Translational Research in Adolescent Behavioral Health (Institute)* is the development of an innovative research **education** curriculum.
- The curriculum enhances knowledge of best **practices** for drug abuse and co-occurring disorders in children and adolescents, while providing a foundation for translational research and implementation science, and a model for interdisciplinary partnerships in **research**.
- Developers of the program aim to positively affect the career trajectories of student researchers and community based practitioners in the direction of translational research and implementation science.



Background

- Evidence-based practices (EBPs) in adolescent behavioral health hold promise in addressing substance abuse and mental disorders in youth, but implementation of EBPs are not keeping pace with community needs.
- Typically, communication between research and services delivery is incidental.
- This innovative public health research education program represents a paradigm shift through collaborative bi-directional information sharing and knowledge building between research, education, and services delivery.
- Co-trains current practitioners and future researchers in translational science to support implementation of EBPs utilizing blended learning, adult learning theory, and an interdisciplinary team mentoring approach.
- Joint venture between the USF Colleges of Public Health and Behavioral and Community Sciences, and Community Collaborating Partners that span a range of services relevant to child and adolescent health, drug abuse, and mental health.

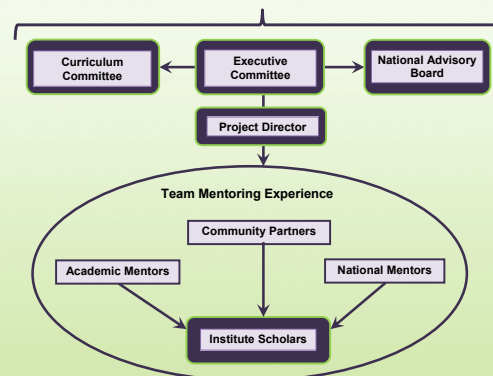
Paradigm Shift



Program Structure

- Institute Scholars:** The *Institute* funds 15 Scholars per cohort, and up to 5 are professionals from community-based partner organizations. Scholars are diverse and represents departments of criminology, public health, social work nursing, school psychology, and mental health rehabilitation and counseling.
- Coursework:** The *Institute* is designed around a 4 semester, 15 credit *Graduate Certificate in Translational Research in Adolescent Behavioral Health*. Web-based core curricula (12 credit hours) is integrated with a community-based service learning experience.
- Service Learning:** *Institute* Scholars work with Community Collaborating Partners on research projects in children's behavioral health, with emphasis on translational research and implementation science. Our community-based partners are leaders in the Tampa Bay area in the provision of children's drug abuse and mental health treatment and prevention services.
- Conference:** *Institute* Scholars attend the national Children's Mental Health Research & Policy Conference in their first semester and receive orientation to the program. Scholars attend the conference again in their final semester to present their research findings.
- Mentoring Team:** The *Institute* applies a cross-disciplinary team mentoring approach to ensure that Scholars have support to accomplish learning outcomes and the practical skills of participatory research. Local and national mentors provide expertise in research, administration, and service delivery.
- National Advisory Board and National Mentors:** National Advisory Board members provide support to all efforts of the *Institute* and oversight to the Executive Committee on program development and evaluation.

Method



Conclusion

- Ongoing assessments indicate that use of adult learning theory, blended learning, multidisciplinary teams, and interdisciplinary team mentoring is an innovative approach to public health education.
- Challenges include incorporating coursework into existing degree course requirements for a variety of students and implementing service learning projects that are feasible in the time period.

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