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The Learning and Working During the Transition to Adulthood
Rehabilitation Research and Training Center

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Principles

- Support the movement from student to worker
- Examine psychosocial maturation and its implications for interventions
- Conduct participatory action research and dissemination

Transitions RTC

The Learning and Working During the Transition to Adulthood Rehabilitation Research and Training Center (Transitions RTC) conducts research, training, dissemination and technical assistance activities. The aim of these activities is to improve supports for the successful completion of schooling and training and movement into rewarding work lives in young people, ages 14-30, with serious mental health conditions. The RTC conducts cutting-edge rigorous research that tests or informs interventions that support education, training and working during the transition to adulthood. The RTC’s research and dissemination activities are conducted in partnership with youth and young adults with mental health conditions, and input from family members. The translation of this knowledge speeds capacity building for service providers and the movement of findings into practice and policy. The RTC is funded by a 5-year grant from the National Institute on Disability and Rehabilitation Research.

Mission

Research and dissemination activities are singularly focused on developing knowledge for and about developmentally appropriate services that help Transition Age Youth and Young Adults (TAYA) with Serious Mental Health Conditions (SMHC) successfully complete their schooling and training and launch their adult working careers.

Knowledge Translation Project Goals

Marsha Ellison, Ph.D., Associate Director

D1: Develop and pilot a curriculum on the transition needs of students with SMHC for masters level secondary special education teachers at the University of Oregon.

D2: Use factors that are identified as appealing or inhibiting across the three vocational models in Study B3 to enhance and refine the Clubhouse Young Adult Training Curriculum currently used in a Worcester, Massachusetts clubhouse.

D3: Utilize consumer input in the design of dissemination activities to deliver research findings with multiple audiences.

D4/E1: Develop a Community of Practice where various stakeholders can work together to develop actions that improve rehabilitation services for TAYA with SMHC.

D5: Use experiences from our research and training projects to provide technical assistance to various stakeholders.

Participatory Action Research

Jonathan Delman, M.P.H., J.D., Associate Director

Research, training, and dissemination activities are guided by consumer transition age youth and young adults (TAYA) Project Associates (PA’s) working at the RTC. Project Associates will gather the voice of youth across the nation and:
- receive thorough research training and orientation
- advise the RTC research and training staff
- conduct research interviews
- assist in developing and/or conducting trainings
- communicate research findings to young adult consumers

Research Projects

Charles Litz, Ph.D., Associate Director

Study A1: Making a Difference in High School
Lynn Newman, Ph.D. & Mary Wagner, M.D., U.S. International

Study A2: Age-Associated Need, Services, & Outcomes of Participants Enrolled in Supported Education
Kenneth Gill, Ph.D., CPRP, University of Massachusetts Medical School

Study A3: Adapting Evidence-Based Supported Employment for Transition Age Youth
Sandra Wilkness, Ph.D., Thresholds

Study A4: Job Seeking Experiences & Employers’ Perceptions of TAYA with Serious Mental Health Conditions
William O’Rourke, Ph.D., & Shari Lee, Ph.D., U.S. Medical

Study A5: Appealing Features of Vocational Supports for Latino & Non-Latino TAYA Consumers
Rosalie Torres Stone, Ph.D., University of Massachusetts Medical School

Study C1: Improving Child & Adult Mental Health Services Coordination
Maryann Davis, Ph.D., UMMS & Nancy Rosell, Ph.D., Portland RTC

E1: Work with the Bazelon Center for Mental Health Law to provide policy makers and program planners with a synthesis of current state of federal initiatives in this area to policy makers and program planners.

Project Goals

E2: Develop a Community of Practice that will inform and provide technical assistance to various stakeholders.

E3: Utilize consumer input in the design of dissemination activities to deliver research findings with multiple audiences.

E4: Develop and pilot a curriculum on the transition needs of students with SMHC for masters level secondary special education teachers at the University of Oregon.

E5: Use factors that are identified as appealing or inhibiting across the three vocational models in Study B3 to enhance and refine the Clubhouse Young Adult Training Curriculum currently used in a Worcester, Massachusetts clubhouse.