

Global Research Fellows Summer Program Overview

Monday, June 8, 2020



SMART Africa Center

Brown School



Researcher Resilience Training
(RRT)

HOMEGROWN**StL**



MAKERERE
P.O. Box 7072 Kampala, Uganda



UNIVERSITY
Tel: 256 414 530020
Fax: 256 414 532204

Agenda

- Welcome
- Overview of training programs
- Trainee introductions
- Learning expectations
- Overview of research programs/centers
- Summary of calendar
- Logistics
- Breakout groups (if time allows)
- Q&A



BOYS AND GIRLS
HAVE SAME RIGHTS

Training Program Directors



Mary McKay, PhD
Co-Director, CHILD-GRF &
RRT Training Programs
Neidorff Family and Centene
Corporation Dean of the
Brown School
Washington University in St.
Louis
mary.mckay@wustl.edu



**Noeline Nakasujja,
PhD**
Associate Professor of Psychiatry
Chair, Department of Psychiatry,
School of Medicine,
Makerere University College of
Health Sciences
drnoeline@yahoo.com



Sean Joe, PhD, MSW
Co-Director, RRT Training
Program
Benjamin E. Youngdahl Professor
of Social Development
Associate Dean for Faculty and
Research, Brown School
Washington University in
St. Louis
sjoe@wustl.edu



Patricia Cavazos, PhD
Co-Director, LEAD Training
Program
Associate Professor of Psychiatry
School of Medicine
Washington University in
St. Louis
pcavazos@wustl.edu



**Fred Ssewamala, PhD,
MSW**
Co-Director, CHILD-GRF, LEAD, &
RRT Training Programs
William E. Gordon Distinguished
Professor of Social Work and
Public Health, Brown School
Professor of Medicine, School of
Medicine
Washington University in
St. Louis
fms1@wustl.edu



Training Programs

Training Programs Overview

	Researcher Resiliency Training (RRT) Program	Global LEAD Program	CHILD - GRFs
Directors	Mary McKay, Fred Ssewamala, Sean Joe	Fred Ssewamala, Patricia Cavazos	Fred Ssewamala, Mary McKay, Noeline Nakasujja
Research Focus	Child and adolescent mental health in low-resource settings	Global health disparities with a focus on mental health	Child and adolescent HIV and mental health
Research Region	U.S. and Sub-Saharan Africa	Sub-Saharan Africa	Uganda
Number of fellows	9 fellows per year	9 fellows (still recruiting for postdoc slot)	6 fellows (year 1); 12 fellows (year 2); 18 fellows (year 3)
Career Level	PhD students through early career faculty (must have received advanced degree within five years of program start date)	PhD students through early career faculty (must have received advanced degree within five years of program start date)	Advanced graduate level student through early career faculty
Eligibility Requirements	No citizenship requirement, but must be working at a U.S.-based institution; priority given to those of African decent	U.S. citizen; Under-represented minority	Ugandan national
Cohort Program Dates	April 2020 – March 2021	June 1 – August 8, 2020	June 1, 2020 – May 31, 2023
Timeline	1 week in person; on-going research/mentorship for 1 or 2 years	4 weeks U.S.; 6 weeks SSA research site	6 weeks summer training in U.S. over a three-year period; on-going research/mentorship
Benefits	Stipend support; opportunity to apply for pilot funding in 2 nd year; mentorship	Stipend support; travel/housing at site in SSA; mentorship	Stipend support; pilot funding; travel to U.S. for summer training; mentorship
Funder	National Institute of Mental Health: R25MH118935	National Institute on Minority Health and Health Disparities: T37MD014218	Fogarty International Center and National Institute for Child Health and Development: D43TW011541

Benefits of Combining Programs in 2020

- Increased networking opportunities with researchers interested in child and adolescent behavioral health/potential collaborations
- Increased access to faculty and other networks
- Leveraged resources and supports



R25 Research Resilience Training 2020 Trainees



Leslie Adams, PhD, MPH
David E. Bell Postdoctoral
Fellow, Harvard Center for
Population and Development
Studies, Harvard University



**Enoch Azasu, MSW,
MBA**
PhD Student, Brown
School, WUSTL



Donte Bernard, PhD
Postdoctoral Fellow, National
Crime Victims Center, Medical
University of South Carolina



William Byansi, MSW
PhD Student, Brown School,
WUSTL



Rachel Brathwaite, PhD
Postdoctoral Research
Associate, ICHAD, Brown
School, WUSTL



Husain Lateef, PhD, MSW
Assistant Professor, Brown
School, WUSTL



Moses Okumu, PhD, MSW
Kuralt Postdoctoral Fellow of Quantitative
Intervention Research, School of Social Work,
University of North Carolina at Chapel Hill



Thembekile Shato, MPH
PhD Candidate, Public Health
& Social Justice, Saint Louis
University



Latoya Small, PhD, MSW
Assistant Professor, Luskin School of
Public Affairs, University of California,
Los Angeles

T37 LEAD 2020 Trainees



Saltanat Childress, PhD
Assistant Professor,
Social Work, Univ. of Texas-
Arlington



**Tyriasa Howell,
PhD**
Assistant Professor
Social Work, WUSTL



Lojine Kamel, MD
Resident
Psychiatry, WUSTL



Lesleigh Lee
PhD Student
Psychiatry, Texas A&M



**Massy Mutumba,
PhD**
Assistant Professor,
Nursing, University of
Michigan



Tyrone Parchment, PhD
Assistant Professor
Social Work, Boston College



Simone Schriger
PhD Student
Psychology, Univ. of
Pennsylvania



Nhial Tutlam, PhD
St. Louis County
Government



Melissa Villodas
PhD Student
Social Work, UNC – Chapel
Hill



**Postdoctoral Trainee
TBD**

D43 CHILD-Global Research Fellowship 2020 Trainees



Racheal Alinaitwe, PhD
Project Coordinator, Department of
Psychiatry, Makerere University



Anita Arinda, M. Med
Psychiatrist, Adult HIV Clinic,
Mildmay Uganda



Agatha Kafuko, MA
Assistant Lecturer, PhD
Candidate, Makerere
University



Apollo Kivumbi, MPH
Resident in psychiatry,
School of Medicine, Makerere
University



Violette Nabatte, M. Med.
Head, Paediatric and Adolescent Services,
Mildmay Uganda



Esther Nanfuka, MSW
Assistant Lecturer, PhD
Candidate, Makerere
University



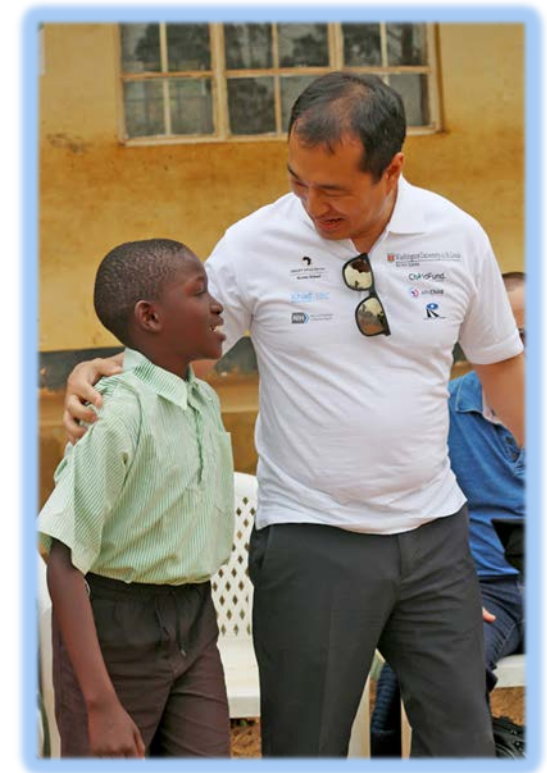
Justine Namuli, M. Med.
Lecturer/Psychiatrist, School of
Medicine, Makerere University

Summer Learning Objectives

Learning Objective 1: Provide a foundational understanding of applied mental health research in low resource settings

Applications:

- Health Disparities: Global and Domestic (Cavazos/Geng)
- Global Mental Health (Bahkshi)
- The Importance of Adaptive and Tailored Approaches to Implementation in Addressing Dynamic
- Challenges in Behavioral Health (Powell)
- Collaborating with Consumers, Providers, and Communities (McKay)
- Creating a Future for Youth Impacted by Poverty (McKay)
- It Takes a Village (McKay)
- Applied research with mentor



Summer Learning Objectives

Learning Objective 2: Provide opportunities to learn and apply advanced research methods

Applications:

- Python/R courses/SQL (Summer Institute)*
- Agent-based modeling: Introduction, Overview, and Applications in Modeling Communicable Disease (Hammond)
- Applied research with mentor

**electives*



Summer Learning Objectives

Learning Objective 3: Cultivate relevant career development skills in order to become an independent researcher

Applications:

- Manuscript writing workshop (Piccirillo)
- NIH workshops (Berzon, Allison, Campbell-Rosen)
- Grant writing course (Summer Institute)*
- Applied research with mentor

**electives*



Summer Learning Objectives

Learning Objective 4: Build a Global Network of researchers interested in mental health

Applications:

- Weekly fellow calls
- Applied research with mentor



HOME GROWN StL



Race & Opportunity Lab

BROWN SCHOOL AT WASHINGTON UNIVERSITY

HomeGrown StL Purpose

- As a university-based community science intermediary, HomeGrown StL, brings together multisector providers, governmental officials, planning professionals, citizens, and private-sector partners to develop regional and local strategic plans to disrupt fragmented care coordination and to improve the well-being and upward mobility of an entire population of Black males ages 12 to 29 years in specific St. Louis geographic areas within a generation (by 2039).

HomeGrown StL Approach

- Increase knowledge of the number of programs serving young Black males ages 12 -29 in the St. Louis Region
- Identify and explore the planning, technical assistance, evaluation, or capacity building needs of programs primarily serving Black males in the St. Louis Region
- Share evidence based practices, knowledge and information for working effectively with young Black males
- Build a strategic network of organizations focused on the positive development of young Black males
- Foster Black males' development through identifying opportunities for strategic partnerships and inter-organizational collaborations
- Celebrate young Black males who are striving against all odds and investing in family and community

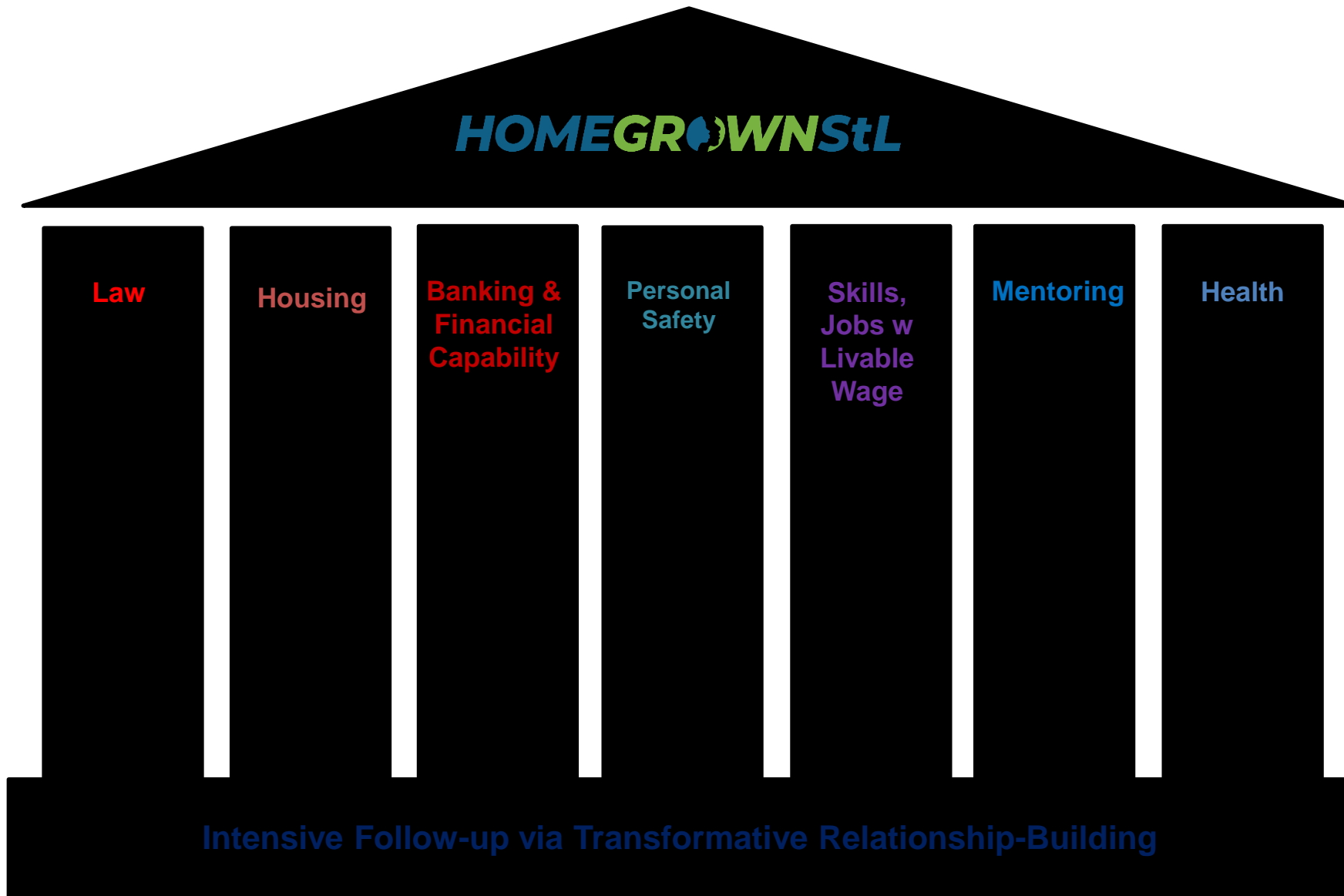
Race and Opportunity Lab, Principal Investigator




Dr. Sean Joe is the Benjamin E. Youngdahl Professor of Social Development & Associate Dean for Faculty and Research.

Dr. Joe is a nationally recognized authority on suicidal behavior among African Americans. His research focuses on Black adolescents' mental health service use patterns, the role of religion in Black suicidal behavior, salivary biomarkers for suicidal behavior, and development of father-focused, family-based interventions to prevent urban African American adolescent males from engaging in multiple forms of self-destructive behaviors.

Working within the Center for Social Development, Joe has launched the Race and Opportunity Lab, which examines race, opportunity, and social mobility in the St. Louis region, working to reduce inequality in adolescents' transition into adulthood.



The HGSTL Network proposes a **7-pillar Comprehensive Developmental System of Precision Care** for serving Black boys and young men



International Center
for Child Health and
Development
(ICHAD) “Creating
Hope”



Acknowledgments



SMART Africa Center

Brown School

Marc and Barbara Arnold, Boulder, CO



National Institutes of Health



THE WORLD BANK



Center for Social Development

GEORGE WARREN BROWN SCHOOL OF SOCIAL WORK

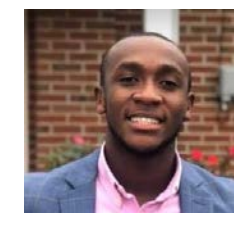
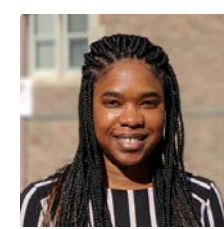
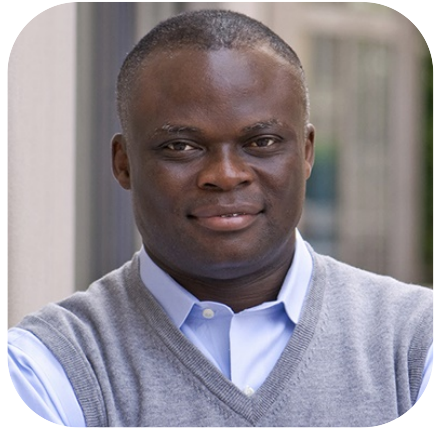


Catholic Diocese of Masaka

professor



SECURING OUR CHILDREN'S FUTURE TODAY



Mission: To contribute to the reduction of poverty and improvement of public health outcomes for children, adolescents and families in low-resource communities, particularly those in sub-Saharan Africa.

Applied Research



Capacity Building



Policy



Dissemination





Civil Society Involvement
(Mentorship)

Business Sector (Banks)



Government Involvement

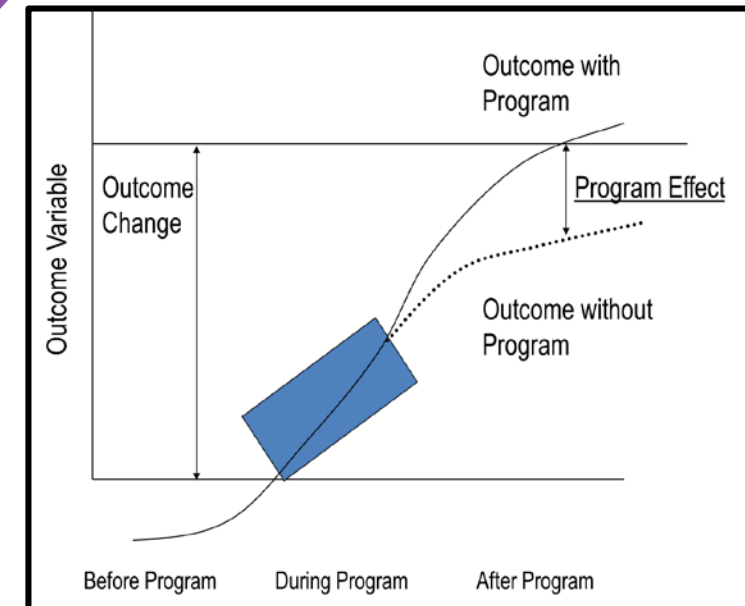
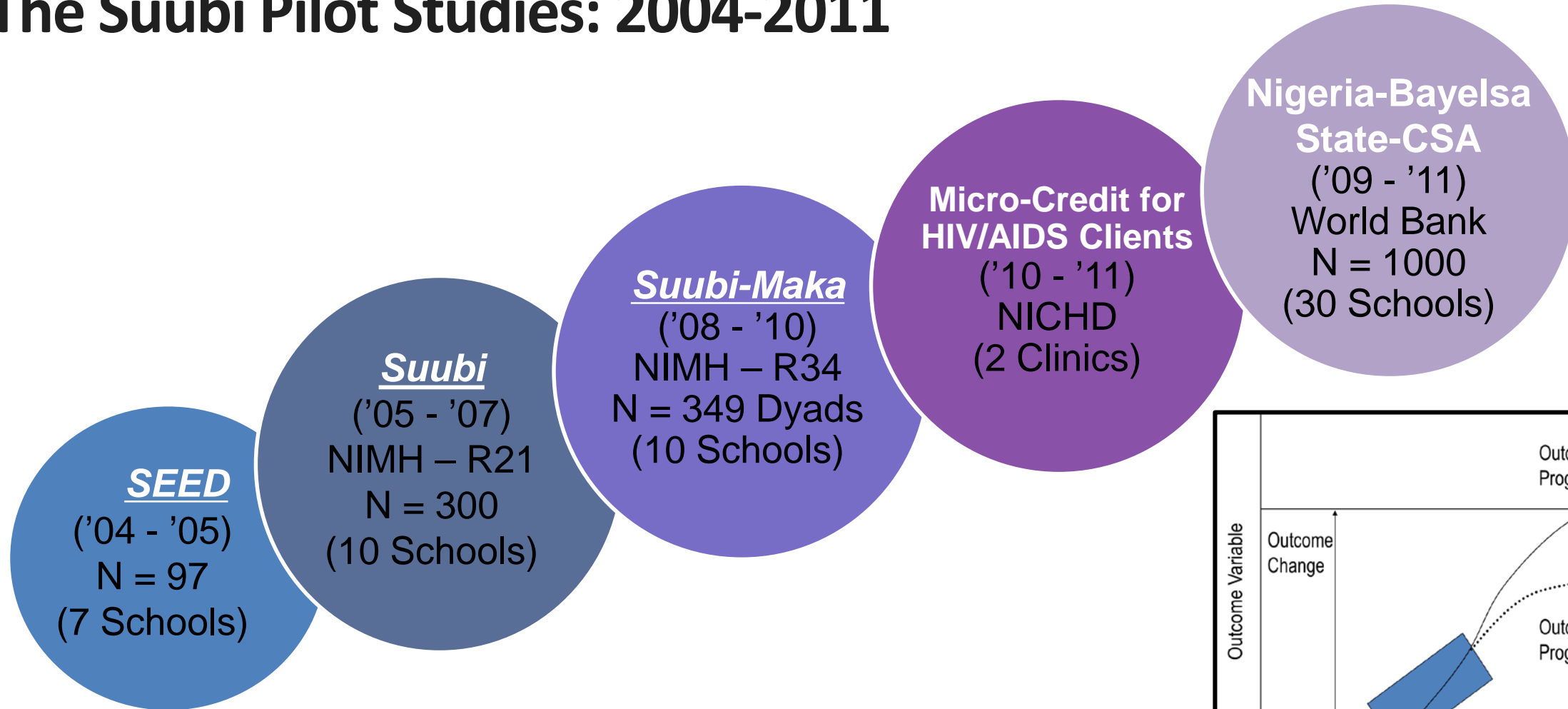


Parental Involvement



The Media (National Press)

The Suubi Pilot Studies: 2004-2011



ICHAD & SMART AFRICA STUDIES : 2011 to Date

Bridges
('11 - '18)
NICHD – R01
N = 1410
(48 Schools)

Suubi+ Adherence
('12 - '17)
NICHD – R01
HIV-positive Youth
N = 702
(40 Health Clinics)

Suubi4Her
('17 - '22)
NIMH – R01
N = 1260
(42 Secondary Schools)

Kyaterekera
('18 - '23)
NIMH – R01
N = 990 WSW
(33 HIV hot spots)

Suubi4Cancer
('19 - '21)
NCI – R21
N = 4000
(39 Clinics)

SMART Africa
('16 - '21)
NIMH – U19
N = 6,000+
Uganda, Kenya,
Ghana

Pending

Suubi4STEM
('20-'24)
MilliporeSigma
(N= 20 Schools;
18,000 students)

Suubi4Stigma
('20-'22)
NIMH R21
(N= 9 clinics; 90
child-caregiver
dyads)

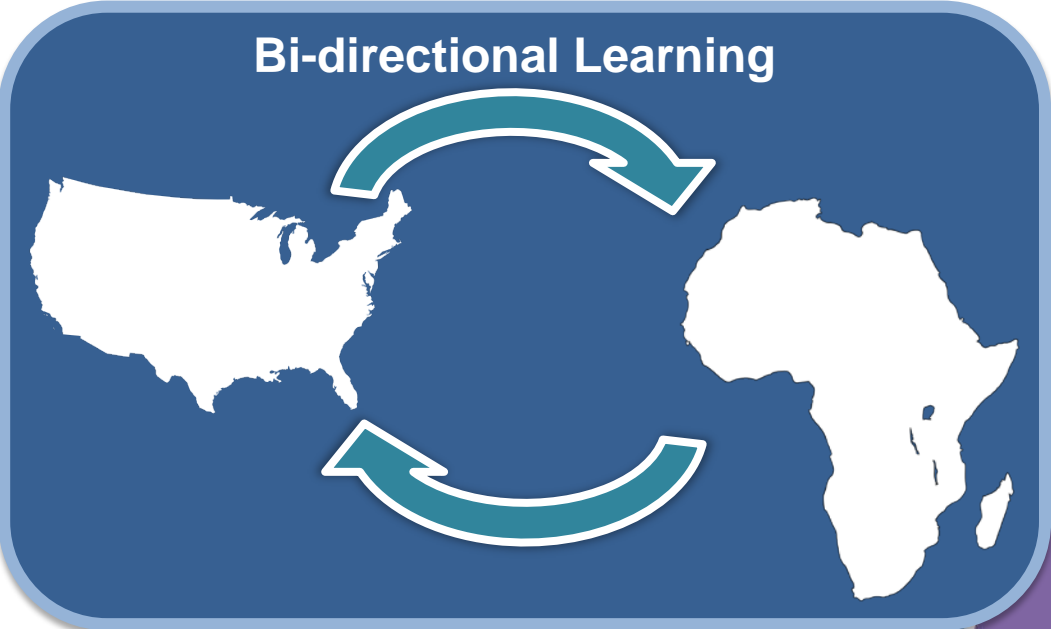
SuubiAdherence2
('20-'25)
R01 NICHD
(N= 702)

Knowledge Generation Dissemination and Contribution to the Field

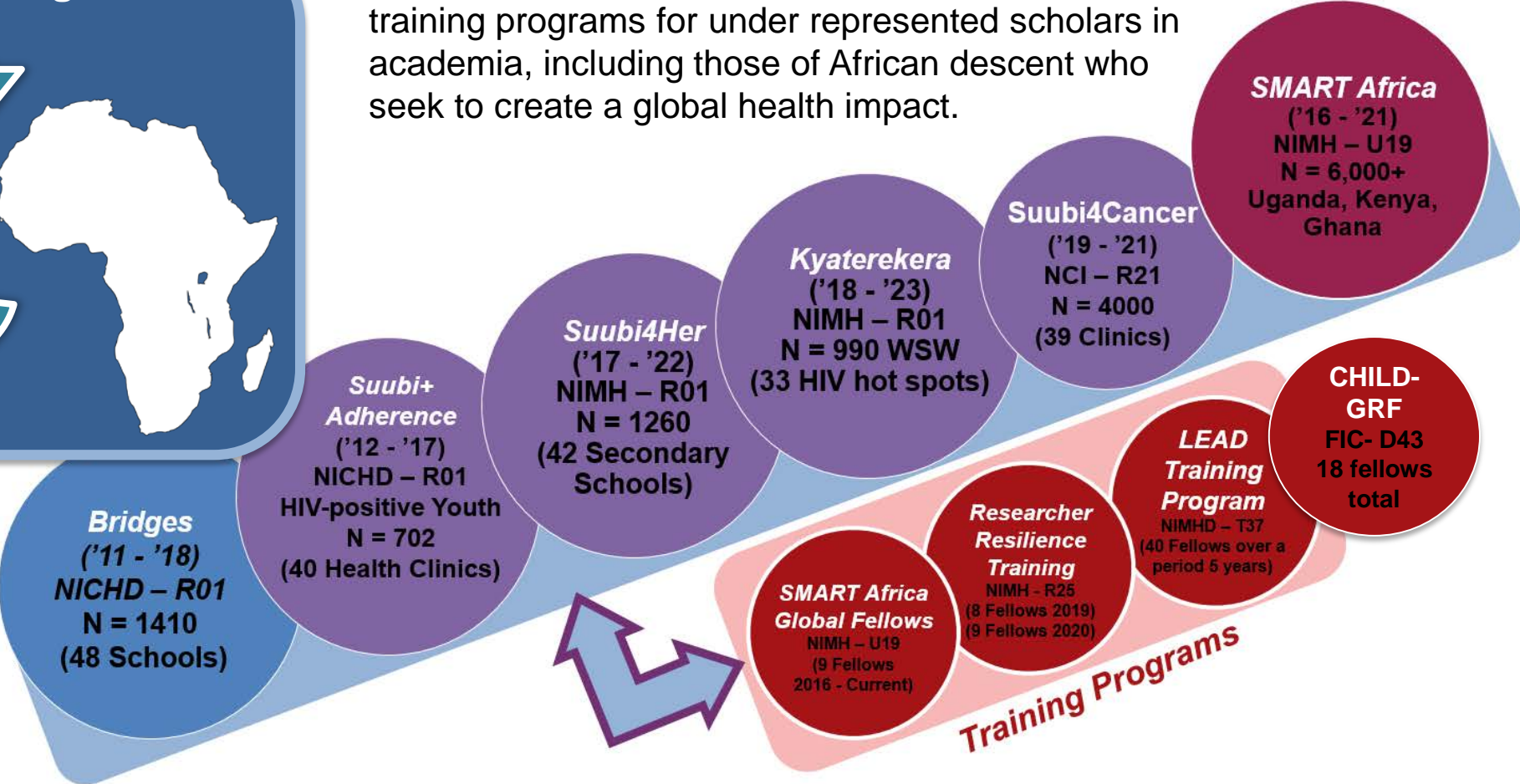


ICHAD & SMART AFRICA STUDIES

Bi-directional Learning



By leveraging our previous studies, we have been able to develop training programs for under represented scholars in academia, including those of African descent who seek to create a global health impact.





SMART Africa Center



SMART Africa Center

Brown School

Overall Goal

To meet the significant child mental health needs of children in Sub-Saharan Africa (specifically disruptive behavioral problems), as well as close the serious service gaps.

The activities by SMART Africa are intended to reduce child mental health service and research gaps in Uganda, Ghana and Kenya **by enhancing the capacity of African investigators, government officials, and NGOs** to develop, implement, rigorously examine and scale up evidence-based behavioral health services for children.



SMART Africa Center

Brown School

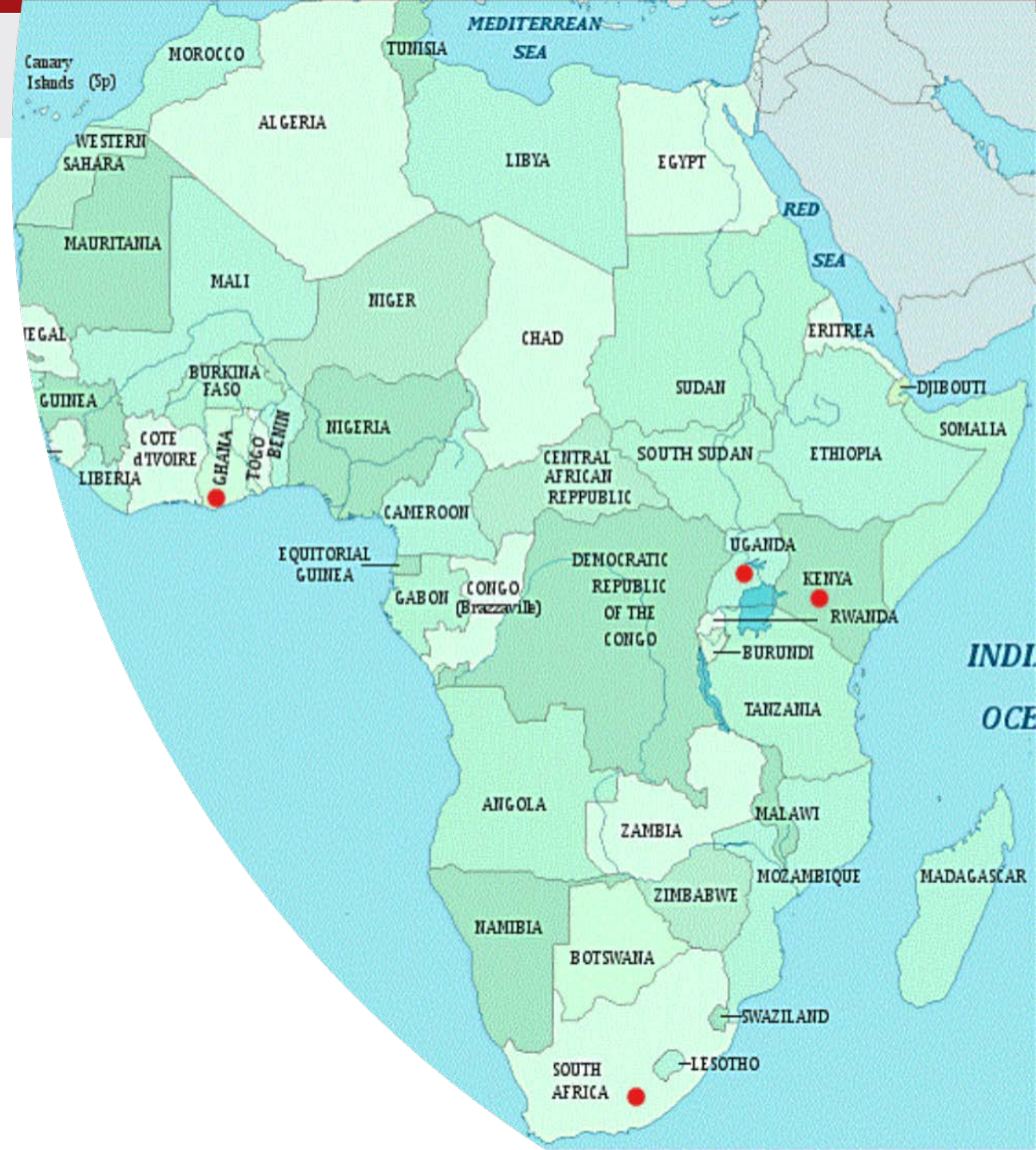
SMART Africa Center Specific Aims

Aim 1: To establish and engage a trans-disciplinary research consortium of academic, government, NGO, community and cultural stakeholders in Uganda, Ghana, Kenya, and South Africa to focus on addressing child mental health burden, EBP implementation, scale-up, service gaps;

Aim 2: To build child mental health implementation research capacity in two countries, Ghana and Kenya;

Aim 3: To conduct an EBP scale-up research study in Uganda, which will examine multi-level influences on the uptake, implementation, effectiveness and sustainability of EBPs that address serious child disruptive behavioral challenges;

Aim 4: To disseminate timely and pragmatic findings to government officials and consortium partners to optimize rollouts of EBPs and scale-up process via an African Policy Research Advisory Board, consisting of an expanded network of scientists, NGOs and government officials.





**KEY
COMPONENTS
OF SMART
AFRICA**

Networking & Info. Sharing

Networking and information sharing on scale-up implementation methodology and findings in timely ways within SMART Africa & with other consortiums

Scale-Up Research

Implementation strategy testing to scale-up child and adolescent mental health preventive intervention in diverse community settings

SMART Africa
Improved Capacity To
Utilize science-based methods for developing and implementing mental health programs and policies

Technical Support

Providing technical support for new implementation research projects development (*none SMART Africa funded projects*) and to help stakeholders transition to carry out independent research projects

Capacity Building

(1) increasing policymakers' and NGO stakeholders' interest in applying evidence-based policies/program development, and (2) improving researchers' skills in carrying out implementation research



SMART Africa Center

Brown School

Multiple Family Group (MFG) Intervention

- Evidence-based intervention for youth ages 7-13 experiencing behavioral challenges and their families
- Content and process designed in collaboration with parents & providers in the U.S. and adapted in collaboration with teachers and parents in SSA
- At least two generations of a family present in each session
- Intervention manual characterized by flexibility, choice of activities, discussion questions
- Focus on **Rules, Roles and Responsibilities, Respectful communication, and Relationships (4Rs) as well as Stress and Support (2Ss)**





Ssewamala et al. *Trials* (2018) 19:423
<https://doi.org/10.1186/s13063-018-2751-z>

Trials

STUDY PROTOCOL Open Access

Strengthening mental health and research training in Sub-Saharan Africa (SMART Africa): Uganda study protocol

Fred M. Ssewamala^{1*}, Ozge Sensoy Bahar^{1*}, Mary M. McKay¹, Kimberly Hoagwood², Keng-Yen Huang² and Beverly Pringle³



Longitudinal experimental mixed methods effectiveness-implementation hybrid research design

Group 1: MFG delivered by trained parent peers drawn from local school planning councils (10 schools)

60 parent peers (6 per school x 10)

1,000 children (ages 8 to 13) and adult caregivers

Children screened for evidence serious emerging and clinically significant DBDs

Group 2: MFG delivered by community health workers drawn from local primary care clinics (10 schools)

60 community health workers (6 per school)

1,000 children (ages 8 to 13) and adult caregivers

Children screened for evidence serious emerging and clinically significant DBDs

Group 3: Comparison Mental health wellness materials and educational supports (10 schools)

1,000 children (ages 8 to 13) and adult caregivers

Children screened for evidence serious emerging and clinically significant DBDs

In both Ghana and Kenya, 180 children and caregivers across 3 schools will be recruited.

MAKERERE

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Calendar - Overview

- Orientation
- Webinars – WUSTL Faculty
- Webinars-NIH Program Officers
- Summer Institute Class
- Weekly Trainee Calls
- Friday Seminars
- Mentor Calls
- Most updated calendar: <https://ichad.wustl.edu/summer-training-curriculum-and-resources/>
 - Password: TRAINING2020

2020 Summer Training Curriculum     

	Monday	Tuesday	Wednesday	Thursday	Friday
	1	2	3	4	5
	Times are in US Central Daylight Time (CDT)				
	8	9	10	11	12
	10:00-11:30 am Orientation: All three training programs; directors, mentors, staff		8:30-10:00 am Dean Mary Webinar Discussion		4:00-2:00 pm CRTIC Summer Seminar Series: Jay Fiorillo, Manuscript Development - will be
June	15	16	17	18	19
	Summer Institute Session I: June 15-19				
		12:00-1:00 pm Health Disparities-US and Global- Patricia Cavazos-Rehg & Elin Geng		12:00-1:00 Weekly Trainee Call - Dean Mary	
	22	23	24	25	26
	Summer Institute Session I: June 22-26				
			12:00-1:00 pm Rick Berzon, NIH/NIMHD	12:00-1:00 pm Weekly Trainee Call: Patricia Cavazos-Rehg	12:00-1:00 pm CRTIC Summer Seminar Series Speaker: Gary Weil
	29	30	1	2	3
		9:00-10:00 am Suzannah Allison and Holly Campbell-Rosen, NIH/NIMH	12:00-1:30 pm Byron Powell, Adaptive & Tailored Approaches ... Dynamic Challenges: Behavioral Health	9:00-10:00 am Weekly Trainee Call	
	6	7	8	9	10
		9:00-10:00 am Parul Bakhshi and Clement Bayetti: Global Mental Health, Session One	12:00-1:00 pm Ross Hammond: Agent-based modeling: Intro, Overview, and Applications in Modeling Comm. Disease	9:00-10:00 am Weekly Trainee Call: Fred Ssewamala	
July	13	14	15	16	17
		9:00-10:00 am Parul Bakhshi and Clement Bayetti: Global Mental Health, Session Two		9:00-10:00 am Weekly Trainee Call: Responsible Conduct of Research	12:00-1:00 pm CRTIC Summer Seminar Series Speaker: Brian Gage
	20	21	22	23	24
				9:00-10:00 am Weekly Trainee Call: Fred Ssewamala	
	27	28	29	30	31
				9:00-10:00 am Weekly Trainee Call - Dean Mary	
August	3	4	5	6	7
	Wrap up with mentors				
	Key: Green font=event details pending				

Logistics

- **Communication**
 - Email
 - Website
 - MS Teams (pending)
- **Evaluations**
- **WUSTL key**
- **Text books (for GIS Summer Institute class)**
- **Stipends**



Contact

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Training Programs Manager

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Lpeer@wustl.edu

Betsy Abente, MPH

Associate Director

[International Center for Child Health and Development \(ICHAD\)](#)

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Summer Training Curriculum and Resources

<https://ichad.wustl.edu/summer-training-curriculum-and-resources/>

Password: TRAINING2020

Q&A

