

Group B

# Points of Interest

- Closing gap between research and practice
- Selection of students
- Role of breadth in training
- Role of practicum may be to learn the practice context to be better able to influence it
- Clinic is not right level of context in which think about intervention proliferation
- How to generate theory – generative thinking as well as critical thinking

# Things to Encourage\*

- Programmatic orientation
- Fluid thinking
- Learn how to collaborate
  - Other mental health disciplines
  - Administrators
  - Other flavors of psychologists cog, neuro

# Problem-Based Learning\*

- Treatment development (Allison)

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- Collaborate with other labs in/out clinical and even university
- Collaborative fluency
- Minor in another area
- Collaboration/consultation skills
- System dynamics – study system in which you are trying to function and influences

- Feedback about how client is progressing
- Community based participatory research
  - Is rigor a problem?
- Can you learn to ask a question that is interesting
- Dissemination in mind even at stage 1

- Do assessment devices limit our questions
- Theory and utility of assessment
  - Adding functioning to outcome so that will broaden treatment target
- Context: Sow's ear exercise (Michael)
  - What would you do make an organization function better (e.g., with respect to improving practice)

- Teaching creative problem based learning
- How do you identify a good problem to work on?
- Tolerance of criticism
- Foundation, theory, assessment, intervention
- Group tasks (including people outside program)



- Minimize didactic training
- Grant writing
- Secondary data analysis to identify problems that need addressing
- Treatment development course
  - Read about a problem
  - Develop treatment
  - Intervention
  - Measure outcome

- Develop RCT that whole clinic treats
- Present a clinical case problem and they used research derived knowledge in this case.
- Simulated patients
- Unit of analysis at levels of interventions and outcomes
- Implementation training research

- Study of organizations
- Proseminar that's transdisciplinary
- Minimize didactics
- Academy programs share courses (Skype)
- Collaboration to avoid missing expertise
- Prevention
- Training scientists

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- Clinic is not context
- How to generate theory – generative thinking as well as critical thinking

- There should be intervention research faculty to mentor
- More extramural input
- Prevention research

- Basic science to intervention and research is also driven from studying what happens in the environment (context) in which the behavior occurs
- Intensive study of what goes right and wrong to identify mechanisms (iterative)