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)
• 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
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 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)