

## **Day 2, Group C – Resources for training in effectiveness and dissemination**

### **Values**

Promotion of scientific values (empirical, publicly verifiable, self-correcting)  
Leveraging existing opportunities whenever possible

### **Desired Competencies**

1. Problem identification and awareness (seeing forest, even if only for a short time)
2. Understanding and experiencing role of design and iterative evaluation and refinement in dissemination (this is science)
3. Fluency with balancing multiple evidence sources (general, local) to guide decisions (e.g., knowing when to adapt based on local evidence versus preserve design from general evidence; adapting increases uncertainty...knowing how to manage uncertainty).

### **Activities and Exercises**

1. Exposure to people in applied contexts – finding what they want (e.g., service array building and needs identification); (in vivo experiences through practica, classes, requirements, papers). What are the problems and priorities in this setting, and how do they align with our own understandings of problems and priorities.
2. Practicum (“drive car, build car, test car, adapt car, sell car”).
  - a. Learn EBT
  - b. Build evidence-informed treatment
  - c. Monitor/measure/evaluate Dashboards in supervision (use of feedback in evaluating and balancing multiple evidence bases).
  - d. Adapt treatment (for new context, problem, or in response to client driven issues)
  - e. Demonstrate value of what you designed through presentation to non-scientific audience (policy makers, consumers, administrators, media).
3. Thinking through the business implications, applications, public health impact of research findings (whether basic or treatment research). How could your findings inform innovations that impact public health (e.g., cost, functional outcomes, prevalence and incidence)? (e.g., part of existing research “significance paragraph”).
4. Exercises that involve adapting what we know for new context (e.g., adapting CBT for social anxiety for vocational rehab).
  - a. Work on revising intervention for new context

b. Looking at literature on treatment and psychopathology and instructional design to frame the work

5. Coursework (idea list – not mandates for new courses)

a. Emphasis on single case design methodology somewhere in coursework – with expanded application of evaluative/experimental skills to include not only clients but organizations, trainees, systems

b. Program evaluation

c. Statistical methods (mixed methods: qual/quant)

d. Complex systems, information science, decision making/support

e. Public health and public health advocacy

f. Economics

g. Business and management, organizational