



**The term “focus” should be used to describe opportunities in areas of training which are not recognized specialties. Training programs should strive to provide explicit explanations of the type of training provided in these non-specialty areas.

Clinical Child and Adolescent Psychology E & T Taxonomy was approved by CoS Board of Directors on 10- 29-2021. CoS will request an updated Taxonomy for CoS review and approval one year prior to Clinical Child and Adolescent Psychology’s next petition for renewal of specialty recognition by the Commission for Recognition of Specialties and Subspecialties in Professional Psychology (CRSSPP). The updated Taxonomy will be due at end of 2025

Common Definitions and Criteria Across All Recognized Specialties

Clarifications to help recognized specialties use the APA-Taxonomy* in a consistent manner

- Broad and general training forms the core of education and training in health service psychology. Programs are accredited by the American Psychological Association or Canadian Psychological Association. Programs integrate the broad and general training with those educational and training activities related to recognized specialties as determined by the specialty and described in a specialty taxonomy. In addition, each specialty will have education and training guidelines consistent with its specialty area. Specialty training may be acquired at the doctoral, doctoral internship, postdoctoral, or postlicensure stages as defined by the specialty.
- By definition, postdoctoral education and training is a Major Area of Study in a specialty recognized by the Commission for the Recognition of Specialties and Subspecialties in Professional Psychology (CRSSPP) and requires that 80% or more of time be spent in the specialty area. At the postdoctoral training stage, as per above, it is recognized that training in the Major Area of Study will be consistent with the education and training guidelines set forth by the specialty.
- A course is typically defined as 3 semester-credit hours (or equivalent) in a health service psychology training program accredited by the American Psychological Association (APA) or the Canadian Psychological Association (CPA).
- A practicum is typically defined as the equivalent of one academic year (e.g., 9 months, in semester or quarter systems) consisting of supervised training for at least 8 hours per week, or its equivalent, with at least 50% of time in the provision of clinical services.
- Consistent with what is described in CoA *Standards of Accreditation*, supervision should be provided by persons with competencies in the specialty demonstrated by appropriate training, credentials, and qualifications for training in the specialty as defined by the specialty.
- Additional training experiences can also include, but are not limited to, research experiences, lab meetings, brown bags, lecture/colloquia series, and grand rounds, as defined by the specialty.
- For definitions of continuing education (CE) and continuing professional development (CPD) see the APA [Quality Professional Development and Continuing Education Resolution](#). A continuing education (CE) course is defined as an organized program by the American Psychological Association or Canadian Psychological Association, a State Psychological Association, or other major provider of CE (e.g., Society of Behavioral Medicine).

* Taxonomy; www.apa.org/ed/graduate/specialize/taxonomy.pdf

Specialty Specific Definitions and Criteria

CCAP = Clinical Child and Adolescent Psychology

¹Clinical Child and Adolescent Psychology is a specialty of professional psychology that is inclusive of pediatric psychology. The specialty brings together the basic tenets of clinical psychology with a thorough background in child, adolescent and family development and developmental psychopathology. Clinical child and adolescent psychologists conduct scientific research and provide psychological services to infants, toddlers, children, and adolescents. The research and practices of Clinical Child and Adolescent Psychology are focused on understanding, preventing, diagnosing, and treating psychological, cognitive, emotional, developmental, behavioral, and family problems of children. Of particular importance to clinical child and adolescent psychologists is a scientific understanding of the basic psychological needs of children and adolescents and how the family and other social contexts influence socio-emotional adjustment, cognitive development, behavioral adaptation, and health status of children and adolescents. There is an essential emphasis on a strong empirical research base recognizing the need for the documentation and further development of evidence-based assessments and treatments in clinical child and adolescent psychology.

Pediatric psychology, in relation to the specialty of Clinical Child and Adolescent Psychology, addresses physical, cognitive, social, and emotional functioning and development as they relate to health and illness in children, adolescents and families. Pediatric psychologists promote the health and psychological well-being of children and youth, most often in a pediatric health setting, applying a developmental framework, and utilizing an evidence-based approach to practice, education, training, and advocacy.

²A graduate course is defined as a 3-credit hour semester long course (or equivalent quarter credit hours). For the designation at the Major Area of Study at the Doctoral stage of training, 2 of these 4 courses must be dedicated Clinical Child and Adolescent Psychology courses in the areas of developmental psychopathology, assessment, treatment, and consultation. The other 2 courses (or remaining hours) can be a combination of material from other courses that would equate to a course equivalent (e.g., half of a semester of two separate assessment courses focused on child/adolescent material that combine to a course equivalent of a full semester). For the designation at the Emphasis level, 1 of these 3 courses must be a dedicated Clinical Child and Adolescent Psychology course in the area of treatment, assessment, and/or developmental psychopathology. The other 2 courses (or remaining hours) can be a combination of material from other courses that would equate to a course equivalent (e.g., half of a semester of two separate assessment courses focused on child/adolescent material that combine to a course equivalent of a full semester). For all levels (i.e., Major Area of Study, Emphasis, Experience, Exposure), course material from a discipline-specific knowledge course (e.g., developmental requirement for accreditation standards) does not count toward any of the course requirements at any level of education or training listed above.

³Clinical Child and Adolescent Psychology Practicum is defined as a practicum experience (approximately 9 months) of supervised training, at least 8 hours per week or its equivalent (e.g., a minimum of 240 total hours) with at least 50% of clinical service delivery with a child/adolescent-focused presenting concern.

⁴For the purposes of this level of education and training, the dissertation or research project may include Clinical Child and Adolescent Psychology focused empirical research, extended case studies/small-N designs, literature reviews/analyses, or capstone projects.

⁵Supervised experience in the specialty at the Internship and Postdoctoral stages of training includes didactic activities (e.g., seminars, grand rounds) and clinical service delivery to children, adolescents, and their families (e.g., assessment, treatment, consultation) with supervision by a licensed psychologist with competencies in Clinical Child and Adolescent Psychology as demonstrated by appropriate training, credentials, and qualifications.

⁶At the Postdoctoral training level, it is recognized that the Major Area of Study is consistent with training standards for specialty accreditation in Clinical Child Psychology through the APA.

⁷Major area of study at the Post-Licensure level represents what a licensed psychologist would need to do in order to re-specialize in Clinical Child and Adolescent Psychology after initial training, the doctoral degree is received in a different specialty, and the psychologist has already obtained licensure.

⁸Continuing Education (CE) must be from an organized CE program provider approved by the American Psychological Association, or State/Provincial Psychological Association, or State/Provincial licensing board, or relevant Accredited Continuing Medical Education course, or from a professional organizational entity that maintains administrative control including responsibility for course design and contents, accountability, and record-keeping of course participation/attendance. Specialty training gained through CE workshops is supplemental to an organized program of coursework because CE offerings are not systematic in covering topics of developmental psychopathology, assessment, treatment, and consultation in Clinical Child and Adolescent Psychology.

⁹Supervised Clinical Child and Adolescent Psychology practice is defined as 100% time devoted to clinical service delivery to children, adolescents, and their families (e.g., assessment, treatment, consultation) with supervision by a licensed psychologist with competencies in Clinical Child and Adolescent Psychology as demonstrated by appropriate training, credentials, and qualifications.

Examples of Program Descriptors for Each Stage of Training

Doctoral

The program at U university is accredited by the American Psychological Association and offers a *Major Area of Study* in Clinical Child and Adolescent Psychology. Trainees in this program enroll in four CCAP courses, including child and adolescent development, psychopathology, assessment, diagnosis, consultation, treatment, and prevention. Specialty trainees complete a minimum of three practica in clinical service settings serving children, adolescents, and their families. They will complete a doctoral dissertation related to aspects of clinical child and adolescent psychology or pediatric psychology.

Doctoral Internship

The APA-accredited internship program at V children's hospital offers a *Major Area of Study* in which at least 50% of the interns' time is dedicated to training in clinical child and adolescent psychology (and pediatric psychology) including didactic and clinical experiences.

Another internship program, at W health sciences center, offers an *Experience* in clinical child and adolescent psychology for interns completing rotation placements approximating 25% of their time devoted to didactic and clinical experiences in clinical child and adolescent psychology.

An internship program at the X consortium of training sites offers an *Emphasis* in clinical child and adolescent psychology for interns with 33% time devoted to clinical child and adolescent psychology with opportunities for *Emphasis* experiences in Clinical Neuropsychology (33% time) and Clinical Health Psychology (33% time) and combinations of *Exposure* experiences in Clinical Psychology (up to 20%), Rehabilitation Psychology (up to 20%), and/or Couple and Family Psychology (up to 20%)

Another internship program, at Y children's hospital, offers a *Major Area of Study* that is 100% experience devoted to CCAP with approximately 50% in CCAP supervised experiences and 50% time in pediatric psychology supervised experiences.

Postdoctoral residency

The residency/fellowship program at Z community mental health center offers a *Major Area of Study* in which the resident/fellow engages at least 80% of their time in didactic, clinical, and research experiences related to clinical child and adolescent psychology.

Another residency program, at T children's hospital, offers a Major Area of Study in which the fellow engages in 100% of their time in supervised experiences with about half of the time in clinical child and adolescent psychology and half of the time in pediatric psychology.

Post-licensure training

Division 53 and Division 54 of the American Psychological Association are APA approved sponsors of continuing education and provide *Exposure* experiences in clinical child and adolescent psychology through one hour continuing education webinars and workshops.

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Approved by Task Force for Clinical Child and Adolescent Psychology Taxonomy: 10-6-2021