

**Postdoctoral Residency Competencies for Clinical Child Psychology Specialty,
inclusive of Pediatric Psychology**

1. Integration of Science and Practice
2. Ethical and Legal Standards
3. Individual and Cultural Diversity
4. Research and/or Program Evaluation
5. Professional Values and Attitudes/Self-Reflective Practice
6. Management/Administration and Leadership
7. Assessment
8. Intervention
9. Teaching and Supervision (and Mentoring)
10. Consultation and Interprofessional/Interdisciplinary Skills

Postdoctoral Residency Competencies for Clinical Child Psychology Specialty, inclusive of Pediatric Psychology

1. Integration of Science and Practice

- Understands, implements, and applies current knowledge of evidence-based approaches to clinical child and/or pediatric psychology practice that integrates the best available scientific literature, clinical expertise, and current and emerging research/technologies.
- Demonstrates the ability to formulate, test, and communicate empirical questions and findings informed by clinical problems encountered, clinical services provided, and the clinical settings within which the postdoctoral resident works.
- Utilizes scientific knowledge in the following key areas of practice including:
 - Behavioral and cognitive theory
 - Child and adolescent development
 - Family dynamics, functioning, and family-based intervention
 - Assessment related to clinical child/pediatric psychology
 - Developmental and contextual factors contributing to the etiology, course and outcome of pediatric medical conditions
 - Application with culturally diverse youth and families
 - Understanding of the literature regarding incidence, prevalence, natural course, prevention, key signs/symptoms, and impairment/dysfunction for psychopathology and disorders of learning and development in childhood and adolescence.
 - Applies key components of evidence-based practice (i.e., best evidence, clinical expertise, and patient characteristics, culture, values) in selecting appropriate assessment, intervention approaches, recommendations, and supervision methods, and when engaging in consultation with other disciplines.

2. Ethical and Legal Standards

- Acts in accord with the professional practice setting bylaws, credentialing, privileges, and staffing responsibilities (e.g., documentation, attendance at staff meetings, etc.) as they pertain to postdoctoral residents. Conducts self in an ethical manner in all activities.
- Demonstrates knowledge and acts consistently in accordance with:
 - The current version of the *APA Ethical Principles of Psychologists and the Code of Conduct*
 - Relevant laws, statutes, regulations, rules, and policies governing the practice of clinical child/pediatric psychology at the organizational, local, state, regional, and federal levels as well as other relevant professional standards and guidelines

- Recognizes and manages ethical and legal issues that arise during psychology professional service, consultation, training, supervision, and research activities. Utilizes professional and legal consultation as appropriate, especially involving ethical dilemmas.
 - Demonstrates an understanding of ethical and legal considerations specific to work with children and adolescents, including:
 - Consent and assent for clinical services and research
 - Confidentiality and privacy of information
 - Ethical and legal responsibilities when patients transition to adulthood
- Recognizes and manages conflicts when they arise between the *APA Ethical Principles of Psychologists and Code of Conduct* and ethical codes of other health care team members.

3. Individual and Cultural Diversity

- Demonstrates awareness of diversity-related characteristics in oneself and others, including patients, families, and fellow health care providers. This includes:
 - An understanding of how one's personal/cultural history, attitudes, and biases may affect how one conceptualizes and interacts with people different from oneself.
 - An ability to work effectively with individuals, families, and other professionals whose group membership, demographic characteristics, or worldviews create conflict with (or challenges) their own.
- Develops effective and productive relationships with diverse individuals, families, and groups.
- Selects, implements, and monitors clinical, research, and educational efforts based on knowledge (and current research) of diversity-related characteristics, including health belief models and attitudes towards physical and mental health and wellness. This should include integration of how cultural, linguistic, disability, and other demographic and socioeconomic factors affect assessment and intervention.
- Accounts for the relations between environmental, social, health disparity, and cultural factors on the development and maintenance of mental and physical health problems when assessing and treating psychological and physical health conditions or implementing prevention efforts and promoting wellness.
 - Demonstrates sensitivity to diversity considerations specific to work with children, adolescents, and families including:
 - Diversity in family constellations and roles
 - Cross-generational issues
- Pursues professional development, continuing education, and multicultural experiences to enhance skills and knowledge of individual and cultural diversity.

4. Research and/or Program Evaluation

- Applies scientific methods accurately and effectively from psychology and related health disciplines. Can formulate research study design, evaluate outcomes, and communicate results effectively.
- Applies knowledge of the existing clinical child/pediatric psychology literature to generate new research questions, determine effective design, propose analytic structure, and discuss limitations as applied to research/program evaluation
- Demonstrates proficiency in maintaining knowledge of current clinical child/pediatric literature, judging the merits of studies, applying knowledge of current literature to clinical work, and translating research findings to different audiences when appropriate

5. Professional Values and Attitudes/Self-Reflective Practice

- Demonstrates an emerging professional identity as a clinical child/pediatric psychologist who understands unique contributions of clinical child/pediatric psychology to health care and wellness across settings.
- Understands the importance of board certification in clinical child/pediatric psychology for specialist recognition and ongoing assessment.
- Engages in ongoing reflective self-assessment regarding skills, knowledge, and limits of competence (e.g., research/knowledge base and skill sets necessary for practice).
- Maintains collegial relationships and demonstrates effective interpersonal skills, communicates effectively, and develops productive relationships with peers, trainees, supervisors, other professionals, and members of the community, including the ability to manage difficult communication and problem-solve these situations successfully
- Demonstrates professional acumen and comportment.
- Exhibits awareness of personal and professional problems and demonstrates positive coping strategies with personal and professional stressors and challenges; particularly in the context of working with children and families.

6. Management/Administration and Leadership

- Able to develop or enhance a clinical child/pediatric psychology practice, educational program, or program of research.
- Demonstrates awareness of the business of a clinical child/pediatric psychology practice, educational program, and/or research program using knowledge of the structure, regulation, and financing of the health care system and/or grants administration.
- Demonstrates leadership within an interprofessional team or organization in the health care setting (e.g., coordinating data collection for an interdisciplinary research project, team leadership, leadership of a committee).

7. Assessment

- Selects, administers, scores and interprets evidence-based biopsychosocial and cognitive assessment tools appropriate to the child's developmental level and presenting concern
- Conducts developmentally appropriate and culturally sensitive comprehensive biopsychosocial interviews. Collects relevant data using multiple sources and methods appropriate for identified presenting problems and assessment question; synthesizes information to inform case conceptualization and recommendations.
- Effectively and accurately communicates assessment findings in verbal and written form to various consumers (patients, caregivers, school and medical teams) and professional contexts (e.g., individual meeting with patient, family meeting, interprofessional healthcare or school meeting).
- Flexibly uses assessment strategies that are responsive and respectful of the diverse needs of patients, caregivers, families and referral sources.
- Demonstrates awareness of ethical principles in the assessment of minors and families.

8. Intervention

- Develops and maintains appropriate therapeutic relationships with children and families.
- Formulates treatment interventions integrating biopsychosocial information from developmentally appropriate, evidence-based assessment tools.
- Implements prevention, treatment, and/or health promotion interventions using new and emerging health technologies when applicable/available.
- Implements evidence-based biopsychosocial interventions to prevent or treat mental health issues in children and adolescents.
- Evaluates, selects, and administers appropriate biopsychosocial assessments to monitor and evaluate the process and outcomes of treatment for patients and families (when applicable); adjusts treatment approach as needed based on the results of these assessments
- Monitors adherence to psychological and/or behavioral interventions and demonstrates skill in addressing issues of compliance, adherence, and motivation within the family context.
- Integrates the family as appropriate in treatment planning and intervention.
- Integrates issues related to cultural and individual diversity.
- Demonstrates knowledge of ethical principles related to working with children and adolescents in treatment.

9. Teaching and Supervision (and Mentoring)

- Provides effective education and training on clinical child/pediatric psychology theory, research, and practice to psychologists, trainees, and other professions (i.e., interprofessional education).

- Utilizes teaching strategies that demonstrate an understanding of the knowledge, skills, and competencies required to be a clinical child/pediatric psychologist.
- Applies knowledge of supervision models and best practices in the supervision of trainees or behavioral health providers from other healthcare professions.
- Provides effective supervision to trainees and other behavioral health professionals related to clinical child/pediatric psychology, ensuring the integrity of services provided and modeling professional conduct.
- Clearly communicates competency expectations and regularly provides direct, timely and behaviorally-anchored feedback to supervisees.

10. Consultation and Interprofessional/Interdisciplinary Skills

- Fulfills the roles and expectations of a clinical child psychologist and recognizes and demonstrates understanding of and respect for the roles and perspectives of interprofessional colleagues and teams in healthcare settings.
- Conceptualizes referral questions that incorporate understanding of the roles of patient, parents, extended family, culture, other provider, and/or health system to answer the consultation questions effectively.
- Effectively facilitates communication between patients, families, and other professionals.
- Effectively presents and tailors clinical information to a range of individuals (children, parents/caregivers, other health service professionals, lay audiences)
- Translates and clearly communicates relevant scientific findings as they bear on healthcare consultation and liaison questions.
- Engages interprofessional individuals and teams to increase the likelihood of appropriate early referrals to clinical child psychologists and pediatric psychologists as opposed to “last resort” consultation

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