

C-9(b) P. Postdoctoral Residency Level 3 – Specialty Competencies
Clinical Child Psychology
(Commission on Accreditation, September 2021)

Programs that are accredited in a substantive specialty practice area, as identified in IR C-5 P, are required to provide advanced preparation for practice in the competencies and associated elements associated with the specialty practice area. Specialty competencies must be operationalized in terms of multiple elements and must, at a minimum, reflect the bulleted content for each required specialty competency.

I. Research

Postdoctoral residents are expected to:

- engages in Clinical Child Psychology scholarly activities which could include but are not limited to research, evaluation, or other form of inquiry
- applies scientific methods in Clinical Child Psychology activities

II. Professional Values, Attitudes, and Behaviors

Postdoctoral residents are expected to:

- behave in ways that reflect the values and attitudes of psychology and Clinical Child Psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
- engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- actively seek and demonstrate openness and responsiveness to feedback and supervision.
- respond professionally in increasingly complex situations with a greater degree of independence.
- demonstrate an emerging professional identity consistent with the Clinical Child Psychology specialty.

III. Communication and Interpersonal Skills

Postdoctoral residents are expected to:

- develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
- produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
- demonstrate effective interpersonal skills and the ability to manage difficult communication well.
- facilitates effective communication between patients, families, and other professionals

IV. Assessment

Postdoctoral residents are expected to:

- select and apply developmentally appropriate assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
- communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences (e.g. parents, caregivers, schools, and medical teams).
- demonstrates awareness of ethical principles in the assessment of minors and families.
- demonstrate understanding of human behavior within its context (e.g., family, social, societal, and cultural).
- interpret assessment results, following current research and professional standards and guidelines to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.

V. Intervention

Postdoctoral residents are expected to:

- establish and maintain effective relationships with the recipients of psychological services.
- implement developmentally appropriate interventions informed by the current scientific literature, assessment findings, diversity characteristics, biopsychosocial factors, and contextual variables.
- evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.
- integrates the family as appropriate in treatment planning and intervention.
- monitors adherence to psychological and/or behavioral interventions and demonstrates skill in addressing issues of compliance, adherence, and motivation within the family context.

VI. Teaching/Supervision/Mentoring

Postdoctoral residents are expected to:

- demonstrate knowledge of supervision models and practices related to Clinical Child Psychology.
- teach, supervise, and mentor others by accurately, effectively, and appropriately presenting information related to Clinical Child Psychology.

VII. Consultation and Interprofessional/Interdisciplinary Skills

Postdoctoral residents are expected to:

- demonstrate knowledge and respect for the roles and perspectives of other professions.
- conceptualize referral questions that incorporate understanding of the roles of patients, parents, extended family, culture, other provider, and/or health system to effectively answer consultation questions.
- apply knowledge of consultation in direct consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior.
- engage interprofessional individuals and teams to increase the likelihood of appropriate early referrals to clinical child psychologists.

VIII. Leadership

Postdoctoral residents are expected to:

- demonstrate leadership within an interprofessional team or organization related to the practice of Clinical Child Psychology.
- demonstrate the ability to develop or enhance a clinical child/pediatric psychology practice, educational program, or program of research.