

Level 1 (Broad) and 2 (Child Clinical Specific) Post-Doctoral Competencies

Competency:	Integration of science and practice; Research (Levels 1 and 2)	
Elements associated with this competency	<p>Demonstration of the integration of science and practice is required at the post-doctoral level. This includes the influence of science on practice and of practice on science. Demonstrate the ability to critically evaluate foundational and current research that is consistent with the program's focus area(s). Integrate knowledge of foundational and current research consistent with the Child Clinical Psychology in the conduct of professional roles (e.g. research, service, and other professional activities). Demonstrate knowledge of common research methodologies used in the study of Child Clinical Psychology and the implications of the use of the methodologies for practice. Demonstrate the ability to formulate and test empirical questions informed by clinical problems encountered, clinical services provided, and the clinic setting within which the resident works</p>	
Training/experiential activities to meet each element	Required:	Optional:
	<ul style="list-style-type: none"> Fellows are required to create and present an evidence-based lecture in Grand Rounds for either Pediatrics or Behavioral Medicine centered on Clinical Child Psychology. Integrate at least one piece of peer reviewed evidence in each supervision experience to address a clinical or assessment question. Attend SWAG meetings monthly and participate actively. 	<ul style="list-style-type: none"> Create a new study and serve as Co-I with faculty member. Participate in ongoing faculty research teams. Create new scholarship either via conference, presentation or publication.
Competency:	Ethical and Legal Standards (Levels 1 and 2)	
Elements associated with this competency	<p>Postdoctoral residents are expected to be knowledgeable of and act in accordance with each of the following: the current version of the APA Ethical Principles of Psychologists and Code of Conduct; relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and relevant professional standards and guidelines. Fellows will recognize ethical dilemmas as they arise and apply ethical decision-</p>	

	making processes to resolve the dilemmas as they pertain to the accredited area. They will conduct themselves in an ethical manner across all professional activities.	
Training/experiential activities to meet each element	Required:	Optional:
	<ul style="list-style-type: none"> • Required fellowship lectures and Grand Rounds focusing on ethics. • Monthly Balint meetings focused on recognizing and managing factors that may impact patient care and provider well-being. • Ongoing discussion of ethical and legal challenges in rotations and supervision. 	<ul style="list-style-type: none"> • Institutional training on risk, medical errors, near-misses, and patient safety events.
Competency	Individual and Cultural Diversity (Levels 1 and 2)	
Elements associated with this competency	<p>Postdoctoral fellows are expected to demonstrate understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves; knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities related to the accredited area including research, training, supervision/consultation, and service; the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own. Fellows have the ability to independently apply their knowledge and demonstrate effectiveness in working with the range of diverse individuals and groups encountered during residency, tailored to the learning needs and opportunities consistent with the program's aim(s).</p>	
Training/experiential activities to meet each element	Required:	Optional:
	<ul style="list-style-type: none"> • Required Fellowship lectures, especially child case conference. • Required Grand Rounds lectures. 	<ul style="list-style-type: none"> • Additional readings upon request.

	<ul style="list-style-type: none"> Fellows include individual and cultural diversity in their evaluation, case conceptualization, and treatment planning for patients and families across clinical rotations. 	
Competency:	Professional values, attitudes, and behaviors (Level 2)	
Elements associated with this competency	<p>Postdoctoral residents will 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. Fellows will engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness. They will actively seek and demonstrate openness and responsiveness to feedback and supervision. Fellows respond professionally in increasingly complex situations with a greater degree of independence. Fellows demonstrate an emerging professional identity consistent with the Clinical Child psychology specialty.</p>	
Training/experiential activities to meet each element	Required:	Optional:
	<ul style="list-style-type: none"> Fellows participate in required, comprehensive orientation with Graduate Medical Education, which includes co-orientation with incoming psychiatry residents and interprofessional fellows; topics include interprofessional team building and collaboration, successful functioning in the academic medical center setting, and difficult conversations in the workplace. Required fellowship lectures. Fellows self-reflect and assess personal experiences in professional services and the impact of provider 	<ul style="list-style-type: none"> Additional professional development interventions may be implemented to assist fellows in meeting their training goals.

	<p>factors in required monthly Balint meetings.</p> <ul style="list-style-type: none"> Fellows participate in required individual clinical supervision sessions and (depending on rotation) clinical consultation team meetings that foster self-reflection, self-assessment, effective communication, and integration of formative feedback. 	
Competency:	Communication and Interpersonal Skills (Level 2)	
Elements associated with this competency	<p>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. Fellows produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts. They demonstrate effective interpersonal skills and the ability to manage difficult communication well. Fellows facilitate effective communication between patients, families, and other professionals.</p>	
Training/experiential activities to meet each element	Required:	Optional:
	<ul style="list-style-type: none"> Orientation described above. Required rotation experiences with both pediatric and behavioral medicine faculty. Clinical documentation 	<ul style="list-style-type: none"> Participation in interdisciplinary journal club and didactic presentations.
Competency:	Assessment (Level 2)	
Elements associated with this competency	<p>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. Fellows 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,</p>	

	<p>caregivers, schools, and medical teams). The fellow demonstrates awareness of ethical principles in the assessment of minors and families. They demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural). Fellows interpret assessment results, following current research and professional standards and guidelines to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases,</p>	
Training/experiential activities to meet each element	Required: <ul style="list-style-type: none"> • Required assessment rotation, which includes self-study of assessment methods, instruments, and practice toward assessment fluency. • Fellows must complete initial psychological evaluations for new patients across clinical rotations, which may vary in scope and format depending upon purpose, form of intervention, and site/agency requirements. 	Optional: <ul style="list-style-type: none"> • Fellows may elect to extend their assessment scope and number as needed based on specific training goals (e.g., autism assessment).
Competency:	Intervention (Level 2)	
Elements associated with this competency	<p>Postdoctoral residents are expected to establish and maintain effective relationships with the recipients of psychological services. They implement developmentally appropriate interventions informed by the current scientific literature, assessment findings, diversity characteristics, biopsychosocial factors, and contextual variables. Fellows evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation. They integrate the family as appropriate in treatment planning and intervention. They monitor adherence to psychological and/or behavioral interventions and demonstrates skill in addressing issues of compliance, adherence, and motivation within the family context.</p>	
Training/experiential activities to meet each element	Required: <ul style="list-style-type: none"> • Outpatient therapy rotation in both Bmed and pediatric departments 	Optional: <ul style="list-style-type: none"> • Optional rotations with a variety of intervention experiences offered.

	<ul style="list-style-type: none"> Focused supervision on the provision of best practice psychological treatments for children 	
Competency:	Teaching / Supervision / Mentoring (Level 2)	
Elements associated with this competency	Postdoctoral residents are expected to demonstrate knowledge of supervision models and practices related to clinical child psychology. Fellows teach, supervise, and mentor others by accurately, effectively, and appropriately presenting information related to clinical child psychology.	
Training/experiential activities to meet each element	Required:	Optional:
	<ul style="list-style-type: none"> Fellows lecture to Bmed or Pediatrics groups on topics relevant to child clinical psychology Fellows routinely consult with medical residents on shared cases during warm handoffs in clinic Attention and focus on teaching and mentorship in supervision meetings 	<ul style="list-style-type: none"> Additional readings upon request. Fellows participate with faculty in umbrella supervision of Child Track predoctoral intern cases. Fellows assist with teaching psychiatry and pediatric residents on their relevant child psychotherapy or mental health rotations.
Competency:	Consultation and interpersonal/interdisciplinary skills (Level 2)	
Elements associated with this competency	Postdoctoral residents are expected to demonstrate knowledge and respect for the roles and perspectives of other professions. Fellows conceptualize referral questions that incorporate understanding of the roles of patients, parents, extended family, culture, other provider, and/or health system to answer effectively consultation questions. They 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. Fellows engage interprofessional individuals and teams to increase the likelihood of appropriate early referrals to clinical child psychologists.	
	Required:	Optional:

Training/experiential activities to meet each element	<ul style="list-style-type: none"> • Comprehensive orientation. • Clinical rotations with interdisciplinary experiences across departments • Fellows participate in required, weekly, interdisciplinary department didactics, including Grand Rounds. 	<ul style="list-style-type: none"> • Optional rotations offered with interdisciplinary experiences. • Opportunities to collaborate with Family Medicine in training med students' interviewing skills.
Competency:	Leadership (Level 2)	
Elements associated with this competency	Postdoctoral residents are expected to demonstrate leadership within an interprofessional team or organization related to the practice of clinical child psychology. Fellows demonstrate the ability to develop or enhance a clinical child/pediatric psychology practice, educational program, or program of research.	
Training/experiential activities to meet each element	Required:	Optional:
	<ul style="list-style-type: none"> • Ongoing mentorship in supervision meetings to discuss leadership opportunities after fellowship is completed 	<ul style="list-style-type: none"> • Full encouragement for job interviews, career development, and outreach via conferences and networking