Clinical Child Psychology Specialty Program

Mission
Mayo Clinic has three primary missions: To provide the best patient care through integrated practice of patient care, education and research. Consistent with this, the program provides supervised training in patient care, education, research and administration.

Mayo Clinic is accredited by The Higher Learning Commission, and the College of Medicine, Mayo Clinic sponsors the Medical Psychology Fellowship Program. Documentation regarding institutional accreditation is available in the Mayo School of Graduate Medical Education, Mayo Clinic, Rochester.

The primary value at Mayo Clinic is “the needs of the patient come first,” which sets the culture and tone of the institution. The Clinical Child Psychology Specialty Program’s mission is consistent with this culture in prioritizing the teaching of quality, evidence-based clinical care that influences and is influenced by educational and research activities.

Statement of Purpose and Goals
The Clinical Child Psychology Specialty Program fosters advanced professional practice competency in clinical child psychology and/or pediatric psychology through a breadth and depth of experiences in assessment, intervention, education, consultation, and research. The training in this specialty practice follows the guidelines for clinical child psychology outlined by the APA Commission for the Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP). The Clinical Child Psychology Specialty Program also adheres to guidelines outlined in the Society of Pediatric Psychology Task Force Report: Recommendations for the Training of Pediatric Psychologists. As per the CRSPPP description, the Clinical Child Psychology Specialty Program focuses on “integrating the basic tenets of clinical psychology with a thorough background in child, adolescent, and family development and developmental psychopathology” to guide meaningful scientific research and provide evidence-based psychological services.
The Clinical Child Psychology Specialty Program educates and trains fellows in the application of scientific knowledge of the interrelationships among behavioral, emotional, cognitive, familial, developmental, social, and biological components in psychopathology, as well as in health and disease. Fellows gain additional knowledge of the presumptive etiologies of psychopathology and specific disease-related processes, as well as evidence-based approaches for assessment and treatment of these conditions. Upon completion of training, fellows possess a thorough understanding of their general professional roles and the clinical/ethical/legal issues in clinical child psychology and pediatric psychology and develop advanced competency in at least one specialized area. Fellows also possess an appropriate appreciation for diversity and cultural contexts as related to professional behavior and clinical practice, and develop advanced scholarly skills that allow them to effectively consume and conduct research that informs clinical practice. Fellows exit training with a knowledge- and skill-base that facilitates smooth transitions into independent and effective practice in a variety of professional settings, including primary care or specialty medical practices, academic medical centers, mental health clinics and centers, and university psychology departments.

- **Goal #1:** Acquire advanced clinical child psychology knowledge, assessment skills, and intervention skills necessary to effectively treat child and adolescent patients within a health care system.
- **Goal #2:** Develop scholarship and research skills consistent with the scientist-practitioner model of our program that will equip the fellow to pursue a career as a clinical child psychologist in a medical center or academic health science center.
- **Goal #3:** Acquire advanced knowledge and skills in consultation and knowledge of administrative aspects of Clinical Child Psychology within a health care system.

**Training Philosophy**

The Clinical Child Psychology Specialty Program emphasizes an integration of science and practice. Extensive didactic and experiential opportunities prepare the fellows for advanced practice as clinical child/pediatric psychologists in academic health care settings. The training objectives of the program reflect a commitment to the development of psychologists who are scientist-practitioners with specialized clinical skills. The program promotes depth of experience in the fellow’s chosen area of focus, utilizing a mentorship model to refine specialized clinical, research, and teaching skills. The program emphasizes both the use of existing scientific evidence-base to inform clinical practice, as well as the
development of clinical and translational research to advance and refine evidence-based practice.

**Training Model**

The primary goal of the training program in Clinical Child Psychology is to produce psychologists who have the knowledge and skills for advanced practice competency in clinical child psychology. The Clinical Child Psychology Specialty Program specifies the following three goals:

- **Goal #1:** Acquire advanced clinical child psychology knowledge, assessment skills, and intervention skills necessary to effectively treat child and adolescent patients within a health care system.
- **Goal #2:** Develop scholarship and research skills consistent with the scientist-practitioner model of our program that will equip the fellow to pursue a career as a clinical child psychologist in a medical center or academic health science center.
- **Goal #3:** Acquire advanced knowledge and skills in consultation and knowledge of administrative aspects of Clinical Child Psychology within a health care system.

Fellows develop an individualized learning plan for the two-year fellowship in consultation with the specialty director. The specialty director serves as an overall advisor to the fellow. The first year of training, the fellow is introduced to the breadth of clinical work and research activities conducted by clinical child and pediatric psychologists in an academic medical center. By the second year, the fellow works with the specialty director to develop clinical rotations aimed at developing a more specialized focus in a clinical and research area. As noted in the **Core Training Objectives**, the fellows in the program devote at least 30% of their time to research activities and more than 50% of their effort to clinical and consultative activities. The remaining time includes all educational activities.

Clinical child psychology fellows receive a high volume of day-to-day supervision of practice through observing or staffing of evaluations, supervising consultation activities, or as-needed case reviews or support within their major and minor clinical rotations. The fellows choose a primary clinical supervisor from within the child psychology faculty for their outpatient psychotherapy cases and schedule one hour of weekly supervision with that primary supervisor. The specialty director encourages fellows to select a different primary clinical supervisor for year two in order to increase the breadth of their experiences with therapeutic approaches and supervision styles. Fellows also select a primary
research mentor from the child psychology faculty early in year one and schedule weekly meetings with that individual to discuss ongoing scholarly activities. Faculty involved in supervising the fellows meet monthly to discuss training issues.

Six supervisors within the program are board-certified in Clinical Child and Adolescent Psychology by the American Board of Professional Psychology (ABPP). One new faculty member recently completed her postdoctoral fellowship and she will obtain ABPP board certification in Clinical Child and Adolescent Psychology. Two additional supervisors are board-certified in Clinical Neuropsychology (ABPP-CN) and practice exclusively with pediatric populations. Supervisors practice and teach within a scientist-practitioner model, and train fellows in empirically supported methods of assessment and intervention. As noted above, faculty members serve both as clinical supervisors and as mentors and collaborators in scholarly activities. Further, many faculty have administrative roles within the Department of Psychiatry and Psychology, so there are ample opportunities for fellows to gain experience and receive mentoring in administrative leadership by the faculty. Finally, faculty are involved in state, regional, and national associations and are frequent participants and presenters at scientific and professional events; again, serving as mentors and role models for the fellows for their current and future involvement in professional organizations and the broader scientific community.

The relationship between fellows and faculty is collegial. The training needs of the fellows are primary and service needs are secondary. The faculty is committed to the fellowship training as demonstrated by the frequent co-authorship of presentations and papers and their enthusiasm for supervising and training activities. Additionally, the Department of Psychiatry and Psychology formally recognizes supervision activities by granting educational credit to faculty for such activities.

**Training Sites**
Training takes place primarily in three clinical areas:

- *Clinical Child Psychology* (e.g., Anxiety Disorders, Mood Disorders, and ADHD Clinics and Therapy groups, Eating Disorders program and groups, general outpatient psychotherapy);
- *Pediatric Psychology* (e.g., Pediatric Diagnostic and Referral Clinic, Pediatric Pain Clinic and Pain Rehabilitation Center, Pediatric Diabetes Clinic, Inpatient Pediatric Consultation/ Liaison)
• **Child Psychological Assessment** (e.g., Psychological Assessment Lab, Learning Disabilities and ADHD Clinics, Pediatric Neuropsychology Program)

The Department of Psychiatry and Psychology manages training in these clinical areas in the following principal venues:

- Mayo Building 11th Floor West (Division of Child & Adolescent Psychiatry and Psychology)
- Mayo Building L 11 (Psychological Assessment Lab)
- Mayo Building 16th Floor (Pediatric and Adolescent Medicine Subspecialty Clinics)
- Generose Building Main West (Division of Child & Adolescent Psychiatry and Psychology)
- Generose Building 1st Floor West (Child/Adolescent Inpatient Unit)
- Generose Building 2nd Floor West (Pain Rehabilitation Center)
- Eugenio Litta Children’s Hospital (Francis Building, 2nd and 3rd Floor, Neonatal ICU, Pediatric ICU, Pediatric Rehabilitation Unit)

Fellows are involved in clinical, educational, and research activities in several locales, with schedules arranged to optimize efficient use of the fellows' time.

• **Clinical Child Psychology**
  In this clinical area, fellows develop expertise in diagnosing and treating child and adolescent emotional and behavioral problems. The patient population consists of employee dependents and community/regional/national/international patients. Both the Mayo Building and Generose Building training locations provide diagnostic evaluations and treatment for children and adolescents with varied emotional and behavioral problems. Fellows complete a major rotation on the Inpatient Child and Adolescent Psychiatry Unit, where they join a multidisciplinary team that includes psychiatry, psychology, social work, nursing, and other pediatric subspecialties. Within the outpatient setting, fellows join multidisciplinary teams within the Pediatric Anxiety Clinic, Pediatric Mood Clinic, ADHD Clinic, and Eating Disorders Program. Fellows also maintain an outpatient caseload (4 to 6 patients per week) that is tailored to meet their individual needs, and includes supervised experiences in both individual and group modalities. Services at all locations are provided through the Division of Child and Adolescent Psychiatry and Psychology.
• **Pediatric Psychology**
In this clinical area, fellows develop expertise in consultation, diagnostic assessment, and treatment of children and adolescents within a medical setting. The patient population consists of employee dependents and community/ regional/ national/ international patients. Fellows complete a major rotation on the Pediatric Psychology Consult/Liaison Service within the Mayo Eugenio Litta Children’s Hospital, consulting to the pediatric hospital service (with referrals from a broad range of subspecialties, including neurology, endocrinology, pulmonology, surgery, gastroenterology, and rheumatology), neonatal ICU, pediatric ICU, and pediatric rehabilitation service. Fellows may elect to participate on a multidisciplinary team within the Pediatric Pain Rehabilitation Center, an intensive three week, hospital-based day treatment program. They may also elect rotations in a number of other multidisciplinary clinics, including the Pediatric Pain Clinic, the Pediatric Diabetes Clinic, the Craniofacial Clinic, and the Pediatric Diagnostic and Referral Clinic. Fellows may also participate in a variety of individual outpatient evaluations through referrals for questions such as assessment of elimination disorders, non-compliance with medical treatment demands, emotional adjustment to chronic medical illness, behavior modification for obesity management, appropriateness and readiness for bariatric surgery, management of somatic symptoms, and assessment of psychological contributions to illness presentation. Fellows may also participate in family-based modification for weight management in individual or group sessions.

• **Child Psychological Assessment**
Psychological assessments occur within the Psychological Assessment Lab in the Mayo Building (L 11). Fellows may elect to participate in the Learning Disorders Clinic, where they conduct clinical interviews and coordinate testing of cognitive functioning, academic achievement, attention regulation and executive functioning, and behavioral/ emotional regulation. Fellows may also participate in comprehensive pediatric neuropsychology evaluations, where they assess pediatric patients with more complex medical presentations across multiple neurocognitive domains.

**Goals, Objectives, and Competencies**
In addition to the Core Training Objectives of the Mayo Clinic Medical Psychology Fellowship, clinical child psychology fellows gain advanced knowledge and
skills in the areas of assessment, therapy, scholarship, consultation, and administration specific to the Clinical Child Psychology Specialty Program.

**Goal #1** Acquire advanced clinical child psychology and/or pediatric psychology knowledge, assessment skills, and intervention skills necessary to effectively treat child patients within a health care system.

Objective A for Goal #1: Know how to competently formulate and conduct comprehensive assessments

- **Competency 1:** Develop advanced understanding of both normal development and current evidence for various influences (e.g., genetic, environmental, psychological) on abnormal development in order to inform biopsychosocial case conceptualization.

- **Competency 2:** Demonstrate advanced clinical interviewing skills and appropriate understanding of objective assessment methods covering development, cognition, academic achievement, personality, emotional and behavioral regulation, family functioning, and health-related concerns.

- **Competency 3:** Produce comprehensive reports that integrate data from multiple sources and informants. They clearly summarize considerations for differential diagnosis and appropriate treatment recommendations.

- **Competency 4:** Within the context of pediatric psychology training, fellows develop awareness of the effects of disease process and medical treatments on cognitive/emotional/social/behavioral development and family functioning. They develop ability to conduct health-related assessments addressing health beliefs, adherence, quality of life, and coping, and effectively and concisely communicate findings and recommendations.

**Implementation - Training Activities for Objective A**

1. Clinical child psychology rotations provide experience in assessment across a broad variety of clinical contexts.
2. Presentation of cases to faculty on both required and optional rotations; 2+ hours per week of individual supervision.
3. Attend Clinical Child Psychology Seminar Series that includes journal article reviews, case conferences, and didactic presentations.
4. Department of Psychiatry and Psychology Grand Rounds.
6. Rotation specific readings and/or seminars.
Objective B for Goal #1: Implement evidence-based individual or group interventions.

**Competency 1:** Develop advanced understanding of principles of behavior change as they relate to normal development, psychopathology, and health-risk/illness behavior.

**Competency 2:** Demonstrate advanced competency in delivering evidence-based interventions with children, parents, or groups in clinical populations. They also extend expertise in delivering these interventions, where applicable, within the inpatient or outpatient health-care setting.

**Implementation - Training activities for Objective B**
(1) Follow-up patient care for those patients initially evaluated by fellow and supervising faculty or referred by others for evidence-based intervention.
(2) Presentation of cases to faculty on both required and optional rotations; 2+ hours per week of individual supervision.
(3) Attend Clinical Child Psychology Seminar Series that includes journal article reviews, case conferences, and didactic presentations.
(4) Department of Psychiatry and Psychology Grand Rounds.
(5) Medical Psychology Seminar series.
(6) Rotation specific readings and/or seminars.
(7) Individual supervision and observation by faculty.
(8) Opportunities to teach and supervise others, such as psychiatry residents in evidence-based cognitive-behavioral interventions for depression and anxiety.
(9) Measure treatment response and outcome.

Objective C for Goal #1: Function in an ethical manner.

**Competency 1:** Demonstrate knowledge of ethics and demonstrate ability to address ethical and legal issues as they arise in clinical health psychology.

**Implementation - Training activities for Objective C**
(1) Review Ethical Principles and Guidelines for Psychologists and Code of Conduct within the context of direct supervision.
(2) Discuss/address ethical and legal issues during 2+ hours of weekly individual supervision.
(3) Attend Clinical Child Psychology Seminar Series that includes journal article reviews, case conferences, and didactic presentations.
(4) Department of Psychiatry and Psychology Grand Rounds.
(5) Medical Psychology Seminar series.
(5) Rotation specific readings and/or seminars.

Objective D for Goal #1: Appreciate impact of individual differences and diversity in Clinical Child Psychology assessment and intervention.

**Competency 1:** Demonstrate capacity for assessing and treating a culturally diverse population.

Implementation - Training activities for Objective D
(1) Presentation of cases to faculty on both required and optional rotations; 2+ hours per week of individual supervision.
(2) Attend Clinical Child Psychology Seminar Series that includes journal article reviews, case conferences, and didactic presentations.
(3) Department of Psychiatry and Psychology Grand Rounds.
(4) Medical Psychology Seminar series.
(5) Rotation specific readings and/or seminars.
(6) Utilize foreign language interpretive services
(7) Formulate and attend cultural diversity case presentations as part of Medical Psychology Seminar Series.
(8) Attend institutional seminars and workshops relevant to cultural and individual diversity
(9) Address individual differences and diversity within individual supervision.

**Goal # 2** Develop scholarship and research skills consistent with the scientist-practitioner model of our program that will equip the fellow to pursue a career as a clinical health psychologist in a medical center or academic health science center.

Objective A for Goal #2: Critically review and demonstrate knowledge of the empirical literature in their areas of focus.

**Competency 1:** Demonstrate knowledge by formal review of literature and presentation to multidisciplinary research project or presentation at educational seminar.
Implementation - Training Activities for Objective A
(1) Self-study by reading peer-reviewed journals.
(2) Serve as ad hoc reviewers for peer-reviewed journals in collaboration with supervisors.
(3) Clinical Child Psychology seminar series that includes relevant journal article reviews, case conferences, and didactic presentations.
(4) Supervision on research/scholarship by research mentor.
(5) Participation in multidisciplinary research team.
(6) Protected time for research.
(7) Support for travel to national conferences.
(8) Support for consultation with biostatistician.

Objective B for Goal #2: Develop familiarity with grant writing and funding sources in area of focus.

Competency 1: Complete a grant application in support of research or attend an educational seminar on grant writing.

Implementation - Training Activities for Objective B
(1) Self-study by reading peer-reviewed journals.
(2) Serve as ad hoc reviewers for peer-reviewed journals in collaboration with supervisors.
(3) Clinical Child Psychology seminar series that includes relevant journal article reviews, case conferences, and didactic presentations.
(4) Supervision on research/scholarship by research mentor.
(5) Participation in multidisciplinary research team.
(6) Protected time for research.
(7) Support for travel to national conferences.
(8) Support for consultation with biostatistician.

Objective C for Goal #2: Collaborate on the development, design, implementation, analysis, or presentation and manuscript presentation for a multidisciplinary research project in area of primary focus.

Competency 1: Present research at one or more national meetings.

Competency 2: Author or co-author one or more manuscripts for peer-reviewed publication.
Implementation- Training Activities for Objective C

1. Self-study by reading peer-reviewed journals.
2. Serve as ad hoc reviewers for peer-reviewed journals in collaboration with supervisors.
3. Clinical Child Psychology seminar series that includes relevant journal article reviews, case conferences, and didactic presentations.
4. Supervision on research/scholarship by research mentor.
5. Participation in multidisciplinary research team.
6. Protected time for research.
7. Support for travel to national conferences.
8. Support for consultation with biostatistician.

Goal #3: Acquire advanced knowledge and skills in consultation and knowledge of administrative aspects of Clinical Child Psychology within a health care system.

Objective A for Goal #3: Conduct appropriate and effective consultation with health professionals.

Competency 1: Demonstrate ability to communicate clearly and effectively with other health professionals.

Implementation- Training Activities for Objective A

2. Participation in clinical work groups and multidisciplinary teams in area of primary focus.
3. Observation of faculty in consultative roles.
4. Discussion of consultative roles and responsibilities, including limits and boundaries of consultative roles, during 2+ hours of weekly individual supervision
5. Clinical Child Psychology Seminar Series, including didactic seminars, journal article reviews, and case conferences.
6. Medical Psychology Seminar Series
7. Department of Psychiatry and Psychology Grand Rounds
8. Rotation specific readings and/or seminars

Objective B for Goal #3: Develop working knowledge of the process of behavioral consultation and intervention in a medical setting which addresses the patient related question and the referring consultant’s concerns.
**Competency 1:** Competently conduct outpatient or inpatient consultations for psychological symptoms or health risk behaviors in medically ill patients and/or those referred by medical/surgical specialties.

**Competency 2:** Demonstrate understanding of the limits and boundaries in various roles as consultant.

**Implementation - Training Activities for Objective B**
2. Participation in clinical work groups and multidisciplinary teams in area of primary focus.
3. Observation of faculty in consultative roles.
4. Discussion of consultative roles and responsibilities, including limits and boundaries of consultative roles, during 2+ hours of weekly individual supervision.
5. Clinical Child Psychology Seminar Series, including didactic seminars, journal article reviews, and case conferences.
6. Medical Psychology Seminar Series
7. Department of Psychiatry and Psychology Grand Rounds
8. Rotation specific readings and/or seminars

**Objective C for Goal #3:** Participate in experiences in administrative roles that include task forces, administrative meetings and committee participation within the department.

**Competency 1:** Demonstrate a working knowledge of administrative roles for clinical child psychologists and how research, educational, and clinical services are administered.

**Implementation - Training Activities for Objective C**
1. Attendance at Clinical Child Psychology administrative meeting.
2. Attendance at monthly Medical Psychology Fellowship meeting.
3. Attendance at quarterly Psychology Directorate meeting.
4. Membership on administrative committee, such as departmental Research Committee.
5. Rotation on the departmental Clinical Practice Committee

**How Outcomes are Measured:**
1. Supervisor ratings
a. Regular evaluation by supervising faculty during and after patient consultations.
b. Review of written documentation by supervising faculty.
c. Faculty evaluation after specific rotations via ISES.
d. Faculty evaluation from specialty director for Clinical Child Psychology Fellowship during quarterly meetings with each fellow.
e. Semi-Annual evaluation by clinical child psychology faculty as a group and fellow self-assessment, with feedback summarized and provided individually to the fellow by the specialty director of Clinical Child Psychology Fellowship.
f. Feedback from the Medical Psychology Fellowship Director during semi-annual meeting with each fellow.

(2) Post fellowship employment activities and self-assessment perception that fellowship afforded adequate preparation for clinical health psychology position after completion of fellowship.

Minimum Thresholds for Achievement for Expected Competencies:

Proximal
ISES* Global Faculty Evaluation of Fellow - Areas of Clinical Skills, Professional Conduct, Cultural and Individual Diversity
Rating Scales in ISES:

First Year
1 = Insufficient proficiency, triggers written remedial action plan
2 = Relative weakness area, development plan discussed with supervisors
3 = Demonstrates adequate specialized knowledge and practice competency (minimum level of achievement)
4 = Demonstrates advanced specialized knowledge and practice competency
5 = Recognized for excellence in specialized knowledge and practice

Second Year
1 = Insufficient proficiency, triggers written remedial action plan
2 = Relative weakness area, triggers written remedial action plan
3 = Demonstrates adequate specialized knowledge and practice competency (minimum level of achievement)
4 = Demonstrates advanced specialized knowledge and practice competency
Distal
Employment outcomes of graduates of the fellowship program include medical settings or academic health science center settings that recognize and make use of knowledge, assessment and intervention skills necessary to effectively treat adult patients within a health care system.

Assessment by graduates of the fellowship program that the fellowship equipped them with skills that integrated effectively science and practice from a biopsychosocial perspective to inform patient care consultation and evidence-based assessment and intervention.

Board certification in Clinical Child and Adolescent Psychology.

Curriculum Training Activities

Curriculum area: *Theories and effective methods of psychological assessment, diagnosis and interventions*

Required training/experiential activities:
The Clinical Child Psychology Specialty Program educates fellows in theories and methods of psychological assessment, diagnosis, and interventions through required training and activities included in
- Clinical Child Psychology Seminar
- Medical Psychology Seminar
- Psychiatry and Psychology Grand Rounds.

The Clinical Child Psychology Seminar series includes journal article reviews, case presentations, and didactic presentations focused on providing information about current, evidence-based assessment and treatment approaches in a variety of relevant areas.

Faculty provide fellows with individualized feedback designed to enhance their skills in clinical evaluation and treatment during weekly supervision and regular clinical work together. Faculty educate fellows in intervention efficacy through measurement of treatment response and outcome.
The fellowship supports continuing education, both within and outside of the institution, by providing paid time off and funding for attendance and/or presentation at scientific meetings/conferences.

**Competencies expected:**

1. Accurate/complete biopsychosocial assessment
2. Knowledge of relevant medical/physiological aspects of symptom presentation
3. Effective utilization of measures and/or self-monitoring for patient assessment
   - behavioral observation
   - objective
   - self-report
   - mental status examination
4. Competent case formulations
   - differential diagnosis
   - coherent case presentations
   - identify evidence-based interventions
   - behavioral observation
5. Effective documentation/communication of assessment findings
   - medical record documentation
   - communication to referral source
   - communication to patient
6. Provision of evidence-based individual or group treatment
7. Practice in an ethical manner
8. Incorporate awareness of individual differences and diversity in assessment/intervention

**How outcomes are measured:**

- Attendance Tracking
  The education program coordinator tracks participation in seminars and Psychiatry and Psychology Grand Rounds.
- Global Faculty Evaluations
  Clinical child psychology faculty meet and provide formal evaluation about the competencies listed above to the specialty director. Faculty complete formal evaluations quarterly using the Mayo School of Graduate Medical Education’s Integrated Scheduling and Evaluation System (ISES).
- Advisor Evaluation
  All clinical child psychology fellows meet quarterly with the specialty director to discuss their progress in the training program, who maintains a
small database to track progress on clinical, educational, scholarly activities and licensure progress. The specialty director provides a narrative (qualitative) summary of the fellow’s progress that incorporates the fellow’s self-assessment at the semi-annual and annual review.

**Curriculum area:** Consultation, program evaluation, supervision and/or teaching

**Required training/experiential activities:**
The program educates fellows in consultation by required training and activities included in

- Clinical Child Psychology Seminar
- Medical Psychology Seminar
- Psychiatry Grand Rounds

Most clinical child psychology faculty participate in the consultative practice, which allows the fellow to participate in and observe modeling of relevant skills in daily practice. Fellows participate in multidisciplinary workgroups in their area of focus, which also provides the opportunity to observe and practice the role of consultant. These teams also offer teaching and supervisory opportunities with others disciplines, including nursing, social work, psychiatry, nutrition and medical students.

Optional teaching and supervisory experiences include:

- Teaching of a cognitive-behavioral therapy course for psychiatry residents each summer for second-year fellows
- Supervising psychiatry residents individually as they provide cognitive-behavioral treatment for mood disorders with related readings and mentorship on the supervisory process provided by Drs. Seime and Vickers-Douglas.

**Competencies expected:**

1. Clarify and address consultation question
2. Effective consultation with health professionals
   - Clear, succinct communication
   - Participation in multidisciplinary workgroups
3. Perform administrative roles
   - administrative meetings
   - committee participation
4. Seeks supervision appropriately
5. Development of own supervisory skills
6. Develop and present educational material for students/residents/healthcare professionals

**How outcomes are measured:**
- The education program coordinator tracks participation in seminars and Grand Rounds.
- The specialty director tracks participation in teaching activities for each fellow.
- Faculty evaluation of consultation and teaching activities is provided via ISES, incorporated with fellow self-assessment, and a narrative summary is provided at the semi-annual and annual review.
- Teaching activities approved for continuing education credit through Mayo or regional/national organizations provide audience evaluation summaries.

**Curriculum area:** *Strategies of scholarly inquiry*
**Required training/experiential activities:**
The program educates fellows in strategies of scholarly inquiry by required training and activities included in
- Clinical Child Psychology Seminar
- Medical Psychology Seminar
- Individualized feedback from supervising faculty
- Psychiatry and Psychology Grand Rounds.

The Clinical Child Psychology Specialty Program utilizes a mentorship model. Incoming fellows are matched with a research mentor at the time of recruitment into the fellowship. This model allows planning ahead for inclusion of fellows in research projects, as well as time in faculty schedules for scholarly mentorship. As a result of this approach, fellows have been successful in achieving multiple peer-reviewed publications, national presentations, and even successful grant applications during the course of their fellowship.

Each fellow is expected to deliver Grand Rounds in their second year, which requires synthesis and presentation of scholarly efforts acquired throughout fellowship, a scientific presentation that is often also used for clinical child psychology fellows in their job interviewing process. Fellows are required to submit at least two publications during fellowship, with at least one as a peer reviewed publication. They are required to make at least one scholarly presentation at a national conference relevant to their specialty area. Typical conferences for clinical child psychology fellow presentations include
Association for Behavioral and Cognitive Therapy, American Psychological Association, Anxiety Disorders Association of America, American Pain Society.

Scholarly activities listed above are supplemented by self-study of empirical literature, serving as peer-reviewer for journals with faculty, grant writing seminars, research support (access to online journals, SPSS, secretarial assistance), and protected time for research.

**Competencies expected:**
1. Demonstrate knowledge of relevant empirical literature
2. Familiarity with grant writing and funding sources
3. Research participation
   - Methodology
   - Implementation
   - Analysis
   - Manuscript/presentation development
   - Research ethics
   - Diversity
4. Presentations
5. Publications
6. Attendance/active participation in didactics

**How outcomes are measured:**
   a. Faculty evaluation of research progress, scholarly presentations and manuscript preparation by primary supervisor quarterly using ISES evaluation form.
   b. Evaluation of number of presentations and manuscripts by specialty director for Clinical Child Psychology Fellowship during quarterly meetings with each fellow.
   c. Semi-Annual review by clinical child psychology faculty as a group and fellow self-assessment, with feedback summarized and provided individually to the fellow by the specialty director of Clinical Child Psychology Fellowship.
   d. Feedback on scholarly activities from the Medical Psychology Fellowship Director during semi-annual meeting with each fellow.

**Curriculum area:** Organization, management and administration issues pertinent to psychological service delivery and practice, training, and research

**Required training/experiential activities:**
• Mandatory training during their first month of fellowship that trains them to work in a healthcare setting, engaging in research, and orientation to the electronic medical record system
• The Medical Psychology Seminar includes topics such as “Practice Models in Psychology”, “Licensure for Psychologists”, “Benefits and Contracts.”
• Psychology Directorate meeting which addresses issues related to licensure, credentialing, evaluation, and recruitment of new psychologists to the department.
• Fellows also have the opportunity to participate in administrative roles in the department including Research Committee, Clinical Practice Committee, and Psychiatry and Psychology Grand Rounds Committee.
• All fellows are required to take the Examination for Professional Practice of Psychology (EPPP) examination. In the last 7 years, 100% of fellows have taken this exam. The fellowship program provides EPPP study materials and content within addresses this curriculum area.

Competencies expected:
1. Perform administrative roles
   ▪ administrative meetings
   ▪ committee participation
2. Efficiently manage administrative tasks
   ▪ Timely documentation
   ▪ Mandatory training
   ▪ Electronic signing of notes
   ▪ Succinct dictation
3. Professional attire and presentation

How outcomes are measured:
The program tracks participation in required training and successful completion of these modules in Pathlore (i.e. an education platform that tracks participation and successful completion of training modules). Most online education sessions have a minimal threshold for successful passing based on number of accurately completed knowledge-based questions.

Clinical child psychology faculty members meet and provide formal feedback about the competencies listed above to the specialty director.

Faculty complete formal evaluations quarterly using ISES.
All clinical child psychology fellows meet quarterly with the specialty director, who maintains a small database to track progress on clinical, educational, scholarly activities and licensure progress. The specialty director provides a narrative (qualitative) summary of the fellow’s progress that includes the fellow’s self-assessment at the semi-annual and annual review. The fellow’s self assessment is incorporated into evaluation of training progress.

**Curriculum area:**  *Professional conduct; ethics and law; and other standards for providers of psychological services*

**Required training/experiential activities:**
The program provides mandatory online training in professional conduct, ethical, legal, and other professional standards during their first month of fellowship. This training includes healthcare ethics for clinicians and students, integrity and compliance program, HIPAA privacy/security education, and protection of human subjects training.

The Clinical Child Psychology Seminar curriculum includes a seminar on healthcare ethics in which cases involving ethical dilemmas are discussed. Clinical health psychology faculty model professional conduct in their daily activities related to psychological services and ethical issues are discussed in supervision.

An institutional committee on ethics is available for consultation on difficult situations.

Following completion of the EPPP, most fellows obtain licensure in the state of Minnesota, which involves study of and examination on the state laws governing psychological practice and the Ethical Principles and Guidelines for Psychologists and Code of Conduct.

**Competencies expected:**
1. Research ethics
2. Practice in an ethical manner
3. Professional attire and presentation
4. Effective documentation/communication of assessment findings
   - medical record documentation
   - communication to referral source
   - communication to patient
5. Provision of evidence-based individual or group treatment
**How outcomes are measured:**
Participation in required training modules is tracked in Pathlore (i.e. Mayo Clinic Education Platform that tracks participation and successful completion of training modules). Most online education sessions have a minimal threshold for successful passing based on number of accurately completed knowledge-based questions. Fellows receive regular evaluation and feedback by supervising faculty on professionalism ethics in the course of clinical care, research, and teaching activities and related supervision. Semi-Annual evaluation by clinical health psychology faculty is conducted as a group with feedback summarized and provided individually to the fellow by the specialty director of Clinical Child Psychology Fellowship.

**Curriculum area:** *Issues of cultural and individual diversity that are relevant to all of the above*

**Required training/experiential activities:**
Fellows participate in the Diversity Case Conferences Series, with each fellow required to present case conceptualization and treatment issues within the context of the individual/culture. Grand Rounds and fellowship seminars also address this topic. (see appendix Q.2 and N.1).

Fellows also participate in cultural awareness courses through Mayo Clinic Human Resources (e.g., “Arab Cultures” “The Somali Culture” The Spanish-Speaking Cultures” “Gay, Lesbian, Bisexual and Transgender Community”), and beginning in 2011 panel discussion presentations tailored specifically for mental health professionals (“Mental Health and Somali Culture”) are provided.

The Mayo Clinic Simulation Center is used for experiential training with actors (e.g., “Cross Cultural Communication Workshop,” see Domain D for additional description).

Several clinical child psychology practices attract international patients (Pediatric Mood Disorders, Pediatric Anxiety, Pediatric Pain Rehabilitation Center), allowing fellows the opportunity to utilize the foreign language interpretive services and to practice incorporating awareness of individual differences into clinical assessment and treatment.

Faculty also address issues of diversity in supervision. Dr. Cynthia Townsend, a clinical health psychology faculty, is the new liaison for Diversity and Inclusion for the department and has been advising on ways to enhance the recruitment and
retention of fellows and staff with diverse backgrounds into the Medical Psychology Fellowship program.

**Competencies expected:**
1. Research participation:
   - Diversity
2. Clinical Assessment/Intervention:
   * Incorporate awareness of individual differences

**How outcomes are measured:**
Participation in training is tracked through calendar maintenance system and “MEds Web” card swipe monitoring system. Clinical child psychology faculty provide formal feedback about the competencies listed above to the specialty director. Formal evaluations are completed quarterly using Mayo School of Graduate Medical Education’s Integrated Scheduling and Evaluation System (ISES). Faculty evaluate and discuss fellow’s attention to issues of individual and cultural diversity during clinical, research, and teaching activities and following cultural case presentation.

**Didactics**

**Department of Psychiatry & Psychology Grand Rounds**
The Department of Psychiatry and Psychology sponsors a grand rounds one hour weekly. Nationally and internationally known speakers present on a variety of topics. Recent examples include: diagnostic classification (e.g. David Barlow, PhD), assessment and treatment of bipolar disorder, eating disorders, addictions, pharmacogenomics. The typical format includes lecture by the presenter, audience participation using an Audience Response System (ARS), and question and answer discussion.

**Medical Psychology Seminar:**
The Medical Psychology Seminar meets monthly and is designed for all fellows as a collective didactic focused on professional development. Topics include diversity, research, developing a clinical practice, job negotiation. A formal presentation is typically followed by interactive discussion.

**Clinical Child Psychology Seminar:**
The Clinical Child Psychology Seminar meets approximately three times per month, and rotates between didactic presentations (e.g., pediatric subspecialists in speech/language, epilepsy, obesity), journal article reviews, and case
conferences. Fellows prepare and present one case conference and one journal article review as part of the annual series.

**Mayo Clinic Arizona and Florida Rotations**
Not applicable.