



**TEXAS SCOTTISH RITE HOSPITAL FOR CHILDREN
PSYCHOLOGY DEPARTMENT
POST- DOCTORAL FELLOWSHIP IN PEDIATRIC PSYCHOLOGY ROTATION EVALUATION**

Name of Pediatric Psychology Fellow:

Name of Supervisor Providing Rating:

Primary Supervisor

Secondary Supervisor

Indicate which rotation is being evaluated:

Rotation I (August-November)

Rotation II (December-March)

Rotation III (April-July)

Specify the training experiences you supervised:

Psychology Clinic

Hand Clinics

Inpatient

Developmental-Behavioral Pediatrics Clinics

Orthopedic Clinics

Sports Medicine

Neurology Clinics

Research

Rheumatology Clinics

Camps

Indicate the assessment methods you used for the present evaluation:

Direct observation

Case presentation

Review of assessment (written work and raw test data)

Discussion of clinical interaction

Comments from other staff

Other:

- Applies scientific methods from psychology and related health disciplines to examine biopsychosocial processes as they relate to health promotion, illness prevention, or disease progression or maintenance.

Has Not Achieved	Novice	Advanced Beginner	Competent	Proficient	Expert
	Gains exposure to health-related research methods and applied clinical research areas through literature review and didactics.	<p>Demonstrates the ability to summarize findings of Pediatric Psychology research literature.</p> <p>Demonstrates familiarity with health-related research methods.</p>	<p>Demonstrates the ability to critically evaluate relevant health and behavior research.</p> <p>Uses research skills for development of empirical studies, program development, and/or quality improvement in health care settings.</p>	<p>Demonstrates the ability to conduct scientifically rigorous research individually and within a research team.</p> <p>Develops empirical studies with sufficient rigor to submit for publication.</p> <p>Teaches and provides guidance on basic research methodologies with other learners.</p>	<p>Applies diverse methodologies to scientifically examine biopsychosocial processes as they relate to health promotion, illness prevention, and/or disease progression.</p> <p>Leads an interdisciplinary research team.</p> <p>Gains knowledge regarding research funding options and demonstrates capability of participating in grant writing process.</p>
○	○	○	○	○	○
<p>Comments:</p>					

Research and/or Program Evaluation (1b)

Science Cluster

- Analyzes data from research or program evaluation project that evaluates the effectiveness or quality of pediatric psychology services within health care settings and communicates findings clearly.

Has Not Achieved	Novice	Advanced Beginner	Competent	Proficient	Expert
	<p>Demonstrates general awareness of different data analytic strategies.</p> <p>Recognizes that different strategies are applied depending on the research question.</p>	<p>With assistance and/or supervision, demonstrates the ability to select and apply data analytic strategies.</p> <p>With assistance, communicates research, quality improvement, or program evaluation findings in ways that can be understood by other psychologists.</p>	<p>With assistance and/or supervision, demonstrates the ability to conduct data analysis and interpret results.</p> <p>Effectively communicates research, quality improvement, or program evaluation findings in ways that could be understood by psychologists and professionals from other disciplines .</p>	<p>Independently conducts appropriate data analysis and effectively interprets results.</p> <p>Accurately communicates research, quality improvement, or program evaluation findings in ways that can be understood by professionals from other disciplines and lay audiences.</p>	<p>Demonstrates ability to teach selection and application of data analytic strategies and interpretation of results.</p> <p>Skillfully and efficiently models/teaches ways to communicate research, quality improvement, or program evaluation findings to different audiences.</p>
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Comments:

- Ethical conduct of research in children
 - Understands and applies local and federal regulations for the protection of children involved as subjects in research
 - Understands and appropriately handles ethical issues relating to interdisciplinary research in pediatric populations
 - Develops and uses effective strategies to translate research findings to multiple audiences such as other psychologists, medical professionals, patients, community providers, media, funding agencies, and policy and decision makers.

Has Not Achieved	Novice	Advanced Beginner	Competent	Proficient	Expert
	Demonstrates general awareness of local and federal regulations regarding the protection of children involved as subjects in research.	With assistance and/or supervision, demonstrates the ability to apply local and federal regulations regarding the protection of children involved as subjects in research.	Effectively designs approaches or hypotheses to be tested and methodology to be used with children in accordance with local and federal regulations to protect children involved in research.	Effectively uses research methodologies characteristic of pediatric psychology research (e.g., single-case designs, randomized controlled trials, qualitative research methods, longitudinal studies). Consistently designs approaches or hypotheses to be tested and methodology to be used with children in accordance with local and federal regulations to protect children involved in research.	Demonstrates the ability to teach research methodologies characteristic of pediatric psychology research (e.g., single-case designs, randomized controlled trials, qualitative research methods, longitudinal studies). Teaches ethical principles to research staff and students on associated research projects designed for use with pediatric populations incorporating local and federal regulations to protect children involved in research.
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Comments:

Ethical and Legal Standards (2a)

Systems and Professionalism Clusters

- Acts in accord with hospital, organization bylaws, credential privileges, and staffing responsibilities (e.g., documentation, attendance at staff meetings, etc.) as they pertain to a postdoctoral fellow.

Has Not Achieved	Novice	Advanced Beginner	Competent	Proficient	Expert
	<p>Demonstrates how to access organizational standards regarding conduct, policy and individual responsibilities.</p> <p>Regularly attends organizational meetings as required.</p> <p>Engages in timely and appropriate completion of documentation as required.</p>	<p>Adheres to organizational standards regarding conduct, policy, and individual responsibilities.</p> <p>Occasionally provides relevant contributions during organizational meetings.</p> <p>Addresses ethical and legal issues related to documentation within the context of supervision.</p>	<p>Independently demonstrates complex knowledge of organizational standards, conduct, policy, and staff responsibilities within the pediatric psychology role.</p> <p>Regularly offers suggestions during organizational meetings.</p> <p>Independently produces quality documentation that appropriately considers ethical and legal factors.</p>	<p>Understands and educates others about organizational standards, conduct, policy, and staff responsibilities in various roles.</p> <p>Demonstrates the ability to engage others and influence the direction of organizational meetings.</p> <p>Reviews and critiques the quality of others documentation and can anticipate ethical and legal concerns.</p>	<p>Participates in the development of organizational standards, conduct, policy, and staff responsibilities.</p> <p>Leads organizational meetings.</p> <p>Provides expert level consultation to the organization.</p>
○	○	○	○	○	○

Comments:

Ethical and Legal Standards (2b)

Systems and Professionalism Clusters

- Recognizes and manages ethical and legal issues with respect to self, the profession, and other health care team members.
- Recognizes and manages ethical and legal issues that arise during clinical health psychology professional services, training, and research activities.
- Recognizes and manages conflicts when they arise between the ethical code for a pediatric psychologist (i.e., APA Ethical Principles of Psychologist and Code of Conduct) and ethical codes of other health care team members.

Has Not Achieved	Novice	Advanced Beginner	Competent	Proficient	Expert
	<p>Demonstrates knowledge of basic ethical standards outlined in the APA Code of Conduct.</p> <p>Willing to explore ethical conflicts identified by supervisor.</p>	<p>Utilizes supervision to reflect on ethical and legal issues that arise during pediatric psychology service training, and research activities.</p> <p>Has a cursory awareness of potential ethical and legal issues in one’s own professional conduct.</p> <p>Able to articulate how one’s own professional conduct adheres to the ethical standards in the APA Code of Conduct when prompted.</p>	<p>Adheres to the ethical standards in the APA Code of Conduct.</p> <p>Able to quickly recognize ethical and legal issues related to pediatric psychology when they arise.</p> <p>Can resolve ethical conflicts from at least a singular perspective or based on a concrete decision-making process/protocol.</p> <p>Able to appreciate differences between different professions’ ethical guidelines.</p>	<p>Able to independently identify and manage competing ethical principles.</p> <p>Has an ethical framework supported by theory to manage ethical and legal issues.</p> <p>Recognizes conflicts when they arise between pediatric psychology and ethical codes of other health care team members.</p> <p>Can anticipate situation specific ethical and legal issues.</p> <p>Can generate multiple solutions from varying perspectives to resolve.</p>	<p>Provides sound ethical guidance and instruction to supervisees and/or peers.</p> <p>Can anticipate hypothetical ethical and legal issues at various levels.</p> <p>Can adopt multiple perspectives (from different disciplines) and execute various solutions to resolve ethical and legal conflict.</p>
○	○	○	○	○	○

Comments:

Individual and Cultural Diversity (3a)

Professionalism and Application Clusters

- Demonstrates awareness of and integrates cultural factors in understanding and management of self, others, and relationships.

Has Not Achieved	Novice	Advanced Beginner	Competent	Proficient	Expert
	<p>Under supervision can identify own cultural background and diversity related factors.</p> <p>With direction, appreciates the impact that one's own cultural factors play in interactions with patients, colleagues, and the healthcare system.</p>	<p>Able to regularly and independently consider one's own cultural background in the context of clinical work.</p> <p>Aware of diversity characteristics in others, including patients and health care providers, and views them as cultural beings across a number of diversity-related characteristics.</p> <p>Appreciates the impact cultural factors have on others' decision-making, values, and healthcare, including healthcare disparities.</p>	<p>Regularly incorporates cultural factors into case conceptualization and treatment.</p> <p>Develops effective and productive relationships with diverse individuals, families, and groups.</p> <p>Selects and utilizes culturally appropriate evaluations and interventions within a pediatric psychology setting.</p>	<p>Encourages health care team to consider diversity factors in medical treatment.</p> <p>Demonstrates a high level of cultural humility, which includes appreciating the complexity of various cultures, and the lifelong learning and development of this domain.</p>	<p>Able to effectively teach others about cultural diversity.</p> <p>Is engaged in community-based interventions to promote cultural diversity and enhance larger systems' and populations' health, including access to healthcare.</p>
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Comments:

Individual and Cultural Diversity (3b)

Professionalism and Application Clusters

- Selects, implements, and monitors prevention, assessment, and intervention efforts based on knowledge of diversity-related characteristics, including health belief models and attitudes towards health and wellness.

Has Not Achieved	Novice	Advanced Beginner	Competent	Proficient	Expert
	<p>Aware that there are a variety of assessments and interventions which have differing levels of appropriateness for use within different cultures/populations.</p>	<p>Selects appropriate assessments and interventions which are culturally sensitive.</p> <p>Demonstrates knowledge of factors that influence health care and access to health care (e.g., developmental, cultural, socioeconomic, religious, sexual orientation, etc.).</p> <p>Open to direction regarding modification of assessment and intervention when linguistic, visual, hearing, and any other interpreters/accommodations are needed.</p>	<p>Consistently implements appropriate interventions which are culturally sensitive and meet the needs of diverse populations.</p> <p>Attempts to apply health belief model to patients when explicit.</p> <p>Consistently and independently modifies assessment and intervention when linguistic, visual, hearing, and any other interpreters/accommodations are needed.</p>	<p>Demonstrates a robust understanding of health belief models.</p> <p>Integrates health belief models and attitudes into care of patients.</p> <p>Able to effectively teach others about culturally appropriate assessment and interventions.</p>	<p>Provides education to others on health belief models and other diversity-related factors.</p> <p>Participates in research to modify or develop culturally specific assessments, and/or interventions.</p>
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Comments:

Individual and Cultural Diversity (3c)

Professionalism and Application Clusters

- Accounts for the relations between environmental, social, health disparity, and cultural factors on the development and maintenance of health problems.

Has Not Achieved	Novice	Advanced Beginner	Competent	Proficient	Expert
	<p>With the assistance of supervision, aware of the concept of health disparities.</p> <p>Actively seeks out more information and education on environmental, social, and cultural factors' effects on healthcare.</p>	<p>Appreciates how health disparities and other culturally-related systemic factors play a role in treating health conditions.</p>	<p>Displays an understanding of the specific or common disparities seen in the local population.</p> <p>Implements appropriate prevention efforts in order to minimize disparities and provide optimal healthcare for all populations.</p> <p>Incorporates local population-based information and research findings in the provision of healthcare service.</p>	<p>Develops effective methods for combating health disparities.</p> <p>Regularly addresses environmental, social, and cultural factors in own work.</p> <p>Joins local and/or regional efforts to address health disparities.</p>	<p>Able to effectively teach others about systemic issues related to cultural diversity, particularly regarding health disparities.</p> <p>Provides education to others in both formal and informal (curb-side consultation/conversations) manner on minimizing disparities and enhancing healthcare within a diverse population.</p>
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Comments:

Individual and Cultural Diversity (3d)

Professionalism and Application Clusters

○ Pursues professional development, continuing education, and multicultural experiences to enhance knowledge of individual and cultural diversity.

Has Not Achieved	Novice	Advanced Beginner	Competent	Proficient	Expert
	Aware that there are experiences available to enhance knowledge of cultural diversity and shows an interest in pursuing them.	Has identified specific individual goals related to enhancing multicultural knowledge, cultural diversity, and cultural humility.	Participates in professional development and/or continuing education on topics related to cultural diversity, multiculturalism, and cultural humility.	Has adequately achieved goals related to professional development in the area of cultural diversity. Can demonstrate acquisition of knowledge and skills related to multiculturalism and cultural humility.	Provides professional development to others on cultural diversity, multiculturalism, and/or cultural humility. On a national level, disseminates knowledge to others regarding cultural humility.
0	0	0	0	0	0

Comments:

Professional Values, Attitudes, and Behaviors (4a)

Systems and Professionalism Clusters

- Develops and grows with respect to professional identity
 - Demonstrates an emerging professional identity as a pediatric psychologist who understands unique contributions of clinical health psychology and clinic child psychology to health care.
 - Demonstrates awareness of issues and challenges unique to working in health care settings and systems.

Has Not Achieved	Novice	Advanced Beginner	Competent	Proficient	Expert
	<p>Aware of the history of pediatric psychology and common arenas of clinical work.</p> <p>Familiar with the biopsychosocial model.</p> <p>Seeks exposure to more diverse areas of pediatric psychology practice.</p> <p>Basic awareness of challenges to working in the health care system.</p>	<p>Able to articulate to patients or other professionals how one’s clinical skills uniquely contribute to the team.</p> <p>Able to integrate knowledge of the biopsychosocial model within one’s clinical work.</p> <p>Demonstrates awareness of differences in training and focus of other health professionals.</p> <p>Observes and comprehends issues and challenges unique to working in health care settings when directed by supervisor.</p>	<p>Recognizes both the unique contributions and limitations of pediatric psychology skills in working with patients.</p> <p>Successfully provides assessments and interventions that complement the contributions of other team members.</p> <p>Assists others, or demonstrates interest in leadership opportunities that promote involvement of psychologists in medical settings.</p> <p>Is able to predict and manage issues that regularly occur in the intersection of psychology and health care settings.</p>	<p>Advocates for patients or programs from a psychological perspective.</p> <p>Works at an organizational or local level to advocate for the contribution of health psychology.</p> <p>Can fluidly manage challenges unique to working as a pediatric psychologist in a medical setting.</p>	<p>Able to mentor others in development of pediatric psychology professional identity.</p> <p>Fluidly negotiates the role of a pediatric psychologist in treatment teams while recognizing unique areas for oneself to contribute.</p> <p>Works at a national level to define the identity and culture of pediatric psychology.</p> <p>Is able to model the successful management of challenges unique to practicing pediatric psychology in a medical setting.</p>
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Comments:

Professional Values, Attitudes, and Behaviors (4b)

Systems and Professionalism Clusters

- Engagement in ongoing self-assessment of competencies in pediatric professional activities.

Has Not Achieved	Novice	Advanced Beginner	Competent	Proficient	Expert
	<p>Recognizes the need for self-assessment of competencies related to pediatric psychology.</p> <p>Open to supervisor's assessment of competencies in clinical health professional activities.</p>	<p>With supervision, can identify strengths and opportunities for growth in competency.</p> <p>Open to growth opportunities to expand one's competency in professional activities.</p>	<p>Independently able to seek out and engage in ongoing self-assessment of professional activity skills/development.</p> <p>Actively seeks out and incorporates feedback from one or two supervisors or colleagues regarding competency in professional activities.</p>	<p>Effectively develops a personal growth plan based on self-assessment of strengths and weakness in professional development.</p> <p>Regularly asks for and incorporates feedback from multiple sources (supervisors, colleagues) regarding competency in professional activities.</p>	<p>Skillfully coaches others and models ongoing self-assessment of leadership and professional activities.</p>
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Comments:

- Applies scientific knowledge and skills in pediatric psychology to advocate for needs of individuals/groups across systems and to advocate for equity and access to quality care.

Has Not Achieved	Novice	Advanced Beginner	Competent	Proficient	Expert
	<p>With close supervision, can begin to utilize knowledge of pediatric psychology in individual advocacy efforts (e.g., for an assigned patient).</p> <p>Aware of importance of advocacy for equity and access to quality care.</p>	<p>Able to apply knowledge and skills in pediatric psychology to individual advocacy for clinical cases when advocacy is clearly indicated.</p>	<p>Is able to independently work towards effective advocacy for the needs of individuals and groups.</p> <p>Advocates for equity and access to quality pediatric psychology care for the majority of one's treatment population.</p>	<p>Works at the system level to increase equity and access to quality care.</p> <p>Mentors other with respect to advocacy needs and strategies.</p> <p>Recognizes that there are competing interests of different stakeholders in the health care system (e.g., patients, providers, payers, employers and government).</p>	<p>Advocates at a regional and national level to increase issue of equity and access to multiple facets of health care.</p>
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Comments:

- Select and applies evidence-based biopsychosocial assessment methods appropriately for the patient’s physical illness, injury, or chronic health condition/disability and collects relevant data using multiple sources and methods appropriate for identified presenting problems and assessment question.

Has Not Achieved	Novice	Advanced Beginner	Competent	Proficient	Expert
	<p>With supervision is able to identify what the biopsychosocial model is and how it translates in a health psychology setting.</p> <p>Communicates effectively with the patient to gather information.</p> <p>With supervision selects, administers, scores, and interprets assessment tools within the patient population.</p>	<p>With minimal supervision, can begin to utilize the knowledge of the biopsychosocial model and apply it to gather pertinent patient information.</p> <p>Identifies the presenting problem(s).</p> <p>With minimal supervision identifies how a patient’s physical illness, injury, or chronic health effects treatment outcome.</p> <p>Comfortably asks questions that address the biological, psychological, and social factors of the patient.</p>	<p>Identifies appropriate interventions based on the assessment of the presenting problem.</p> <p>Independently selects, administers, scores, and interprets appropriate assessments tools.</p> <p>Skillfully conducts a mental status exam when indicated.</p>	<p>Effectively integrates and problem solves multiple factors that contribute to patients presenting symptoms from a biopsychosocial framework.</p> <p>Demonstrates the ability to multi-task effectively while still gathering pertinent data (i.e., crisis) and interacting with other treatment team members.</p> <p>Skillfully uses a wide range of assessment tools, including those specific to clinical health psychology and clinical child psychology.</p>	<p>Applies knowledge and skill set on effective communication and information gathering to other specialties within medicine to adequately assess the patient.</p> <p>Demonstrates understanding and incorporates the knowledge of environmental and systemic factors related to presenting problem.</p> <p>Models and teaches evidence based biopsychosocial assessment methods.</p> <p>Serves as a consultant for system level biopsychosocial assessment strategies.</p>
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Comments:

- Able to utilize the biopsychosocial model effectively to interview and evaluate patients.
 - Conduct comprehensive biopsychosocial interviews; evaluates and incorporates objective biological and psychosocial findings related to physical health or illness, injury or disability to inform case conceptualization and recommendations.
 - Assesses the biopsychosocial impact of undergoing medical procedures (e.g., screening, diagnostic and intervention/prevention procedures).

Has Not Achieved	Novice	Advanced Beginner	Competent	Proficient	Expert
	<p>Is aware of the biopsychosocial model in conducting interviews.</p> <p>With supervision, begins discussing components of the biopsychosocial model.</p> <p>Demonstrates the ability to start a meaningful relevant conversation by identifying the key patient information.</p>	<p>With minimal supervision, conceptualizes common patient presentations from a biopsychosocial perspective.</p> <p>Identifies pertinent problems, history, and environmental factors (e.g., mental health, medications, legal, developmental, substance abuse, financial status, transportation, etc.).</p> <p>With minimal supervision is able to identify and incorporate additional sources to get biological and psychosocial findings as it relates to the patient's recommendations and case conceptualization.</p> <p>Develops rapport with a wide variety of patients when interviewing.</p>	<p>Independently gathers pertinent information from patient and multiple sources, (collateral, EMR, treatment team etc.)</p> <p>Conceptualizes complex patients with multiple comorbidities from a biopsychosocial perspective and identifies appropriate recommendations.</p> <p>Identifies how physical, behavioral, lifestyle, and psychological factors affect the patient's ability to function appropriately (i.e., sleep disturbance, pain avoidance, guilt, poor memory, anhedonia).</p> <p>Understands the risk and benefits associated with various procedures and assesses patients' understanding of the same.</p>	<p>Helps treatment team appreciate the biopsychosocial conceptualization.</p> <p>Creatively demonstrates effective approaches to gather information from patients that may present with challenges both medically and psychologically.</p> <p>Conducts interviews to assess the biopsychosocial impact of medical procedures, including screening for medical intervention procedures (e.g., pre-surgical evaluations.)</p>	<p>Conducts other opportunities of learning such as developing case studies/presentations, to the medical and mental health field.</p> <p>Models high level interviewing skills and provides constructive feedback to learners.</p> <p>Think beyond the medical setting in terms of effective treatment recommendations.</p> <p>Ability to organize information and symptoms hierarchically that reflects a deeper understanding of the problem.</p>
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Comments:

Assessment (5c)

Application Cluster

- Communicates assessment findings to patients and interprofessional healthcare team members accurately and effectively orally and in written documents.

Has Not Achieved	Novice	Advanced Beginner	Competent	Proficient	Expert
	<p>With supervision, can discuss and document general findings.</p> <p>Utilizes a genuine tone and is aware of nonverbal communication when speaking with patients.</p> <p>Communicates in an encouraging, positive, and non-judgmental manner.</p> <p>Respects the patient and their presenting problem.</p> <p>Has awareness of clinical interviewing models, techniques, and the components of a mental status exam.</p>	<p>With minimal supervision, can verbally report findings and document in a clear, specific, and concise manner.</p> <p>With minimal supervision, can identify symptoms, discuss symptoms in detail, and document relevant information.</p> <p>With minimal supervision demonstrates the ability to concisely summarize pertinent patient information in the medical record.</p>	<p>Is able to communicate the results of assessments to both professional and lay audiences in the health care setting</p> <p>Modifies language appropriately when communicating assessment findings and the results to specific audiences (i.e., free of psychological/ medical jargon).</p> <p>Maintains clear, concise, and accurate documentation communicating assessment findings.</p>	<p>With challenging cases, can present objective findings to interprofessional team members.</p> <p>Regularly engages in collaborative treatment planning with patients and other health professionals when communicating assessment findings.</p> <p>Establishes rapport with patients to the degree that patients accept challenging health information, unanticipated results, or complex diagnoses.</p>	<p>Models skillful communication of findings to patient and professionals.</p> <p>Teaches how to share diagnostic information with patients.</p> <p>Contributes to the evidence-based knowledge around health care communication.</p> <p>Seeks to close gaps in the ability to communicate with specific patient populations (e.g., sign language, Spanish, Arabic, etc.).</p>
0	0	0	0	0	0

Comments:

- **Development and implementation of biopsychosocial evidence-based interventions within the continuum of care.**
 - Accesses, evaluates, utilizes, and integrates biopsychosocial information in designing and implementing treatment, disease management, health promotion, or prevention interventions.
 - Uses new and emerging health technologies when applicable/available.
 - Implements evidence-based biopsychosocial interventions to treat or prevent health and behavioral health-related issues of patients and when applicable, populations.

Has Not Achieved	Novice	Advanced Beginner	Competent	Proficient	Expert
	<p>With the assistance of supervision, is able to access and evaluate basic biopsychosocial information in the development of treatment planning and delivery of interventions.</p> <p>Is aware of evidence-based treatment techniques for the treatment and prevention of behavioral health related issues.</p>	<p>Begins to independently access, evaluate, and utilize biopsychosocial information in designing and implementing treatment plans.</p> <p>Demonstrates basic knowledge of health promotion and disease prevention interventions.</p> <p>Can describe and select evidence-based treatment techniques for common pediatric psychology issues.</p>	<p>Fully integrates biopsychosocial information in designing and implementing treatment autonomously.</p> <p>Is able to identify current evidence based practice (EBP) regarding patient’s biopsychosocial needs and the care continuum.</p> <p>Is able to apply evidence-based treatment techniques successfully in practice.</p>	<p>Can integrate and communicate to other team members the purpose of biopsychosocial intervention (e.g., moderators and mediators impacting health and well-being).</p> <p>Demonstrates an advanced knowledge of the continuum of care.</p> <p>Considers the entire continuum of care and tailors various forms of biopsychosocial intervention to individual patient needs.</p> <p>Can identify emerging health technologies relevant to disease management and health promotion.</p>	<p>Able to educate through utilization of sophisticated models of biopsychosocial integration that informs treatment development and health promotion.</p> <p>Can appropriately /consistently utilize emerging health technologies in the design and implementation of treatment intervention and health promotion.</p>
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<p>Comments:</p>					

Intervention (6b)

Application Cluster

- Evaluates, selects, and administers appropriate biopsychosocial assessments to monitor and evaluate the process and outcomes of treatment for patients and when applicable, populations.

Has Not Achieved	Novice	Advanced Beginner	Competent	Proficient	Expert
	<p>Is aware of basic biopsychosocial assessment principles.</p> <p>Aware of common psychological assessment instruments (PHQ-9, QoL, PROMIS, etc.).</p> <p>With guidance, can assess social, cultural, financial, familial or environment factors that facilitate or inhibit health functioning.</p>	<p>Recognizes names of common psychotropic medications.</p> <p>Understands meanings of common medical assessments and results (e.g., BP, HbA1c)</p> <p>Uses common psychological and social assessment strategies in working with patients (e.g., PHQ-9, CAPQ Pain Scale, Columbia Suicide Scale, MMSE).</p> <p>Considers broader assessment of environmental factors known to promote health and health care utilization.</p>	<p>Skillfully and independently selects, evaluates, and uses common psychological and social assessment strategies for working with patients (e.g., PHQ-9, CAPQ Pain Scale, Columbia Suicide Scale, MMSE).</p> <p>Recognizes and understands both common medical conditions and their treatments</p> <p>Able to assess biopsychosocial and behavioral risk factors for the development of physical illness, injury or disability (e.g., tobacco use, social support).</p> <p>Able to thoroughly evaluate patients using evidence based treatment (EBT) guidelines for suitability for medical interventions (e.g., bariatric, spinal cord stimulator).</p>	<p>Demonstrates efficiency in utilizing biological, psychological, and social assessment in work with individuals.</p> <p>Guides practice of interdisciplinary teams with regard to biopsychosocial assessment of individuals and programs (e.g., health adherence, screening measures).</p> <p>Models for others how to skillfully integrate biopsychosocial assessment on both individuals and programmatic projects.</p>	<p>Participates in research or professional societies addressing use of appropriate biopsychosocial assessment measures.</p> <p>Helps systems identify and implement appropriate biopsychosocial assessment principles in improving health outcomes, while also addressing cost-efficiency.</p>
○	○	○	○	○	○

Comments:

Intervention (6c)

Application Cluster

- Monitors and promotes adherence to medical treatment and psychological interventions and demonstrates skill addressing health behaviors to improve adherence.

Has Not Achieved	Novice	Advanced Beginner	Competent	Proficient	Expert
	<p>With guidance, can identify issues related to non-adherence in own patients and willing to discuss potential strategies for addressing said issues.</p>	<p>Can independently identify patients with whom nonadherence has become a challenge, and attempts to intervene with basic skills in an effort to improve adherence.</p> <p>Can appreciate challenges with adherence across various fields (i.e., medicine and psychology).</p>	<p>Effectively engages patients in discussion and interventions which improve adherence.</p> <p>Able to provide recommendations for other team members on strategies/interventions for improving adherence to health care plan.</p> <p>Actively collaborates with physicians to improve adherence with shared patients.</p>	<p>Appreciates the complexity of nonadherence, including patient, provider, and systems contributions.</p> <p>Engages in self-reflection and performance-based learning and improvement in order to address self/provider contributions to nonadherence in patients.</p>	<p>Teaches others about nonadherence as a complex, multifaceted construct, and includes effective interventions, promoting collaborative care.</p> <p>Actively participates in systems-based interventions, such as quality improvement projects and hospital committees, in order to reduce nonadherence rates in the overall health care system.</p>
○	○	○	○	○	○

Comments:

Intervention (6d)

Application Cluster

- Understands and uses an evidence-based approach to clinical health psychology practice in a pediatric setting that integrates the best available research, clinical expertise, and new and emerging health technologies.
- Demonstrates the ability to formulate and test empirical questions informed by clinical problems encountered, clinical services provided, and the clinical setting within which the postdoctoral fellow works.

Has Not Achieved	Novice	Advanced Beginner	Competent	Proficient	Expert
	<p>Able to formulate empirical questions applicable to the clinical settings in which one works.</p> <p>Utilizes health information technology to search medical and psychological literature.</p> <p>With guidance, can discuss contribution of scientific literature to improve clinical practice.</p>	<p>Demonstrates an understanding of how to translate research findings into clinical practice.</p> <p>Understands common medical conditions, their treatments, and biomedical measures used to evaluate them.</p> <p>Aware of standard treatment guidelines and uses these in clinical practice.</p> <p>Can critically evaluate scientific papers and their contribution to pediatric psychology practice.</p>	<p>Implements individual-or family- level evidence-based treatment interventions to treat health and mental health-related issues.</p> <p>Possesses a full range of knowledge regarding common medical conditions, their treatments, and biomedical measures used to evaluate them.</p> <p>Able to formulate and test empirical questions informed by clinical problems encountered, clinical services provided, and the clinical settings within which one works.</p> <p>Skillfully implements standard treatment guidelines in clinical settings.</p>	<p>Uses evidence-based intervention and prevention programs to improve individual and systems functioning in areas beyond provision of mental health services (i.e., helping team systematically address glyceemic control).</p> <p>Integrates evidence based new and emerging health technologies into pediatric psychology practice.</p> <p>Monitors the field for new guidelines and evidence and seeks training as appropriate.</p> <p>Works as part of a research team that formulates, and tests empirical questions informed by clinical problems.</p>	<p>Models the use of evidence-based practice in supervision and training to facilitate learning in others</p> <p>Conducts research investigations to contribute to emerging science and practice.</p>
○	○	○	○	○	○

Comments:

Supervision(7a)

Education Cluster

- Provides effective teaching activities for pediatric psychology concepts and practices or methods and procedures for health-related research to other health care professionals (i.e., interprofessional education).

Has Not Achieved	Novice	Advanced Beginner	Competent	Proficient	Expert
	<p>Recognizes the importance of being familiar with and able to teach concepts and practices from the Pediatric Psychology literature.</p> <p>Recognizes the need to translate relevant evidence-based pediatric psychology concepts and practices OR methods and procedures for health-related research with language that is understandable by other health professions.</p> <p>Recognizes the range of students/trainees learning in health settings.</p>	<p>Demonstrates basic familiarity with the Pediatric Psychology literature.</p> <p>With supervision and/or assistance, demonstrates ability to deliver relevant evidence-based pediatric psychology concepts and practices OR health-related research practices to other health care professionals.</p> <p>With assistance and/or supervision, can identify the differing needs of different types of learners in healthcare settings.</p> <p>Aware of multiple teaching methods (e.g., lecture, experiential, precepting).</p>	<p>Demonstrates in-depth knowledge of the Pediatric Psychology literature.</p> <p>Effectively translates relevant evidence-based pediatric psychology concepts and practices OR methods and procedures for health-related research in a way that is jargon-free and understandable by other health care professions.</p> <p>Demonstrates ability to identify developmentally appropriate needs of learners from various disciplines in healthcare settings and adjusts teaching to fit learner needs.</p> <p>With guidance, selects and uses multiple teaching methods in interprofessional education.</p>	<p>Demonstrates mastery of knowledge of Pediatric Psychology literature.</p> <p>Independently and skillfully translates relevant evidence-based pediatric psychology concepts and practices OR methods and procedures for health-related research in a way that is jargon-free and understandable by other health care professions.</p> <p>Skillfully models to other psychologists the ability to identify and adapt teaching to needs of learner to other psychologists.</p> <p>Independently and skillfully engages learners utilizes a wide variety of educational methods.</p>	<p>Contributes to teaching of Pediatric Psychology concepts, methods, and procedures to broad range of learners at the national level.</p> <p>Delivers relevant evidence-based information about pediatric psychology concepts or practices OR methods and procedures for health-related research in novel ways.</p> <p>Skillfully models to other disciplines the ability to identify and adapt teaching to needs of different types of learners.</p> <p>Develops and models cutting edge teaching strategies for engaging learners to all types.</p>
0	0	0	0	0	0
Comments:					

Supervision (7b)

Education Cluster

- Applies knowledge of supervision in the supervision of pediatric psychology skills, conceptualization, and interventions for psychologists, psychology trainees, or behavioral health providers from other health professions.
- Provides feedback in a supervisory relationship that is direct, clear, timely, and behaviorally anchored.

Has Not Achieved	Novice	Advanced Beginner	Competent	Proficient	Expert
	<p>Seeks information about effective practices and strategies for providing supervision.</p>	<p>Understands supervision models, theories, and effective practices and strategies.</p> <p>Demonstrates basic individual and/or group supervision skills.</p> <p>Demonstrates the ability to provide behavioral feedback to other learners with supervision and assistance.</p>	<p>Engages with supervisor about learning supervision models, theories, and strategies.</p> <p>With opportunity, implements individual and/or group level supervision skills through direct supervision with trainees.</p> <p>Provides effective behavioral feedback in the moment to other learners.</p> <p>Provides behaviorally anchored positive and constructive feedback to psychology or other health professions trainees.</p>	<p>Skillfully applies chosen model of supervision and implements effective supervision strategies.</p> <p>Guides or co-leads group supervision or similar process group.</p> <p>Models skillful provision of behaviorally anchored positive and constructive feedback to other psychologists and physicians.</p>	<p>Skillfully coaches other professionals regarding behaviorally anchored, positive, and constructive feedback to their own trainees.</p> <p>Demonstrates openness to being provided positive and constructive feedback by supervisees without defensiveness.</p> <p>Skillfully ensures ethical, legal, and contextual issues are addressed in supervision.</p>
0	0	0	0	0	0

Comments:

- Fulfills the roles and expectations of a pediatric psychologist and recognizes and demonstrates understanding of and respect for the roles and perspectives of interprofessional colleagues and teams in healthcare settings.

Has Not Achieved	Novice	Advanced Beginner	Competent	Proficient	Expert
	<p>With guidance, recognizes the unique nature of consultation and the roles of pediatric psychologists in the healthcare setting (e.g., hospital, primary care setting, etc.).</p> <p>Understands the importance of a timely response to medial consultation.</p>	<p>Explores and appreciates the unique nature of consultation within a medical team.</p> <p>Assists others in fulfilling role and expectations of a pediatric psychologist in practice.</p> <p>Responds in a timely way to medical consultation requests.</p> <p>With guidance, recognizes and demonstrates respect for the role and perspective of interprofessional colleagues and teams in healthcare settings.</p>	<p>Manages the role and expectations of a pediatric psychologist in routine situations (i.e., provides a pediatric psychologist’s perspective and specialty specific skills).</p> <p>Routinely elicits and appreciates the roles and perspectives of interprofessional colleagues and teams in healthcare settings.</p>	<p>Exceeds the standard roles and expectations of a pediatric psychologist.</p> <p>Manages the roles and expectations of a pediatric psychologist in complex and challenging situations (i.e. provides CHP perspective and specialty specific skills).</p> <p>Navigates challenging interprofessional colleagues and teams in ways to enhance the roles of a pediatric psychologist.</p>	<p>Demonstrates leadership in expanding the roles and expectations of a pediatric psychologist in health care settings.</p> <p>Role models respectful interprofessional relationships in a variety of pediatric psychology practice settings (including inpatient hospital, outpatient clinics, schools, and the larger community)..</p>
0	0	0	0	0	0

Comments:

- Conceptualizes referral questions that incorporate understanding of the role of patient, caregiver, other provider, and/or health system to answer the consultation questions effectively.
- Translates and clearly communicates relevant scientific findings as they bear on healthcare consultation/liaison questions.

Has Not Achieved	Novice	Advanced Beginner	Competent	Proficient	Expert
	<p>Understands the importance of a timely response to medial consultation.</p> <p>With guidance, conducts a thorough review of the health record of the referral patient</p>	<p>Responds directly to the initial consultation questions</p> <p>Describes the roles of patient, caregiver, other provider, and/or health system in relation to the referral question.</p> <p>Describes relevant scientific findings as they bear on healthcare consultation/liaison questions.</p>	<p>Incorporates the roles of patient, caregiver, other provider, and/or health system in relation to the referral question.</p> <p>Communicates clear recommendations to the referral source in both written and verbal reports</p> <p>Writes a succinct consultation note on the electronic health record in jargon-free language</p> <p>Incorporates principal of evidence-based care and information mastery into consultation and clinical practice.</p>	<p>Shapes the referral question into meaningful professional communication between pediatric psychologist and medical providers.</p> <p>Identifiers potential issues missing from the medical record and that are relevant to the referral question.</p>	<p>Independently teaches and assesses evidence-based practice and information mastery techniques.</p> <p>Models interprofessional communication of scientific findings as they relate to consultation/liaison questions and findings.</p> <p>Translates scientific findings as they relate to broader population and adjusts protocols to address newest evidence.</p>
0	0	0	0	0	0

Comments:

○ Engages interprofessional individuals and teams to increase the likelihood of appropriate early referrals to pediatric psychologists as opposed to “last resort” consultation.

Has Not Achieved	Novice	Advanced Beginner	Competent	Proficient	Expert
	<p>Understands that quality patient care requires coordination and teamwork, and participates as a respectful and effective team member.</p>	<p>Understands the roles and responsibilities of oneself, patients, families, consultants, and interprofessional team members needed to optimize care, and looks for coordination of care.</p> <p>With guidance & supervision, engages with interprofessional teams to optimize the health of patients.</p>	<p>Develops relationships with potential referral agents, educating them regarding pediatric psychology professional competencies.</p> <p>Assumes responsibility for the engagement of multiple interprofessional; teams to optimize the health of patients.</p>	<p>Creates and maintains an open dialogue with interprofessional team members to proactively identify areas of potential coordination of care and ability to intervene early.</p> <p>Participates in system level change that improve the timeliness and appropriateness of consultations (e.g., attends interprofessional meetings, assists in development of hospitals protocols, etc.).</p>	<p>Role models leadership, integration, and optimization of care teams to provide quality, individualized patient care.</p> <p>Leads system level change to improve efficiency and quality of consultative care.</p>
○	○	○	○	○	○

Comments:

• Communicates effectively and develops productive relationship with peers, other trainees, supervisors, other professionals, and members of the community.

Has Not Achieved	Novice	Advanced Beginner	Competent	Proficient	Expert
	<p>Recognizes that effective relationships are important to productive treatment teams.</p> <p>Understands the importance of the health care team and shows respect for the skills and contributions of others.</p>	<p>Communicates collaboratively with the health care team by listening attentively and sharing information.</p> <p>Consistently shows a willingness to listen to different viewpoints and takes steps to ensure understanding has taken place.</p> <p>With supervision demonstrates consultative exchange that includes clear expectations and timely, appropriate exchange of information.</p>	<p>Maintains effective relationships with the majority of one’s colleagues.</p> <p>Creates a non-judgmental, safe environment to actively engage colleagues to share information and their perspectives.</p> <p>Provides and receives constructive feedback with the health care team.</p> <p>Demonstrates consultative exchange that includes clear expectations and timely, appropriate exchange of information.</p>	<p>Connects with colleagues in a continuous manner that fosters trust, respect, and understanding, including the ability to manage conflict.</p> <p>Sustains collaborative working relationships during complex and challenging situation, including transition of care.</p> <p>Effectively negotiates and manages conflict among members of the health care team in the best interest of the patient.</p> <p>Skillfully coaches/mentors trainees at various levels and other members of the medical community.</p>	<p>Role models effective, continuous, personal relationships that optimize the well-being of the work environment and the broader community</p> <p>Role models effective collaboration with other providers that emphasizes care.</p>
O	O	O	O	O	O

Comments:

- Able to develop or enhance a pediatric psychology practice, education program, or program of research.

Has Not Achieved	Novice	Advanced Beginner	Competent	Proficient	Expert
	<p>Describes basic program components of effective pediatric psychology practice, training, and research (i.e. rounds, clinical practice, lectures, etc.).</p>	<p>Identifies pros and cons of various pediatric psychology practice, training and research models.</p> <p>Recognizes inefficiencies, inequities, variation, and quality gaps in pediatric psychology care delivery, training, and research.</p> <p>Initiates or collaborates in research to fill knowledge gaps in pediatric psychology.</p>	<p>Conducts a needs assessment that employs both a focus on the needs of the health care system and the perceived needs of patients and their families.</p> <p>Participates in a quality improvement project for continuous review and comparison of pediatric psychology practice, educational program or research.</p>	<p>Establishes protocol for continuous review and comparison of pediatric psychology educational program and implements changes to address areas needing improvement.</p> <p>Develops and implements standards for evaluation behavioral health care providers in the health care setting.</p> <p>Has a systematic approach to track and pursue emerging clinical, education, and research questions.</p>	<p>Works with organizational leaders to ensure appropriate resources are available for an effective pediatric psychology practice, educational program, or research.</p> <p>Creates business plans that track costs and quality associated with integration of behavioral health care within the health care environment.</p>
0	0	0	0	0	0

Comments:

- Conducts the business of a health psychology practice, educational program, and/or research management using knowledge of the structure, regulation, and financing of the health care system.

Has Not Achieved	Novice	Advanced Beginner	Competent	Proficient	Expert
	<p>Aware of chains of communication and organizational structure within health care system.</p> <p>Knowledge of organizational mission of current health care system.</p> <p>Aware of how pediatric psychologists fit with in the broader health care organizational structure.</p>	<p>Knowledgeable of technological advances (e.g., telemedicine, mobile applications) and with supervision, can describe how these factors influence management of pediatric psychology practice, research, and educational programs.</p> <p>Understands electronic coding and management of electronic records.</p> <p>With guidance, understands and uses psychotherapy, assessments, and Health and Behavior Codes when applicable.</p>	<p>Collaborates in organizational change within one’s own department or section.</p> <p>Understands methods and principles of recruiting, selecting and retaining appropriate staff for pediatric psychology clinical and training programs.</p> <p>Identifiers and can describe various financing models of the health care system (e.g., private and public insurance, capitated care).</p> <p>With guidance, understands and uses psychotherapy, assessment, and Health and Behavior Codes when applicable.</p>	<p>Able to facilitate organizational change within one’s own department or section.</p> <p>Recruits and retains appropriate staff to provide behavioral health care services and/or training programs.</p> <p>Develops policy and procedures manuals for a pediatric psychology practice, educational, or research program.</p> <p>Models and teaches others about efficient and effective use of the electronic medical record.</p>	<p>Able to enact organizational change within complex health care systems.</p> <p>Successfully manages a budget of an interdisciplinary practice, research, or educational project.</p> <p>Monitors income and expenses to assure the practice lives within its annual budget.</p> <p>Provides systemic consultation to troubleshoot and enact improvements in the electronic medical records that integrates pediatric psychology.</p>
0	0	0	0	0	0

Comments:

- 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).

Has Not Achieved	Novice	Advanced Beginner	Competent	Proficient	Expert
	<p>Recognition of one’s own role in creating policy, participation in system change, and management structure.</p> <p>Knowledge of theories of effective management and leadership.</p>	<p>Implements procedures to accomplish goals and objectives.</p> <p>Applies theories of effective management and leadership to form an evaluation of organization.</p> <p>Identifies strengths and weaknesses of management and leadership or organization.</p> <p>Provides input and participates in organizational assessment.</p>	<p>Coordinating data collection for an interdisciplinary clinical or research project.</p> <p>Participates and provides in-service and continuing education offerings to maintain and improve skills of providers</p> <p>Can apply team-building and motivational skills to enhance team functioning.</p> <p>Demonstrates leadership skills within interprofessional teams in health care environment.</p>	<p>Integrates talents and skills of professionals from different disciplines and different levels of training (e.g., masters, doctoral) to optimize treatment</p> <p>Coordinates in-service and continuing education offerings to maintain and improve skills of providers.</p> <p>Serves as a liaison between various groups on a health care project and/or research</p>	<p>Administers clinical programs that fully utilize the skills of the providers hired to be part of the treatment team.</p> <p>Plans and implements ongoing in-service and continuing education offerings to maintain and improve skills of providers.</p> <p>Role models actions to be effective manager or leader Appropriate to the specifics of the organization.</p>
O	O	O	O	O	O

Comments:

Rotation Supervisor Comments

Summarize fellow's strengths

Summarize areas in need of additional development and/or remediation

Signatures

Postdoctoral Fellow in Pediatric Psychology

Date

Rotation Supervisor

Date

Director of Training

Date