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***American Board of Clinical Child and Adolescent  
Psychology***

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EXAMINATION MANUAL FOR  
BOARD CERTIFICATION IN  
CLINICAL CHILD AND ADOLESCENT PSYCHOLOGY  
FOR THE  
AMERICAN BOARD OF PROFESSIONAL PSYCHOLOGY

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## I. INTRODUCTION

The American Board of Clinical Child and Adolescent Psychology (ABCCAP) is a member Specialty Board of the American Board of Professional Psychology (ABPP). The examination in Clinical Child and Adolescent Psychology, for Board Certification by ABCP, certifies that the successful candidate has completed the educational, training, and experience requirements of the specialty, including a performance examination designed to assess the competencies required to provide quality services in the specialty of Clinical Child and Adolescent Psychology.

The primary objective of the ABCCAP is to establish a Board Certification process that recognizes, certifies, and promotes specialty level standing in the field of Clinical Child and Adolescent Psychology. Specialty level standing is conceptualized as higher than the basic level of competence certified by jurisdictional licensure, but within the reach of most experienced practitioners of professional psychology.

**The ABCCAP expects that most clinical Child and Adolescent psychologists should qualify for board certification.**

Board Certification by ABCCAP assures the public that the individual has successfully completed the educational, training, and experience criteria of the specialty of Clinical Child and Adolescent Psychology, including an examination designed to assess the nine areas of competence stipulated in this manual that are required to provide specialty level practice.

Functioning at the Board Certified level reveals a quality of advanced preparation and professional level focus on the part of the psychologist. With two or more years of professional experience (including an internship year) for individuals completing a formal postdoctoral residency/fellowship program, or three or more years of professional experience (including an internship year) for individuals not completing a formalized postdoctoral residency/fellowship program, the licensed psychologist is able to qualify for board certification in clinical child and adolescent psychology. Qualifying for board certification requires that the person is competent in science base and application, assessment, intervention, consultation, supervision/teaching/management and that the individual has a clear awareness of interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as they impact professional functioning.

### CERTIFICATION PROCESS: BRIEF OVERVIEW

Following verification by the ABPP Central Office of the doctoral degree, licensure, and professional standing (absence of current disciplinary actions), the application is forwarded to the ABCCAP National Credentials Reviewer for specialty review. The Board of Trustees of the ABPP sets and verifies minimum generic standards for candidacy. The Board of Directors of

ABCCAP sets and verifies minimum specialty standards for Clinical Child and Adolescent Psychology. Once a person's credentials have been approved, a practice sample needs to be submitted. The Candidate's Examination Committee reviews Practice Samples for substantive adequacy to determine the Candidate's eligibility to sit for the oral examination. The same three member Committee who approve the Practice Sample conducts the Oral Examination. The Oral Examination emphasizes the Candidate's Practice Sample and competencies in the following specialty specific domains: science base and application, assessment, intervention, consultation, and supervision/teaching/management (if applicable). The Examination also emphasizes competencies in the following crosscutting domains: interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification (i.e., involvement in the specialty of Clinical Child and Adolescent Psychology including awareness of current issues).

Board Certification is achieved by successful completion of an examination, including both review of a document and an oral portion conducted by three or more members of an examination committee comprised of board certified Clinical Child and Adolescent Psychologists. Candidates should expect the examination to cover Clinical Child and Adolescent Psychology competencies, as well as their own practice of psychology. See **Form A**.

**CANDIDATES WHO OBTAIN BOARD CERTIFICATION WILL RECEIVE 10 CONTINUING EDUCATION CREDITS FROM THE AMERICAN PSYCHOLOGICAL ASSOCIATION (APA).**

## **II. ELIGIBILITY FOR CANDIDACY AND SPECIALTY SPECIFIC REQUIREMENTS**

(See also **Form A** and **Form B**)

Applicants submit the following education and training accomplishments to the ABPP Central Office to establish completion of the following professional accomplishments:

### GENERIC DEGREE AND PROGRAM REQUIREMENTS

- A doctoral degree from a program in professional psychology which at the time the degree was granted, was accredited by the APA or the Canadian Psychological Association (CPA), OR
- A doctoral which at the time the degree was granted was from a program listed in the publication Doctoral Psychology Programs Meeting Designated Criteria
- OR THE DEGREE REQUIREMENT CAN BE MET IF:

- The applicant is credentialed as a health service provider in the current Directory of the National Register of Health Service Providers in Psychology (NRHSPP), or the current Canadian Register of Health Service Providers in Psychology (CRHSPP), OR
- The applicant holds a current Certificate of Professional Qualifications in Psychology (CPQ) from the Association of State and Provincial Psychology Boards (ASPPB), OR
- The applicant holds a doctoral degree in psychology and has subsequently been certified as completing the requirements of a formal, doctoral level, professional program that meets the APA accreditation requirements in clinical, counseling, or school psychology (re-education-often referred to as respecialization).
- The applicant qualifies for an individualized exception review. Individualized exception reviews are available for degrees granted outside the U.S. or Canada, doctoral degrees granted prior to 1983, or for applicants claiming equivalent doctoral degree and program requirements. Such exceptions are coordinated through the ABPP Executive Office and the appropriate specialty board.

#### LICENSURE/CERTIFICATION REQUIREMENTS

- The Applicant must be licensed or certified as a psychologist at the independent practice level by the State, Province, or Territory of the U.S. or Canada in which the psychologist practices.
- Exceptions for the above are recognized for: (a) active duty federal uniformed service psychologists when practicing in those roles, or (b) organizational and business consulting psychologists (I/O) if the specialty's scope of practice is excluded from statutory licensure or certification.

#### SPECIALTY SPECIFIC PROGRAM REQUIREMENTS

- In addition to the generic foundation requirements delineated in Section A, the Clinical Child and Adolescent Psychology specialty requires completion of an organized doctoral education and training program in Clinical Child and Adolescent Psychology, which includes an internship. The specialty also requires postdoctoral supervised practice and experience in the specialty. The specialty's specific program requirements are met if:

- The doctoral degree program was in Clinical Child and Adolescent Psychology from a program accredited by the APA or CPA.
- The doctoral degree program qualifies as equivalent to an APA or CPA accredited program in Clinical Child and Adolescent Psychology as determined by the ABCP. This option is particularly applicable to degrees awarded throughout the U.S. or Canada.
- The doctoral degree is from a nonprofessional program in psychology, with an additional certification that the applicant has completed at least a two year doctoral level re-education program (including an internship) designed to meet APA or CPA accreditation requirements in Clinical Child and Adolescent Psychology.
- The doctoral degree program was in a counseling or school psychology program accredited by the APA or CPA (see additional experience requirements – E.2.)

#### INTERNSHIP REQUIREMENTS

- A one-year full-time or two-year half-time internship program is required. The internship requirement is met if:
  - Accredited by the APA or CPA
  - Listed in the Association of Psychology Postdoctoral and Internship Centers (APPIC) Directory for the year the internship was completed
  - The applicant is listed in the NRHSPP or CRHSPP Directory or holds the CPQ

#### POSTDOCTORAL PRACTICE EXPERIENCE AND SUPERVISION REQUIREMENTS

By its nature, the specialty of Clinical Child and Adolescent Psychology denotes a level of practice requiring preparation beyond doctoral requirements.

The postdoctoral requirements include the following for individuals whose degree is from an APA or CPA accredited program in Clinical Child and Adolescent Psychology:

- one year of post-doctoral supervision in Clinical Child and Adolescent Psychology in a successfully completed, formal post-doctoral training program in Professional Psychology that is accredited by the APA or CPA or from an APPIC member program

OR

- two years of supervised postdoctoral practice experience consistent with that ordinarily associated with Clinical Child and Adolescent Psychology, of which a minimum of one hour per week of supervision was conducted face-to-face by a licensed psychologist. Any variance from this requirement will be decided on a case-by-case basis.

The postdoctoral requirements include the following for individuals whose degree is from an APA or CPA accredited program in Counseling or School Psychology or a Combined Program or have a doctoral degree in professional psychology from a program listed as a designated doctoral program in psychology by ASPPB/NRSPP:

- have had five years post-doctoral experience as a Clinical Child and Adolescent Psychologist. One of the five years must have been supervised by a Clinical Child and Adolescent Psychologist,

AND

- demonstrate self-identification as a Clinical Child and Adolescent Psychologist and an expected continued identification with the specialty

OR

- successful completion of an APA accredited or APPIC member postdoctoral residency/fellowship program in professional psychology

### SENIOR PSYCHOLOGIST OPTION

Psychologists who meet the above degree, internship, and postdoctoral criterion, AND have 15 years or more of postdoctoral experience following licensure are eligible for the Senior Psychologist option. The aim of this program is to bring into ABCP senior colleagues who have made a contribution to our field.

## **III. DEFINITION OF CLINICAL CHILD AND ADOLESCENT PSYCHOLOGY**

### SERVICES

Clinical Child and Adolescent Psychology is both a general practice and a health service provider specialty in professional psychology. Clinical Child and Adolescent Psychologists

provide professional services relating to the diagnosis, assessment, evaluation, treatment and prevention of psychological, emotional, psychophysiological and behavioral disorders in children and adolescents. These services include procedures for understanding, predicting, and alleviating intellectual, emotional, physical, psychological, social and behavioral maladjustment, and mental illness, as well as other forms of discomfort. In addition, it includes services for the enhancement of functioning in all of these areas.

The services provided by Clinical Child and Adolescent Psychologists typically include:

- Conduct of clinically-relevant research
- Assessment (evaluation, diagnosis, formal psychological testing)
- Intervention (treatment, prevention)
- Consultation with others professionals in diverse settings
- Supervision, teaching, and management activities (e.g., program development, administration)

It is expected that Clinical Child and Adolescent Psychologists will demonstrate sensitivity to and skills in dealing with multicultural/diverse populations. In this manual, we will use the terms multicultural and individual and cultural diversity interchangeably. Individual and cultural diversity recognizes the broad scope of such factors as race, ethnicity, language, sexual orientation, gender, age, disability, class status, education, religion/spiritual orientation, and other cultural dimensions.<sup>1</sup>

### COMPETENCIES CHARACTERISTIC OF THE SPECIALTY OF CLINICAL CHILD AND ADOLESCENT PSYCHOLOGY

The ABCCAP examination process encompasses the following inter-related domains of the competencies required by the specialty of Clinical Child and Adolescent Psychology. A successful Candidate demonstrates knowledge, skills, attitudes/values and experience necessary to provide specialty level services in the practice of Clinical Child and Adolescent Psychology through discussion of a Professional Statement and Practice Samples.

#### **Science Base and Application**

A successful Candidate is aware of and conversant with scientific and scholarly developments in Clinical Child and Adolescent Psychology and applies them in professional practice. Examiners explore the Candidate's awareness of and ability to discuss critically the implications and applications of contemporary knowledge in the practice of Clinical Child and Adolescent

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<sup>1</sup> American Psychological Association (2002). *Guidelines on multicultural education, training, research, practice, and organizational change for psychologists*. *American Psychologist*, 58 (5) 377-402. <http://www.apa.org/pi/multiculturalguidelines.pdf>

Psychology. This includes knowledge of the integration of theory, research, and practice concerning interpersonal interactions, issues of individual/family and cultural diversity (e.g., ethnicity, race, gender, age, sexual orientation, disability status, and special populations<sup>1</sup>), ethics and legal foundations, and professional identification. If applicable, attention is paid to the Candidate's own scholarly contributions as they inform the practice of clinical child and adolescent psychology.

### **Assessment**

A successful Candidate conducts assessments that can range from the administration and interpretation of standardized tests to behavioral observations and clinical interviews. Assessment cases come from appropriate developmental levels. In some forms of professional practice, assessment and intervention are integral parts of the same process. Examiners explore the Candidate's level of sophistication in discussing choice of assessment methods or approaches to address diagnostic issues and/or case formulation consistent with whatever theoretical foundation and evidence base is proposed as guiding assessment work. Attention is paid to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as related to assessment.

### **Intervention**

A successful Candidate performs interventions that may take the form of any modality of psychological treatment or environmental modification. Intervention cases may come from any appropriate developmental level. In some forms of professional practice, assessment and intervention are integral parts of the same process. Examiners explore the Candidate's level of sophistication in discussing choice of therapeutic or environmental interventions to address therapeutic or family/systemic/organizational issues consistent with whatever theoretical foundation and evidence base is proposed as guiding intervention work. Attention is paid to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as related to intervention.

### **Consultation**

A successful Candidate demonstrates the ability to communicate and apply his/her knowledge in consultation with others such as other persons who provide psychological services, health care professionals from other disciplines, educational/school personnel, social service agencies, rehabilitation centers, industry, legal systems, public policy makers, and individuals in other institutions and settings. Clinical Child and Adolescent Psychologists, additionally, consult regarding research. Attention is paid to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as related to consultation.

**Supervision/Teaching/Management**  
**(If Applicable – NOT REQUIRED FOR ALL CANDIDATES)**

**This competency domain will only be addressed for those Candidates who engage in supervision/teaching/management.** With regard to Supervision, a successful Candidate demonstrates the ability to communicate and apply his/her knowledge in supervision with others such as psychological technicians/assistants; psychometricians; other persons who provide psychological services; psychology trainees in practicum, internship, and postdoctoral settings; and individuals conducting research. In terms of Teaching, a successful Candidate demonstrates the capacity to effectively teach clinical child and adolescent psychology to undergraduate or graduate students, interns and postdoctoral residents, and colleagues. With regards to Management, a successful Candidate demonstrates the ability to effectively carry out administrative activities and/or program design, implementation, and evaluation. Attention is paid to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as related to supervision/teaching/management.

**Interpersonal Interactions**

A successful Candidate demonstrates sensitivity to the welfare, rights, and dignity of others and an ability to relate to clients/patients and others in ways that enhance the effectiveness of services provided. Successful Candidates must be aware of their own impact of others and countertransference vulnerabilities.

**Individual and Cultural Diversity**

A successful Candidate demonstrates awareness of all aspects of individual and cultural diversity (e.g., ethnicity, race, gender, age, sexual orientation, disability status, and special populations) as these influence their understanding of the science base and its application, assessment, intervention, consultation, supervision/teaching/management, and interpersonal interactions. The Candidate conveys awareness of his/her own individual and cultural diversity characteristics as these influence their functioning across competency domains and their interpersonal interactions.

**Ethical and Legal Foundations**

A successful Candidate is aware of: (1) current ethical principles and practice standards of the APA; (2) current statutory and regulatory provisions applicable to professional practice; and (3) implications of these principles to protect clients/patients, the profession, and society.

### **Professional Identification**

A successful Candidate identifies with the profession by appropriate memberships and involvement in international, national, state, or local professional organizations and by awareness of current issues facing the profession. The Candidate pursues continuing professional education commensurate with licensure requirements and professional development in the Specialty of Clinical Child and Adolescent Psychology. They seek consultation and supervision when necessary and engage in ongoing training and continuing professional education.

## **IV. APPLICATION PROCESS**

### DISABILITY ACCOMMODATIONS

The Board encourages qualified individuals with disabilities to apply for Specialty Board status. The board recognizes that these individuals may encounter unusual difficulties and will make efforts to provide reasonable accommodations for these applicants. The board will consider individual requests for accommodations by qualified applicants with disabilities. A qualified individual with disabilities can request reasonable accommodation, must formalize the request with the board, and support the request with documentation confirming a need for reasonable accommodation and the basis of the need. At the request of the board, applicants with special needs should be ready to document the need consistent with the applicable guidelines, and assist the board in developing reasonable accommodations, as necessary. In its sole discretion, the board will either grant or deny the request based on applicable guidelines. General procedures and individual case-by-case guidelines will also be developed.

### APPLICATION

The Applicant submits the Application for Specialty Certification in Clinical Child and Adolescent Psychology (**Form C**), fee, and credentials materials to the ABPP Central Office. ABPP verifies the degree, the license, professional standing (disciplinary status), the internship and the generic post-doctoral requirements. If the applicant is from an APA or CPA accredited program in psychology, the applicant qualifies as a Candidate. The applicant receives a letter from the ABPP Central Office to this effect, as does the National Exam Coordinator for ABCCAP (National Exam Coordinator). If the applicant is not from an APA/CPA accredited program, the materials are forwarded by the ABPP Central Office to the ABCCAP Credentials Reviewer for evaluation of specialty requirements. If no decision can be reached, the Applicant may be asked for additional information. Final determination is faxed to ABPP Central Office and the Applicant is advised.

The Candidate then enters the Practice Sample Review component of the Examination Process and begins preparation of Practice Samples, three copies of which must be received by the

National Exam Coordinator within 12 months of acceptance into candidacy. If the National Exam Coordinator does not receive a complete packet of materials within 12 months of acceptance into candidacy, the applicant and ABPP Central Office will be notified by the National Exam Coordinator and the applicant must reapply for candidacy. The Practice Sample Review fee is submitted directly to the ABPP Central Office by the Candidate.

Upon confirmation of receipt of the Practice Sample fee, the National Exam Coordinator is sent the Practice Sample and reviews it for completeness. If technical inadequacy or deficiency is detected, the Candidate will be asked for typed verbatim transcripts or for an entirely new Practice Sample. Once the Practice Sample is deemed as complete, the National Exam Coordinator sends the sample to the ABCCAP Regional Board Coordinator, who guided by the Candidate's Professional Statement, selects a Chair for the Candidate's Examination Committee. The Chair and the regional examination coordinator select two Board Certified Psychologists for the Examination Committee and inform the Candidate. Once appointed, Practice Samples are sent to committee members, who oversee the examination process. The three-team members review the Practice Sample and determine whether or not the person passes this Practice Sample step and can be scheduled for the Oral Examination. If the Candidate passes this step, the Chair notifies ABPP Central Office and the candidate. At the time, the Candidate must send the Oral Examination fee to the ABPP Central Office before an examination date can be finalized. If additional information is required from the Candidate, after consulting with the ABCCAP Regional Coordinator, the Exam Chair requests the information from the Candidate. The Candidate has 90 days to supply this information. If the Practice Sample is found unacceptable, the Candidate is notified about the reasons and the current examination process is halted. All committee members are required to return the materials to the Chair, who in turn, must return them to the Candidate. The Candidate may submit a new examination fee to ABPP Central Office and new practice samples to the ABCCAP Practice Sample Coordinator within six months, and the examination process continues.

**Candidates are notified of the Oral Examination outcome within one week of taking the examination. If they pass, they can immediately use the title of Board Certified Clinical Child and Adolescent Psychologist.**

The new *Board Certified Clinical Child and Adolescent Psychologist* is encouraged to participate in the evolution and administration of the ABCCAP Examination process and in the various projects of the American Academy of Clinical Child and Adolescent Psychology (AACCAP) to which he or she will become a Fellow.

## V. PRACTICE SAMPLES

The Curriculum Vitae and Professional Statement provide the Candidate with the opportunity to communicate about him/herself as a Clinical Child and Adolescent Psychologist and serve as a basis for discussion in the Oral Examination. The Curriculum Vitae and Professional Statement are required for all Candidates. Individuals who do not elect the Senior Psychologist Option must also submit two work samples from two of the five specialty specific competency domains: science base and application, assessment, intervention, consultation, and supervision/teaching/management (if applicable). The same client/patient cannot serve as the basis for both work samples. For detailed information on the requirements for the practice sample, see **Forms D-1 - D-5**. For the Senior Psychologist Option, see **Form D-6**. This option may be elected by Candidates qualified as senior.

### CURRICULUM VITAE

All practice samples must include a Curriculum Vitae detailing the Candidate's professional contributions. The Curriculum Vitae must include educational and training background, professional roles and responsibilities, and professional contributions (e.g., service activities, publications, presentations, grants).

### PROFESSIONAL STATEMENT

The Professional Statement (no more than 10 double-spaced, typewritten pages) must address in separate sections each of the following items:

- 1) Description of current professional work (employment and professional activities at the local, state, and national level), continuing professional education activities, long term plans in psychology, and reasons for board certification
- 2) Evidence of science base and application by addressing (a) discussion of evidence base that informs one's practice as a Clinical Child and Adolescent Psychologist OR (b) description of one's own current research activities
- 3) Assessment, intervention, consultation, and supervision/teaching/management activities (the latter only if applicable) and theoretical and empirical basis for these activities
- 4) Examples of handling of complex interpersonal interactions in the domains of scholarship, assessment, intervention, consultation, and supervision/teaching/management (the latter only if applicable)
- 5) Examples of awareness of individual and cultural diversity as pertinent to one's scholarship, assessments, interventions, consultations, and supervision/teaching/management (the latter only if applicable)

- 6) Description of a meaningful and challenging ethical dilemma personally encountered, the aspects of the APA Ethical Principles of Psychologists and Code of Conduct pertinent to the dilemma, and how the dilemma was managed
- 7) Verification that no ethical/legal action has been taken against Candidate since candidacy

**Also, please include a copy of your Informed Consent and Health Information Portability and Privacy Act (HIPPA) documents.**

(See **Form E** for more details.)

### TAPED PRACTICE SAMPLES

The Practice Sample includes two videotapes or DVDs of professional work (three copies of a **single** video cassette or DVD including both topics) of approximately 50 minutes each. These videotapes/DVDs should be made no more than six months prior to the submission. The Candidate may select to provide taped practice samples reflecting two of the following competency domains: assessment, intervention, consultation, and supervision/teaching/management (if applicable). The taped (video, DVD) practice samples will depict **two of the following**: (1) an unrehearsed psychological assessment or evaluation; (2) an unrehearsed intervention (any modality) drawn from typical clinical practice; (3) an unrehearsed consultation in any context drawn from typical practice; or (4) an unrehearsed demonstration of clinically relevant teaching, supervision, or management activities. It is not acceptable to provide two samples of the same competency domain (e.g., two assessment samples).

The Assessment Practice Sample may include psychological testing or an intake evaluation. If the Assessment Practice Sample includes test administration, the tape must be that portion during which rapport building and any interviewing takes place. Videotape/DVD solely depicting a test administration is not satisfactory. In other words, the videotape/DVD also must include another component of the testing process such as the development of rapport, the pre-assessment clinical interview, or the provision of feedback, in addition to the actual test administration. Where standardized assessment instruments are used, the Candidate should demonstrate a thorough knowledge of the construction, administration and interpretation of such instruments. Note that formal testing is not required for an Assessment Practice Sample.

The Intervention Practice Sample may include an example of ongoing therapy. An in-depth assessment feedback session may also be used. The Candidate may be queried as to how he/she handled the issues of confidentiality, informed consent, and privacy with the client/patient.

The Consultation Practice Sample may include an example of a clinical consultation.

A Supervision or Management Practice Sample may include a demonstration of performance in supervision or management activities. A teaching sample is not acceptable.

**The two practice samples cannot use the same client/patient and they must reflect different aspects of the Candidate's practice.** Both samples must include copies of all source documents and contextual statements that contain the information described in **D2-D5**. **Each written practice sample should be 1000-1500 words in length.**

Candidates are encouraged to submit video samples that reflect their competence and expertise (typical rather than exemplary situations are expected) and that depict their interactive style in their professional context(s).

The videotapes (T-120 VHS half-inch format, recorded in a continuous, unedited 50-minute-run at standard 2 hour speed) or DVDs shall continuously provide audible interactions between the Candidate and the other participant(s) (e.g., client/patient, student, colleague) and depict visible interactions, preferably between the Candidate and other participant(s), but in all cases at least the Candidate. Both samples must be submitted on one standard VHS cassette or DVD. **Good audio and video quality is essential.** If a tape or DVD should have moments of lowered audio quality, the Candidate should submit three copies of a typed verbatim transcript, clearly marked to show those areas of lowered audio quality.

Participant consent forms (**Form F** or the equivalent) **must** be obtained by the Candidate and maintained for his/her case records. **Candidates must send a brief attestation that written informed consent was secured.**

It is suggested that the consent form be obtained as part of the taping process. This includes the explanation of the nature and purpose of the examination, the fact that those involved in the examination process will review the Practice Sample, and that the tape will be returned to the Candidate for erasure upon completion of the examination. **Candidates should take great care to remove all identifiers from all materials, including test protocols.**

### SENIOR PSYCHOLOGIST OPTION

Psychologists who qualify for the Senior Psychologist Option must submit a Curriculum Vitae and Professional Statement as delineated in **Form E**. In addition to the Curriculum Vitae and Professional Statement, the Senior Candidate **MUST** include one or more of the following: professional publications, brochures, outlines, presentations, or portfolios regarding scholarship, assessments, interventions, consultations, or supervision/teaching/management activities related to the practice of clinical child and adolescent psychology. Specifically, Candidates qualifying as seniors may provide information reflecting more distinctive practice patterns resulting from extended

professional experience, e.g., areas of consultation; contracted service responsibilities; special grants; program administration/supervision; graduate school, internship, or residency program contributions, involvement, or clinical level teaching; Continuing Professional Education program presentations, program evaluation or research, professional publications related to the practice of the specialty, or the organization and pattern of the Candidate's current clinical practice.

**Please note that taped assessment, intervention, consultation, or supervision/teaching/management practice samples are not required for the Senior Psychologist Option.**

See **Form D-6**.

### SCORING

The Practice Sample is considered to be an integral component of the examination process and will be reviewed by the Examination Team according to specified criteria (Scoring Criteria, and **Form G**). Team members work independently according to the criteria and vote on acceptability. The Chair also votes. Reviews are recorded in the Practice Sample column of **Form G**. The results are faxed by the Chair to the ABPP Central Office using **Form H**, and if necessary, **Form I** (failure). On **Form I**, it is necessary to provide specific details for the failure that can serve as a guide for a revised application. Positive aspects of the practice sample and/or the oral component also should be noted if applicable. This feedback must be based on the competencies as delineated in the manual. This feedback will be sent directly to the Candidate. Be sure this feedback is offered in a constructive fashion. See Section IX on process for providing feedback to Candidates who fail. Central Office will refer them to the contact person for the AACP who will help them to secure a mentor.

1. If the Practice Sample meets the pass criterion (a minimum of two passing votes), the Candidate then proceeds to the oral portion of the examination.
2. If the Practice Sample does not meet the pass criterion, the Candidate is notified through Central office with a report specifically detailing the reasons for disapproval. The examination process is halted at this point. In such an event, the candidate may submit a new practice sample to the ABCCAP Practice Sample Coordinator and fee to ABPP Central Office. A new Examination Team, including a new Chair, will be assembled to review this new Practice Sample.

## VI. ORAL EXAMINATION

### SCHEDULING

ABCCAP holds oral examinations as needed and in conjunction with meetings of the Board of Directors and throughout the year within regions overseen by Regional Examination Coordinators who are the Regional Board Members.

### SUMMARY SCHEDULE

To assure standardization of the examination process, the ABCCAP has established the following **Oral Examination Schedule**. The general pace and sequence of topics provide guidelines to minimize the possibility that Candidates might receive differential treatment. The Oral Examination process is designed to be completed in approximately three hours. It is a competency-based examination and the Examination Committee is expected to explicitly address each competency domain with the Candidate. Within each segment, there is room for variation according to the judgment of the examination committee. Many topics will be inter-woven throughout the examination, and flexibility should be allowed if relevant to the discussion. A topic may receive more cursory exploration in its scheduled time period if it has been sufficiently covered earlier. It often is useful to utilize hypothetical examples or situations to ascertain if the individual meets the criterion for passing each competency domain. The Oral Examination process should be collegial in nature.

The result is faxed to ABPP Central Office using **Form J**, and if necessary **Form I** (failure). Again, **Form I** must include the ethics vignette(s) used, specific reasons for the failure, positive aspects of the oral examination if applicable, and suggestion to contact a mentor through the AACCAP.

**SUMMARY SCHEDULE FOR ORAL EXAMINATION**

This schedule requires that the examiners have viewed the videotapes/DVDs and reviewed all the written materials <u>IN ADVANCE</u> .	Approximate Time allotted (min.)
Team Meets and Organizes	10
Team Greets Candidate – Each team members introduces self, time frame is explained, and the fact that the exam is competency-based is highlighted. The collegial nature of the process also is indicated.	10
Examination on Curriculum Vitae, Professional Statement (Explicitly cover each of the following competency domains and the associated Practice sample materials: science base and application, assessment, intervention, consultation, supervision/teaching/management (the latter if applicable)).	90
<b>BREAK – THE CANDIDATE SHOULD NOT BE ASKED TO DO ANY WORK DURING THIS TIME</b>	10
<p>Examination on the following competency domains, again covering each on explicitly: Interpersonal Interactions, Individual and Cultural Diversity, Ethics and Legal Foundations, and Professional Identification</p> <p>The examination on Ethics and Legal Foundations must include:</p> <ul style="list-style-type: none"> <li>(a) 10 minutes for the Candidate to review in private selected ethical vignette</li> <li>(b) discussion of the Candidate’s responses to the ethical vignette provided by the Examination Team</li> <li>(c) exploration of the ethical vignette provided by the Candidate in the Professional Statement</li> <li>(d) confirmation that no ethical or legal action has been taken against the Candidate since submission of Practice Sample</li> <li>(e) a second vignette may be given if more information is needed to assess ethical competence</li> </ul>	45
Exam Wrap-up and Discussion – Ask if there is more information the Candidate would like to provide about any competency domain(s), solicit feedback about the examination process and remind them there is a feedback form they can complete, inform them that CE credits will be provided if they successfully pass and that they will be notified by CO in a timely fashion regarding the outcome. Return Practice Samples to Candidate.	5
Team Votes, Completes Forms, and Writes Report if necessary	10-25
<p>Note: Time allotments are guidelines to be followed reasonably closely. Significant variations from the exam format or schedule must be by mutual agreement between Candidate and Chair and documented in a written statement describing the variations and stipulating that they shall NOT serve as grounds for the appeal of a failed examination. Both the Candidate and Chair will sign the statement.</p>	

## ETHICS VIGNETTES

A file of prepared vignettes is maintained for standardization of the Ethics segment of the Oral Examination. One or two vignettes are selected. When possible, it is suggested that a vignette(s) be chosen that may pose a particular dilemma for the Candidate. Otherwise, they may be selected on a random basis. Three copies, with points to be addressed, are sent to the Examination Committee Chair to be distributed to Committee members, and one, without important points, is to be given to the Candidate. The Candidate has also submitted, in the Professional Statement, a non-identifying ethics quandary from his/her own professional experience.

During the Ethics segment of the Oral Examination, the Candidate will be given one or two standardized vignettes to discuss. The Examining Committee does not necessarily expect a “right” answer, but anticipates that the Candidate will present relevant options and demonstrate the ability to thoughtfully weigh them in the light of the APA ethics principles, professional practice standards, and relevant statutes. The Candidate will discuss his/her own vignette in the same manner.

No outside materials can be used to aid the Candidate during this section of the Oral Examination.

At the conclusion of the Oral Examination, all copies of the Ethics vignettes are collected by the Chair and destroyed. The use of each vignette will be tracked so that in the case of a Candidate’s failure, a new vignette will be used for re-examination.

**Examiners and Candidates will treat the vignettes as confidential.**

## **VII. ABCP EXAMINATION TEAM**

### TEAM COMPOSITION

The Examination Committee is a committee of three Board Certified examiners, one of who serves as Chair. No committee member may have had any significant prior or current personal, professional, or administrative relationship with the Candidate or the clients/patients in the Practice Samples.

The ABCCAP recognizes that specialists in Clinical Child and Adolescent Psychology use a variety of approaches and techniques and have differing conceptual frames of reference. ABCCAP also recognizes that the effectiveness of professional practice is a function of many factors, including personal factors, assessment and intervention strategies, level of experience and theoretical understanding. The Examination Committee Chair and Member Examiners will be selected with consideration of the theoretical orientation, knowledge base, professional

interest and experience expressed in the Candidate's Professional Statement. However, this is not required and is not a basis for appeal. The Chair will inform the Candidate of the choices for the Examination Committee. The Candidate has one week from notification to raise any concerns or objections about the proposed Examination Committee to the Chair. If the Candidate does not contact the Chair within one week, it will be assumed the proposed Examination Committee is acceptable.

### ROLE OF EXAMINATION COMMITTEE CHAIR

See **Form K** – Checklist for Examination Chairs

### EXAMINERS' RESPONSIBILITIES

Subsequent to reviewing the Practice Samples, the Examiners vote to approve/disapprove, thus completing this component of the examination process.

The ABCCAP requests that the oral examination be conducted in a courteous, professional, and collegial manner consistent with the policies and procedures stated in this manual. An examiner serves as a representative of ABCCAP and accepts responsibility to protect the welfare of the Candidate, the confidentiality of the Practice Samples and the integrity of the examination. The relationship between the Candidate and the examiners should be considered a collegial one in which the Candidate is treated as a mature professional psychologist.

Examiners should recognize that most candidates will experience anxiety in a face-to-face situation in which they are being evaluated by peers. This anxiety will be more apparent in some than in others. Each Examiner should be supportive and create a favorable situation in order that the Candidate may demonstrate his/her specialized clinical competencies.

Prior to the Oral Examination, Examiners should:

- Become familiar with the Curriculum Vitae and Professional Statement
- Study the two taped (video/DVD) Practice Samples (if applicable)
- Prepare meaningful questions that relate to each competency domain as related to the Candidate's Curriculum Vitae, Professional Statement, and taped Practice Samples

The examination is a confidential and professional process. An Examiner will not disclose what is learned about a Candidate during the examination, except in the official report to the ABPP Central Office. All communications concerning the results of the examination shall be addressed to ABPP via the Chair of the Examination Committee. **It is not appropriate for a Candidate to communicate with the Examiners about the outcome of the examination prior to receiving**

**information about the outcome from the Central Office.** If an Examiner receives a written communication from a Candidate, it should be forwarded to ABPP via the Committee Chair.

### TRAINING OF CHAIRS AND EXAMINERS

The high quality, collegiality, relevance and standardization of the ABCCAP Board Certification process are maximized by a clear and explicit manual and the training of Chairs and Examiners. Any Board Certified Clinical Child and Adolescent Psychologist may have the opportunity to become an Examiner after appropriate training or become a Chair after appropriate experience. Interested Board Certified Psychologists should contact the ABCCAP Board of Directors or Regional Examination Coordinator.

The following is more specific information on training. (1) Following each oral examination, the Candidate is asked if he/she would consider participating as an examiner in future examinations. If the individual passes the examination and has expressed a willingness to participate in future examinations, they will be placed on their Regional Coordinator's contact list and contacted to participate on a future examination committee as a new examiner. (2) All new Examiners are asked and expected to review the manual in detail prior to reviewing Practice Sample materials and conducting Oral Examinations. In addition, with the recent manual revision, all board certified clinical psychologists who are conducting examinations, including those who have done so in the past, are asked by their Regional Coordinator to review the revised manual and it is essential that they do so prior to reviewing Practice Sample materials and conducting Oral Examinations. (3) All new examiners are assigned to a committee with a senior examination member, who is responsible for orienting the new member to the examination process and educating him/her on the expectations of an examiner. (4) At the conclusion of the new examiner's first examination, feedback is given by the senior examiner and a thorough debriefing of the examination process is conducted. The new examiner is then identified as a junior examiner. (5) A junior examiner qualifies to participate as an examination Chair after serving on no less than three examination committees. The Checklist for Examination Chairs (Form K) serves as a guide for examination Chairs, and as such is another useful training tool for all examiners. (6) In addition to the above process, the meeting of the ABCCAP board is conducted in areas of their country where a critical mass of examiners needs to be established in order to ensure an adequate examiner pool and maintain the ongoing nature of the process described above.

## VIII. SCORING CRITERIA

### COMPETENCY AREAS

The following competency areas of professional functioning constitute the examination.

1. SCIENCE BASE AND APPLICATION
2. ASSESSMENT
3. INTERVENTION
4. CONSULTATION
5. SUPERVISION/TEACHING/MANAGEMENT
6. INTERPERSONAL INTERACTIONS
7. INDIVIDUAL AND CULTURAL DIVERSITY
8. ETHICS AND LEGAL FOUNDATIONS
9. PROFESSIONAL IDENTIFICATION

### SCORING GUIDANCE

Through the Curriculum Vitae, Professional Statement, and Practice Sample component of the Examination, the Candidate **must be rated as PASSING in all applicable competency domains to advance to the Oral Examination.** A rating of “FAIL” in **any** competency domain requires a fail decision by that Examiner. Note that a Candidate may fail a specific item within a competency domain and still pass, as long as he/she is rated as passing for the overall domain (See also the Practice Sample column of **Form G**).

The Candidate **must be rated as PASSING in all applicable competency domains of the Oral Examination before an Examiner may vote to award Board Certification.** Failure in any competency area requires a fail decision by that examiner. Again, note that for the Oral Examination, a Candidate may fail a specific item within a competency domain and still pass, as long as he/she is rated as passing for the overall domain. (See also the Oral Exam column of **Form G**).

**NOTE: BEFORE ARRIVING AT A PRACTICE SAMPLE DECISION OR AN ORAL EXAMINATION PASS/FAIL DECISION, THE EXAMINER WILL CAREFULLY CONSIDER ALL OF THE EXAMINATION AREAS TO BE RATED AND THE CRITERION EXAMPLES PROVIDED. EXAMINERS SHOULD WAIT UNTIL THE END OF THE EXAMINATION BEFORE DETERMINING THEIR PASS/FAIL DECISIONS FOR ANY AREA.**

## SCORING CRITERIA FOR THE COMPETENCIES

Important anchored criterion components for each of the competency domains follow for the guidance of Examiners and Candidates. **Candidates need not receive a pass in each component of a competency area, but must be judged as a pass in the overall competency area.** In other words, a Candidate **need not** manifest all of the illustrative “passing” behaviors in each of the competency domains in order to obtain a pass in that competency domain. A Candidate could manifest one of the component “failing” level behaviors, but still be found to pass in the overall domain. The significance and weight of any one “failing” behavior must be determined by each Examiner. **If the Candidate’s functioning is midway between passing and failing and cannot be identified as being either passing or failing, then the Candidate passes that area.**

An examiner may give a pass in a given competency domain for the Practice Sample, but may give a fail for that same competency domain during the Oral Examination as a result of information derived during the oral examination process.

## CRITERION EXAMPLES OF COMPETENCIES

### 1. SCIENCE BASE AND APPLICATION

Components:

- a. Use of evidence-base and theory to inform activities as a Clinical Child and Adolescent Psychologist. This involves having a definable set of constructs and a theoretical orientation of sufficient complexity to allow a rich discussion.
- b. Critical evaluation of research and professional literature and capacity to discuss implications for practice.
- c. Contribution to empirical knowledge base.
- d. Attention to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as related to the application of the science base to practice and the contribution to the science base is evident.

Passing Level Examples:

- Demonstrates awareness of research and other publications relevant to his/her practice and presents a coherent and reasonably comprehensive explanation based on research and theory of client/patient behavior and functioning as a Clinical Child and Adolescent Psychologist in each competency domain.
- Demonstrates the capacity to thoughtfully evaluate the extant evidence base and to use this assessment to inform one’s practice.
- Shows an ability to contribute to the existing knowledge base (if applicable).

- Demonstrates awareness of interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as related to the application of the science base to practice and the contribution to the science base.

Failing Level Examples:

- Provides explanations of client/patient behavior that may be accurate, but that lack support and/or omit obviously useful theoretical and research constructs.
- Presents as largely unaware of current research or theory or has an inaccurate reading of the pertinent literature.
- Does not meaningfully contribute to the existing knowledge base (if applicable).
- Conveys a general lack of awareness of ways in which interpersonal interactions, individual and cultural diversity, ethical and legal foundations, and professional identification are pertinent the application of the existing science base.

2. ASSESSMENT

Components:

- a. Assessment and evaluation procedures selected are appropriate for referral and for client/patient.
- b. Assessments and evaluations are conducted with high level of skill and appropriate attitude using extant knowledge base.
- c. Assessment and evaluation findings are interpreted accurately and used to inform conceptualization.
- d. Assessment and evaluation data are applied to the development of recommendations.
- e. Results are communicated in ways that lead to useful outcomes.
- f. Attention to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as related to assessment is evident.

Passing Level Examples:

- Chooses assessment and evaluation procedures that could, at least in theory, provide data that could answer the referral questions and that are appropriate for all aspects of the client's/patient's diversity status.
- Conducts assessments and evaluations in a competent fashion.
- Interprets assessment and evaluation data in a reasonably accurate and complete manner and uses these interpretations to guide case conceptualization.
- Creates recommendations with relevant findings considered.
- Communicates, both orally and in writing, findings from assessments and evaluations to the patient and other relevant parties in an understandable and useful fashion.
- Demonstrates attention to interpersonal interactions, individual and cultural

diversity, ethics and legal foundations, and professional identification as related to assessment.

#### Failing Level Examples:

- Chooses procedures that restrict the examinee's ability to respond appropriately to the referral questions, or are inappropriate for the client's/patient's diversity status.
- Does not conduct assessments and evaluations with adequate skill or appropriate attitude or do not build upon the extant knowledge base. Scores assessments inaccurately (if applicable).
- Provides interpretations and/or conceptualizations of assessment and evaluation data that are incomplete, contain errors, or do not guide conceptualization. Offers interpretations and conclusions that fail to take into account some aspect of the client/patient's uniqueness (diversity status) and/or fail to take into account the client/patient's environmental situation.
- Does not provide a clear link between assessment and evaluation findings and subsequent recommendations.
- Communicates assessment results in an unclear, disorganized or ambiguous manner; fails to anticipate foreseeable, inappropriate interpretations; and does not convey findings in a manner associated with useful outcomes.
- Conveys a general lack of awareness of ways in which interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification are related to assessment.

### 3. INTERVENTION

#### Components:

- a. Intervention contract issues (client's/patient's goals, boundaries of treatment, payment resources, etc.) are managed responsibly.
- b. Intervention procedures chosen are appropriate for client/patient situation.
- c. Interventions are applied with a high-quality level of skill and knowledge and appropriate attitude.
- d. Attention to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as related to intervention is evident.

#### Passing Level Examples:

- Ascertains client/patient goals; deals with issues regarding payment arrangements appropriately; defines limits of confidentiality and boundaries of services clearly; conveys availability; and keeps records consistent with existing standards of care.
- Selects interventions that are appropriate to client's/patient's assessed goals, situation, and resources.

- Implements interventions in a competent fashion.
- Demonstrates attention to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as related to intervention.

Failing Level Examples:

- Ignores or does not adequately determine client/patient goals; mishandles payment arrangements; fails to address or clearly define limits of confidentiality and boundaries; does not convey information about availability; and fails to maintain acceptable standards of clinical record-keeping.
- Selects interventions that are not consistent with the client/patient's goals, situation or resources.
- Fails to consistently provide interventions that are thoughtful and of high quality and does not adequately communicate about interventions being provided.
- Conveys a general lack of awareness of ways in which interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification are related to intervention.

4. CONSULTATION

Components:

- a. Consultation procedures are selected in a fashion that is appropriate for the context.
- b. Background information for the consultation is gathered appropriately and thoughtfully integrated.
- c. Consultations are conducted with high-quality level of skill and knowledge and appropriate attitude.
- d. Attention to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as related to consultation is evident.

Passing Level Examples:

- Selects consultation procedures appropriate to the context.
- Collects all information pertinent to the consultation and integrates this information in a thoughtful fashion.
- Conducts consultations in a competent fashion.
- Demonstrates attention to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as related to consultation.

Failing Level Examples:

- Selects consultation procedures that are not appropriate to the context.
- Fails to collect all information pertinent to the consultation and integrates this information in a thoughtful fashion.
- Does not conduct consultations with adequate skill or appropriate attitude or do not build upon the extant knowledge base.
- Conveys a general lack of awareness of ways in which interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification are related to consultation.

5. SUPERVISION/TEACHING/MANAGEMENT  
(IF APPLICABLE, OTHERWISE SKIP THIS SECTION)

Components:

- a. Supervision is conducted using existing theory and research with a high level of skill and appropriate attitude.
- b. Teaching activities are conducted using theory and research with a high level of skill and appropriate attitude.
- c. Management activities are conducted using theory and research with a high level of skill and appropriate attitude.
- d. Attention to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as related to supervision/teaching/management is evident.

Passing Level Examples:

- Uses existing theory and research to conduct supervision with high quality skill and appropriate attitude.
- Uses existing theory and research to teach in a high quality manner and with appropriate attitude.
- Uses existing theory and research to conduct management activities with high quality skill and appropriate attitude.
- Demonstrates attention to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as related to supervision/teaching/management.

Failing Level Examples:

- Fails to use existing theory and research to conduct supervision with high quality skill and appropriate attitude.
- Fails to use existing theory and research to teach in a high quality manner and with appropriate attitude.
- Fails to use existing theory and research to conduct management activities with high quality skill and appropriate attitude.
- Conveys a general lack of awareness of ways in which interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification are related to supervision/teaching/management.

6. INTERPERSONAL INTERACTIONS

Components:

- a. A level of self-awareness exists that promotes effective functioning in each competency domain.
- b. An awareness of the needs, feelings, and reactions of others is present and promotes effective functioning in each competency domain.
- c. Sensitivity to the welfare, rights, and dignity of others is a priority.

Passing Level Examples:

- Demonstrates awareness of self that permits effective functioning in each competency domain.
- Demonstrates awareness of others that permits effective functioning in each competency domain.
- Conveys sensitivity to the welfare, rights, and dignity of others.

Failing Level Examples:

- Fails to demonstrate a level of self-awareness that permits effective functioning in each competency domain (e.g., inappropriately personalizes, discounts, or misunderstands client's/patient's reactions, does not manage countertransference reactions).
- Fails to demonstrate a level of awareness of others that permits effective functioning in each competency domain (e.g., ignores the client's/patient's feelings).
- Does not convey an adequate level of sensitivity to the welfare, rights, and dignity of others (e.g., is not compassionate and understanding, is disrespectful, acts in ways that are harmful to the client/patient).

## 7. INDIVIDUAL AND CULTURAL DIVERSITY

### Components:

- a. Knowledge about individual and cultural diversity is evident.
- b. Sensitivity and responsiveness to individual and cultural diversity in each competency domain is apparent.
- c. An awareness of the interaction between one's own diversity characteristics and those of the people or contexts with whom or in which one is functioning as a Clinical Child and Adolescent Psychologist is conveyed.

### Passing Level Examples:

- Conveys knowledge about individual and cultural diversity.
- Demonstrates sensitivity and responsiveness to individual and cultural diversity in each competency domain.
- Conveys an awareness of the interaction between one's own diversity characteristics and those of the people or contexts with whom or in which one is functioning as a Clinical Child and Adolescent Psychologist.

### Failing Level Examples:

- Fails to convey adequate or correct knowledge about individual and cultural diversity.
- Fails to demonstrate sensitivity and responsive to individual and cultural diversity in each competency domain (e.g., selects assessment tools or research measures not normed for individuals with demographics similar to client/patient being tested, does not include a cultural formulation in case conceptualization or recommendations).
- Fails to convey an adequate awareness of the interaction between one's own diversity characteristics and those of the people or contexts with whom or in which one is functioning as a Clinical Child and Adolescent Psychologist

## 8. ETHICAL AND LEGAL FOUNDATIONS

### Component:

- a. Knowledge about ethical standards is apparent and there is evidence that these standards guide all of their professional functioning.
- b. Knowledge about legal standards is apparent and there is evidence that these standards guide all of their professional functioning.

Passing Level Examples:

- Demonstrates awareness of the ethical implications of various situations and can cite an ethical quandary from own practice and describe appropriate responses.
- Demonstrates awareness of statutory reporting and other legal requirements that practitioners must follow in their jurisdiction, can cite example from own practice when these requirements were relevant, and can describe appropriate behaviors in response.

Failing Level Examples:

- Is unaware of important ethical implications or does not comply with ethical guidelines and principles.
- Is unaware of relevant legal standards or these standards do not his/her practice behavior.

9. PROFESSIONAL IDENTIFICATION

Components:

- a. Active participation in the profession is demonstrated.
- b. Familiarity with current significant issues facing the profession is demonstrated, as is an awareness of the implication of these issues for one's functioning as a Clinical Child and Adolescent Psychologist.
- c. Consultation and supervision are sought after and utilized appropriately.
- d. Continuing professional education is valued.

Passing Level Examples:

- Demonstrates active participation in the profession (belongs to professional organizations, assumes leadership roles in professional organizations)
- Demonstrates familiarity with current key issues facing the profession and the implication of these issues.
- Seeks consultation and supervision when needed.
- Participates in continuing professional education activities.

Failing Level Examples:

- Does not actively participate in the profession (does not belong to professional organizations, no active professional involvements outside of specific employment).
- Lacks adequate awareness of significant issues facing the profession or is aware of some significant issues facing the profession, but misunderstands their implications for professional functioning.
- Fails to provide evidence for seeking consultation or supervision when needed or does not appropriately utilize consultative or supervisory input.
- Does not participate in continuing professional education activities

## IX. FINAL EXAMINATION PROCEDURES AND CANDIDATE NOTIFICATION

### COMPLETION OF FORM J

Immediately upon the completion of the oral examination, each member of the Examination Team completes and signs the Rating Grid for the Oral Component of the Examination (**Form G**). The **Form Gs** are submitted to the Examination Committee Chair who notes the votes. Two votes to pass constitute a pass and two votes to fail constitute a failure. Committee members will complete **Form J**, which is faxed to the ABPP Central Office within one day of the examination.

### NOTIFICATION OF CANDIDATES WHO PASS

The successful Candidate is sent a congratulatory letter by ABPP and the President of the ABCCAP within one week of the oral examination. The letter should serve to relieve anxiety, reinforce competence, and welcome the new Board Certified Psychologist as an active Clinical Child and Adolescent Specialist of ABPP. Along with this letter, Candidates who pass will receive notification of receipt of 10 Continuing Education credits from the APA.

### PROCESS FOR PROVIDING FEEDBACK TO CANDIDATES WHO FAIL

The report of the Examination Committee sent to the unsuccessful Candidate is to be written by the Chair of the Examination Committee with consultation from the Committee and sent to the Central Office via fax or email within one week following completion of the oral exam. Any other issues that the Examination Committee wishes to identify should be stated in a letter to the Regional Board Member.

1. The report of the Examination Committee to the unsuccessful candidate should reflect the ratings and comments of the Committee as a whole. It should be written with the clear understanding that the report will be sent, after review by the Executive Officer of ABPP, to the Candidate and will become a part of the Candidate's permanent file in the ABPP Central Office. If the Executive Officer has concerns about the report, these will be negotiated with the Specialty Board for possible modification.
2. The report should be written to achieve three essential objectives:
  - a. Documentation of the outcome of the examination and the rationale or support for that outcome. This should include comments of the examiners based on the ratings in the nine examination areas.
  - b. Identification of specific competency domains in which areas of weakness are

manifested in the Candidate's performance, along with suggestions for how the Candidate might address these competency domains in order to confidently and successfully approach re-examination.

- c. Identification of specific competency domains in which areas of strength are manifested in the Candidate's performance to emphasize the positive professional attributes of the Candidate and to provide balance in the report.
3. The report should:
- a. Begin with an opening statement that sets a positive and constructive tone regarding the Candidate's overall professional competence and interaction in the examination.
  - b. Address each of the nine competency domains in the Examination Manual. The wording of comments can follow closely the wording of the scoring examples with reference to the Candidate's performance. For each competency domain rated a weakness, a specific suggestion for remediation should be offered.
  - c. If the letter is sufficiently lengthy so that a summary is needed, the summary should address the Candidate's overall performance. It should review competency areas of strength as well as weakness, and suggest remediation to reiterate the collegial and constructive intent of the report.
4. It is important for the Chair to be sensitive, diplomatic, and constructive in writing a report that is certain to be read very carefully by the Candidate. It is important to be objective and descriptive. Suggestions should be realistic and appropriate to the extent that if the Candidate follows the recommendations, he/she would likely be in a position to fair better upon re-examination. Likewise, it is important not to be judgmental, inflammatory, or pejorative in words or tone.
- a. The report from the Chair should focus on the Candidate's performance during the Oral examination, without any assumption that the unsuccessful performance is necessarily characteristic of the Candidate's usual practice.
  - b. The Chair should assume that all unsuccessful Candidates will want to improve their performance and re-take the exam in the near future. If a particular problem in terms of reporting on a Candidate's performance is encountered, the Chair should consult the other members of the Examination Committee first, then the Regional Board Member if concerns still exist.

- c. Unsuccessful Candidates have a right to know why they failed. The Chair should be clear in giving examples, but should avoid being overly specific. Although examples for each problem identified in the examination need not be reported, the Chair should have such examples available in personal documentation in the event of an appeal or inquiry. The Chair should not report problems that are not related to required passing criteria associated with specific competencies or cannot be supported by the documentation available. In using examples, the Chair should feel confident that he/she understands exactly what the Candidate did and what the problem was. If this is not accurate, the Candidate may have a legitimate basis for complaint that the Fail judgment was based on inaccurate information.
- d. Unsuccessful candidates should be reminded that they have a right to appeal the decision of the Examination Committee on procedural grounds and be referred to **Form L-1** in the Examination Manual for details. Additional information on appeals can be found in the appendices in **Forms L-2 and L-3**.

#### EXAMINATION FEEDBACK

**Form M** is provided to the Candidate to solicit feedback on the examination process. Candidates are informed that if they successfully pass they may contact the ABPP Central Office for continuing professional education credits.

**Form N** is provided to committee members to solicit their feedback on the examination.

#### REIMBURSEMENT

Examination Committee members will fill out a Reimbursement Request Form from Central Office for any transportation, lodging and food expenses necessitated and approved.

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**FORM A: STEPS IN THE ABCCAP BOARD CERTIFICATION PROCESS**

1.	Applicant consults the Web site ( <a href="http://www.abpp.org">www.abpp.org</a> ) or contacts the ABPP Central Office (CO) (800-255-7792, Fax 912-234-5120) to request Examination Manual and Application Form.
2.	<b>Eligibility: Candidacy</b> Applicant completes Application Form and submits to <b>ABPP</b> the necessary supporting documentation and application fee of \$125.00.
3.	The generic requirements for the doctoral degree, the internship, licensure, and professional standing (disciplinary status) are verified by CO. <ul style="list-style-type: none"> <li>• If the applicant is from an APA or CPA approved program (including a recognized internship) in Clinical Child and Adolescent Psychology and the required supervised years of postdoctoral experience have been met the application is forwarded directly to the Practice Sample Coordinator. The now, candidate is notified of candidacy status by the EO/CO.</li> <li>• If the applicant qualifies through recognition by the National or Canadian Registers, the CPQ, or individualized EO review, the application is forwarded to the ABCCAP Credential Reviewer for specialty review and the decision is faxed to CO.</li> </ul>
4.	If application is not approved or is deemed incomplete, CO informs Applicant of the reasons. If additional information may bring about approval, it is requested and must be re-submitted.
5.	<b>Examination: Practice Sample Review</b> If the application is approved, the Applicant becomes a <b>Candidate</b> and begins preparation of the <b>Practice Sample</b> . The Candidate may contact the <b>Regional Board Coordinator</b> or the American Academy of Clinical Child and Adolescent Psychology to request a mentor. The Candidate submits the Practice Sample to the <b>Practice Sample Coordinator</b> within 12 months of the candidacy notification. The <b>Practice Sample Fee of \$250.00</b> is to be forwarded to the ABPP Central Office. The Practice Sample is reviewed at this level for completeness only.
6.	Upon acceptance as completed Practice Sample the sample is sent to the ABCP <b>Regional Board Coordinator</b> who, guided by the Candidate's <b>Professional Statement</b> , selects the <b>Examination Committee Chair</b> . The chair sends the Practice Sample for review to the two other <b>Committee Members</b> . The decision of this review is faxed to CO.
7.	<b>Examination: Oral Examination</b> Upon Practice Sample acceptance by the <b>Examination Committee</b> , the Candidate sends the <b>Oral Examination Fee of \$450.00</b> to the ABPP CO and schedules the Oral Examination with the Examination Chair. The Oral Examination schedule is not be affirmed until the chair verifies that the Oral Examination Fee has been received by CO.
8.	If Practice Samples are found unacceptable, the Candidate is notified of the reasons and the current examination process is halted. With a new examination fee submitted to CO within 6 months, new Practice Samples may be submitted and the examination process continues.
9.	If the Oral Examination is passed, the Candidate becomes <i>Board-Certified</i> , may begin to use the title immediately, and receives the diploma within 45 days from the ABPP CO appropriately signed by the ABCP and ABPP. Oral Examination results are faxed to CO immediately following the examination.
10.	Decisions made by the ABCCAP regarding <u>candidacy</u> , the <u>practice sample</u> , and the <u>oral examination</u> should be <u>faxed</u> on appropriate forms to the ABPP Central Office: Fax # 912- 234-5120. The EO/CO forwards decision letters reflecting ABCCAP actions to candidates within a day-or-two following receipt of the Fax notifications. Copies of these letters are forwarded to the ABCCAP President, National Exam Coordinator and Academy President.
11.	If there is an Oral Examination fail, Team feedback should be reviewed by President or National Examination Coordinator before faxed to CO.

**FORM B: SPECIALTY SPECIFIC CREDENTIAL REVIEW RESULT FORM**  
**AMERICAN BOARD OF**  
**PROFESSIONAL PSYCHOLOGY**

**CONFIDENTIAL**

Upon completion of the specialty specific credential review, please complete and submit this form by **email** ([office@abpp.org](mailto:office@abpp.org)) by clicking on submit for a quick and confidential email or **Fax** to the ABPP Central Office (**912-234-5120**). Approval moves the applicant to candidate status.

**Candidate Name** \_\_\_\_\_

**Credential Reviewer** \_\_\_\_\_

**Specialty Board** \_\_\_\_\_

**Approved** \_\_\_\_\_

**Not approved** \_\_\_\_\_

**Comments:**

\_\_\_\_\_  
**Submitted by – Credential Reviewer**

\_\_\_\_\_  
**Date**

## FORM C: CLINICAL CHILD AND ADOLESCENT PSYCHOLOGY APPLICATION

The Application form is the primary information base upon which eligibility for candidacy is determined. In effect, you are establishing the necessary academic, training, supervised experience, and professional standing required by the specialty of clinical child and adolescent psychology. The Executive Officer (EO) and Central Office (CO) staff shall verify the license to practice psychology, the doctoral degree and program. You must request that a copy of your doctoral transcript be sent to CO directly from the educational institution. The request should be initiated as soon as possible in order to not have any delay in processing your application. Any documentation (endorsements, certification of appropriate institute or continuing education) must be submitted with the application.

The application is a single form with two sections: the first part is essentially related to the generic requirements and the second part is related to the specialty's requirements. The CO shall review the submitted application for completeness. The EO shall review the application for the determination of meeting the ABPP common, generic criteria of doctoral degree and program, licensure, and professional standing. Upon meeting the generic criteria the application materials are sent to the Specialty Board for determination in meeting the specific criteria for eligibility as a candidate.

Following the application review, applicants are quickly notified of the review results. Applicants meeting generic and specialty requirements become candidates, eligible to move on to the specialty examination process.

To better understand the application and candidacy determination perhaps it would be best at this point to review the generic and describe specialty criteria of the specialty of clinical child and adolescent psychology. The Application Form and fee form will follow and can be reviewed and/or downloaded at the ABPP website at [www.abpp.org](http://www.abpp.org).

### General Eligibility Requirements

To attain board certification in a specialty, an applicant must meet ABPP's common eligibility requirements, which include:

- A doctoral degree from a program in professional psychology or postdoctoral re-specialization certificate at which time, the degree that was granted was accredited by the APA, CPA, or was listed in the publication *Doctoral Psychology Programs Meeting Designation Criteria*. Applicants credentialed in the most recent directory of the *National Register of Health Service Providers in Psychology* or the *Canadian Register of Health Service Providers in Psychology* qualify as meeting the doctoral degree as well as those holding the Certificate of Professional Qualification in Psychology (CPQ).
- Licensure or certification at the independent practice level as a psychologist in the State,

Province, or Territory in which the psychologist practices.

*Note: Limited exceptions exist for prior to 1983 doctoral preparation, degrees granted outside the U.S. or Canada, formal retraining, substantial equivalents to accreditation requirements, and licensure in jurisdiction of practice for some Federal employees. Exception criteria and procedures are available from Central Office.*

Specialty Specific Eligibility Requirements

1. An approved internship is required; and
2. One year of post-doctoral supervision in clinical child and adolescent psychology, or
3. An approved, formal post-doctoral residency training program in clinical child and adolescent psychology, and
4. The education and training preparation in the specialty should meet APA accreditation requirements for the specialty.

**AMERICAN BOARD OF PROFESSIONAL PSYCHOLOGY, INC.  
APPLICATION FOR SPECIALTY CERTIFICATION IN  
CLINICAL CHILD AND ADOLESCENT PSYCHOLOGY**

I hereby apply to the ABPP for the purpose of board certification in the specialty of Clinical Child and Adolescent Psychology.

( ) I wish to qualify for the "Senior" procedural option (15 years of practice following licensure)

Date application and fee submitted \_\_\_\_\_

**GENERAL EDUCATION AND LICENSURE/CERTIFICATION REQUIREMENTS**

1. Name \_\_\_\_\_  
Last First MI (Known by any other name)

2. ( ) Uniformed Services

3. Office Address \_\_\_\_\_ Phone \_\_\_\_\_  
\_\_\_\_\_ Fax \_\_\_\_\_  
City State Zip

Home Address \_\_\_\_\_ Phone \_\_\_\_\_  
\_\_\_\_\_ Email \_\_\_\_\_  
City State Zip

Preferred Mailing Address ( ) Office ( ) Home

4. Current License/Certification in Psychology at the independent level:

Jurisdiction	Cert/Lic. No.	Date Cert/Lic.
_____	_____	_____
_____	_____	_____
_____	_____	_____

5. Doctoral Degree is: ( ) Ph.D. ( ) Psy.D. ( ) Ed.D. Year Degree Awarded \_\_\_\_\_

Institution \_\_\_\_\_ Department \_\_\_\_\_

Professional Program (e.g., clinical psychology)

---

**Reminder:** The applicant must arrange that the doctoral transcript be sent directly to the Central Office of ABPP by the institution.

6. Doctoral Degree Program meets ABPP Generic Requirements if at the time the Degree was granted the program was: (check below)

- APA or  CPA Accredited
- Listed as a Psychology Program in the ASPPB Doctoral Psychology Programs Meeting Designation Criteria
- Credentialed as a Health Service Provider in current NRHSPP/CRHSPP Directory
- Holds a CPQ: a Certificate of Professional Qualification in Psychology by the ASPPB

Note: If none of the above qualifiers apply and if you wish to qualify through an individualized review against ABPP generic requirements or, if you wish to apply for a senior procedure option (defined as 15 years or more of appropriate experience beyond following licensure as a psychologist at the independent practice level: not available for the neuropsychology and forensic specialties), check below:

- Individualized review
- Optional senior procedures

7. Internship Program

Program Name \_\_\_\_\_

Location \_\_\_\_\_

Date Completed \_\_\_\_\_

Accredited By:  APA  CPA  Listed in APPIC Directory

8. Ethical and Legal Issues. Have you been:

Convicted of a Felony?  Yes  No

Sued for malpractice?  Yes  No

Charged with an ethics or conduct violation that resulted in an adverse decision or action, including censure, probation, suspension or revocation of your license to practice psychology?  Yes  No

\*If yes to any of the above issues, include a complete statement of details on a separate sheet of paper.

**SPECIALTY SPECIFIC REQUIREMENTS IN  
CLINICAL CHILD AND ADOLESCENT PSYCHOLOGY**

9. Describe your internship program and indicate your primary supervisor.
10. Post-doctoral Experience and Supervision
- a. The applicant will have a minimum of two post-doctoral years of experience (one year = a minimum of 1500 practice hours over 12 consecutive months), one year of which was appropriately supervised. For these two years of practice experience, **FULLY DESCRIBE**, including inclusive dates, hours, name of agency, your title, the nature of the professional work you did, and the supervisory arrangement (at least one of these years). Please include supervisor names, your title at the time, and the nature of the supervised practice.
- OR
- b. One year of post-doctoral supervision in a successfully completed, formal post-doctoral (residency) program. Briefly describe the post-doctoral residency program, including the program's name, program director and supervisors, and the nature of the supervised practice.

Please Describe either the a or b requirement option below:



**FORM D-1: PRACTICE SAMPLE CHECKLIST**

CANDIDATE	REGIONAL BOARD MEMBER	EXAMINER	MATERIALS
			Three typewritten copies of the Curriculum Vitae and Professional Statement
			Three typewritten copies of the Sample Details and supplemental materials if applicable (e.g., testing raw materials and protocols, with any answer sheets, profiles, and computer printouts if formal assessment is conducted) for the two different work samples (i.e., assessment, intervention, consultation, supervision or management) (not necessary for Senior Exams)
			Three copies of a 50-minute, unedited videotape/DVD of the two different Practice Samples, where both the Candidate and the Client/patient are visible and both the Candidate and Patient/Candidate are clearly audible. BOTH segments are on one cassette of standard-play VHS tape or DVD. (not necessary for Senior Exams)
			\$250 Practice Sample fee submitted to ABPP Central Office

**FORM D-2: ASSESSMENT PRACTICE SAMPLE**

<b>CHECK WHEN COMPLETE</b>	<b>REQUIRED INFORMATION</b>
	Contextual Statement: with dates of client patient contacts, Non-identifying descriptive information, presenting Problem, brief history
	Rationale for procedures used
	Copies of all raw data (if applicable)
	Formation and discussion of the problem in terms of identified theory of practice and relevant research
	Diagnosis (Axis I – V)
	Recommendations
	Discussion of the individual and cultural diversity and ethical/legal considerations involved
	Reflective comment on the Candidate’s own behavior and The interpersonal interactions in the sample
	Copy of the full professional written report (if applicable)
	Attestation that written informed consent was secured
	<b>MATERIALS MUST HAVE BEEN COLLECTED WITHIN THE SIX MONTHS PRIOR TO SUBMISSION AND SUBMITTED WITHIN ONE YEAR AFTER SUCCESSFUL CANDIDACY DETERMINATION</b>

**FORM D-3: INTERVENTION PRACTICE SAMPLE**

<b>CHECK WHEN COMPLETE</b>	<b>REQUIRED INFORMATION</b>
	Contextual statement with dates of client/patient contacts, current session number in total sequence, non-identifying descriptive information and history, presenting problem, course of treatment, diagnosis (Axis 1-V)
	Theoretical and empirical rationale for interventions used and goals for present intervention
	Formulation and discussion of the intervention in terms of identified theory of practice and relevant research
	Discussion of the individual and cultural diversity and ethical/legal considerations involved
	Reflective comment on the Candidate's own behavior and the interpersonal interactions in the sample
	Copy of the full professional written report (if applicable)
	Attestation that written informed consent was secured
	<b>MATERIALS MUST HAVE BEEN COLLECTED WITHIN THE SIX MONTHS PRIOR TO SUBMISSION And SUBMITTED WITHIN ONE YEAR AFTER SUCCESSFUL CANDIDACY DETERMINATION</b>

**FORM D-4: CONSULTATION PRACTICE SAMPLE**

<b>CHECK WHEN COMPLETE</b>	<b>REQUIRED INFORMATION</b>
	Contextual statement with dates of consultation contacts, non-identifying descriptive information of the consultation context, purpose and goals of consultation, brief history of consultation
	Theoretical and empirical rationale for consultation activities used, goals for present consultation, and recommendations
	Formulation and discussion of the consultation in terms of identified theory of practice and relevant research
	Discussion of the individual and cultural diversity and ethical/legal considerations involved
	Reflective comment on the Candidate's own behavior and the interpersonal interactions in the sample
	Copy of the full professional written report (if applicable)
	Attestation that written informed consent was secured
	<b>MATERIALS MUST HAVE BEEN COLLECTED WITHIN THE SIX MONTHS PRIOR TO SUBMISSION And SUBMITTED WITHIN ONE YEAR AFTER SUCCESSFUL CANDIDACY DETERMINATION</b>

**FORM D-5: SUPERVISION OR MANAGEMENT PRACTICE SAMPLE**

<b>CHECK WHEN COMPLETE</b>	<b>REQUIRED INFORMATION</b>
	Contextual statement with dates of supervision or management activity, non-identifying descriptive information of the context, purpose and goals of the activity, brief history of the supervisory or management relationship
	Theoretical and empirical rationale for the activities used, goals for present activity, and recommendations
	Formulation and discussion of the supervision or consultation in terms of identified theory of practice and relevant research
	Discussion of the individual and cultural diversity and ethical/legal considerations involved
	Reflective comment on the Candidate's own behavior and the interpersonal interactions in the sample
	Copy of the full professional written report (if applicable)
	Attestation that written informed consent was secured
	<b>MATERIALS MUST HAVE BEEN COLLECTED WITHIN THE SIX MONTHS PRIOR TO SUBMISSION AND SUBMITTED WITHIN ONE YEAR AFTER SUCCESSFUL CANDIDACY DETERMINATION</b>
	<b>* A teaching work sample is not acceptable</b>

**FORM D-6: SENIOR PSYCHOLOGIST PRACTICE SAMPLE OPTION**

*(See text for details)*

	Senior Practice Sample Option – Title
	Curriculum Vitae
	Professional Statement
	Pertinent Materials - publications, brochures, outlines, etc.
	Optional Practice Sample - reflect distinctive practice patterns
	\$250 Practice Sample fee submitted to ABPP Central Office

**FORM E: PROFESSIONAL STATEMENT**

*The Candidate should answer all questions in 10 or fewer double spaced, typewritten pages and submit this material with the Practice Sample.*

1. Tell the committee about the professional work in clinical child and adolescent psychology that you are engaged in at this time. Be sure to focus on your current employment and professional activities at the local, state, and national level; continuing professional education activities; long term plans in psychology; and reasons for seeking board certification.
2. Please provide evidence for the ways in which you utilize or contribute to the current science base by addressing one of the two following points. (a) Discuss the evidence base that informs your practice, including how you determine if your activities as a Clinical Child and Adolescent Psychologist are effective; or (b) describe your own current clinical-research activities and how these inform practice.
3. Discuss your current assessment, intervention, consultation, and supervision/teaching/management activities (the latter only if applicable) and both the theoretical and empirical basis for these activities. This discussion should include a description of your professional theoretical framework and a discussion of how researchers and theorists in the field have influenced you. If you call yourself eclectic or integrative, describe at least three major themes in your eclecticism or integrative model. Address ways in which your theoretical model informs your attitude toward individual and cultural diversity considerations as these impact your assessment, intervention, consultation, and supervision/teaching/management activities (the latter only if applicable).
4. Please provide examples of handling of complex interpersonal interactions in the domains of scholarship, assessment, intervention, consultation, and supervision/teaching/management (the latter only if applicable).
5. Please share specific examples of awareness of individual and cultural diversity as pertinent to your scholarship, assessments, interventions, consultations, supervision/teaching/management (the latter only if applicable), and interpersonal interactions.
6. Describe in 1-2 paragraphs an ethical dilemma encountered in your work as a Clinical Child and Adolescent Psychologist. Address what aspects of the APA Ethical Principles of Psychologists and Code of Conduct it related to and how you handled the dilemma. If applicable, address diversity considerations that arose in resolving this dilemma.
7. Verify that no ethical/legal action has taken place since admission to candidacy.

**Enclose three copies of your Curriculum Vitae, Enclose a Copy of your Informed Consent (unless doing the Senior Psychologist without tapes), and Health Information Portability and Privacy Act (HIPPA) Documents**

**FORM F: VOLUNTARY CONSENT AGREEMENT**

*American Board of Clinical Child and Adolescent Psychology*  
American Board of Professional Psychology

I, \_\_\_\_\_, agree to participate in a psychological service, which includes TAPING (video/DVD) of an assessment, intervention, consultation, or supervision/teaching/management activity.

\_\_\_\_\_, \_\_\_\_\_  
Name Relationship

\_\_\_\_\_, \_\_\_\_\_  
Name Relationship

I am aware that the assessment, intervention, consultation, supervision/teaching/management activity will be taped (video/DVD) for the purpose of being observed by psychologists who will be evaluating Dr. \_\_\_\_\_, a licensed psychologist applying for Board Certification by the American Board of Clinical Child and Adolescent Psychology (ABCCAP), a Specialty Board of the American Board of Professional Psychology (ABPP). No one other than those involved in the examination process will be allowed to observe the videotape/DVD and related documents. The videotape/DVD and related documents will be returned to Dr. \_\_\_\_\_ immediately upon completion of the examination.

I recognize that my participation in this process is entirely voluntary and not a requirement to receive psychological services. I have been told that I will receive a copy of this consent form.

Date: \_\_\_\_\_ Participant: \_\_\_\_\_

Date: \_\_\_\_\_ Participant: \_\_\_\_\_

Date: \_\_\_\_\_ Psychologist: \_\_\_\_\_

**Candidate will keep the original of this consent agreement for her/his records and not mail it with the practice samples. There is no need for this form to be given to the Examination Team.**

**FORM G: RATING GRID FOR THE EXAMINATION**

CANDIDATE NAME	PRACTICE SAMPLE		ORAL COMPONENT	
	Pass	Fail	Pass	Fail
<i>See the Section IV for Full Explanation of these Standards</i>				
<b>1. SCIENCE BASE AND APPLICATION</b>				
Uses evidence-base and theory to inform activities as a Clinical Psychologist				
Evaluates research critically				
Contributes to empirical or theoretical knowledge base (if applicable, otherwise write N/A)				
Demonstrates attention to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as related to the application of the science base to practice and the contribution to the science base				
<b>2. ASSESSMENT COMPETENCE</b>				
Chooses procedures appropriate for referral and client/patient				
Conducts assessments and evaluations with high level of skill and appropriate attitude using extant knowledge base				
Interprets assessment and evaluations findings accurately and use these to inform conceptualization				
Applies assessment and evaluation data to the development of recommendations				
Communicates results with useful outcomes				
Demonstrates attention to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as related to assessment				
<b>3. INTERVENTION COMPETENCE</b>				
Manages intervention contract issues responsibly				
Chooses procedures appropriate for client/patient and situation				
Applies interventions with high-quality level of skill and knowledge and appropriate attitude				
Demonstrates attention to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as related to intervention				

	PRACTICE SAMPLE		ORAL COMPONENT	
	Pass	Fail	Pass	Fail
<b>4. CONSULTATION COMPETENCE</b>				
Chooses consultation procedures appropriate for context				
Gathers appropriate information as background for the consultation				
Conducts consultations with high-quality level of skill and knowledge and appropriate attitude				
Demonstrates attention to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as related to consultation				
<b>5. SUPERVISION/TEACHING/MANAGEMENT COMPETENCE (if applicable, otherwise write N/A)</b>				
Supervision – Uses existing theory and research to conduct supervision with high quality skill and appropriate attitude				
Teaching – Uses existing theory and research to teach with high quality skill and appropriate attitude (if applicable)				
Management – Uses existing theory and research to engage in management activities with high quality skill and appropriate attitude				
Demonstrates attention to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as related to supervision/teaching/management				
<b>6. INTERPERSONAL INTERACTIONS</b>				
Demonstrates awareness of self that permits effective functioning in each competency domain				
Demonstrates awareness of others that permits effective functioning in each competency domain				
Conveys sensitivity to the welfare, rights, and dignity of others				
<b>7. INDIVIDUAL AND CULTURAL DIVERSITY</b>				
Conveys knowledge about individual and cultural diversity.				
Demonstrates sensitivity and responsiveness to individual and cultural diversity in each competency domain				
Conveys an awareness of the interaction between one’s own diversity characteristics and those of the people or contexts with whom or in which one is functioning as a Clinical Psychologist				
<b>8. ETHICAL AND LEGAL FOUNDATIONS</b>				
Demonstrates knowledge about ethical standards and applies this knowledge to perform in a ethical fashion				
Demonstrates knowledge about legal standards and applies this knowledge to perform in a fashion consistent with such standards				

	PRACTICE SAMPLE		ORAL COMPONENT		
	Pass	Fail	Pass	Fail	
9. PROFESSIONAL IDENTIFICATION					
Demonstrates active participation in the profession					
Demonstrates a familiarity with current significant issues facing the profession and the implication of these issues					
Seeks consultation and supervision when needed					
Obtains ongoing training and education					
	Circle One	PASS	FAIL	PASS	FAIL

Examiner's Signature \_\_\_\_\_ Date \_\_\_\_\_

**FORM H: PRACTICE SAMPLE REVIEW RESULT FORM**

*American Board of Clinical Child and Adolescent Psychology*  
AMERICAN BOARD OF PROFESSIONAL PSYCHOLOGY

**CONFIDENTIAL**

Upon completion of the Practice Sample Review, please complete and submit this form by **email** ([office@abpp.org](mailto:office@abpp.org)) by clicking on submit for a quick and confidential email or **Fax** to the ABPP Central Office (912-234-5120).

**Candidate** \_\_\_\_\_

**Specialty Board** \_\_\_\_\_

**Exam Chair** \_\_\_\_\_

**Exam Committee Members** \_\_\_\_\_

**Approved** \_\_\_\_\_

**Not approved** \_\_\_\_\_

**Date and Place for Oral Examination** \_\_\_\_\_

**Comments:**

\_\_\_\_\_  
**Submitted by Exam Chair**

\_\_\_\_\_  
**Date**

**FORM I: CANDIDATE FEEDBACK SUMMARY FOR EXAMINATION FAILURE**

*American Board of Clinical Child and Adolescent Psychology*  
American Board of Professional Psychology

Please complete this form and submit it to the ABPP Central Office  
by FAX ONLY (912-234-5120) within seven days of a no pass decision  
for either the practice sample or oral examination component.

Candidate \_\_\_\_\_ Date of Exam \_\_\_\_\_

Specialty Board \_\_\_\_\_ Exam Chair \_\_\_\_\_

Committee Members

\_\_\_\_\_  
\_\_\_\_\_

Vignette(s) # \_\_\_\_\_

(\_\_\_ Practice Sample Component Failure; \_\_\_ Oral Component Failure)

Feedback: Please summarize the specific reasons for a no pass decision and your suggestions  
for possible re-examination. Also note positive aspects of the practice sample and/or  
oral components if applicable. This feedback must be based on the competencies as  
delineated in the manual. See Section IX on Process for Providing Feedback on  
Candidates who Fail. (Use as many additional sheets of paper as necessary.)

Suggestion for a Mentor: The Candidate should be encouraged to secure a mentor through the  
American Academy of Clinical Child and Adolescent Psychology.

\_\_\_\_\_  
Signature - Exam Chair

\_\_\_\_\_  
Date

**FORM J: ORAL EXAMINATION RESULT FORM**

*American Board of Clinical Child and Adolescent Psychology*  
AMERICAN BOARD OF PROFESSIONAL PSYCHOLOGY

**CONFIDENTIAL**

**Oral Examination Result Form**

Upon completion of the oral examination, please complete and submit this form by **email** ([office@abpp.org](mailto:office@abpp.org)) by clicking on submit for a quick and confidential email or **Fax** to the ABPP Central Office (912-234-5120).

**Candidate** \_\_\_\_\_

**Specialty Board** \_\_\_\_\_

**Oral Exam Chair** \_\_\_\_\_

**Exam Committee Members** \_\_\_\_\_

**Date of Exam** \_\_\_\_\_

**Approved** \_\_\_\_\_

**Not approved** \_\_\_\_\_

**Note: If Candidate Did Not Pass: Specialty Board shall forward oral examination commentary following this notification within 10 days (please) for Executive Officer notification to Candidate. This can be sent via email or fax. This requires the completion for Form I: Candidate Feedback Summary for Examination Failure.**

\_\_\_\_\_  
**Submitted by – Oral Exam Chair**

\_\_\_\_\_  
**Date**

## FORM K: CHECKLIST FOR EXAMINATION CHAIRS

*American Board of Clinical Child and Adolescent Psychology*  
AMERICAN BOARD OF PROFESSIONAL PSYCHOLOGY

- Recruit two other Examiners, with a view towards diversity (race, culture, gender) and professional orientation of the candidate, by going to the Directory of Clinical ABPP'S on the ABPP website – [www.abpp.org](http://www.abpp.org) OR work with the Regional Representative to form a committee. A committee should be formed within 30 days of receiving the practice sample by the Regional Representative.
- Contact Candidate and let him/her know that you are Chair, that you will be in touch with details as they become available, and that you are available to answer any questions. Provide the Candidate with the names of the other Examiners and give them one week to inform you if there are any potential conflicts of interest with any of the examiners.
- Download copies of the ABCCAP Examination Manual from the ABPP website – [www.abpp.org](http://www.abpp.org) and ask all of the Examiners to do the same.
- Send copies of the Candidate's practice sample to the two Examiners once you receive the materials from the Regional Representative OR ask the Regional Representative to send out the materials to each committee member.
- Poll the committee members to ascertain if Candidate passes the Practice Sample Component of the Examination. Decisions are made independently and documented on Form D. If the committee requires more information from the Candidate to make a decision, they may request this directly from the Candidate, review the additional material, and then make a final determination. This should be discussed with the Regional Representative.
- **Complete and fax (912 234-5120) Form H to Central Office and Regional Representative indicating results of the Practice Sample Component plus Form I if candidate fails the Practice Sample Component. Complete Form I in consultation with Regional Representative.**

If Candidate passes the Practice Sample Component of the Examination (at least 2 members vote for a Pass)

- Find potential interview dates with the Examiners for a 3 1/2 hour time block.
- Prior to contacting the Candidate, verify with CO that all fees have been paid and that CO has been informed of candidate's status. Let Candidate know he/she passed the Practice Sample Component of the Examination and finalize a date for the oral examination that will entail a 3-hour time block.
- Inform the Regional Representative about the names of the Examiners and the date for the examination.
- Prior to the meeting:
  - review all materials

- make sure you have copies of Form G: Rating Grid for Examiners
- have a copy of Forms I and J available
- Consider having food and beverages available for the examination.
- Review the evaluation criteria with the Examiners prior to the examination.
- Follow the manual for the examination. Be sure the interview is competency-based.
- Conduct the examination in accord to the Summary Schedule for Examination – Oral Component as outlined in the manual.
- Choose an ethics vignette(s) that is likely to pose specific questions for the Candidate. Make sure all ethics vignettes are returned to you and then shred them.
- Return all materials to the Candidate at the completion of the examination.
- Explain that Examiners will complete the requisite forms, fax them to Central Office, and that Central Office will notify applicant within 15 days (let them know that if they do not hear in 15 days, they should contact you).
- Provide Form M to the Candidate to solicit feedback on the examination process.
- Notify the Candidate that if he/she successfully passes, he/she will receive continuing education credits (10 hours) from the American Psychological Association.
- Provide Form I to committee members to solicit their feedback on the examination.
- Immediately following the examination (must be done on the day of the examination)
  - **if pass (at least 2 members vote to pass), fax (912-234-5120) Form J along with each Examiner’s Form G to Central Office and inform the Regional Representative**
  - **if fail, complete Form I, and fax to 912-234-5120 Form I along with each Examiner’s Form G. Form I MUST be completed in consultation with the Regional Representative**
- Examination committee members will fill out a Travel Reimbursement Request Form for expenses within the travel guidelines. The guidelines and interactive form are available on the ABPP website at [www.abpp.org](http://www.abpp.org). Once the Travel Reimbursement Request Form is completed, all detailed receipts and the signed form must be sent to the board’s treasurer for approval. The treasurer will review, approve, and forward all reimbursement requests to Central Office, who will process payment and send the check directly to the examination committee member.

#### If Candidate fails the Examination: Practice Sample Component

- With the committee, write a report regarding the reason for the failure and fax Form I (912-234-5120) it to Central Office, who is responsible for sending the letter to the Candidate. Be sure Form I focuses on the competencies, with attention paid to both the Candidate’s strengths and areas in need of improvement.
- Form I should be completed in consultation with the Regional Representative.

## FORM L-1: CANDIDATE APPEAL GUIDE

*American Board of Clinical Child and Adolescent Psychology*  
American Board of Professional Psychology

- A. **Specialty Board Appeals Committee:** The president appoints one member of the Board of Clinical Child and Adolescent Psychology to coordinate appeals. For each appeal an ad hoc committee is appointed to review the merits of the appeal.
- B. **Appealable Decisions:**  
The following decision of the Specialty Board may be appealed:
1. Denial of meeting specialty specific qualifications (Candidacy Determination).
  2. Non-approval of practice (work) samples (Examination: Practice Sample Component).
  3. Failure of the oral examination (Examination: Oral Component).

Note: An appealable decision shall not be final until the appeal process has been completed.

- C. **Filing an Appeal:** The candidate may challenge an appealable decision within 30 days of the receipt of written notice of that decision. The candidate must specify the grounds on which the appeal is made. The alleged grounds must be numbered and must be a violation of the Specialty Board's procedures.

The appeal should be addressed to the President of the Specialty Board who in turn shall refer it to the coordinator of appeals who will appoint an ad hoc appeals committee. The Appeals committee reviewing the appeal must complete its review within 60 days after receipt of the request for appeal letter.

Appeals related to the denial of meeting general requirements for candidacy shall be forward to the Executive Officer for resolution by the ABPP Standards Committee, whose decision on these requirements is final.

- D. **Score and Conduct of Appeal.** The procedural issues addressed by the Appeal Committee shall be limited to those stated in the appeal request letter and which meet the requirement of an appealable procedural issue. If legal issues appear to be involved, the Appeals Committee may consult with the ABPP legal counsel.

The Appeals Committee shall implement a process of review primarily based upon information before the specialty board at the time of the decision. The

Appeals Committee may seek further information from the Chair and members of the Examination Committee, the Credentials Review Committee, the candidate, or others as appropriate to the issues raised. The process is not a de novo review, but a review of the challenge to the Specialty Board decision.

The Appeals Committee shall confer as soon as possible upon the Specialty Board's receipt of the Candidate's letter requesting an appeal and shall complete its review and decision addressing each issue(s) raised by the appellant, within 60 days. Failure to complete the review in the 60-day period shall move the appeal to the Board of Trustees for resolution.

- E. **Decision and Report of Appeal Committee.** The decision of the Specialty Board should be affirmed unless there was a failure by the Specialty Board to adhere to its procedures. In any case, the procedural error would have to be such that it may substantially affect the decision.

If the Candidate demonstrates by clear and convincing evidence that there was a procedural error that harmed the Candidate in a material way, the Committee shall provide a remedy.

The remedy will ordinarily be to void an oral examination, or practice sample review, and offer a new examination, or practice sample review with no additional fee assessed to the Candidate, or to refer the matter back to the Examination Committee. In extraordinary circumstances, another remedy may be provided. The Appeals Committee however, may not "pass" a Candidate or re-grade an examination.

The report of the Appeals Committee shall address each issue raised by the Candidate and its decision related thereto and the basis for that decision. The report shall be forwarded to the Executive Officer through the Specialty Board President. The report shall then be forwarded to the Candidate under the Executive Officer's signature on the ABPP stationary. Editing for format and for legal considerations on advice of the ABPP legal counsel may be undertaken by the Executive Officer if necessary.

**FORM L-2: EXAMINER GENERAL APPEAL REVIEW FORM**

BOARD CERTIFICATION EXAMINATION IN  
CLINICAL CHILD AND ADOLESCENT PSYCHOLOGY  
AMERICAN BOARD OF PROFESSIONAL PSYCHOLOGY

Applicant/Candidate name: \_\_\_\_\_

Appeals refers to allegations regarding (check) Application: Candidacy Determination (  ),  
Examination: Practice Sample Component (  ), Examination: Oral Component (  )

Applicant/Candidate allegations (list):

- 1.
- 2.
- 3.
- 4.

Do you believe there is merit to the above allegations? (Elaborate).

Do you believe this appeal should be upheld? Yes \_\_\_\_\_ No \_\_\_\_\_

Evaluator/Reviewer Name \_\_\_\_\_

Evaluator/Reviewer Signature \_\_\_\_\_ Date \_\_\_\_\_

**FORM L-3: COMMITTEE SUMMARY OF APPEAL**

BOARD CERTIFICATION EXAMINATION IN  
CLINICAL CHILD AND ADOLESCENT PSYCHOLOGY  
AMERICAN BOARD OF PROFESSIONAL PSYCHOLOGY

PAGE 1 of 2

Applicant/Candidate Name: \_\_\_\_\_ Region: \_\_\_\_\_

Date of Examination: \_\_\_\_\_ Location of Examination: \_\_\_\_\_

List of Candidate's Examiners (if applicable):

- 1.
- 2.
- 3.

Appeal refers to allegations regarding: (check) Application: Candidacy Determination (  ),  
Examination: Practice Sample Component (  ), Examination: Oral Component (  )

Relevant grounds for appeal raised by Applicant/Candidate:

- 1.
- 2.
- 3.

Decision and rationale for each allegation:

- 1.
- 2.
- 3.

Final decision and rationale

Sustain Appeal \_\_\_\_\_ Deny Appeal \_\_\_\_\_

Reviewer Name \_\_\_\_\_

Reviewer Signature \_\_\_\_\_ Date \_\_\_\_\_

**FORM M: CANDIDATE'S EVALUATION OF THE PROCESS**

**BOARD CERTIFICATION EXAMINATION IN  
CLINICAL CHILD AND ADOLESCENT PSYCHOLOGY  
AMERICAN BOARD OF PROFESSIONAL PSYCHOLOGY**

The personal appraisal of the Candidate can be of great value in ABCCAP's efforts to improve the examination process. The ABCCAP invites you to comment about any aspect of the content, format or conduct of the examination. Nothing you write will become part of the official record of your examination.

Your comments may be sent to:  
American Board of Professional Psychology, Executive Officer  
300 Drayton Street, 3<sup>rd</sup> Floor  
Savannah, GA 31401

**FORM N: COMMITTEE MEMBER EVALUATION OF THE PROCESS**

BOARD CERTIFICATION EXAMINATION IN  
CLINICAL CHILD AND ADOLESCENT PSYCHOLOGY  
AMERICAN BOARD OF PROFESSIONAL PSYCHOLOGY

The personal appraisal of an Examination Committee member can be of great value in ABCCAP's efforts to improve the examination process. The ABCCAP invites you to comment about any aspect of the content, format or conduct of the examination.

Your comments may be sent to:  
American Board of Professional Psychology, Executive Officer  
300 Drayton Street, 3<sup>rd</sup> Floor  
Savannah, GA 31401