



PSI Clinical Division

# CLINICAL PSYCHOLOGY EXPERIENCE REQUIREMENTS

Produced by the Competency

Framework Working Group 2019



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## **Introduction**

### **Definition of Clinical Psychology Experience Requirements (CPERs)**

This document outlines the minimum Clinical Psychology Experience Requirements, or CPERs (pronounced “C-PERs”), in practice-based training that are necessary to facilitate development of an appropriate range and depth of competence in working with both children and adults with mental health difficulties and disabilities. The CPERs are divided into three core areas that reflect the current structure of clinical psychology services in Ireland (although this is a changing landscape) and the current Psychological Society of Ireland categorisation of placements for accreditation purposes:

1. Adult Mental Health
2. Child and Adolescent Mental Health
3. Child and Adult Disability

### **History of the Development of the CPERs**

In developing the CPERs, the Clinical Division Competency Framework Working Group began with an agreed generic set of competency requirements of clinical psychology practice and applied these to each of the three service user groups in order to derive a minimum set of practice-based experiences that would allow for trainee development of the full range of competencies with that service user group. The set of experiences also needed to be sufficient to enable assessment of those competencies by supervisors. Sub-groups of experienced practitioners in each of the three areas carried out this task in liaison with the Evaluation Sub-group, which had representation from each of the clinical psychology training courses in Ireland. This allowed for the cross-checking of the workability of the CPERs for different courses with different placement configurations. For example, some courses have six placements across the three years of training consisting of two adult, two child, one disability and one advanced placement, while others have four longer placements consisting of single child, adult and disability placements plus one advanced placement. Common to all programme structures is the recognition that experiences deemed essential to competency development with each of the three service user groups can be gained across the totality of the three years of training.

### **Using the CPERs**

The CPERs enable placement supervisors and trainees to develop a plan for supervised practice on a specific placement through providing guidance regarding the nature of caseload requirements, the minimum number of cases required, and the range of other practice-based experiences needed to allow the trainee to develop an appropriate level of competence for stage of training across the range of Clinical Psychology Competencies and

Meta-Competencies. The CPERs are, therefore, used in combination with the Competency Assessment Pack, not just to bookend the placement, but also to shape it from the beginning through an awareness of new and outstanding competency requirements. It helps, therefore, if the supervisor has previously read the Competency Assessment Pack in order to inform placement planning and contracting.

### **Other Influences on Placement Organisation and Planning:**

The CPER for a particular placement are one of a number of prompts when planning and organising a placement for a particular trainee: Carryover learning needs from previous placements, including aspects of clinical experience as well as competencies that have yet to be sampled and demonstrated, should be factored into placement contracting. Also, trainees are encouraged to take advantage of the unique opportunities that pertain to a particular placement by virtue of its location, or structure, or particular role in the broader network of service providers.

### **CPERs and Individual Placements:**

It should be borne in mind that some CPERs can be gained across a number of placements and failure on a particular placement to access the totality of experience as outlined in a CPER for a core area should not, in itself, be interpreted as a poor placement performance but rather as a carryover learning need. This applies particularly to experiences such as teaching and training, advocacy, leadership and research. Trainees should have the opportunity of working in a range of service delivery models which may include uni-, multi- and inter-disciplinary work.

<b>Adult Mental Health Clinical Psychology Experience Requirements</b>	
<b>Description of Broad Requirements</b>	<i>Depending on the training needs of the trainee, some experiences on the placement will be conducted under the direct observation of the clinical supervisor and this may include joint working situations with the clinical supervisor. Observation may occur indirectly through the use of recordings. The supervisor must observe the trainee sufficiently to enable assessment of competence during the placement and review reports and clinical notes for file.</i>
<b>Age Ranges of Service Users</b>	<p>Adults 18+</p> <ul style="list-style-type: none"> <li>• Experience is required with:               <ul style="list-style-type: none"> <li>○ Young adults: 18-25</li> <li>○ Middle adult: 26-64</li> <li>○ Older adult: 65+ (Minimum two cases: at least one assessment and one intervention case)</li> </ul> </li> </ul>
<b>Appropriate Settings</b>	<ul style="list-style-type: none"> <li>• Acute Inpatient and Outpatient</li> <li>• Community Mental Health</li> <li>• Primary Care <u>with</u> access to clients with severe and enduring mental health issues</li> <li>• Primary Care <u>without</u> access to clients with severe and enduring mental health issues - insufficient as the only Adult Mental Health Placement</li> </ul>
<b>Severity of Problems</b>	<ul style="list-style-type: none"> <li>• Caseload to include at least four clients with severe and enduring mental health issues, such as psychosis, suicidality, eating disorders, complex grief and complex trauma, including persistent symptomatology related to historical abuse.</li> </ul>
<b>Minimum Caseload</b>	<ul style="list-style-type: none"> <li>• N =15 individual cases</li> <li>• Desirable that 2 individual cases would include involvement of family</li> <li>• Delivery of 1 evidence-based group intervention -facilitate or co-facilitate (can be gained on Adult, Child or Disability or Advanced placement).</li> </ul>

Adult Mental Health Clinical Psychology Experience Requirements		
Competency	Sub-Headings	Essential Experience Required with this Service User Group
<b>Assessment</b>	<b>Interviewing</b>	<ul style="list-style-type: none"> <li>• Experience of conducting screening interviews and systematic history-taking and feeding back results to team</li> <li>• Experience of conducting clinical interviews and feeding back findings to individual, team, relevant others,</li> <li>• Experience of conducting self-harm/suicide risk assessment interviews.</li> </ul>
	<b>Testing (Psychometric assessment)</b>	<ul style="list-style-type: none"> <li>• Conduct suitable assessments to develop basic competence in psychometric assessment of adults' abilities, behaviour, and personality under the mentorship of the supervisor with assessments to include:                             <ul style="list-style-type: none"> <li>○ WAIS (Current ed.) or other cognitive assessment</li> <li>○ WMS (Current ed.) or equivalent tests</li> <li>○ Personality assessments e.g. MMPI (Current ed.) or equivalent tests</li> <li>○ Mood assessment such as the BDI or equivalent inventories that assess severity of presentation</li> <li>○ Anxiety assessments appropriate to the client presentation</li> <li>○ Neuropsychological battery of assessments relevant to the clinical presentation (can be gained on Adult, Child or Disability placement)</li> <li>○ Measures to assess risk for self-harm and suicide</li> <li>○ Rating scales to monitor behaviour change</li> <li>○ Global assessments of functioning and quality of life</li> </ul> </li> <li>• Provide oral and written reports that include interpretation of findings from above assessments.</li> </ul>
	<b>Observation</b>	<ul style="list-style-type: none"> <li>• Complete at least one observational or behavioural assessment to support case formulation and intervention planning.</li> </ul>



Adult Mental Health Clinical Psychology Experience Requirements		
Competency	Sub-Headings	Essential Experience Required with this Service User Group
<b>Formulation</b>	<p><b>Theoretical Frameworks</b></p> <p>(Formulations can come from <b>multiple models</b> including, but not limited to psychodynamic, behavioural, cognitive, etc.)</p>	<ul style="list-style-type: none"> <li>• Experience of drawing on a range of evidence-based psychological frameworks to make sense of complex clinical presentations among adults. Experiences should include coverage of the <i>majority</i> of the presentations listed below:               <ul style="list-style-type: none"> <li>○ Anxiety problems</li> <li>○ Mood problems</li> <li>○ Psychosis</li> <li>○ Organic psychological problems</li> <li>○ Substance abuse issues</li> <li>○ Eating Problems</li> <li>○ Marital/sexual problems</li> <li>○ Sexual abuse problems</li> <li>○ Personality factors</li> <li>○ Chronic psychological problems</li> <li>○ Attachment based issues</li> <li>○ Suicidal behaviours and self-harm</li> <li>○ Complex Grief and bereavement</li> <li>○ Coping with Severe Physical Health Issues e.g. oncology</li> <li>○ ASD, Genetic or Neurological Disorders</li> <li>○ Trauma</li> <li>○ Developmental Issues specific to late life</li> </ul> </li> <li>• Opportunities to offer <b>oral communication</b> of these formulations to other professionals in the context of a multidisciplinary team meeting.</li> <li>• Opportunities to <b>communicate</b> these formulations and reformulations <b>to clients</b> in both planning and review of interventions.</li> </ul>

Adult Mental Health Clinical Psychology Experience Requirements		
Competency	Sub-Headings	Essential Experience Required with this Service User Group
<b>Intervention</b>	<b>Intervention Procedures</b>	<ul style="list-style-type: none"> <li>• Work with CBT and at least one other evidence-based model listed below, while obtaining exposure to at least two other models                             <ul style="list-style-type: none"> <li>○ Psychodynamic</li> <li>○ Systems</li> <li>○ Cognitive</li> <li>○ Behavioural</li> <li>○ Client centred</li> <li>○ Gestalt</li> <li>○ Constructivist</li> <li>○ Integrative</li> <li>○ DBT</li> <li>○ ACT</li> <li>○ Schema Therapy</li> <li>○ Mentalization</li> <li>○ Other (specify)</li> </ul> </li> </ul>
	<b>Intervention Mode: Direct/Indirect</b>	<ul style="list-style-type: none"> <li>• Individual</li> <li>• Group</li> <li>• Systemic or joint MDT work</li> </ul>

Adult Mental Health Clinical Psychology Experience Requirements		
Competency	Elements of Experience	Essential Experience Required with this Service User Group
<b>Research &amp; Service Evaluation</b>		<ul style="list-style-type: none"> <li>• Experience of applying suitable evaluative measures to assess the outcome of the planned intervention.</li> <li>• Conduct literature reviews to inform best practice in the application of psychological models and theories.</li> <li>• Conduct audits to review service need and assist with planning.</li> </ul>
<b>Communication</b>	<b>Oral Communication</b>	<ul style="list-style-type: none"> <li>• Make oral reports to other professionals at MDT and other meetings as required</li> <li>• Offer feedback on interventions to individuals and significant others as required.</li> <li>• Engage service users or professionals in psycho-education and interactive workshops with reference to appropriate adult learning models.</li> </ul>
	<b>Written Communication</b>	<ul style="list-style-type: none"> <li>• Write reports on all clients to inform other professionals (e.g. MDT, GP, etc.)</li> <li>• Provide written accounts for service users on the work that has been completed as required.</li> <li>• Write reports and letters appropriate to the audience in support of service users as per request, with client consent.</li> <li>• Contribute to MDT clinical case files and record keeping.</li> </ul>

Adult Mental Health Clinical Psychology Experience Requirements		
Competency	Elements of Experience	<ul style="list-style-type: none"> <li>Essential Experience Required with this Service User Group</li> </ul>
<b>Teaching</b>		<ul style="list-style-type: none"> <li>Develop and deliver at least one presentation to professionals and/or another group on a psychological topic.</li> </ul>
<b>Advocacy</b>		<ul style="list-style-type: none"> <li>Give oral and written feedback on all cases</li> <li>Follow up on referrals made to other agencies to establish their process and wait time and feedback to individual if needed</li> </ul>
<b>Leadership &amp; Influence</b>		<ul style="list-style-type: none"> <li>Familiarise self with relevant policy and procedure documentation</li> <li>Attend MDT team and care planning meetings and contribute as appropriate</li> <li>Share psychological knowledge and understanding to appropriately inform other professionals as to best practice considerations in treatment planning</li> </ul>

<b>Child Mental Health Clinical Psychology Experience Requirements</b>	
<b>Description of Broad Requirements</b>	<i>Depending on the training needs of the trainee, some experiences on the placement will be conducted under the direct observation of the clinical supervisor and this may include joint working situations with the clinical supervisor. Observation can also occur through the use of recordings. The supervisor must observe the trainee sufficiently to enable assessment of competence during the placement and review reports and clinical notes for file.</i>
<b>Age Range of Service Users</b>	0-18 Years
<b>Appropriate Settings</b>	Clinic, school, home, residential or inpatient settings
<b>Severity of Problems</b>	Across a range of difficulties and problem severity
<b>Min Caseload</b>	20 Cases Over two Child Placements or 15 in the case of Single longer Child Placement plus additional Child experience in ID

Child Mental Health Clinical Psychology Experience Requirements		
Competency	Elements of Experience	Essential Experience Required with this Service User Group
<b>Assessment</b>		<i>Be the lead on at least 3 assessments conducted with colleagues with the opportunity to observe and contribute to additional assessments.</i>
	<b>Interviewing</b>	<p>Conduct at least one assessment &amp;/or history taking interview with each of these: Child, Parents or Carers</p> <p>Gather collateral information from additional personnel, e.g., school teacher, other professionals, etc.</p> <p>Experience of conducting self-harm/risk assessment interviews</p>
	<b>Testing (Psychometric assessment)</b>	<p>Conduct at least the listed numbers of each type of assessment to develop basic competence in psychometric assessment of children’s abilities, behaviour and personality.</p> <ul style="list-style-type: none"> <li>• Intellectual &amp; attainment scales</li> <li>• Emotional and behavioural rating scales</li> </ul> <p>4 cognitive assessments</p> <p>7 behavioural and emotional checklists with exposure to at least 3 different tools, e.g., CBCL, Connors, BASC, CDI, SDQ.</p>
	<b>Observation</b>	6 observational or behavioural assessments across a number of settings (e.g. clinic, school & home,) e.g., ABC or functional analysis

Child Mental Health Clinical Psychology Experience Requirements		
Competency	Sub-Headings	Essential Experience Required with this Service User Group
<b>Formulation</b>	<p><b>Theoretical Framework:</b></p> <p>(Formulations can come from <b>multiple models</b> including, but not limited to psychodynamic, behavioural, cognitive, etc.)</p>	<p>Experience of drawing on a range of evidence-based psychological frameworks to make sense of complex clinical presentations among adults. Experiences should include coverage of the <i>majority</i> of the presentations listed below:</p> <ul style="list-style-type: none"> <li>• Developmental and early childhood problems (sleep &amp; toileting problems; intellectual, learning and communication problems; autism spectrum disorders)</li> <li>• Impulse control and conduct related problems</li> <li>• Attention and overactivity problems</li> <li>• Anxiety problems (includes repetition problems)</li> <li>• Mood problems</li> <li>• Problems with loss (complicated grief &amp; bereavement, divorce and separations, alternate care arrangements)</li> <li>• Somatic problems (includes somatisation and problems associated with physical illness)</li> <li>• Problems with body image</li> <li>• Psychosis &amp; Child abuse problems</li> </ul>

Child Mental Health Clinical Psychology Experience Requirements		
Competency	Sub-Headings	Essential Experience Required with this Service User Group
<b>Intervention Procedures</b>		<p>Work with at least two of the models listed below and obtain exposure to at least two other models:</p> <ul style="list-style-type: none"> <li>• Systems</li> <li>• Cognitive</li> <li>• Behavioural</li> <li>• CBT</li> <li>• Psychodynamic</li> <li>• Client centred</li> <li>• Gestalt</li> <li>• Constructivist</li> <li>• Integrative Other (specify)</li> <li>•</li> </ul>
<b>Intervention Mode</b>	<b>SU Focus: Child, Parents, Family, School, etc</b>	<p>Work with at least 10 cases in which, collectively, all the following approaches will be undertaken:</p> <ul style="list-style-type: none"> <li>• Intervention with child alone</li> <li>• Intervention through parents/family</li> <li>• Work collaboratively with other disciplines and relevant others</li> <li>• Intervention through co-facilitation of therapeutic groups</li> <li>• Delivery of Psycho-educational groups</li> <li>• Joint Intervention with other team members</li> <li>• Develop two individualised parenting programmes based on collaborative formulation e.g. sleep hygiene, mealtime behaviours, general behavioural management, school refusal.</li> </ul>
<b>Intervention Monitoring</b>		<p>Track therapeutic goals and progress (can be qualitative or quantitative) on at least 10 cases, e.g., through pre- and post- measures and checklists, clinical notes including client feedback from other professionals, supervision, etc.</p>



Child Mental Health Clinical Psychology Experience Requirements		
Competency	Sub-Headings	Essential Experience Required with this Service User Group
<b>Research &amp; Service Evaluation</b>		<ul style="list-style-type: none"> <li>• Experience of applying suitable evaluative measures to assess the outcome of the planned intervention (See <i>Intervention Monitoring</i> above).</li> <li>• Conduct literature reviews to inform best practice in the application of psychological models and theories.</li> <li>• Conduct audits to review service need and assist with planning.</li> </ul>
<b>Communication</b>	<b>Oral</b>	<ul style="list-style-type: none"> <li>• Make at least 10 oral reports on assessment that include formulation to other professionals</li> <li>• 10 oral reports on assessment that include formulation to parents and children</li> <li>• 10 oral reports on process and results of intervention to children, parents and professionals (2 of which must include feedback within school settings).</li> </ul>
	<b>Written</b>	<ul style="list-style-type: none"> <li>• Maintain appropriate record keeping during periods of intervention including summary reports for files for each client.</li> <li>• Write at least 6 reports to families and other professionals (e.g. Consultant physician, GP, teachers, social workers)</li> </ul>

Child Mental Health Clinical Psychology Experience Requirements		
Competency	Sub-Headings	Essential Experience Required with this Service User Group
<b>Teaching</b>		Develop and deliver at least one presentation to professionals and/or parent group on a psychological topic.
<b>Advocacy</b>		<ul style="list-style-type: none"> <li>• Follow up on referrals made to other agencies to establish their process and wait-time and feedback to individual if needed</li> </ul>
<b>Leadership &amp; Influence</b>		<ul style="list-style-type: none"> <li>• Attend at least 10 team meetings and regularly contribute to these meetings</li> <li>• Familiarise self with relevant policy and procedure documentation</li> <li>• Share psychological knowledge and understanding to appropriately inform other professionals as to best practice considerations in treatment planning</li> </ul>

<b>Adult Disability Clinical Psychology Experience Requirements</b>	
<b>Description of Broad Requirements</b>	<i>Depending on the training needs of the trainee, some experiences on the placement will be conducted under the direct observation of the clinical supervisor and this may include joint working situations with the clinical supervisor. Observation can also occur through the use of recordings. The supervisor must observe the trainee sufficiently to enable assessment of competence during the placement and review reports and clinical notes for file.</i>
<b>Age Ranges</b>	18 Year Plus
<b>Settings</b>	See Assessment and Intervention Specifications below
<b>Min Caseload</b>	A case load of a minimum of <b><u>5 adults with intellectual disability must be held by the trainee.</u></b> On longer, 9-month placements, the minimum requirement increases accordingly.
<b>Case Mix</b>	Of the <b><u>5 adults with whom the trainee will work, two of the cases should involve an assessment approach.</u></b>  The clinical experiences associated with the adult ID caseload will emanate from the actual referral needs during the placement as well as the trainee's own training development needs. Both these factors will guide the focus of required experienced relating to the 5 adults with whom the trainee will work based on the range of options listed in this document as required assessment and intervention experiences.

Adult Disability Clinical Psychology Experience Requirements	
Competency:	Essential Experience Required with this Service User Group
<b>Assessment</b>	Assessment should be selected from the following options with consideration given to the trainee's individualised training needs (any exceptions to be agreed between the clinical supervisor and clinical programme team):
	<ul style="list-style-type: none"> <li>• Clinical Interview and direct observation</li> <li>• Standardised Assessments (factoring ability level and co-occurring visual, hearing, physical, sensory, communication disabilities) (e.g. WAIS; Stanford-Binet; British Picture Vocabulary Scale; Leiter International Performance Scale)</li> <li>• Adaptive Functioning Measures (e.g., ABAS; Vineland Adaptive Behaviour Scales)</li> <li>• Positive Behaviour Support Assessment approach inclusive of: Cognitive Factors; Physical/Medical issues; Social Factors; Functions of the behaviour; environmental accommodations with an emphasis on a human rights, functional, skills building, and person-centred approach</li> <li>• Mental health assessment measures (e.g. PAS-ADD checklist; Mini-PAS-ADD; PAS-ADD; Diagnostic Assessment for the Severely Handicapped- 2nd Edition)</li> <li>• Differential diagnoses: ASD in the context of co-occurring ID, communication needs, and mental health conditions (e.g. ADI-R; ADOS-G; PDDMRS)</li> <li>• Base line screening assessments, e.g., (DLD) for dementia (Alzheimer's) with adults diagnosed with Down Syndrome (e.g. Dementia Scale for Downs Syndrome; Fuld Object memory test; BPVS; CAMCOG)</li> <li>• Comprehensive dementia assessment report inclusive of past base line screening assessments</li> <li>• Assessment of need/supports needed/quality of life assessments (e.g., Candid assessment of need for adults with developmental and intellectual Disabilities or Supports Intensity Scale)</li> <li>• Risk assessment (may be completed as part of Positive Behaviour Support plan process)</li> <li>• Assisted and Supported Decision Making</li> </ul>

Adult Disability Clinical Psychology Experience Requirements	
Competency:	Essential Experience Required with this Service User Group – Continued
Assessment continued	<p>The <b>2 assessments</b> must include thorough file reviews, history taking, and clinical interviews with at least 2 of the stakeholders below:</p> <ul style="list-style-type: none"> <li>• Adult with ID, if feasible</li> <li>• Family Members</li> <li>• Advocate</li> <li>• Front line staff members in residential setting</li> <li>• Frontline staff members in day service setting</li> </ul> <p>Exposure during the completion of the <b>2 assessments</b> across at least two settings which could include:</p> <ul style="list-style-type: none"> <li>• Adult Day Service</li> <li>• Residential Service</li> <li>• Independent Living (city council accommodation)</li> <li>• Family Support Service Provision</li> <li>• Family home</li> <li>• Place of employment, as needed</li> </ul> <p>Collaborate during the assessment process</p> <p>with available members of the multidisciplinary team, front line staff, family members, and the adult with ID, where feasible. Ensure onward referral to another discipline should a service user require the inputs of another colleague on the team (e.g., a Feeding, Eating, and Drinking (FEDS) assessment of a client diagnosed with dementia.</p>

Adult Disability Clinical Psychology Experience Requirements	
Competency:	Essential Experience Required with this Service User Group
<b>Intervention</b>	<ul style="list-style-type: none"> <li>• Work with at least <b>3 adults with ID, providing interventions</b> based on referrals received from placement site but with due regard to including intervention experiences selected from some of the areas described below:</li> <li>• One of the intervention experiences should involve a case where the trainee works collaboratively with at least one other discipline and this can include: social worker, nurse, occupational therapists, psychiatrist, speech and language therapist, social care workers, and relevant others.</li> <li>• <b>Depending on referrals and service provision remit of placement site, provide interventions with individuals with a range of ability and age levels as well as a range of presenting needs associated with psychological/mental health, behavioural needs, communication, social, environmental, and emotional needs.</b></li> <li>• Provide intervention in at least 2 settings and contexts which could include: (1) Residential Service (2) Day Service (3) Family home (4) Respite service (5) Community Team (6) Interagency scenarios</li> <li>• When working with adults with ID, interventions may involve the:             <ul style="list-style-type: none"> <li>○ addressing of systemic factors, e.g., feedback in collaboration with supervisor to organisations’ management regarding potential maladaptive environments which may be contributing to a service user’s behavioural challenges so that the systems factors are addressed as opposed to a focus solely on factors perceived to be inherent to the client (a client who in many cases may be communicating significant distress or dissatisfaction associated with the service being provided via maladaptive behaviours).</li> </ul> </li> <li>• Engage in or observe the following processes:             <ul style="list-style-type: none"> <li>○ Facilitating informed consent &amp; assisted/supported decision-making when working with adults with ID:</li> <li>○ Using augmentative communication strategies,</li> <li>○ Creation of supports needed by adults with ID so as to best reach their potential</li> </ul> </li> <li>• Enact or observe the enactment of a human rights and positive behaviour support approach embedded within quality systems to prevent, whenever possible, the use of restrictive practices and to ensure any restriction is the exception than the rule and that, where restriction is used, a robust process is with a planned review approach is put in place.</li> </ul>

Adult Disability Clinical Psychology Experience Requirements		
Competency:		Essential Experience Required with this Service User Group
<b>Research &amp; Service Evaluation</b>		<p>Research and Service Evaluation is optional for this placement depending on whether these skills have already been demonstrated on prior core placements. If this area is an unmet need at the time of the Disability Placement, the following should be considered as ways of meeting research requirements:</p> <ul style="list-style-type: none"> <li>• Experience in conducting clinical audits of outcomes of psychological interventions</li> <li>• Experience in using pre- and post-measures to evaluate outcomes of interventions.</li> </ul>
<b>Communication &amp; Teaching</b>		<p>Engage in or observe the use of augmentative communication strategies and the role of other disciplines on the team in this area e.g., speech and language therapy and occupational therapy</p> <p>Develop and deliver at least one presentation on a relevant topic during the course of the placement.</p>

Adult Disability Clinical Psychology Experience Requirements		
Competency	Sub-Headings	Essential Experience Required with this Service User Group
<b>Advocacy</b>	<b>Client Protection</b>	Take an advocacy role in relation to one or more adults with disability.
<b>Leadership &amp; Influence</b>	<b>Team participation:</b>	Attends a minimum of 2 team meetings over the course of the placement



<b>Child Disability Clinical Psychology Experience Requirements</b>	
<b>Description of Broad Requirements</b>	<i>Depending on the training needs of the trainee, some experiences on the placement will be conducted under the direct observation of the clinical supervisor and this may include joint working situations with the clinical supervisor. Observation can also occur through the use of recordings. The supervisor must observe the trainee sufficiently to enable assessment of competence during the placement and review reports and clinical notes for file.</i>
<b>Age Ranges</b>	0-6 6-18
<b>Settings</b>	Referrals to the trainee will emanate from the <b>EI</b> or <b>School Age</b> Team Disability Team or <b>other services</b> where realignment has not yet occurred.
<b>Min Caseload</b>	A case load minimum of <b>5 children with complex disabilities which will include 3 children with intellectual disability. On longer, 9-month placements, the minimum requirement increases accordingly.</b>
<b>Case Mix</b>	Of the 5 children with whom the trainee will work, <b>three of cases will involve an assessment approach.</b>

Child Disability Clinical Psychology Experience Requirements		
Competency	Sub-Headings	Essential Experience Required with this Service User Group
<b>Assessment</b>	<p><b>Range of instrument Options</b></p> <p>-from which to Select Measures for Three Cases focused on the Area of Assessment</p>	<p>Assessment should be selected from the following options with consideration taken of the trainee’s individualised training needs (any exceptions to be agreed between the clinical supervisor and clinical programme team):</p> <p>Experience of <b>administration, scoring, interpretation, integration of findings</b> from multiple sources, taking due regard for the measures appropriate to possible ability level and co-morbid conditions for children aged under 6 years versus those aged over 6 years:</p> <ul style="list-style-type: none"> <li>• Infant developmental ability assessment (e.g. Bayley Scales of Infant Development, Griffiths Mental Development Scales)</li> <li>• Developmental measures (e.g. Griffiths mental Development Scales)</li> <li>• Preschool psychometric ability scales (e.g. WPPSI-3)</li> <li>• Intellectual and attainment scales (e.g. WISC-4; British Ability Scales, Stanford-Binet)</li> <li>• Adaptive functioning measures (e.g. Vineland Adaptive Behaviour Scales; ABAS)</li> <li>• ASD diagnostic assessment measures (e.g. CARS-2; ADI-R; ADOS-G; DISCO)</li> <li>• Emotional and behavioural measures (e.g. CBCL; Conner’s Rating Scales)</li> <li>• Risk Assessment measures</li> <li>• Positive behaviour support (functional analysis) (e.g. functional assessment interview; ABC analysis; Motivational Assessment Scale; Contextual Assessment Inventory; Questions about Behavioural Function)</li> </ul>

Child Disability Clinical Psychology Experience Requirements		
Competency	Sub-Headings	Essential Experience Required with this Service User Group
Assessment	<p><b>Processes Associated with Assessment</b></p> <p>- and Range of Assessments</p>	<p><b>Seeking parental consent</b> to conduct an assessment and collaboratively agreeing with parents what the assessment question is, what the assessment process will involve, and who will be involved in the assessment process (e.g., child, family, preschool/school, team members):</p> <p><b>Experience of conducting:</b></p> <ul style="list-style-type: none"> <li>• File reviews,</li> <li>• Clinical interviews (with child, parents, team members, professionals from other agencies, preschool/school staff),</li> <li>• Observations in multiple settings (home, preschool, mainstream school, special school, and respite settings),</li> <li>• Feeding back outcomes to parents and the team</li> </ul> <p><b>Experience of ensuring that multiple sources were included as part of the assessment process, e.g.,</b></p> <ul style="list-style-type: none"> <li>• Child</li> <li>• Parents</li> <li>• Preschool/School teacher</li> <li>• Respite provision staff</li> <li>• Other agencies where appropriate, e.g., Tusla</li> </ul> <p>Observe process of choosing from a variety of assessment protocols to individualise assessments tailored to complex presentations in children including cases where assessment to consider conditions such as Autistic Spectrum Disorder is planned</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>Participate in an assessment under the Assessment of Need (AON) process (Disability Act 2005) if referral opportunities permit”</p>

Child Disability Clinical Psychology Experience Requirements		
Competency	Sub-Headings	Essential Experience Required with this Service User Group
Assessment	<p><b>Processes Associated with Assessment</b></p> <p>- and Range of Assessments <b>continued</b></p>	<p><b><i>On a minimum of one occasion during the course of the placement:</i></b></p> <p>Experience or Observe:</p> <ul style="list-style-type: none"> <li>• The coordination and collaboration required of joint assessment processes with members of the interdisciplinary team</li> </ul> <p>Experience or observe:</p> <ul style="list-style-type: none"> <li>• The writing of a joint report with colleagues from other disciplines to reflect the outcome of the team focused assessment process.</li> </ul> <p>Experience or Observe:</p> <ul style="list-style-type: none"> <li>• The provision of appropriate support with team colleagues to parents following a diagnosis relating to their child.</li> </ul>
	<p><b>Quality of Psychological Reports for Disability Placement</b></p>	<ul style="list-style-type: none"> <li>• Write a report in a manner that findings can be understood by the child’s parents, and non-psychologists such as teachers and health care staff who will need to understand its contents.</li> <li>• Write a report that outlines results of each assessment protocol, the outcomes of observations, ensure that the findings from multiple sources (home, school, and respite locations where applicable) are integrated and based on clinical judgement.</li> </ul>

Child Disability Clinical Psychology Experience Requirements		
Competency	Sub-Headings	Essential Experience Required with this Service User Group
Formulation		<p><b>Clinical Experience Required:</b></p> <p>Formulate casework using a Child &amp; Family Model of Early Intervention Service Delivery, e.g., Carl Dunst &amp; Robin McWilliams</p> <p>Use psychological theories and ideas to develop a formulation that informs intervention, using at least three of the following theoretical frames:</p> <ul style="list-style-type: none"> <li>• Behavioural and Emotional needs</li> <li>• Impulse Control, and Conduct related difficulties</li> <li>• Social needs</li> <li>• Attachment problems</li> <li>• Developmental needs</li> <li>• Child or adolescent mental health in the context of multiple disabilities including ID</li> <li>• Communication needs</li> <li>• Self-injurious behaviours</li> <li>• Risks to the child</li> <li>• Sleep related difficulties</li> <li>• Interventions required to support children with ASD</li> </ul>

Child Disability Clinical Psychology Experience Requirements		
Competency	Sub-Headings	Essential Experience Required with this Service User Group
Intervention		<p>Work with at least <b><u>2 children with complex disability, inclusive of at least 1 child with an intellectual disability</u></b> and include intervention experiences selected from some of the areas described below:</p> <p>One of the intervention experiences should involve a case where the trainee works collaboratively with other disciplines and relevant others, e.g., interventions required of a child with ASD, or self-injurious behaviours</p> <p>Experience intervention provision in at least 2 settings and contexts which could include:</p> <ul style="list-style-type: none"> <li>• Preschool</li> <li>• School</li> <li>• Family home</li> <li>• Respite service</li> <li>• Interagency scenarios e.g., Tusla</li> <li>• Relevant other</li> </ul>

Child Disability Clinical Psychology Experience Requirements		
Competency	Sub-Headings	Essential Experience Required with this Service User Group
<b>Research &amp; Service Evaluation</b>		<p>Research and Service Evaluation is optional for this placement depending on whether or not these skills have already been demonstrated on prior core placements. If this area is an unmet need at the time of the Disability Placement, the following should be considered as ways of meeting research requirements:</p> <p>Experience in conducting clinical audits of outcomes of psychological interventions</p> <p>Experience in using pre- and post-measures to evaluate outcomes of interventions.</p>
<b>Communication &amp; Teaching</b>		<p><b>Clinical Experience:</b></p> <p>Desirable: Observation of the use of sign language systems such as Lámh and the Picture Exchange Communication System (PECS) or other augmentative communication strategies.</p> <p>Desirable: Some awareness of Parenting support programmes for ID populations, e.g., The Incredible Years, Parents Plus, NAS Early Bird, Stepping Stones, and Triple P.</p> <p>Desirable: Awareness of the use of interpreters when facilitating an assessment or intervention.</p>

Child Disability Clinical Psychology Experience Requirements		
Competency	Sub-Headings	Essential Experience Required with this Service User Group
<b>Advocacy</b>		<ul style="list-style-type: none"> <li>• <b>Clinical Experience Required:</b> <ul style="list-style-type: none"> <li>○ Fulfil an advocacy role of the clinical psychologist especially at key times of transition for the child and his/her family (e.g., access to adequate supports in primary school, secondary school, and adult services)</li> <li>○ Liaise with team colleagues <b><u>on at least one occasion</u></b> (e.g., social work colleague) to ensure cohesive advocacy for a child and family</li> </ul> </li> </ul>
<b>Leadership &amp; Influence</b>		<ul style="list-style-type: none"> <li>• <b>Clinical Experience Required:</b> <ul style="list-style-type: none"> <li>○ <b>Desirable:</b> Opportunity to work with colleagues external to the placement organisation</li> <li>○ <b>Required:</b> Opportunity to engage in interdisciplinary work</li> </ul> </li> </ul>