

### **Child/Adolescent Fellowship Outpatient Service**

The fellow provides clinical assessment and treatment through the Department of Psychiatry and Behavioral Health. In that setting, the fellow works with children and adolescents exhibiting a wide range of emotional and behavioral problems, including attention deficit hyperactivity disorder, anxiety disorders, depressive disorders, somatization disorders and behavior disorders. Assessment includes interview, collateral contacts with family and other professionals, and psychological tests and behavioral questionnaires. The fellow conducts diagnostic assessments, conceptualizes the cases, devises treatment plans, and implements interventions. The fellow receives three hours per week of scheduled individual supervision and conducts approximately 22-24 clinical hours per week, which includes specialty clinic and inpatient services patient contact. Fellows participate in the weekly fellowship seminar, the weekly case consultation staffing, the monthly professionalism/leadership seminar and quarterly patient safety/quality improvement forums.

### **Outpatient Service Observable Professional Activities (OPAs)**

#### **A. Referrals**

1. Screens referrals for relevance to Individual Fellowship Plan, caseload goals and eligibility to be seen by a fellow.
2. Provides timely response to the relevant parties to facilitate the referral
3. Manages documentation to support efficient referral processing.

#### **B. Intake Session Preparation**

1. Reviews HX form and available medical records to identify context, concerns.
2. Identifies external records that may be needed and sets up plan to get them.
3. Has a format for the intake that has been developed in collaboration with supervisors and is informed by Department . Q.A. and other regulatory body requirements.

#### **C. Intake**

1. Effectively engages child and family in waiting room
2. Provides explanation of role/goals of the intake in supportive manner consistent with health literacy of the adults and developmental level of the child.
3. Provides explanation of their role as a fellow, working under the supervision of the assigned supervisor (provide name). Ensures fellowship acknowledgement form is signed.
4. Supportively reviews confidentiality, risks and benefits of session consistent with the health literacy of the adults and developmental level of the child.
5. Effectively engages patient and family in the following:
  - review of reasons for referral
  - history of presenting concerns
  - detailing of the presenting concerns (onset, duration, frequency, impact, etc)
  - exploration of working theory each person has for the difficulties
  - assessment of desire/readiness for treatment
  - completion of relevant risk assessment

- assesses medical, psychiatric, academic, family, trauma history
  - assesses mental status
6. Provides initial impressions and treatment recommendations to child and family in a supportive, encouraging manner that is consistent with health literacy of the adults and developmental level of the child.
    - Provides impressions that are consistent with the data available at the completion of the intake
    - Provides impressions in a non-judgmental, non-blaming, supportive manner
    - Provides specific treatment recommendations directly related to the impressions and the areas of concern.
  7. Solicits family feedback on the evaluation experience by providing family the intake patient survey to complete in the waiting room before they depart.

#### D. Intake Report

1. Effectively pulls together the various sources of data (interview, internal records, external records, HX form, test data) in preparation for dictation.
2. Constructs an impression/conceptualization that incorporates an ecological, holistic, developmental model. This includes genetics, early development, life events, relational, medical, psychosocial, etc.
3. Constructs the report in a manner that is succinct, organized and integrates the data into the impressions and recommendations sections.
4. Dictates the report in an efficient and timely manner.
5. Accepts supervisor feedback on the report in a non-defensive manner.
6. Ensures findings/report are communicated to other professionals involved in the patient's care as needed.

#### E. Therapy

##### 1. Session preparation

- Efficiently reviews medical record since last session to identify relevant medical events, concerns for the session
- Develops a specific objective for the session that is consistent with the treatment plan, is informed by the last session and addresses tx modality for the session
- Between sessions, reviews research as needed for treatment planning, conceptualization, intervention

##### 2. Session

- Effectively engages child and family in waiting room
- Identifies acute/urgent concerns by child or family and shifts focus to address them in a manner satisfactory to the family
- Generates a supportive, safe environment
- Effectively structures the session as related to the modality, issues and treatment orientation being utilized
- Provides appropriate and timely review of confidentiality and its limitations depending on the modality and issues being addressed
- Effectively engages a closure time prior to end of session to support emotional composure after addressing affect laden topics

-Monitors progress with review of goals and outcomes with child/family

### 3. Therapy Progress Notes

- Effectively pulls together the various sources of data (interview, internal records, external records obtained since last session) in preparation for dictation
- Constructs an Assessment/Impression of the session that incorporates the initial evaluation impression, the therapist's theoretical orientation and the treatment plan, and the content of the session
- Identifies specific topics, tasks, activities, etc. for the next session
- Constructs a progress note that is succinct, organized and integrates the data into the impressions and recommendations sections.
- Dictates the progress note in an efficient and timely manner.
- Accepts supervisor feedback on progress notes in a non-defensive manner.

### 4. Treatment Plan

- Develops a treatment plan that includes all data required per Dept. Q.A. policy
- Presents the treatment plan in collaborative manner with child and family, seeking their input, which is used as appropriate
- Obtains signatures on Treatment Plan and submits it within timeline per Dept. Q.A. policy
- Monitors progress of therapy in part via timely completion of 90 Day Tx Reviews which include the child and family

### 5. Therapy collateral activities

- returns phone calls from family in a timely manner
- returns phone calls from others involved in the child's care only upon first confirming an active release is on file
- appropriately addresses the concerns in the call
- does timely dictation for each phone contact
- supportively sets appropriate boundaries for use of phone contact

### Directed Independent Learning Tasks

1. Reviews the Dept Q.A. manual and demonstrates knowledge of the requirements as related to conducting initial evaluations and psychotherapy.
2. Reviews the Supervision Contract and demonstrates knowledge of the requirements for the supervisee as they relate to providing clinical services.
3. Reviews the Fellowship Handbook and demonstrates knowledge of the requirements and resources available as they relate to providing clinical services
4. Demonstrates initiative and self-directed learning when encountering clinical issues for which the fellow has limited experience.

Outpatient clinic OPAs

## Psychological Testing Clinic

Through the psychological testing service, fellows will administer and interpret comprehensive psychoeducational and psychological evaluations to assess for anxiety, depression, thought disorders, personality traits, atypical behaviors, ADHD, and learning disorders. Fellows will become proficient at administering and interpreting cognitive, academic, executive functioning, projective, and personality measures. They will learn to combine testing data and relevant background information into an integrative report.

### Psychological Assessment/Testing-OPAs

1. Timely completion of all recommended readings regarding cognitive, academic, projective, and personality testing.
2. Review (read testing manuals) and learn administration of cognitive, academic, projective, personality tests and parent and self-report rating scales
3. Actively discuss acquired knowledge in supervision meetings, addressing questions, application and additional readings to enhance knowledge base.
4. Practices administration of all assessment tools, demonstrating accuracy, and proficiency.
5. Upon receipt of referral, review CMR and any other records. Clarifies the questions to be addressed and appropriateness/readiness for the assessment.
  - if patient is referred from a provider in our department and a diagnostic interview is already done, determine which tests to order based on information in records
  - if patient is not in our system schedule for diagnostic interview
6. If completing a diagnostic interview, effectively complete each component including:
  - effectively engages child and family in waiting room
  - provides explanation of their role as a fellow, working under the supervision of Dr. Braun
  - review limits to confidentiality including all relevant components
  - identify family's primary concerns and goals of testing
  - symptom review according to DSM-5 criteria
  - review of school history
  - conduct safety assessment
  - obtain medical history
  - obtain family history
  - obtain social history
  - obtain psychiatric history
  - conduct mental status examination
7. Testing Session
  - based on interview, order appropriate tests and schedule testing
  - participate in administration of tests with psych techs, demonstrating proficiency in adjusting testing to the child's test-taking behaviors and needs to facilitate optimal engagement and test fidelity
  - Accurately score tests consistent with procedures outlines in the manuals
8. Assessment Report
  - write comprehensive report in a timely manner including background

information, behavioral observations, results of tests, risk assessment, conceptualization, diagnoses and recommendations

-appropriately engages supervisor review and feedback in the report writing

-identifies the recipients of the report and ensures they are provided a copy

#### 9. Family Feedback

-provide testing data feedback to the family in a supportive manner consistent with the patient and parent's health literacy

-Provide information regarding diagnoses and conceptualization in a supportive manner consistent with the patient and parent's health literacy

-Discuss recommendations which are specific and provided in a supportive manner consistent with the patient and parent's health literacy

## **Outpatient Sub-Specialty Clinic**

### **ADHD Clinic**

Through the Psychiatry and Behavioral Health's ADHD Clinic, the fellow will participate with child psychiatrists in the assessment of mood and behavioral concerns with special emphasis on ADHD. Fellows will learn formal and informal assessment procedures for children and their families related to this specialty service.

### **ADHD Clinic Observable Professional Activities (OPAs)-**

#### **A. Developing Knowledge related to the ADHD Service**

1. Timely completion of all recommended readings regarding assessment and treatment of ADHD.
2. Timely completion of review of relevant test manuals (WISC-V, WIAT-III, TOVA, CBCL, TRF, Parent and Teacher Connors-3)
3. Reviews DSM-5 nosology and criteria.
4. Actively discusses acquired knowledge in supervision meetings, addressing questions, application and additional readings to enhance knowledge base.

#### **B. Developing Skills related to the ADHD Service**

1. Practices administration and interpretation of all assessment tools demonstrating accuracy, and proficiency.

#### **C. Assessment**

1. Receives referral and clarifies the questions to be addressed and potential adjustments to make for optimal assessment.
2. Reviews the medical record, identifying relevant information and topics that need follow-up in assessment
3. Reviews rating scales, school information, IEP, records from previous treatment and evaluations and succinctly organizes and summarizes the data
4. Order appropriate tests and participate in administration of tests with psych techs, demonstrating proficiency in adjusting testing to the child's test-taking behaviors and needs to facilitate optimal engagement and test fidelity
5. Accurately score tests consistent with procedures outlined in the manuals

#### **D. Team Staffing**

1. Actively participate in the multidisciplinary team staffing
2. Provide input based on psychological test data to support the case conceptualization and diagnostic review
3. Provide recommendations, which incorporate your evaluation and the input from the other team members.

#### **E. Family Meeting**

1. Provide feedback to the family that incorporates data from testing. Present this in a supportive manner consistent with the parent's health literacy
2. Provide information regarding diagnoses and conceptualization in a supportive manner consistent with the parent's health literacy

3. Discuss recommendations, which are specific and provided in a supportive manner consistent with the parent's health literacy

#### F. Report Generation

1. Write clear, organized, concise report, which incorporates psychiatric review, IEP, rating scales and psychological testing data
2. Completes the report in a timely manner.
3. Appropriately engages supervisor review and feedback in the report writing.
4. Identifies the recipients of the report and ensures they are provided a copy.

## **Autism Clinic**

Through the Child Development Center's Autism Clinic, the fellow will participate on a multidisciplinary team, which includes pediatric neurologists, developmental pediatricians, pediatric neuropsychologists, and occupational therapists, and speech-language pathologists, in the assessment of developmental disorders with special emphasis on autism. Fellows will learn formal and informal assessment procedures and interventions for children and their families related to this specialty service.

### **Autism Clinic Observable Professional Activities (OPAs)-**

#### **A. Developing Knowledge related to the Autism Service**

1. Timely completion of all recommended readings regarding assessment and treatment of autism.
2. Reviews DSM-5 Autism Spectrum Disorder criteria.
3. Timely completion of review of relevant test manuals (ADI-R and ADOS)
4. Timely review of ADOS practice tapes.
5. Actively discusses acquired knowledge in supervision meetings, addressing questions, application and additional readings to enhance knowledge base.

#### **B. Developing Skills related to the Autism Service**

1. Practices administration of all assessment tools (particularly ADI-R and ADOS), demonstrating accuracy, and proficiency.

#### **C. Assessment**

1. Receives referral and clarifies the questions to be addressed and appropriateness/readiness for the assessment.
2. Reviews the medical record, identifying relevant information and topics that need follow-up in assessment
3. Review rating scales, school information, IEP, records from previous treatment and evaluations and succinctly organizes and summarizes the data
4. Conduct diagnostic evaluation
  - a. Provides explanation of their role as a fellow, working under the supervision of Dr. Braun
  - b. Reviews with patient and family the limits of confidentiality including all relevant components
  - c. Identifies family's major concerns and goals for the evaluation
  - d. Reviews DSM-5 Autism Spectrum Disorder symptoms
  - e. Reviews academic history
  - f. Reviews developmental history
  - g. Reviews psychiatric history
  - h. Reviews medical history
  - i. Reviews social history
  - j. Review family history
5. Administer the ADOS, demonstrating proficiency in adjusting testing to the child's test-taking behaviors and needs to facilitate optimal engagement and test fidelity.
6. Accurately score the ADOS consistent with procedures outlined in the manual.



#### D. Team Staffing

1. Actively participate in the multidisciplinary team staffing
2. Provide input based on your assessment to support the case conceptualization and diagnostic review
3. Provide recommendations which incorporate your evaluation and the input from the other team members.

#### E. Family Meeting

1. Provide feedback to the family that incorporates data from your parent interview and ADOS and the assessments by Speech, OT and Neuropsychology. Testing. Present this in a supportive manner consistent with the parent's health literacy
2. Provide information regarding diagnoses and conceptualization in a supportive manner consistent with the parent's health literacy
3. Discuss recommendations which are specific and provided in a supportive manner consistent with the parent's health literacy

#### F. Report Generation

1. Write clear, organized, concise report which incorporates diagnostic interview, results of ADOS and other available data (rating scales, neuropsychological testing, speech, OT, school, IEP).
2. Completes the report in a timely manner.
3. Appropriately engages supervisor review and feedback in the report writing.
4. Identifies the recipients of the report and ensures they are provided a copy.
5. Constructs a cover letter to send to the family which succinctly summarizes the report's findings and recommendations in a manner congruent with the health literacy of the family.