

**PETITION FOR THE
RECOGNITION OF A SPECIALTY
IN PROFESSIONAL PSYCHOLOGY**

THIS PETITION gives guidance to the types and amounts of information necessary for a formal decision to be reached. Petitioning organizations may use additional pages where necessary. The petitioning organization is free to provide any additional material deemed relevant.

NOTE: Complete responses to all questions posed in each of the criteria are required. Appendix materials should not be considered as substitutes for the completion of responses to questions in the criteria.

AMERICAN PSYCHOLOGICAL ASSOCIATION
750 First Street,
NE Washington, D.C.
20002-4242
(202) 336-5500

PETITION PACKAGE

Preamble¹

Knowledge and practice skills in psychology have expanded and become increasingly differentiated over the past 50 years. Historically, the American Psychological Association (APA) acknowledged four professional specialties in psychology: clinical, counseling, school, and industrial/organizational psychology. It is important to note that these specialties first gained de facto recognition through a process of historical evolution. The APA accreditation guidelines also reference clinical, counseling, and school psychology as specialties.

A shared core of scientific and professional knowledge, skills, and attitudes is common to professional specialties. This shared core has been recognized in several conference reports on the future of professional psychology including the reports of groups and conferences of the National Council of Schools and Programs of Professional Psychology, the Joint Council on Professional Education in Psychology, and the National Conference on Scientist-Practitioner Education and Training for the Professional Practice of Psychology. Nothing in this document precludes a provider of psychological services from using the methods or dealing with the populations of any specialty, except insofar as they do so “within the boundaries of their competence, based on their education, training, supervised experience, consultation, study, or professional experience” (APA Ethical Principles of Psychologists and Code of Conduct; APA, 2002, amended 2010 and 2017).

The public will continue to need the services of general practice specialists, such as those offered by clinical, counseling, school and industrial/organizational psychologists. However, the emergence of new specialties to provide needed psychological services must also be recognized and validated. There must be a mechanism within the field to provide for the recognition of specialties.

Recent decades have produced what amounts to an explosion in professional knowledge and areas of application. As a result, new areas of application of psychology's scientific and applied knowledge have been organized around particular emphases in professional practice. The training to acquire this knowledge and skill may occur at the doctoral, doctoral internship, postdoctoral and/or postlicensure levels. Such a proliferation of knowledge and an expansion of practice domains resulted in the need to establish a process for recognizing specialties in professional practice that are differentiated from core scientific and applied professional foundations in psychology. At various times in past years, groups within and outside APA have worked to articulate such an identification and recognition process. Acknowledgement is given to the work of APA's Task Force on Specialty Criteria, the Board of Professional Affairs Subcommittee on Specialization, and the Board of Educational Affairs Task Force on Scope and Criteria of Accreditation, as well as the American Board of Professional Psychology for important contributions to this process. Their efforts have been a part of the continuing evolution of a process to identify specialties in psychology. Since the establishment of the specialty recognition process in

¹ These criteria are aimed at those areas of practice in psychology which have a history of primarily providing services to the public. Other areas, traditionally identified with the academic and scientific aspects of psychology, are not addressed.

2011, APA has been a leader in the design and implementation of a de jure process for the recognition of specialties in psychology.

For purposes of this endeavor, the following definition of a specialty is adopted:

A specialty is a defined area of professional psychology practice characterized by a distinctive configuration of competent services for specified problems and populations. Practice in a specialty requires advanced knowledge and skills acquired through an organized sequence of formal education, training, and experience in addition to the broad and general education and core scientific and professional foundations acquired through an APA or CPA accredited doctoral program.***

Specialty training may be acquired at the doctoral, doctoral internship, postdoctoral, or post- licensure level as defined by the specialty.

* Except where APA or CPA program accreditation does not exist for that area of professional psychology.

**For those training in health service psychology areas, this is in addition to the broad and general education and core scientific and professional foundations acquired through an APA or CPA accredited doctoral program or programs accredited by an accrediting body that is recognized by the U.S. Secretary of Education for the accreditation of professional psychology education and training in preparation for entry to practice.

The American Psychological Association and its Commission for the Recognition of Specialties and Subspecialties in Professional Psychology (CRSSPP) will consider petitions for formal recognition of specialties. Petitions that are received by CRSSPP will be reviewed and acted upon by the APA Council of Representatives. CRSSPP will review the status of each specialty at least every seven years and recommend whether the specialty should continue to be recognized.

Please note that in several places in the petition, you will be asked to provide references. Citations to publications, studies, research, or other references should include a summary or description of the work. This may be a brief explanatory parenthetical note or similar short description.

Additionally, while completing this petition, the Commission encourages you to review the most recent APA guidelines and publications as relevant. We encourage your organization to thoughtfully consider how to incorporate an inclusive psychology that promotes human rights, fairness, and dignity for all under Criterion III.

Name of Proposed Specialty: _____

Please check one:

☐ Petition for Initial Recognition

☐ Petition for Renewal of Recognition

Criterion I. Administrative Organizations. The proposed specialty is represented by a specialty council of one or more organizations that provide systems and structures sufficient to support the organized development of the specialty.

Commentary: The evolution of a specialty generally proceeds from networks of psychologists interested in the area to the eventual establishment of organized administrative bodies which carry out specific responsibilities for the specialty and its practitioners. These responsibilities include governance structures which meet regularly to review and further describe the specialty and appropriate policies for education and training in the specialty.

1. Please provide the following information for the organization or specialty council submitting the petition:

Name of organization or specialty council:

Address:

City/State/Zip:

Phone:

E-mail address:

Website of organization:

2. Please provide the following information for the President, Chair, or representative of the organization or specialty council submitting the petition:

Name:

APA membership status:

Address:

City/State/Zip:

Phone:

E-mail address:

3. Please provide the following information for the organization or specialty council submitting the petition:

Year founded? _____

Incorporated? Yes _____ No _____

State incorporated _____

Describe the purpose and objectives of the administrative organization or specialty

council submitting the petition.

Please append the bylaws for the petitioning organization or specialty council if bylaws are not provided on the website.

Outline the structure and functions of the administrative organization or specialty council (frequency of meetings, number of meetings per year, membership size, functions performed, how decisions are made, types of committees, dues structure, publications, etc.) using the table below. Provide samples of newsletters, journals, and other publications, etc.

Name of Organization	
Frequency of Meetings	
Number of Meetings per Year	
Membership Size	
Functions Performed	
How Decisions Are Made	
Types of Committees	
Dues Structure	
Names of Publications	
Website	

If other organizations are involved, please include them below:

Name of Organization	
Frequency of Meetings	
Number of Meetings per year	
Membership Size	
Functions Performed	
How Decisions Are Made	
Types of Committees	
Dues Structure	
Names of Publications	
Website	

Name of Organization	
Frequency of Meetings	
Number of Meetings per year	
Membership Size	
Functions Performed	
How Decisions Are Made	

Types of Committees	
Dues Structure	
Names of Publications	
Website	

Present a rationale that describes how your organization or specialty council provides systems and structures which make a significant contribution to the organized development of the specialty. If more than one organization is listed, please explain how they collaborate and the rationale for their inclusion in this petition.

4. Signature(s) of official(s) representing the organization(s) endorsing this petition attest to the information provided in the petition and agree to provide training in this subspecialty as defined in this petition:

Name:

Title:

Date:

Criterion II. Public Need for Specialty Practice. The services of the specialty are responsive to identifiable public needs.

Commentary: Specialties may evolve from the professions' recognition that there is a particular public need for applications of psychology. Specialties may also develop from advances in scientific psychology from which applications to serve the public may be derived.

1. Describe the public needs that this specialty fulfills with relevant references. Under each need specify the populations served and relevant references. Please ensure that when providing references, an annotated bibliography is included to contextualize the rationale and relevance for the references' inclusion. Under each need, specify the populations served and relevant references.

2. Describe what procedures this petitioning organization and/or other associations associated with this specialty utilize to assess changes public needs.

3. Describe how the specialty attends to public need.

Criterion III. Diversity. The specialty demonstrates recognition of the importance of cultural and individual differences and diversity in the education and training of specialists.

Commentary: The specialty provides trainees with relevant knowledge and experiences about the role of cultural and individual differences and diversity in psychological phenomena as it relates to the science and practice of the specialty in each of the following areas: i) development of specialty-specific scientific and theoretical knowledge; ii) preparation for practice; iii) education and training; iv) continuing education and professional development; and v) evaluation of effectiveness.

Please ensure that you attend to the following:

1. Describe the specialty-specific scientific and theoretical knowledge required for culturally sensitive practice in the specialty, how it is acquired and what processes are in place for assessment and continued development of such knowledge.
2. Describe how the specialty prepares psychologists for practice with consideration of factors affecting the experiences of people from different cultural and individual backgrounds (e.g., through coursework, supervised practice, continued professional development, etc.) and how competence is demonstrated.
3. Describe how the subspecialty has monitored and adapted to meet emergent needs of the field and communities, including different populations, in training, research, and practice (e.g., through research, needs assessment, or market surveys).
4. Describe how the education and training and practice guidelines for the specialty reflect the specialty's recognition of the importance of cultural and individual differences across this criterion and throughout this petition document.

Criterion IV. Distinctiveness. A specialty differs from other recognized specialties in its body of specialized scientific knowledge and professional application.

Commentary: While it is recognized that there will be overlap in the knowledge and skill among various specialties in psychology, the petitioning organizations must describe the specialty in detail to demonstrate that it is distinct from other recognized specialties in the knowledge and skills required, the need or population served, problems addressed, and procedures and techniques used.

1. Identify how the following parameters differentiate and where they might overlap with other specialties. Describe how these parameters define professional practice in the specialty.
 - a. populations
 - b. problems (psychological, biological, and/or social that are specific to this specialty):
 - c. procedures and techniques
2. In addition to the professional practice domains described above, describe the theoretical and scientific knowledge required for the specialty and provide citations with a list of annotated references for each domain as described below. For each of the following core professional practice domains, provide a brief description of the specialized knowledge that is required and provide the most current available published references in each area (e.g., books, chapters, articles in refereed journals, etc.). While reliance on some classic references is acceptable, the majority of references provided should be from

the last five years and should provide scientific evidence for the theoretical and psychological knowledge required for the specialty.

- a. assessment:
 - b. intervention:
 - c. consultation:
 - d. supervision
 - e. research and inquiry:
 - f. public interest:
 - g. continuing professional development
 - h. any relevant additional core professional practice domains.
3. Identify professional practice activities associated with the specialty in each of the following domains and how they differentiate and where they might overlap with other specialties.
- a. assessment:
 - b. intervention:
 - c. consultation:
 - d. supervision:
 - e. research and inquiry:
 - f. public interest:
 - g. continuing professional development:
 - h. any relevant additional core professional practice domains.

Criterion V. Advanced Scientific and Theoretical Preparation. In addition to a shared core of knowledge, skills and professional attitudes required of all practitioners, a specialty requires advanced, specialty-specific scientific knowledge.

Commentary: Petitions demonstrate how advanced scientific and theoretical knowledge is acquired and how the basic preparation is extended.

1. Specialty education and training may occur at the doctoral (including internship), postdoctoral or post-licensure levels. State the level of training of the proposed specialty.
2. Training at the doctoral level is assumed to be primarily broad and general. If specialty training occurs in whole or in part at the doctoral level, describe that training. If there is specialty specific scientific knowledge that is typically integrated with aspects of the broad and general

psych curriculum (e.g., biological bases of behavior, cognitive-affective bases of behavior, individual bases of behavior, ethics (science and practice) rather than taught as a freestanding course or clinical experience, specify how this integration occurs.

3. If specialty training occurs in full or in part during a formal postdoctoral program describe the required education and training and other experiences during the postdoctoral residency. Are there any doctoral level prerequisites beyond an APA-accredited degree in professional psychology required for postdoctoral training?
4. If specialty training occurs in full or in part post-licensure, describe the required education and training during this training. Are there any doctoral level prerequisites beyond an APA- accredited degree in professional psychology required for post-licensure training?

Criterion VI. Advanced Preparation in the Parameters of Practice. A specialty requires the advanced didactic and experiential preparation that provide the basis for services with respect to the essential parameters of practice. The parameters to be considered include a) populations, b) psychological, biological, and/or social problems, and c) procedures and techniques. These parameters should be described in the context of the range of settings or organizational arrangements in which practice occurs and at each level that specialty training occurs.

Commentary:

A) Populations. This parameter focuses on the populations served by the specialty, encompassing both individuals and groups. Examples of persons representing diversity include but are not limited to the following: children, youth and families; older adults; workforce participants and those who seek employment; men; women; persons of color, members of racial and ethnic, communities, and persons speaking English as a second or subsequent language; gay, lesbian, bisexual and transgender individuals; persons of various socioeconomic status groups; religious communities; and those with physical and/or mental disabilities.

B) Psychological, Biological, and/or Social Problems. This parameter focuses on symptoms, problem behaviors, rehabilitation, prevention, health promotion and enhancement of psychological well-being addressed by the specialty. It also includes attention to physical and mental health, organizational, educational, vocational, and developmental problems.

C) Procedures and Techniques. This parameter consists of the procedures and techniques utilized in the specialty. This includes assessment techniques, intervention strategies, consultative methods,

diagnostic procedures, ecological strategies, and applications from the psychological laboratory to serve a public need for psychological assistance.

1. Describe the advanced didactic and experiential preparation for specialty practice in each of the following parameters of practice:
 - a. populations (target groups, other specifications):
 - b. problems (psychological, biological, and/or social (including symptoms, problems behaviors, prevention, etc.):
 - c. procedures and techniques (for assessment, diagnosis, intervention, prevention, etc.):

Criterion VII. Structures and Models of Education and Training in the Specialty. The specialty has structures and models to implement the education and training sequence of the specialty that reference and employ the American Psychological Association's *Education and Training Guidelines: A Taxonomy for Education and Training in Professional Psychology Health Service Specialties and Subspecialties* (APA, 2020). The structures are stable, sufficient in number, and geographically distributed and may be found at the doctoral, doctoral internship, postdoctoral, and/or post-licensure level.

Commentary:

A) Sequence of Training. A petition describes a typical sequence of training, including curriculum, research, and supervision.

B) History and Geographic Distribution. A specialty has at least four identifiable psychology programs providing education and training in the specialty in more than one region of the country and which have produced an identifiable body of graduates over a period of years.

C) Psychology Faculty. Specialty programs have an identifiable psychology faculty responsible for the education and training of students and their socialization into the specialty. The faculty has expertise relevant to the education and training offered. Faculty may include individuals from other disciplines as appropriate. Specialty programs also have a designated psychologist who is clearly responsible for the integrity and quality of the program and who has administrative authority commensurate with those responsibilities. This psychologist has an advanced credential from a recognized board certification organization attesting to their specialty knowledge and skills and a record of scholarly productivity as well as other clear evidence of professional competence and leadership like fellow status in the American Psychological Association or the Canadian Psychological Association, or other evidence of equivalent professional recognition.

D) Procedures for Evaluation. Specialty programs regularly

monitor the progress of trainees to ensure the relevance and adequacy of the curriculum and integration of the various training components. Attention focuses on the continuing development of the trainee's knowledge, skills, attitudes, and values. Formal performance-based feedback is provided to trainees in the program.

E) Admission to the Program. *Program descriptions specify the nature and content of the program and whether they are designed to satisfy current licensing and certification requirements for psychologists as well as whether or not graduates can satisfy the education and training requirements for advanced recognition in the specialty. Postdoctoral programs have procedures that take into account the trainees' prior academic and professional record. These programs design an education and training experience that builds upon the doctoral program and doctoral internship and the professional experiences of the postdoctoral residents as they prepare for meeting the guidelines of preparation for the specialty.*

F) Post-licensure Training. *A petition describes acceptable post-licensure specialty training that may go beyond any state or providence licensing requirements for psychologists. This may include re-acquaintance with recommended specialty topics after certain time periods (e.g., recommending X hours of CEs in Evidence Based Practices every X number of years), additional contact hours treating clients within that specialty, and additional supervision hours by appropriately identified specialty supervisors. Specialties may give broad guidelines for maintaining competency in the specialty through continuing education and/or give detailed guidelines for Specialty sponsored credentialing programs.*

Post-licensure certificate programs are designed to allow psychologists to expand their areas of expertise throughout their careers. When programs offer different levels of competency training (e.g., Exposure, Experience, Emphasis and/or Major Area of Study) each level has clearly stated criteria for CE hours, required contact hours with clients being treated within that specialty, and required supervision hours with a supervisor that the program has vetted for expertise in that specialty area. Post-licensure programs may choose to give certificates at any or all levels of exposure.

1. How are education and training programs in the specialty recognized? How many programs exist in the specialty?
2. Describe the qualifications necessary for faculty who teach in these programs. Describe the qualifications required for the director of such programs with some specific current examples.
3. If programs are doctoral level, what are the requirements for admission? Provide sample evaluation forms.

4. If programs are postdoctoral, what are the requirements for admission? Provide sample evaluation forms.

5. Include or attach education and training guidelines, for this specialty as appropriate for doctoral training, doctoral internship, postdoctoral training, post-licensure, or all four. (In this context, education and training guidelines may be found in documents or websites including, but not limited to, those bearing such a title or as described in a variety of published textbooks, chapters, and/or articles focused on such contents.)

6. Provide sample curriculum expected of model programs.

7. Select four exemplary doctoral and/or postdoctoral level geographically distributed, and publicly identified programs in psychology in this specialty and provide the requested contact information. If no example programs that are APA accredited are available, please complete the appropriate Attachment (A or B) for the level of the program. If the specialty education and training occurs at both the doctoral and postdoctoral level provide examples of both and not from the same institution

<u>Program One</u>	Doctoral	Postdoctoral	Both
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Name of University, School, or Institution offering program:

Name of Program:

Address:

City/State/Zip:

Contact Person:

Telephone No.:

E-mail address:

Website:

APA Accreditation:

<u>Program Two</u>	Doctoral	Postdoctoral	Both
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Name of University, School, or Institution offering program:

Name of Program:

Address:

City/State/Zip:

Contact Person:

Telephone No.:

E-mail address:

Website:

APA Accreditation:

Program Three

Doctoral

Postdoctoral

Both

Name of University, School, or Institution offering program:

Name of Program:

Address:

City/State/Zip:

Contact Person:

Telephone No.:

E-mail address:

Website:

APA Accreditation:

Program Four

Doctoral

Postdoctoral

Both

Name of University, School, or Institution offering program:

Name of Program:

Address:

City/State/Zip:

Contact Person:

Telephone No.:

E-mail address:

Website:

APA Accreditation:

Criterion VIII. Continuing Professional Development and Continuing Education. A specialty provides its practitioners a broad range of regularly scheduled opportunities for continuing professional development in the specialty practice and assesses the acquisition of knowledge and skills.

Commentary: With rapidly developing knowledge and professional applications in psychology, it is increasingly difficult for professionals to deliver high quality services unless they update themselves regularly throughout their professional lives through continuing education mechanisms. A variety of mechanisms may be used to achieve these goals.

1. Describe the opportunities for continuing professional development and education in the specialty practice. Provide detailed examples, such as CE offerings that are available.
2. Describe the formal requirements, if any, for continuing professional development and education to maintain competence in the specialty.
3. Describe the minimum expectations, if any, for continuing professional development and education to maintain competence in the specialty.

Criterion IX. Effectiveness. A specialty demonstrates the effectiveness of the services provided by its specialist practitioners with research evidence that is consistent with the APA 2005 Policy on Evidence-based Practice.

Commentary: A body of evidence is to be presented that demonstrates the effectiveness of the specialty in serving specific populations, addressing certain types of psychological, biological and social behaviors, or in the types of settings where the specialty is practiced.

1. Provide at least five psychological manuscripts published in refereed journals (or equivalent) that demonstrate the efficacy of the specialty's services for dealing with the types of clients or populations (including groups with a diverse range of characteristics and human endeavors) usually served by this specialty. Summarize and discuss the relevance of the findings of the studies, specify populations, interventions, and outcomes in relation to the specialty practice.
2. Provide at least five psychological manuscripts published in refereed journals (or equivalent) that demonstrate the efficacy of the specialty's services for dealing with the types of psychological, biological, and/or social problems usually confronted and addressed by this specialty. Summarize and discuss the relevance of the findings of these studies, particularly their measures and outcome results.

3. Provide at least five psychological manuscripts published in refereed journals (or equivalent) that demonstrate the efficacy of the specialty's procedures and techniques when compared with services rendered by other specialties or practice modalities. Summarize and discuss the relevance of the findings of these studies, particularly their measures and outcome results and the comparisons to other specialties or modalities.
4. Provide at least five psychological manuscripts published in refereed journals (or equivalent) that demonstrate the efficacy of the specialty's services for dealing with the types of settings or organizational arrangements where this specialty is practiced. Summarize and discuss the relevance of the findings of these studies in relation to the specialty practice.

Criterion X. Quality Improvement. A specialty promotes ongoing investigations and procedures to develop further the quality and utility of its knowledge, skills, and services.

Commentary: The public interest requires that a specialty provides the best services possible to consumers. A specialty, therefore, continues to seek ways to improve the quality and usefulness of its practitioners' services beyond its original determination of effectiveness. Such investigations may take many forms. Specialties promote and participate in the process of accreditation to enhance the quality of specialty education and training. Petitions describe how research and practice literatures are regularly reviewed for developments which are relevant to the specialty's skills and services, and how this information is publicly disseminated.

1. Provide a description of the types of investigations that are designed to evaluate and increase the usefulness of the skills and services in this specialty. Estimate the number of researchers conducting these types of studies, the scope of their efforts, and how your organization and/or other organizations associated with the specialty will act to foster and communicate these developments to specialty providers. Provide evidence of current efforts in these areas including examples of needs assessed and changes that resulted.
2. Describe how the specialty seeks ways to improve the quality and usefulness of its practitioners' services beyond its original determinations of effectiveness.
3. Describe the processes by which relevant research and practice literature are reviewed for updates, and how such information is disseminated to constituents. Give examples of recent changes in specialty practice and/or training based upon this literature review.
4. This criterion includes two components: one focusing on past activities around accreditation (X.4.a), and the other on future activities around accreditation (X.4.b).

For X.4.a, describe how the specialty has promoted and participated in the process of accreditation to enhance the quality of specialty education and training. Also, indicate how many programs in this specialty have been accredited at the doctoral and/or postdoctoral level.

For X.4.b, describe how the specialty will promote and participate in the process of accreditation in the future to enhance the quality and sustainability of specialty education and training. Also, explain how the future accreditation support activities will be consistent with the Education and Training Guidelines: A Taxonomy for Education and Training in Professional Psychology Health Service Specialties and Subspecialties (see: <http://www.apa.org/ed/graduate/specialize/taxonomy.pdf>) and will be sustained (e.g., training CoA site reviewers with specialty expertise, sponsoring CoA self-study workshops, fostering the development or ongoing operation of a specialty training council, administrative agreements and protections, financial support, etc.). Explain how these activities will result in an increase in the number of specialty programs that are accredited at the doctoral and/or postdoctoral level.

Criterion XI. Guidelines for Specialty Service Delivery. The specialty has developed and disseminated guidelines for practice in the specialty that expand on the profession's general practice guidelines and ethical principles.²

Commentary: Such guidelines are readily available to specialty practitioners and to members of the public and describe the characteristic ways in which specialty practitioners make decisions about specialty services and about how such services are delivered to the public.

1. Describe the specialty-specific practice guidelines for this specialty. Please attach. How do such guidelines differ from general practice guidelines and ethics guidelines? (In this context, professional specialty guidelines refer to modes of conceptualization, identification and assessment of issues, and intervention planning and execution common to those trained and experienced in the practice of the specialty. Such professional guidelines may be found in documents or websites including, but not limited to, those bearing such a title or as described in a variety of published textbooks, chapters, and/or articles focused on such contents.)
2. How does the specialty encourage the continued development and review of practice guidelines?
3. Describe how the specialty's practitioners assure effective and ongoing communication to members of the discipline and the public as to the specialty's practices, practice enhancements, and/or new applications.
4. How does the specialty communicate its identity and services to the public?

Criterion XII. Provider Identification and Evaluation. A specialty recognizes the public

benefits of developing sound methods for permitting individual practitioners to secure an evaluation of their knowledge and skill to be identified as meeting the qualifications for competent practice in the specialty.

***Commentary:** Identifying psychologists who are competent to practice the specialty provides a significant service to the public. Assessing the knowledge and skill levels of these professionals helps increase the ability to improve the quality of the services provided. Initially practitioners competent to practice in the specialty may simply be identified by their successful completion of an organized sequence of education and training. As the specialty matures it is expected that the specialty will develop more formal structures for the recognition of competency in practitioners.*

1. Describe the formal peer review-based examination process of board certification including its use of a review and verification of the individual's training, licensure, ethical conduct status, and a peer assessment of specialty competence.

*If this is a new petition for recognition describe a) current methods by which individual practitioners can secure an evaluation of their knowledge and skill and be identified as meeting the qualifications for competent practice in the specialty and b) efforts to establish a formal peer review-based examination process of board certification including a detailed plan and timeline.

2. Describe how the specialty educates the public and the profession concerning those who are identified as a practitioner of this specialty. How does the public identify practitioners of this specialty?
3. Estimate how many practitioners there are in this specialty (e.g., spend 25% or more of their time in services characteristic of this specialty and provide whatever demographic information is available) and how many are board certified through the process described in item 1.

Public Description:

An important component of the recognition process is to develop a public description of the specialty that can be used to inform the public about the specialty area and its value to stakeholders. Please develop a **brief** description of the specialty by responding to the question below (total combined word limit for all five questions must not exceed 400 words). This provides the foundation for what will appear on the APA website upon recognition of the specialty and should be understandable to the general public (wording should not exceed an eighth-grade level). Descriptions will be edited for consistency to conform to the CRSPPP website standards.

1. Provide a brief (2-3 sentences) definition of the specialty.
2. What specialized knowledge is key to the specialty?
3. What problems does this specialty specifically address?
4. What populations does this specialty specifically serve?
5. What are the essential skills and procedures associated with the specialty?

Attachment A

Structures and Models of Education and Training in (name of specialty) Psychology Doctoral Program

COMPLETE THE FOLLOWING FOR ANY EXAMPLE DOCTORAL PROGRAMS
SUBMITTED IN CRITERION VII THAT ARE NOT APA ACCREDITED

Program One

Name of University, School, or institution offering program:

Name of Program:

Address:

City/State/Zip:

Contact Person:

Telephone No.

E-mail address:

Website:

1. Provide evidence that your program, regardless of setting, (a) maintains a psychology faculty; (b) provides opportunities for scholarly inquiry and practice by the faculty; and (c) provides support for trainees to encourage and expand learning opportunities beyond course work.
2. Provide evidence from your program that published descriptions of the program specify whether or not graduates can satisfy the education and training requirements for advanced recognition in the specialty.
3. Indicate by document and page number where your program is clearly identified as a psychology program whose intent is to educate and train psychologists.
4. Enclose an organizational chart describing the administrative relationship of the program with other units within the organization (e.g., College/Division/Department/ Program/Specialty). Indicate lines of authority for both academic decision making and resource allocation. Indicate names, titles, addresses, phone numbers, and authority.
5. Using examples of typical trainee schedules, show the sequence of courses recommended for each year level of trainees enrolled in the program.

6. Do you require at least three full-time years of graduate study (or the equivalent thereof) at your institution? (enclose documenting policy statement)

Yes No

7. Are two academic years of study at a single institution required for award of the degree? (enclose documenting policy statement):

Yes No

8.

8. Do you require at least one academic year of full-time residency (or the equivalent thereof) at the same institution for the award of the degree? (enclose documenting policy statement):

Yes No

9. Using the following format, indicate the courses that your program requires. Please list didactic courses only here. Information about practicum experience will be requested elsewhere.

Title	Number	Required of Elective	Catalog Page #
a. Scientific & Professional Ethics and Guidelines			
b. Research Design & Methodology			
c. Statistics			
d. Psychological Measurement			
e. History & Systems			
f. Biological Bases of Behavior			
g. Affective Bases of Behavior			
h. Social Bases of Behavior			
i. Individual Behavior			
j. Specialty course taught in department			
k. Specialty course taught in other departments			

10. Using this format, show how laboratory, practicum, and internship requirements are met. NOTE: For practicum: names and agencies used, nature of agency, its mission, financial support, administrative structure,

types of clients seen, services offered. For internship: name of agency, how they are selected, communication between psychology program and internship agency, name of chief psychologist and director of training, and nature of agency, its mission, financial support, administrative structure, types of clients seen, services offered.

Types of agency and experience:

	Laboratory, Practicum, Internship (please specify)	Name and Qualifications of Agency and Institutional Supervisor	Number of Trainees Placed in the Last Two Years
First Year			
Second Year			
Third Year			
Fourth Year			
Fifth Year			

11. Competencies in (name of specialty) psychology (please list all of the specific competencies which graduates of this program have mastered as a requirement for completion of the doctoral degree).

Competency	Description of Competency	Description of how the Competency is Acquired	Criterion for Establishing Competence

Attachment B

Structures and Models of Education and Training in (name of specialty) Psychology Postdoctoral Program

COMPLETE THE FOLLOWING FOR ANY EXAMPLE POSTDOCTORAL PROGRAMS SUBMITTED IN CRITERION VII THAT ARE NOT APA ACCREDITED

Program One

Name of University, School, or institution offering program:

Name of Program:

Address:

City/State/Zip:

Contact Person:

Telephone No.

E-mail address:

Website:

1. Provide evidence that your program, regardless of setting, (a) maintains a psychology faculty; (b) provides opportunities for scholarly inquiry and practice by the faculty; and (c) provides support for trainees to encourage and expand learning opportunities beyond course work.
2. Provide evidence from your program that published descriptions of the program's specify whether or not graduates can satisfy the education and training requirements for advanced recognition in the specialty.
3. Indicate by document and page number where your program is clearly identified as a specialty psychology program whose intent is to educate and train psychologists in the specialty.
4. Enclose an organizational chart describing the administrative relationship of the program with other units within the organization (e.g., College/Division/Department/ Program/Specialty) Indicate lines of authority for both academic decision making and resource allocation. Indicate names, titles, addresses, phone numbers, and authority.
5. Using examples of typical trainee schedules, show the sequence of courses

recommended for each year level of trainees enrolled in the program.

6. Do you require at least one year of full-time training (or the equivalent thereof) at your institution? (enclose documenting policy statement):

Yes No

7. Describe the education and training provided to the postdoctoral candidates in the program.

8. Competencies in (name of specialty) psychology (please list all of the specific competencies which graduates of this program have mastered as a requirement for completion of the postdoctoral program).

Competency	Description of Competency	Description of how the Competency is Acquired	Criterion for Establishing Competence

END OF PETITION FORM

References

- American Psychological Association. (2020). *Education and training guidelines: A taxonomy for education and training in professional psychology health service specialties and subspecialties*. Retrieved from <http://www.apa.org/ed/graduate/specialize/taxonomy.pdf>
- American Psychological Association. (2017). *Ethical principles of psychologists and code of conduct* (2002, Amended June 1, 2010 and January 1, 2017). Retrieved from <http://www.apa.org/ethics/code/index.aspx>
- American Psychological Association. (2006). Evidence-based practice in psychology: APA Presidential Task Force on evidence-based practice. *American Psychologist*, 61(4), 271-285. <https://doi.org/10.1037/0003-066X.61.4.271>

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