

**PETITION FOR THE RECOGNITION OF A  
SUBSPECIALTY 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.

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**PETITION PACKAGE**

## Preamble<sup>1</sup>

To educate and protect the public, the profession has the responsibility to exercise authority over the process of subspecialty recognition. CRSSPP will consider petitions for formal recognition of a subspecialty. Petitions that CRSSPP approves will be reviewed and acted upon by the APA Council of Representatives (COR). CRSSPP will review the status of each recognized subspecialty at least every seven years and recommend whether the subspecialty should continue to be recognized.

Through a review of documents and discussions about subspecialties in psychology, it has become apparent that psychologists view subspecialties from a variety of perspectives. The "universe" of subspecialties could extend from a potential unmanageable number of individual "micro" skills to considerably more organized and complex "near specialties" depending on how a specific array of knowledge and skills is defined. Consequently, principles governing the recognition of subspecialties must be very clear and well-defined.

For purposes of this undertaking, the following subspecialty definition is adopted:

A subspecialty is a concentrated area of knowledge, skills, and attitudes that:

- (a) exists within at least one recognized {parent}specialty;
- (b) requires additional education, training, and/or professional experiences; and,
- (c) involves specific (1) problems, (2) populations, and/or (3) circumscribed approaches.

A subspecialty has characteristics of the specialty area in which it is embedded and reflects a more specific area of the specialty based on targeted problems, populations, and/or techniques. Subspecialties are delineated in the *Education and Training Guidelines: A Taxonomy for Education and Training in Professional Psychology Health Service Specialties and Subspecialties* (APA, 2020). Subspecialties are distinct from specialties which are defined areas of professional psychology practice characterized by a distinctive configuration of competent services for specified problems and populations.

Subspecialties can only be acquired through relevant education and training focused specifically and intensively on defined content. Although some subspecialties may be unique to only one specialty, others may belong to more than one specialty. To educate and protect the public, the profession has the responsibility to exercise authority over the process of subspecialty recognition. The process should not be abdicated solely to market forces or to pressures from external bodies. Nothing in this document precludes a provider of psychological services from using the methods or working with the populations of any subspecialty as long as they do so

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<sup>1</sup> These criteria are aimed at those areas of practice in psychology that 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.

*Note:* "Parent" refers to the sponsoring specialty.

“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).

Organizations responsible for a subspecialty will define how it meets public need and how practitioners acquire the psychological knowledge and skills that represent the bases for its practice. In addition, organization(s) responsible for the development of a subspecialty are responsible for collaborating with other organizations to ensure that appropriate education and training is provided in a sequential and integrated nature. When education and training in a subspecialty can be achieved through interdisciplinary study, organization(s) responsible for the subspecialty will describe how the subspecialty meets the criteria, within the context of interdisciplinary education and training, and ensures there is a clear explanation of the unique contributions of psychological knowledge and methods to the assessment, treatment, or understanding of the interdisciplinary focus.

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 (e.g., diversity guidelines, guidelines for psychological practice with girls and women, guidelines for assessment and intervention with persons with disabilities). In accordance with APA’s vision to strive for an accessible, equitable, and inclusive psychology that promotes human rights, fairness, and dignity for all, we encourage your organization to thoughtfully consider how to incorporate diversity initiatives into this petition, while also focusing specifically on highlighting diversity considerations in Criterion III.

Name of Proposed Subspecialty: \_\_\_\_\_

Please check one:

☐ Petition for Initial Recognition

☐ Petition for Renewal of Recognition

**Criterion I. Administrative Organizations.** The proposed subspecialty is represented by one or more organizations that provide systems and structures that are sufficient to support the organized development of the subspecialty in terms of effectiveness, quality improvement, and provider identification and evaluation. When a subspecialty is nested within more than one specialty, one specialty must act as lead for administrative purposes.

*Commentary: To ensure the management of the subspecialty, having the resources of national organization(s) willing to assume responsibility is important, so that psychology's scientific and professional integrity can be preserved. These organizations meet regularly to review and describe the subspecialty and appropriate policies for education and training in the subspecialty.*

1. Please provide the following information for the organization submitting the petition and identify the sponsoring parent specialty:

Name of organization:

Address:

City/State/Zip:

Phone:

E-mail address:

Website of organization:

Name of sponsoring parent specialty:

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

Name:

APA membership status:

Address:

City/State/Zip:

Phone:

E-mail address:

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

Year founded? \_\_\_\_\_ Incorporated? Yes \_\_\_\_\_ No \_\_\_\_\_

State incorporated \_\_\_\_\_

Describe the purpose and objectives of the administrative organization submitting the petition.

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

Outline the structure and functions of the administrative organization (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 provides systems and structures which make a significant contribution to the organized development of the subspecialty. 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:

5. Subspecialty petitioners are required to submit a completed Subspecialty Attestation with their petitions (please refer to the next page).

## Subspecialty Attestation

**Whereas**, on or about DATE, the proposed subspecialty of (NAME OF APPLICANT SUBSPECIALTY), requested affiliation with (NAME OF SPECIALTY);

**Whereas** (NAME OF SPECIALTY) reviewed materials submitted by (NAME OF APPLICANT SUBSPECIALTY) and determined that (NAME OF APPLICANT SUBSPECIALTY'S) education, training, and/or professional experience requirements appropriately relate to (NAME OF SPECIALTY) and are properly affiliated with the education, training, and/or professional experience requirements of (NAME OF SPECIALTY);

**Whereas** (NAME OF SPECIALTY) reviewed materials submitted by (NAME OF APPLICANT SUBSPECIALTY) and determined that (NAME OF APPLICANT SUBSPECIALTY) provides competent services for unique problems, populations, and/or circumscribed approaches which relate to (NAME OF SPECIALTY) and are properly affiliated with the competent services of (NAME OF SPECIALTY);

**Whereas** (NAME OF SPECIALTY) and (NAME OF APPLICANT SUBSPECIALTY) both agree to complete this Attestation form with the renewal petition for both (NAME OF SPECIALTY) and (NAME OF SUBSPECIALTY);

**Whereas** (NAME OF APPLICANT SUBSPECIALTY) is represented in the administrative organization of (NAME OF SPECIALTY) through at least one of its administrative entities; and

**Whereas** (NAME OF APPLICANT SUBSPECIALTY) seeks Subspecialty recognition from CRSSPP.

(NAME OF SPECIALTY) hereby attests and affirms that (NAME OF APPLICANT SUBSPECIALTY), if successfully recognized by APA, shall be affiliated with (NAME OF SPECIALTY) in accordance with the *Principles for the Recognition of Subspecialties in Professional Psychology* and the *Procedures for Recognition of Specialties and Subspecialties*.

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Designated representative of Specialty

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Designated representative of Applicant Subspecialty

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Date

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Date

**Criterion II. Public Need for Subspecialty Practice.** The services provided within a subspecialty are responsive to identifiable public needs.

*Commentary: Subspecialties may evolve from the recognition that there is a public need for subspecialty practice. Subspecialties may also develop from advances in scientific psychology from which applications to benefit the public may be derived.*

1. Describe the **rationale for the application based on the** public needs that this subspecialty fulfills with 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 subspecialty utilize to assess changing public needs.
3. Describe how the subspecialty addresses the public need.

**Criterion III. Diversity.** The organization(s) responsible for a subspecialty develops and implements a plan for inclusion of diverse individuals, including those with a wide range of cultural and individual differences, in the education and training subspecialty. The plan includes integration of contemporary psychological theory, research, and applied skills pertinent to the subspecialty's program of education and training.

*Commentary: The subspecialty provides trainees with relevant knowledge, attitudes, and skills about the role of diversity as well as cultural and individual differences as they relate to the science and practice of a subspecialty. The subspecialty's diversity focus should incorporate each of the following areas: (i) development of subspecialty-specific scientific and theoretical knowledge; (ii) preparation for practice; (iii) education and training; (iv) continuing education and professional development; and, (v) evaluation of effectiveness.*

While it is expected that addressing diversity is integrated throughout the petition, in this criterion, please ensure that you attend to the following. Because the population is diverse:

1. Describe the subspecialty-specific scientific and theoretical knowledge required for culturally sensitive practice in the subspecialty, how it is acquired and what processes are in place for assessment and continued development of such knowledge. CRSSPP strongly encourages you to reference APA's current diversity guidelines when responding to this petition and to consider diversity beyond U.S. borders.
2. Describe how the subspecialty prepares psychologists for practice with consideration of

intersectionality and systemic, sociohistorical factors affecting the experiences of people from diverse 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 and changing demographics 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 subspecialty reflect the subspecialty's recognition of the importance of cultural and individual differences and diversity across this criterion and throughout this petition document.

**Criterion IV. Distinctiveness.** A subspecialty is represented by concentrated areas of knowledge, skills, and attitudes that: (a) exist within at least one recognized {parent} specialty; (b) require additional education, training, and/or professional experiences; and (c) involve specific (1) problems, (2) populations, and/or (3) circumscribed approaches used in psychological assessment and/or treatment within which one develops competence. A subspecialty must demonstrate how it is distinct from the specialty.

*Commentary: A subspecialty typically reflects the development of competence in activities beyond broad and general doctoral training or internship training. Although it is recognized that there will be overlap among the knowledge, skill bases, and problems and populations of focus of subspecialties and their parent specialties, a subspecialty should involve a distinctive area or elaboration of expertise that can be understood as beyond basic specialty expertise.*

1. Identify how the following parameters differentiate and where they might overlap with other specialties and/or subspecialties. Describe how these parameters define professional practice in the subspecialty.
  - 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 subspecialty 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 concentrated area of knowledge, skills and attitudes 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 subspecialty.

- 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 subspecialty in each of the following domains and how they involve specific (1) problems, (2) populations, and/or (3) circumscribed approaches different from 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:

**Criterion V: Advanced Scientific and Theoretical Preparation.** In addition to a shared core knowledge base, skills, and professional attitudes required of all specialists, a subspecialty requires advanced subspecialty-specific scientific knowledge.

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

1. Subspecialties will mainly occur at the postdoctoral or post-licensure levels. Subspecialty education and training at the doctoral and internship levels are not applicable to the subspecialty petition because subspecialties require building upon competencies mastered in the major area of study in a specialty. Training that occurs at the doctoral level is primarily assumed to be broad and general. CRSSPP realizes there is subspecialty-specific scientific knowledge that is typically integrated with aspects of the broad and general psychology 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. During doctoral programs and internships, subspecialty education and training may rarely occur at the Exposure level. However, such education and training should not be part of the subspecialty petition and will not be reviewed by CRSSPP.
2. State the level of training of the proposed subspecialty (i.e., postdoctoral and/or post-

licensure).

3. If subspecialty 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 subspecialty 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. Parameters of Practice.** A subspecialty may be described as a concentrated area of knowledge, skills, and attitudes that requires additional education, training, and/or professional experiences, and involves specific problems, populations, and/or circumscribed approaches.

***Commentary:** This consists of the descriptions of specific procedures and techniques used in the subspecialty and the populations to which they apply, including assessment techniques, intervention strategies, consultative methods, diagnostic procedures, ecological strategies, and applications from clinical research to serve a public need for psychological assistance.*

**Commentary:**

- A) Populations.** This parameter focuses on the populations served by the subspecialty, 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 subspecialty. 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 subspecialty. 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 subspecialty 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. Initial Acquisition of Knowledge and Skills.** A subspecialty is acquired through a defined program of study and training that enables psychologists to develop the necessary competence to practice the subspecialty. The program of study and training for a subspecialty references and employs the *Education and Training Guidelines: A Taxonomy for Education and Training in Professional Psychology Health Service Specialties and Subspecialties* (APA, 2020).

***Commentary:** Education and training in a subspecialty may occur at the doctoral internship, postdoctoral, or post-licensure level. However, for the purposes of recognition as a subspecialty, the CRSSPP petition requires and will only review those completed taxonomies that occur at the postdoctoral level and beyond. Subspecialty education and training is sequential and integrated in nature, and includes supervised experience and evaluation related to the knowledge base and skill sets distinctive to the subspecialty. If the subspecialty is interdisciplinary, articulate the way that psychological practice, specifically, is conducted within the subspecialty.*

**Commentary:**

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

**B) History and Geographic Distribution.** *A subspecialty has at least two identifiable psychology programs providing education and training in the subspecialty 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.** *Subspecialty programs have an identifiable psychology faculty responsible for the education and training of students and their socialization into the subspecialty. The faculty has expertise relevant to the education and training offered. Faculty may include individuals from other disciplines as appropriate. Subspecialty 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 subspecialty 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.** Subspecialty 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 subspecialty. 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 subspecialty.

**F) Post-licensure Training.** A petition describes acceptable post-licensure subspecialty training that may go beyond any state or providence licensing requirements for psychologists. This may include re-acquaintance with recommended subspecialty 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 subspecialty, and additional supervision hours by appropriately identified subspecialty supervisors. Specialties may give broad guidelines for maintaining competency in the specialty through continuing education and/or give detailed guidelines for Subspecialty 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 subspecialty, and required supervision hours with a supervisor that the program has vetted for expertise in that subspecialty 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 subspecialty recognized? How many

programs exist in the subspecialty?

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 postdoctoral, what are the requirements for admission? Provide sample evaluation forms.
4. If programs are post-licensure, what are the requirements for admission? Provide sample evaluation forms.
5. Include or attach education and training guidelines, for this subspecialty as appropriate for postdoctoral training and/or post-licensure training. (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 two exemplary postdoctoral and/or post-licensure level, geographically distributed, and publicly identified programs in psychology in this subspecialty 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.

Program One

Postdoctoral

Post-licensure

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 Two

Postdoctoral

Post-licensure

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. Maintenance of Competence.** The organization(s) seeking recognition for a subspecialty is responsible for identifying or providing practitioners with regularly scheduled opportunities for continuing professional development in the subspecialty practice, and assessment of subspecialty knowledge and skills.

*Commentary: This criterion requires that petitioners articulate the continuing education and training necessary to maintain competency in a subspecialty. A petition should specify what methods must be used to achieve these goals.*

1. Describe the opportunities for continuing professional development and education in the subspecialty 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 subspecialty.
3. Describe the minimum expectations, if any, for continuing professional development and education to maintain competence in the subspecialty.

**Criterion IX. Effectiveness.** A subspecialty should present and document the best available evidence and research that demonstrates its effectiveness on specific problems and/or populations, 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 subspecialty with appropriate problems and populations and documents the best available research.*

1. Provide at least five psychological manuscripts published in refereed journals (or equivalent) that demonstrate the efficacy of the subspecialty'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 subspecialty. Summarize and discuss the relevance of the findings of the studies, specify populations, interventions, and outcomes in relation to the subspecialty practice.
2. Provide at least five psychological manuscripts published in refereed journals (or equivalent) that demonstrate the efficacy of the subspecialty's services for dealing with the types of psychological, biological, and/or social problems usually confronted and addressed by this subspecialty. 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 subspecialty's procedures and techniques when compared with services rendered by other subspecialties 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 subspecialties or modalities.
4. Provide at least five psychological manuscripts published in refereed journals (or equivalent) that demonstrate the efficacy of the subspecialty's services for dealing with the types of settings or organizational arrangements where this subspecialty is practiced. Summarize and discuss the relevance of the findings of these studies in relation to the subspecialty practice.

**Criterion X. Quality Improvement.** A subspecialty organization promotes investigations and procedures to ensure ongoing improvement in the competencies of subspecialists.

*Commentary: The public interest requires the best services possible for consumers. A subspecialty, therefore, must continue to seek ways to improve and monitor the quality of subspecialist services. Quality improvement can take many forms. Petitions should describe procedures for regular review of relevant research and practice literature that supports improvement in subspecialist skills and services. In addition, the petition must include a plan for public dissemination of this information.*

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 subspecialty. 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 subspecialty will act to foster and communicate these developments to subspecialty providers. Provide evidence of current efforts in these areas including examples of needs assessed and changes that resulted.
2. Describe how the subspecialty 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 subspecialty practice and/or training based upon this literature review.
4. Describe how the subspecialty has promoted and participated in processes to enhance the quality of education and training.

Also, explain how those processes support activities that are 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., development of subspecialty training councils).

**Criterion XI. Guidelines for Subspecialty Service Delivery.** The subspecialty has developed and disseminated guidelines for practice in the subspecialty that expand on the profession's general practice guidelines and ethical principles.<sup>2</sup>

*Commentary: These guidelines are communicated to subspecialists and members of the public.*

1. Describe the subspecialty-specific practice guidelines for this subspecialty. Please attach. How do such guidelines differ from general practice guidelines and ethics guidelines? (In this context, professional subspecialty 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 subspecialty. 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 subspecialty encourage the continued development and review of practice guidelines?
3. Describe how the subspecialty's practitioners assure effective and ongoing communication to members of the discipline and the public as to the subspecialty's practices, practice enhancements, and/or new applications.
4. How does the subspecialty communicate its identity and services to the public?

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<sup>2</sup> In this context, practice guidelines refer to modes of conceptualization, identification and assessment of issues, intervention planning and application by subspecialists. Such 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.

**Criterion XII. Provider Identification and Evaluation.** A subspecialty describes competency-based methods for evaluating expertise and identifies subspecialists who have achieved such benchmarks.

*Commentary: Identifying psychologists who are competent to practice the subspecialty provides a significant service to the public. Initial demonstration of competence to practice in the subspecialty may include successful completion of the required organized sequence of education and training. As a subspecialty develops over time, it is expected that the subspecialty will develop more formal structures for the recognition of competence among subspecialists.*

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

### **Public Description:**

An important component of the recognition process is to develop a public description of the subspecialty that can be used to inform the public about the subspecialty area and its value to stakeholders. Please develop a **brief** description of the subspecialty 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 subspecialty 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 subspecialty.
2. What concentrated area of knowledge, skills, and attitudes is key to the subspecialty?
3. What problems does this subspecialty specifically address?
4. What populations does this subspecialty specifically serve?
5. What are the essential skills and procedures associated with the subspecialty?

## **Attachment A**

### **Structures and Models of Education and Training in (name of subspecialty) Psychology Postdoctoral Program**

COMPLETE THE FOLLOWING FOR ANY EXAMPLE POSTDOCTORAL PROGRAMS  
SUBMITTED IN CRITERION VII

NOTE: For subspecialty petitions, information is not relevant at the doctoral or internship level since, by definition, subspecialties are dependent upon the trainee having achieved a major area of competency in a specialty before embarking on the subspecialty. Therefore, please only complete the final two columns, postdoctoral and post-licensure, for your subspecialty.

#### **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 subspecialty.
3. Indicate by document and page number where your program is clearly identified as a subspecialty psychology program whose intent is to educate and train psychologists in the subspecialty.
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 subspecialty) psychology are as follows (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	Assessment Criteria for Establishing Competence

## **Attachment B**

### **Structures and Models of Education and Training in (name of subspecialty) Psychology Post-licensure training program**

COMPLETE THE FOLLOWING FOR ANY EXAMPLE POST-LICENSE TRAINING PROGRAMS SUBMITTED IN CRITERION VII

NOTE: For subspecialty submissions, taxonomy information is not relevant at the doctoral or internship level since, by definition, subspecialties cannot occur at the doctoral or internship level and are dependent upon the trainee having achieved a major area of competency in a specialty before embarking on the subspecialty. Therefore, please only complete the final two columns, postdoctoral and post-licensure training program, for your subspecialty.

Name of University, School, or institution/organization offering post-licensure training program:

Name of Program:

Address:

City/State/Zip:

Contact Person:

Telephone No.:

Email address:

Website:

1. Provide evidence that your post-licensure training program, regardless of setting, (a) maintains a psychology faculty, supervisor(s), and/or instructor(s); (b) provides opportunities for scholarly inquiry and practice by the faculty, supervisor(s), and/or instructor(s); and (c) provides support for trainees to encourage and expand learning opportunities beyond course work.
2. Provide evidence from your post-licensure training program that published descriptions of the post-licensure training program specify whether or not graduates and/or individuals who complete the training program can satisfy the education and training requirements for advanced recognition in the subspecialty.
3. Indicate where your post-licensure training program is clearly identified as a subspecialty psychology program whose intent is to educate and train psychologists in the subspecialty.

4. Enclose an organizational chart describing the administrative relationship of the post- licensure training program which articulates lines of authority for both academic decision making and resource allocation (if applicable) and/or names, titles, addresses, phone numbers, and the responsible/designated authority.
5. Using examples of typical trainee schedules, show the sequence of courses recommended for trainees enrolled in the program.
6. Describe the education and training provided to candidates in the post-licensure training program.
7. Competencies in (name of subspecialty) psychology are as follows (please list all of the specific competencies which graduates of this program have mastered as a requirement for completion of the post-licensure training program):

Competency	Description of Competency	Description of How the Competency is Acquired	Assessment Criteria 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>