

SPECIALTY AND SUBSPECIALTY GUIDANCE

Criterion VI: Parameters of Practice

The purpose of this resource is to provide guidance related to addressing **Criterion VI:** (Advanced Preparation in the) **Parameters of Practice** (for specialties and subspecialties, respectively). This criterion addresses the conditions of practice which distinguish the activities of practitioners who are operating within the domain of the specialty or subspecialty.

Specialties will need to demonstrate the ways in which the practice of the specialty differ from and overlap with the practices of other specialties.

Subspecialties will need to demonstrate that, while the subspecialty is grounded in the parent specialty, the parameters of practice are particular to the subspecialty and distinct from the parent specialty. Subspecialty practice may focus on particular populations, procedures, methods including treatment and assessment instruments, comorbidity, or problem attributes.

QUESTION #	SPECIALTY - CRITERION (VI)	SUBSPECIALTY - CRITERION (VI)
1. Populations	<p>Brief description: Define the target population(s) and discuss how the specialty strives to meet the needs of diverse populations.</p> <p>Objective: Establish which specific problem attributes are of particular interest to this specialty</p> <p>Examples/guidance: Provide demographic or epidemiological data describing the unique populations characteristics. Provide examples of how the subspecialty training addresses diverse populations beyond what is done by other specialties</p>	<p>Brief description: Define the target population(s) and discuss how the subspecialty strives to meet the needs of diverse populations.</p> <p>Objective: Show how the subspecialty delineates a subset of the target populations served by the parent specialty or how it incorporates some population that is not usually subsumed by the parent specialty</p> <p>Examples/guidance: Provide demographic or epidemiological data describing the unique populations characteristics. Provide examples of how the subspecialty training addresses diverse populations beyond what is done by the parent specialty.</p>
2. Problem attributes and comorbidities	<p>Brief description: Demonstrate the specific presenting problems addressed by the specialty</p> <p>Objective: To delineate how the specialty has specified target populations in a way that is robust and distinct from general practice</p> <p>Examples/guidance: Discuss the knowledge base that establishes a coherent, unique definition of the target populations.</p> <p>Discuss how this knowledge is acquired or maintained</p>	<p>Brief description: Demonstrate the specific presenting problems addressed by the subspecialty</p> <p>Objective: To delineate how the subspecialty has specified target populations in a way that is robust and distinct from the parent specialty.</p> <p>Examples/guidance: Discuss how the subspecialty defines the target populations in a way that:</p> <ul style="list-style-type: none"> employs a more granular analysis of the knowledge base than the parent specialty incorporates specific knowledge bases from outside the parent specialty

<p>3. Methods, procedures, treatment techniques, assessment methods</p>	<p>Brief description: Establish that the specialty has identified unique methods</p> <p>Objective: Define the activities that are specific or characteristic of practitioners in this specialty.</p> <p>Examples/guidance: Provide examples of</p> <ul style="list-style-type: none"> ▪ -assessment procedures ▪ -evidence-based interventions ▪ -service delivery settings ▪ -systems-level interventions ▪ -interdisciplinary collaboration <p>How are these skills acquired or maintained?</p>	<p>Brief description: Establish that the subspecialty has identified unique methods</p> <p>Objective: Define the activities that are specific or characteristic of practitioners in this subspecialty, with attention to areas of overlap or distinctiveness from the parent specialty.</p> <p>Examples/guidance: Provide examples of</p> <ul style="list-style-type: none"> ▪ assessment procedures ▪ evidence-based interventions ▪ service delivery settings ▪ systems-level interventions ▪ interdisciplinary collaboration ▪ different comorbidities <p>How are these skills acquired or maintained?</p>
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APPENDICES

Specialty – 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.

Subspecialty – 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.

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.*