

SPECIALTY AND SUBSPECIALTY GUIDANCE

Criterion VII: Structures and Models of Education and Training in the Specialty

The purpose of this document is to provide guidance related to **Criterion VII: Structures and Models of Education and Training in the Specialty** (specialty) and **Criterion VII: Initial Acquisition of Knowledge and Skills** (subspecialty) for CRSSPP recognition.

Specialties will need to demonstrate that structures and models to implement the education and training sequence of the specialty exist at the doctoral, internship, post-doctoral and/or post-licensure level.

Subspecialties will need to demonstrate that structures and models to implement the education and training sequence of the subspecialty exists at the doctoral, internship, post-doctoral and/or post-licensure level. Subspecialty education and training is sequential and integrated in nature, and includes supervised experience and evaluation related to the knowledge base and skill sets distinct to the subspecialty. If the subspecialty is interdisciplinary, petitioners will need to articulate the way that psychological practice, specifically, is conducted within the subspecialty. **Note: For the purposes of recognition as a subspecialty, the petition requires and CRSSPP will only review those completed taxonomies that occur at the postdoctoral level and beyond.**

NB: Examples and guidance are provided only to areas where further clarification may be required.

QUESTION #	SPECIALTY - CRITERION (VII)	SUBSPECIALTY - CRITERION (VII)
1. Sequence of Training	Brief description: Specialty training occurs at the doctoral level and beyond.	Brief description: Subspecialty training occurs at the doctoral internship level and/or beyond. The training should be clearly delineated from the training completed for the specialty.
2. History and Geographic Distribution	Brief Description: A specialty has at least four psychology programs that provide education and training in the specialty in more than one area of the country with an identifiable body of graduates for several years.	Brief Description: A subspecialty has at least two psychology training sites that provide education and training in the subspecialty in more than one area of the country with an identifiable body of graduates for several years.
3. Psychology Faculty ¹ ¹ Psychology faculty may refer to training staff at large.	Brief Description: Specialty programs require a psychology faculty with expertise relevant to the education and training offered. Faculty may include individuals from other disciplines but must have a designated psychologist responsible for the integrity and quality of the program who has an advanced credential from a recognized board certification organization attesting to their specialty knowledge and skills and a record of scholarly productivity and professional competence and leadership such as fellow status in the American Psychological Association or the Canadian Psychological Association.	Brief Description: Subspecialty programs require a psychology faculty with expertise relevant to the education and training offered. Faculty may include individuals from other disciplines but must have a designated psychologist responsible for the integrity and quality of the program who has an advanced credential from a recognized board certification organization attesting to their subspecialty knowledge and skills and a record of scholarly productivity and professional competence and leadership such as fellow status in the American Psychological Association or the Canadian Psychological Association.

4. Procedures for Evaluation	Brief Description: Specialty programs must regularly monitor the progress of trainees to ensure the relevance and adequacy of the training components, specifically, the continuing development of the trainee's knowledge, skills, attitudes, and values. Additionally, the program must provide formal performance-based feedback to trainees in the program.	Brief Description: Subspecialty programs must regularly monitor the progress of trainees to ensure the relevance and adequacy of the curriculum training components, specifically, the continuing development of the trainee's knowledge, skills, attitudes, and values. Additionally, the program must provide formal performance-based feedback to trainees in the program.
5. Admission to the Program	Brief Description: Specify the nature and content of the program and whether it is designed to satisfy current licensing and certification requirements; whether graduates can satisfy the education and training requirements for advanced recognition in the specialty; whether postdoctoral programs take into account the trainees' prior academic and professional record.	Brief Description: Specify the nature and content of the program and whether it is designed to satisfy current licensing and certification requirements; whether graduates can satisfy the education and training requirements for advanced recognition in the subspecialty; whether postdoctoral programs take into account the trainees' prior academic and professional record.
6. Post-licensure training	Brief description: Petition must provide clear explanations of post-licensure competency. Guidance: Specific examples of documentation of maintenance of competency post-licensure within the specialty	Brief description: Petition must provide clear explanations of post-licensure competency in the subspecialty, above and beyond that required of the specialty. Guidance: Specific examples of documentation of maintenance of competency post-licensure within the subspecialty

APPENDICES

Specialty – 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.
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, then provide examples of both and not from the same institution.

Subspecialty – 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 province 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.
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.

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.