



# Examination Manual

The Certification Process and Procedures  
for  
Specialty Board Certification in Psychoanalysis  
by  
The American Board and Academy of Psychoanalysis in Psychology  
a member board of  
The American Board of Professional Psychology

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## I. INTRODUCTION

### A. ABPP and ABAPsa

The American Board of Psychoanalysis in Psychology (ABAPsa) was established in 1983 with the goal of establishing formal recognition of psychologists in the specialty of psychoanalysis. The ABAPsa, having met the rigorous requirements of the American Board of Professional Psychology (ABPP) to be recognized as a specialty in psychology and to qualify and examine psychologists meeting the criteria of the specialty, was accepted as a member board of the ABPP in 1996.

In order to qualify as a specialty affiliated with the ABPP, a specialty must be represented by a governance board of certified specialists which is stable, national in scope, and reflects the current development of the specialty. A specialty board is accepted for affiliation following an intensive self-study and a favorable review by the ABPP affirming that the standards for affiliation have been met. These standards include a thorough description of the area of practice and the pattern of competencies required therein as well as the requirements for education, training, experience, research bases of the specialty, practice guidelines, and a demonstrated capacity to examine candidates for the specialty on a national level.

Specialty Board certification by the ABAPsa assures the public and the profession that psychoanalysts who [have been] are certified have completed the educational, training, experience, and professional standing requirements (licensure and no ethical/legal limitations) of the specialty. Further, all ABAPsa board certified psychoanalysts have passed an individualized performance examination by peers designed to assess the competencies which are required to provide quality services in the specialty of psychoanalysis.

The ABAPsa maintains accurate and current knowledge of national standards.

A number of professional disciplines other than psychology certify psychoanalysts. The psychoanalysts certified by the ABAPsa, as all specialists recognized by the ABPP, must include the foundation requirements of a doctoral degree from a recognized program in professional psychology. This assures a broad foundation in the practice of psychology upon which the advanced level specialty practice of psychoanalysis rests.

## B. Certification Process: Overview

This Manual describes in detail the process and procedures for being awarded board certification as a psychoanalyst. The Manual is organized following the outline in the Table of Contents

The examination consists of two integrated components: The practice sample review and its acceptance and the oral examination by a team of three examiners who are certified in psychoanalysis.

Following submission of the application form and related materials, an applicant is notified of the decision regarding candidacy in one-to-two weeks. The candidate has up to one year to satisfy the practice sample/professional statement requirement and an additional year to complete the oral examination. Candidates should complete the certification process in a one to two-year time-span.

It is helpful to think of the certification process as one in which the required professional preparation for the specialty is validated, then followed by a performance examination which evaluates competencies characteristic of the specialty.

A detailed presentation of the requirements for the necessary preparation to qualify as a candidate for the examination follows in Chapter II, Eligibility. The examination is described in Chapter IV, The Examination.

## II. ELIGIBILITY: DETERMINATION OF CANDIDACY

### A. General Eligibility Requirements

To attain board certification in a specialty, an applicant must meet ABPP's common eligibility requirements which include:

Degree: A doctoral degree from a program in professional psychology which at the time the degree was granted was accredited by the APA, CPA, or was listed in the publication Doctoral Psychology Programs Meeting Designation Criteria. Applicants credentialed in the most recent of the National Register of Health Providers in Psychology, The Canadian Register of Health Service Providers in Psychology, or the Certificate of Professional Qualifications in Psychology (CPQ) (ASPPB) qualify as meeting the doctoral degree requirements.

There are a limited number of exceptions to degree requirements. Degree exceptions exist for “senior practitioners” (degrees granted prior to 1983 and wide-spread APA accreditation of programs), psychologists with completed re-education, foreign trained psychologists (other than Canadian).

Applicants who do not meet the degree recognition requirements under Degree, above, may request individualized exception review. Such review employs ABPP criteria similar to those used by the accrediting/credentialing organizations recognized under Degree, above.

Specific criteria, forms, and procedures for exception review are available from CO.

Licensure: All ABPP candidates in the U.S., its territories or Canada must be licensed as a psychologist for independent practice at the doctoral level in a jurisdiction in the U.S., its territories or Canada.

Note: Completion of program requirements in professional psychology must include completion of a recognized internship program prior to the granting of the degree.

#### B. Eligibility Requirements for the Specialty of Psychoanalysis

The applicant for specialty board certification in psychoanalysis must be in the practice of the specialty following completion of postdoctoral education and training in psychoanalysis.

Postdoctoral education and training in psychoanalysis is defined as completion of a program from a recognized postdoctoral psychoanalytic training institute or organized postdoctoral program in psychoanalysis, OR, education and training secured through a planned, individualized sequence of education, supervision, and practice acceptable to the ABAPsa Board (generally applied to applicants for which institute training was not available), AND, demonstration of acceptable evidence that following education and training in psychoanalysis of a practice in psychoanalysis. The applicant’s practice includes a sufficient number of cases in psychoanalysis.

Note 1: For any of the education and training option qualifications selected by the applicant, the course of education and training must be verifiable and consist of at least a minimum of three years of organized study in psychoanalysis, supervised analyses of

a minimum of two patients for a minimum of two years, and a personal analysis.

Note 2: Applicants with 15 years of experience post-licensure with a minimum of 10 years experience post-graduation from a psychoanalytic training program or equivalent may qualify for a Senior Option to submit a modification of the practice sample in place of the “case analysis” practice sample. The practice sample requirements are altered to reflect distinctive practice patterns resulting from extended professional experience such as published books, articles in refereed journals; research; development of analytic training programs and or development of creative programs within them which makes a significant or meaningful contribution to psychoanalysis as well as furthering the acceptance of psychoanalysis in the broader community.

### C. Application & Candidacy Determination

The application fee to establish candidacy is \$125.00 which must be paid with the Application.

The application form may be obtained from the ABPP Web site: [www.abpp.org](http://www.abpp.org) by going to the psychoanalysis specialty Web page, click on Application or by requesting an application by mail from Central Office (CO). The completed application including three copies of the Curriculum Vitae and other required documents is forwarded to Central Office and reviewed by the Executive Officer for compliance with the common, generic doctoral degree and licensure/certification requirements. Upon meeting the generic requirements three copies of the above application materials are sent for review by the specialty board reviewer for compliance with the specialty specific requirements. Successful review results in approval as a candidate eligible for the examination in psychoanalysis. The candidate’s file is forwarded to the ABAPsa National Examination Chairperson.

## III. PSYCHOANALYSIS: DEFINITION: THE COMPETENCIES

The Competency Approach is the process used to, define operationally the competencies characteristic of the specialty. An examination of these competencies is

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a significant part of the examination.

Competencies involve knowledge and skills as well as values which blend together as a coherent whole in specialty practice

Competency in professional psychology is defined as a key, related cluster of practice activities that is fundamental to practice in a specialty. Competencies may be defined at different levels of education and training and career points, as generalist or specialist, basic or advanced. The competencies which define psychoanalysis as a specialty, are at the advanced level involving post-doctoral preparations and experience. The practice activities defining a competency area are those more specific, practical actions, methods or techniques which characterize the day-to-day pattern of practice in a specialty. These defined competencies lead to the organization of the examination.

The ABPP has identified eight competencies applicable to all specialties: Assessment/Diagnosis, Intervention, Consultation, Application of Research and Theory, Application of Ethics and Legal Standards, Individual and Cultural Diversity, Interpersonal Interactions and Professional Identification. Where applicable to the specialist, Supervision/Teaching may be recognized as a competency area.

In effect, the ABPP Competency Approach to certification starts with a functional definition of the specialty followed by operational definitions of the specific competencies which are characteristic of the specialty

The definition of psychoanalysis, as carefully determined by the national ABAPsa, shall be followed by the competency area definitions. This definition leads to an organization and implementation of the examination which evaluates the representative sample of activities which define the competencies. In order to provide a comprehensive description of the examination process, a summary of the overall examination process shall be followed by detailed, comprehensive descriptions and instructions related to the examination components.

The ABPP has identified eight foundational and eight functional competencies applicable to all specialties. The former include: Professionalism, Reflective practice/self-assessment/self-care; scientific knowledge and methods; relationships;

ethical standards and policy; individual and cultural diversity; interdisciplinary systems; and evidence-based practice. The latter include: assessment/diagnosis; intervention; consultation; research/evaluation; supervision; teaching, management/administration; and advocacy.

#### A. Definition of Psychoanalysis

Psychoanalysis is a means of understanding human motivation and behavior based upon an understanding of factors outside of a person's awareness. It informs both scholarly study and practice. This deep perspective toward psychological intervention emphasizes the relationship between analysand and analyst. It necessarily continues over some extended time, in that understanding of the relationship reflects reinstatement of the life history of the analysand. This reveals the dynamics of the treatment process, leading to reduction of personal distress.

Technical facets such as working with dreams, slips of the tongue, fantasies and other symbolic material, frequency of sessions per week, use or non-use of the couch, or such issues as the neutrality of the analyst the use of the fundamental rule may be regarded as criteria of importance, aligned with some theoretical approaches, but may not be regarded as requirements common to all approaches to psychoanalysis. What distinguishes psychoanalysis is bringing the analysand into touch with motivations and wishes of which s/he is only partially aware or completely unaware before treatment. It thus enables the analysis and to achieve greater inner harmony and frees ability to live more constructively and satisfyingly.

It is expected that the candidate will demonstrate sensitivity to and skills in dealing with multicultural/diverse populations. In this Manual, the terms multicultural and diversity will be used interchangeably. Multiculturalism recognizes the broad scope of such factors as race, ethnicity, language, sexual orientation, gender, age, disability, class status, education, religion/spiritual orientation, and other cultural dimensions.<sup>1</sup>

#### B. Competencies for the Specialty of Psychoanalysis

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<sup>1</sup> American Psychological Association (2002). Guidelines on multicultural education, training, research, practice, and organizational change for psychologists.

The following competencies are defined as examples of fundamental practice activities characteristically associated with the specialty of psychoanalysis: These definitions are not exhaustive and may be modified in keeping with the theoretical and technical approach of the analyst. These competencies are the core of the examination.

## **1. Functional Competencies**

### **a. Assessment/Diagnosis**

Competency in the specialty of psychoanalysis includes the assessment and diagnosis of problems, capabilities, and issues associated with individuals, groups, and/or organizations. More specifically, it encompasses a conceptualization of an analysand's core problems, strengths, vulnerabilities, issues or goals from a psychoanalytic diagnostic perspective. Interview methods, observations, attention to the analysand's history and adaptive or character styles are the major areas of the early and continuing process of assessment. Evaluation is directed by the analyst toward the analysand's degree of psychological mindedness and ego strengths as well as psychopathological manifestations, and qualities of the analysand's patterns of relating to others and their discontentments with self and their level of comfort or discomfort with feelings. Evaluations should be consistent and coherent with the analysand's personality structure and developmental history. The candidate's knowledge of transference, countertransference, dream analysis, resistance and other technical and theoretical concepts are necessary for a competent psychoanalytic assessment.

### **b. Intervention**

Competency in the specialty of psychoanalysis includes the application of interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations. It reflects skillful and flexible treatment, knowledge and proficiency in providing specific psychoanalytic interventions. Specific therapeutic interventions that promote change are the analytic transference/counter transference relationship, interpretation to promote insight, dream analysis, thought or word association, and various techniques to improve cognitive and affective recall and re-integration, affective release, and the amelioration of self-defeating patterns. Interventions appropriate for the analysand and integral to the analyst's theoretical foundations guide the interventions that encompass psychoanalytic treatment as well as addressing the analysand's primary concerns.

### **c. Consultation**

Competency in the specialty of psychoanalysis includes the ability to provide expert guidance or professional assistance in response to a client's needs or goals. It requires supervision of psychoanalysts in training and in practice and requires evidence of mastery of the above competencies. Consultation and supervision have emerged as a significant area(s) of practice for the specialty of psychoanalysis.

### **d. Application of Research and Theory**

Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities is an integral aspect of competency with the specialty of psychoanalysis. Knowledge of the research and theoretical bases of the specialty of psychoanalysis is necessary for the competent practice of contemporary psychoanalysis. Practice of the specialty of psychoanalysis requires an understanding of theory and research specific to issues of personality development and diversity, e.g., ethnicity, gender, sexual orientation, and family cultural issues.

#### **e. Supervision/Teaching**

This competency will be addressed only for those Candidates who engage in supervision and teaching. With regard to Supervision, a successful Candidate demonstrates the ability to communicate and apply his/her professional knowledge in supervision with others, especially to trainees in psychoanalysis in post-doctoral settings. It also involves his or her ability to evaluate the effectiveness of various professional activities. In terms of Teaching, a successful Candidate demonstrates the capacity to effectively teach and disseminate psychoanalytic principles and techniques to undergraduate or graduate students, interns and postdoctoral trainees, and colleagues as well as to evaluate their acquisition of knowledge and professional competency.

#### **f. Management-Administration**

Competency in the specialty of psychoanalysis will be reflected in the candidate's ability to manage the direct delivery of services (DDS) and/or the administration of organizations, programs, or agencies (OPA).

#### **g. Advocacy**

Competency in the specialty of psychoanalysis shall be reflected in actions targeting the impact of social, political, economic, or cultural factors that promote change at the individual (analysand), institutional, and/or systems level.

#### **h. Teaching**

Competency in the specialty of psychoanalysis will be addressed in those candidates who engage in teaching. A successful candidate shall demonstrate the capacity to provide effective instruction to others based on the most current research and thinking in the field.

## **2. Foundational Competencies**

### **a. Professionalism and Professional Identification**

Competency in the specialty of psychoanalysis includes meaningful involvement with the profession of psychology in general and psychoanalysis in particular. This is demonstrated by membership and participation in local, state, national, and international psychological and psychoanalytic organizations. It is also demonstrated by behavior that comports with the values and ethics of psychology, integrity, and responsibility.

**b. Reflective Practice/Self-Assessment/Self-Care**

Competency in the specialty of psychoanalysis encompasses practices conducted with personal and professional self-awareness and reflection, awareness of competencies, and with appropriate self-care.

**c. Scientific Knowledge and Methods**

Competency in the specialty of psychoanalysis requires an understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. It involves respect for scientifically derived knowledge.

**d. Relationships**

Competency in the specialty of psychoanalysis involves the ability to relate effectively and meaningfully with individuals, groups, and/or communities.

**e. Ethical and Legal Foundation**

Competency in the practice of the specialty of psychoanalysis includes awareness and appropriate exercise of ethical and legal standards according to the APA Ethical Principles and current national, state or provincial statutes, and case law precedents applicable for the protection of the interests of analysands, families, groups, organizations, the profession, and society.

**f. Individual and Cultural Diversity**

Competency in the practice of the specialty of psychoanalysis involves

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awareness, sensitivity, and skills in working professionally with diverse individuals, groups, and communities who represent various cultural and personal backgrounds and characteristics defined broadly and in accordance with APA policy.

**g. Interdisciplinary Systems**

Competency in the practice of the specialty of psychoanalysis involves knowledge of key issues and concepts in related disciplines. Specialists must demonstrate the ability to identify and interact with professionals in multiple disciplines. Awareness and sensitivity in working professionally with diverse individuals, groups, and communities who represent various cultural and personal background and characteristics.

**h. Evidence-based Practice**

A successful candidate shall demonstrate the capacity to integrate the current research literature into clinical practice, research/evaluation, and other functional competency domains where applicable.

**IV. THE EXAMINATION**

**A. General Rationale for the Examination**

The examination consists of the candidate's practice sample, professional statement and related materials which are reviewed prior to the oral examination. These forms and related materials serve as the major focus of exploration by the oral examining team. This team consisting of a chairperson and two additional examiners, all of whom are board certified psychoanalysts. The oral examination is administered within a single day.

Candidates are expected to be familiar with professional issues currently impacting the profession, with particular reference to psychoanalysis, as well as APA Ethical Principles. Ethical vignettes are presented to the candidate to evaluate issues that arise in psychoanalytic as well as general clinical work. Evidence of involvement with continuing development and professional growth is also required. The Board understands

that there is a diversity of theoretical orientations at this time in psychoanalytic practice. The candidate is examined within his/her own theoretical orientation. The National Examinations Chairperson works with the candidate throughout the certification process. A mentor from the Academy of Psychoanalysis, the fellowship of ABAPsa certified specialists, is available to assist the candidate for part or all of the certification process.

The Candidate is given a year from the time of acceptance for examination, in which to submit his/her Practice Sample and Professional Statement.

Candidate must submit three (3) copies of Curriculum Vitae, a Practice Sample and Professional Statement to the ABAPsa Practice Sample Coordinator. The Practice Sample Review fee (\$250) must be submitted to ABPP Central Office.

Upon acceptance of the practice sample/professional statement, the Candidate moves on to the Oral Examination.

#### B. Instructions/Guidelines for: The Practice Sample and Professional Statement

The candidate must submit a Practice Sample that consists of a descriptive case study. The selected case must be held person to person in the analyst's office. The Practice Sample should be representative of the Candidate's practice and representative of the practice of the Specialty of Psychoanalysis.

The Professional Statement must accompany the Practice Sample. The Professional Statement consists of a summary of the candidate's professional practice and involvement.

Candidates who qualify for the senior option must submit both a Professional Statement and a Practice Sample that consist of publications or list other contributions to psychoanalysis as a specialty thus meeting the senior option requirements. For both levels, prior to the oral examination, a "blind" analytic case is forwarded by mail to each

candidate for review, to be explored during the oral examination. In addition, ethical vignettes are presented to the candidate to evaluate ethical issues which arise in psychoanalytic work.

1. The Psychoanalytic Case Format:

a. General Requirements

i. Selection of case to be presented

i.a The case selected for presentation must be clearly psychoanalytic according to the generally accepted criteria of one of the major schools of psychoanalysis (i.e., Freudian, Object Relations/British Middle School, Kleinian, Interpersonal, Intersubjective, Lacanian, or Relational).

i.b It must also be one in which there was no regularly scheduled supervision, although occasional consultations may have taken place. Control cases may not be used to fulfil this requirement.

i.c The session of the case which is submitted must be representative of the work with the patient and must have taken place person to person.

i.d Case may be one of a continuing therapeutic relationship of at least two (2) years in duration. If the case has already terminated, it must be one in which not more than three (3) years have elapsed since the last formal analytic session.

i.e All requested information must be provided as detailed below.

b. Format

i. Three (3) typewritten copies are required

ii. On title page to provide

-Document title

-Name of candidate

- Date of submission
- iii. Pages must be 1.5 line-spaced; in Arial, Tahoma, Times New Roman or an easy-to-read non-condensed font, no less than 12 point size.
- iv. All pages must be numbered with title page as #1.
- v. Page quantity should not exceed 20.
- c. Verbatim Script of One Taped /written Session
  - i. Identify the number of the sessions within patient's entire course of treatment.
  - ii. Describe phase of treatment which presented session illuminates.
  - iii. Describe issues or dynamics that led up to that session.
- d. Demographic and Significant History
  - i. Pseudonym for patient
  - ii. Presenting problems and/or symptoms
  - iii. Physical appearance
  - iv. Demographics
  - v. Any significant medical/physical and/or developmental history of patient and/or family
  - vi. Significant psychological history
  - vii. History of prior treatment - type and duration
  - viii. Duration of treatment with candidate - ongoing or terminated case
  - ix. Frequency of sessions - use of couch and/or chair
- e. In the Analysis/Critique of the Case, briefly provide the following material:
  - i. Theoretical orientation, if and where you differ from the mainstream of the theory and discussion of typical approach

- ii. Underlying issues of presenting problems
- iii. The personality structure of the patient (diagnosis, if indicated, major coping and defensive patterns)
- iv. Core issues and how manifested
- v. Manifestations of transferential and counter-transferential material and how handled
- vi. The extent to which the patient's core issues and personality structure were or were not compatible with the preferred theoretical orientation and treatment approach. If not compatible, how was it handled?
- vii. Outcome - the goals of treatment and whether they are being or have been met
- viii. Any subsequent and relevant information about the patient as to his or her present psychological status

## 2. The Senior Option

Candidate must submit three (3) copies each of a Curriculum Vita, the Professional Statement and either two (2) published articles or a book or evidence of significant contribution to psychoanalysis as a specialty. Refer to page 5, Note 2.

The Candidates qualifying as a senior candidate will have more complex and programmatic training contributions. The option for seniors allows more latitude in the submission of Practice Samples and the examination thereof.

Please note that a case analysis is not to be submitted if the senior option is taken. See outline for Professional Statement under Practitioner Level.

## 3. Professional Statement Format

### a. General Requirements

- i. Respond only to those items that are relevant to you
- ii. Brevity is desirable

- iii. Format
  - (i.) Three (3) typewritten copies are required
  - (ii.) On title page to provide
    - Document title
    - Name of candidate
    - Date of submission
  - (iii.) Following pages must be 1.5 line-spaced; in Arial, Tahoma, Times New Roman or an easy-to-read non-condensed font, no less than 12-point size
  - (iv.) All pages must be numbered with title page as #1
  - (v.) Pages may not exceed 20 in number
- b. Participation as a Professional Psychologist
  - i. List of the professional psychological organizations to which candidate belong. (i.e., APA, Divisions of APA, State Psychological Associations, Regional Psychological Associations, etc.)
  - ii. Summary of candidate's active participation in any of the above organizations (i.e., offices held, committee membership, presentations at conferences, professional events, etc.)
  - iii. Summary of participation as a psychologist in the general community e.g. on a volunteer basis, presentations to community and/or religious organizations; written articles; appearance in the media; consultation, liaison or presentations to any governmental group.
- c. Professional Psychologist and/or Psychoanalyst Practice
  - i. Describe the range of activities candidate performs as part of professional practice and if there have been any significant changes in the last three years. (Professional activities include both paid

employment and independent practice. The range of activities includes intervention, diagnosis, college or university teaching, consultation, supervision, etc.)

- ii. List consultations with colleagues.
  - iii. List pro-bono or reduced fee services and describe circumstances
  - iv. Has any ethical/legal action taken place against candidate since admission to candidacy?
- d. Participation as a Psychologist/Psychoanalyst
- i. Theoretical orientation
    - i.a Describe theoretical framework
    - i.b List thinkers/theorists in psychoanalysis who have significant influence on candidate's thinking
    - i.c If an eclectic or integrationist in orientation, please briefly describe three major themes of candidate's thinking
  - ii. Describe the continuing education in psychoanalysis undertaken in the past two years (i.e., workshops, attendance or participation at psychoanalytic conferences, books or articles on psychoanalytic material that have been especially stimulating, etc.)
  - iii. Describe activities within psychoanalysis (i.e., membership in psychoanalytic associations, role or position in analytic training institutes, attendance or presentations at psychoanalytic conferences)
  - iv. Describe candidate's view(s) on the future of psychoanalysis as a field of psychological practice
  - v. Describe reasons for applying for the Diploma in Psychoanalysis?
  - vi. Please comment on the principle that diplomates support the mission of ABAPsa and ABPP with volunteer activity and payment of annual fees.

Note: Acceptance of the Practice Sample and Professional Statement: These documents are preliminarily inspected for completeness and reviewed for acceptance as a sample representative of the practice of psychoanalysis and professional involvement at the specialty level. The candidate is notified by the Central Office of the results of the review. Upon acceptance of the practice sample and Professional Statement, the candidate is sent a form to arrange for the oral examination. The form and the examination fee of \$450 are sent to ABPP. ABPP notifies the ABAPsa National Examination Chairperson who works with the candidate to schedule the examination.

C. The Examination Process

1. Examination Format

In order to assure standardization of the examination process, ABAPsa sets forth the following schedule. The general pace and sequence of topics must be faithfully followed so as to reduce to an absolute minimum the possibility that that candidate might receive differential treatment. However, within each segment, there is room for variation of the immediate situation, as the best judgment of the examination committee warrants. Obviously, related topics will be interwoven throughout the examination. The Chairperson must guard against the dialogue wandering too far afield. A topic may receive more cursory exploration when it appears on the schedule and has been sufficiently covered earlier. This schedule serves as a check-list to ensure coverage of all topics [and have acquired information] necessary to rate all areas on the rating scale.

ABPP and ABAPsa endorse the concept of a broad perspective within psychoanalysis, together with more specifically defined competence within particular areas of psychoanalytic intervention. The examination shall be oral and consist of four sections:

- a. Discussion with the candidate of the literature on clinical theory and technique pertinent to their particular orientation and a detailed review of

a case in which the candidate demonstrates a psychoanalytic understanding and intervention skills within his/her clinical-theoretical orientation.

b. Critique of a “blind” analytic case that the candidate reviews prior to the examination.

c. Analysis of vignettes relating to ethical issues as it pertains to APA’s ethical principles to evaluate the candidate’s knowledge of ethical issues that arise in psychoanalytic work.

d. Demonstration of knowledge of professional issues currently impacting the profession, particularly relevant psychoanalysis, as well as identification with the profession and the specialty by expressing a value for continued training and psychoanalytic literature in general. The candidate’s pattern of current practice and direction of his/her practice will also be discussed. The candidate’s level of understanding of theory and technique should be sufficiently sophisticated and that the candidate will be able to explain the relationship between his/her particular orientation and schools of psychoanalysis more generally.

The examining committee will rate and either pass or fail the candidate. The Executive Director of the Central Office of ABPP will review the report of the examining committee and make a final decision regarding the award of the certificate. Candidates who fail to pass the examination upon the first sitting shall have the right to apply for a subsequent examination.

## 2. The ABAPsa Examination Team Selection

The Examination Committee consists of three (3) Board Certified examiners in Psychoanalysis, one of whom serves as Chair. No committee member may have had any significant prior or current personal, professional, or administrative relationship with the Candidate or the clients in the Practice Samples.

The ABAPsa recognizes that specialists in psychoanalysis use a variety of approaches and techniques and have differing conceptual frames of reference. ABAPsa also recognizes that the effectiveness of professional practice is a function of many factors, including personal factors, level of experience and theoretical understanding. The Chairperson shall be an experienced senior member responsible for reviewing practice samples, communicating with the candidate, setting up the Examination Committee, acquiring a location for the examination, making the necessary arrangements, and disseminating examination materials. The Chairperson shall seek to select representatives of the examinee's theoretical orientation. The Examination Committee Chair and Member Examiners will be selected with consideration of the theoretical orientation, knowledge base, professional interest and experience expressed in the Candidate's Professional Statement. However, this is not required and is not a basis for appeal. One of the three (3) committee members shall be of the same orientation and the others shall be of an orientation close to the candidate's orientation. S/he shall establish the level of competence within any legitimate conceptual frame of reference the candidate espouses. The Chairperson shall represent ABAPsa, need not necessarily represent the examinee's orientation, and s/he shall be entitled to vote. Since the Chairperson does vote, s/he shall have input into the Award/No Award determination.

The Chairperson will inform the Candidate of the choices for the Examination Committee. The Candidate has one week from notification to raise any concerns or objections about the proposed Examination Committee to the Chair. If the Candidate does not contact the Chairperson within one week, it will be assumed the proposed Examination Committee is acceptable.

3. Role of the Examination Committee Chairperson

The Examination Committee Chairperson is an experienced examiner responsible to:

- a. Approve the Examination Committee (appointed by the National Examination Chairperson). Committee selection should consider

diversity in regard to gender and ethnicity, etc., as well as general professional orientation of the Candidate.

b. Coordinate the approval of the Practice Samples. The committee members vote on the acceptability of the Practice Samples. Two affirmative votes are required for Practice Sample acceptance.

c. Submit Practice Sample Review Results Form within one business day of the completion of the review by Fax to the ABPP Central Office (912-234-5120) and to the National Examination Chair. This notification must also be at least three weeks prior to the scheduling of the Oral Examination. In the case of a failure, the Chair shall, within seven days, fax the Practice Sample Review Result Form to the Central Office and to the National Examination Chair. The Fax Forms are available on the ABPP Web site ([www.abpp.org](http://www.abpp.org)) The Committee members do not communicate examination results directly to the Candidate.

d. Communicate with the Candidate about the time, place and other details of the examination arrangements. The responsibility for the initial contact between Chair and Candidate is the Chair's.

e. Conduct examination, collect and disseminate examination materials.

f. Advise Examination Committee members to fill out a form from Central Office regarding expenses: transportation, lodging, and food to the ABAPsa Treasurer for the purpose of obtaining reimbursement from ABPP.

g. See that both the candidate and Examination Committee members complete Evaluation Forms. Immediately following the examination the candidate will be given an evaluation form in a stamped addressed envelop to be sent to the Central Office.

h. Immediately following completion of the oral examination, notify the Central Office and the National Examination Chair of the exam decision (Pass or Fail). This notification should be within one business day after the exam is completed. Upon completion of the oral examination, the Chair completes and submits "Oral Examination Result Form" by confidential email ([office@abpp.org](mailto:office@abpp.org)) or by Fax to ABPP Central Office

(912-234-5120). The candidate's file is mailed to the National Examination Chair who removes the Ethics Vignettes and mails the file to the Central Office. In the case of a failure, the Oral Examination Result Form should be sent via email or fax to Central Office by the chair within seven days. The Fax Forms are available on the ABPP Web site ([www.abpp.org](http://www.abpp.org)).

i. Advise the candidate who wishes to appeal his/her practice sample review or oral examination outcome, to fill out an Appeals Form. This form must be sent to the Central Office within 30 days of the date the candidate received notification of the outcome of his/her examination. It is not appropriate for the candidate to communicate directly with his/her committee. Any questions the candidate might have should be directed to the Executive Director at the ABPP Central Office. The candidate's committee will be asked to write an independent response to his/her letter directly to the Appeals Committee.

#### 4. Examination Members' Responsibility

Subsequent to reviewing the Practice Samples, the Member Examiner votes to approve/disapprove, thus completing the Practice Sample Review of the examination process.

The ABAPsa requests that the oral examination be conducted in a courteous, professional, and collegial manner consistent with the policies and procedures stated in this manual. An examiner serves as a representative of ABAPsa and accepts responsibility to protect the welfare of the Candidate, the confidentiality of the Practice Samples and the integrity of the examination. The relationship between the Candidate and the examiners should be considered a collegial one in which the Candidate is respected as a mature professional psychologist.

Board Certification Examiners should recognize that most candidates will experience anxiety in a face-to-face situation in which they are being evaluated by peers. This anxiety will be more apparent in some than in others. Each Examiner should be supportive and create a favorable situation in order

that the Candidate may demonstrate his/her specialized clinical competencies.

Prior to the Oral Examination, Examiners should:

- a. Become familiar with the professional statement, Curriculum Vitae/Resume, and other biographical data,
- b. Prepare meaningful questions that relate to important theoretical and research concepts and professional issues generated by the Practice Samples and Professional Statement.

The examination is a confidential and professional process. An Examiner will not disclose what is learned about a Candidate during the examination, except in the official report to the ABPP Central Office. All communications concerning the results of the examination shall be addressed to ABPP via the Chair of the Examination Committee. It is not appropriate for a Candidate to communicate with the Examiners about the outcome of the examination prior to receiving information about the outcome from the Central Office. If an Examiner receives a written communication from a Candidate, it should be forwarded to ABPP via the Committee Chair.

5. The Training of Chairperson and Examiners

The high-quality, collegiality, relevance and standardization of the ABAPsa Board Certification process are maximized by a clear and explicit examiner's manual and the training of Chairs and Board Certified Examiners. Any Board Certified Psychologist/Psychoanalyst may have the opportunity to become an Examiner after appropriate training or become a Chair after appropriate experience. Interested Board Certified Psychologists/Psychoanalysts should contact the ABAPsa Board of Directors or Regional Examination Coordinator.

6. Oral Examination

The Oral Examination emphasizes presentation of the candidate's Practice Sample and critique of a blind psychoanalytic case. Candidates will demonstrate an awareness of current issues in professional psychology and professional experience, which also includes an awareness of diversity

issues; and sensitivity to ethical, professional and legal standards of practice. Candidates will also be asked about professional memberships in both psychological and psychoanalytic organizations and activity on their national, state and local levels as well as awareness of current issues and problems in the development of a creative and responsible profession. The national chairperson of examination will consult with the candidate to arrive at a mutually agreeable place and time for the oral examination. ABAPsa holds oral examinations at Division 39 Spring meetings and individually throughout the year if necessary.

Note: The Oral Examination procedures apply to the “senior option” candidate except that the senior option practice sample substitutes for the case analysis sample.

D. Schedule

1. Examination Schedule

The examination will take approximately two and one half (2 ½) hours for the examinee and three (3) hours for the examiners.

### SUMMARY SCHEDULE FOR EXAMINATION

This schedule requires that the examiners have reviewed all the written materials  
IN ADVANCE

ACTIVITY	TIME ALLOTTED (min.)
Committee Meets and Organizes Committee Greets Candidate	20
Examination on Practice Sample	30
Examination on Blind Case Sample	40
Examination on APA Ethics Code (two Vignettes) *(Candidate has up to 10 minutes to review the ethical vignettes.) COLLECT VIGNETTES	*30
Examination on professional statement, as well as professional legal issues and research awareness. Return practice sample to Candidate	30
Examination wrap-up and Discussion Examination Chair COLLECTS BLIND STUDY and gives Candidate Evaluation Form with a stamped addressed envelope to mail to Central Office. Committee Completes Rating Scale, Votes and Writes Report if necessary	30

Note:  
Time allotments are guidelines that should be followed as closely as possible.

E. Non-Pass of Oral Examination

In the event that the candidate does not pass the oral examination, he/she may give notice within sixty days of his/her intention to retake the examination. He/she may then reapply for the oral examination through the process outlined in this manual. The oral examination may be retaken only once.

F. Appeals Process

In the event that the candidate disagrees with the committee's non-pass decision, the acceptable grounds for appeal are as follows:

i Conditions of the examination were inconsistent with the principles, policies, process, and/or conduct stated in the current manual for examinations. Describe the conditions that the candidate felt were not met by the examiners. Please refer to the current manual.

2. There was a lack of opportunity for the candidate to demonstrate his/her skills, relative to the areas of the examination. Please indicate how this was the case.

**Unacceptable grounds for appeal by the candidate include:**

1. Disagreement with the Committee's judgment.
2. No examiner matched the stated theoretical orientation of the Candidate.

### **Recommended Appeal Process:**

1. If a Candidate does not pass the examination, he/she should submit an appeal to the Examination Committee Chairperson and President of the Specialty Board, as outlined in the appeals procedure in Appendix.....
2. A Candidate's appeal must be made within 60 days of the receipt of the “non-pass” notice in order to be eligible for review. An appeal raised before receipt of a fail notice will not be considered.
3. The specialty board president will constitute an ad hoc committee to review the merits of the appeal. The candidate may be asked to supply additional information if necessary and will be give ten business days to respond in writing. The president will communicate the outcome of the review to the candidate within thirty business days.
4. If the candidate disagrees with the outcome of the appeals process, he/she will notify the specialty board president who will forward the appeal to the central office for further consideration. The decision of the central office is final.

### **Please note the following:**

1. Candidates may only take the oral examination two times. The candidate must re-apply for board certification following a second failure.
2. Upon the second failure of the oral examination, the candidate is not eligible to re-apply for three years. In addition, he/she should undergo mentorship and demonstrate further preparation for the oral examination.
3. If a new examination is scheduled after a “non-pass” on the initial examination, the candidate may submit the same practice sample materials. The board will provide

recommendations to the candidate for further preparation for the exam. The members of examination committee for the second examination will be different from the first.

G. Maintenance of Certification

1. Maintenance of Certification (MOC) involves a process of self-examination and documentation of one's continuing professional development since last examination or review. MOC involves you documenting, using a grid and responding to questions focused on your practice, professional activities you routinely engage in that demonstrate your continuing professional development.

After you complete and submit this document, a member of the ABAPsa board will review it to verify that your submission demonstrates involvement in activities that maintain your specialty-related competence. ABPP MOC is not a re-examination, but rather a demonstration of ongoing professional development that goes beyond simple participation in traditional continuing education activities.

All ABPP specialists who are board certified after January 1, 2015 must demonstrate Maintenance of Certification every ten years. While all board certified specialists are encouraged to participate in the MOC process, those boarded before January 1, 2015 may waive their obligation to participate in maintenance of certification. However, ABAPsa encourages you to participate ("opt in") in MOC as it is consistent with ABPP's philosophy that all psychologists should demonstrate their continuing competence in their specialty.

On January 1, 2015, specialists will be notified by ABPP Central Office that they may submit their MOC documents to ABAPsa, which will include a Specialty Continuing Professional Development Grid (SCPD) and a narrative (maximum of 750 words) that answers focused questions relevant to each category within the MoC grid for the previous two year period. If a specialist does not provide evidence of competence in a required area of practice during the initial Specialty Board review, the Specialty Board

reviewer will reach out to the specialist to assist him or her in remediating the submission. If necessary, the specialist will be allowed a year to resubmit the MOC materials to satisfy the MOC standards for the specialty. If the specialist does not provide documentation that satisfies the Specialty Board's standards, the specialist's certificate is not maintained. As with their initial ABPP examination, specialists are afforded two levels of appeal of any Specialty Board decision; one at the Specialty Board level and one at the Board of Trustees level.

MOC fees required of specialists are expected to be nominal and only associated with the cost of administering MOC.

## 2. Review Process

The specialist's material (grid and narrative) are sent to a ABAPsa reviewer by the Specialty Board Director of MOC. The specialist's material is reviewed by one Specialty Board reviewer using a guide developed and approved by the Specialty Board. If the reviewer rates the specialist's material (grid and narrative) as a pass, then the specialist is awarded an MOC Certificate.

## **SCORING**

When completing the Specialty Continuing Professional Development Grid, the specialist must complete a minimum of CPD 40 credits.. All 8 foundational competencies must be endorsed as well as at least 3 specialty-specific core functional competencies (e.g., assessment, intervention and consultation).

If the reviewer rates the specialist's material as a non-pass the specialist's material is forwarded to a second (blind) reviewer by the Specialty Board Director of MOC. If the second reviewer rates the specialist's material a non-pass, the specialist's certificate is not maintained and the specialist is given the opportunity to remediate his or her grid and narrative, resubmit the grid and narrative, and begin the MOC process again, with entirely new reviewers.

If the second reviewer rates the specialist's material as a pass there is a tie. In this event, the material is forwarded by the Specialty Board Director of MOC on to a third

reviewer. If the third reviewer rates the material as a pass the specialist's certificate is maintained. If the third reviewer rates the material as a non-pass the specialist is given the opportunity to remediate his or her grid and narrative, resubmit the grid and narrative then begin the MOC process again with a new set of reviewers.

The specialist is allowed one year to resubmit the MOC material (grid and narrative) to the Specialty Board for reconsideration. After the specialist resubmits the grid and narrative, the above outlined review process is employed. If the specialist's resubmitted grid and narrative passes this second submission, the certificate is renewed. If the specialist's second submission is reviewed and determined not to meet the foundational and/or functional competencies set by the Specialty Board, the specialist does not obtain MOC certification. If the specialist does not submit a second grid and narrative for review within one year of notice of not passing the first submission review, the specialist does not obtain MOC certification.

### 3. Maintenance of Certification Appeal Procedure:

There are two levels of examination MOC decision appeal, one at the Specialty Board level, the other at the Board of Trustee level.

- Specialty Board Level (as outlined in G2 above). Specialists will receive notification of appeal decisions within 90 days of resubmission of materials.

- Board of Trustee Level

Specialists may appeal Specialty Board level decisions to the Board of Trustees if there is an allegation that the ABAPsa did not follow MOC policy or their own Specialty Board appeal procedures. The Board of Trustee level appeal is the final level of appeal. (See: ABPP Policy and Procedures: Sections AC and L.)

## V. Acknowledgements

Thanks! To the applicants/candidates for taking the important step, as a responsible professional, to be identified as a board certified specialist in psychoanalysis. And to those many ABPP certified psychoanalysts whose voluntary participation as peer examiners makes the certification process possible.

## VI. Appendix A

### The American Board and Academy of Psychoanalysis 2018

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## **Eighteen Steps for ABAPsa Board Certification<sup>1</sup>**

1. Applicant files their initial application online at the ABPP.org website.
2. CO receives and reviews application for generic requirements.
3. If generic requirements are met CO sends file to CRC.
4. CRC reviews for ABAPsa requirements and notifies CO and PSC of review decision.
5. If credentials are approved, CO sends letter with PS registration form, information, and requirements to candidate, and a copy of the acceptance letter is sent to the ABAPsa President, the AFC, the PSC, and the NEC.
6. If the applicant's credentials are not accepted, CO sends the applicant a letter with CR comments,  
and the CRC, the PSC and the NEC receives copies of the letter.
7. Once credentials are approved, and CO receives PS Registration, CO emails notification of registration to ABAPsa President, CRC, PSC, and NEC. Candidate has one year to submit PS.
8. Candidate emails PS and Professional Statement to PSC for review.
9. PSC reviews PS for adherence to format and completion of all the required information, and accepts or rejects the PS and notifies CO and the NEC.
10. If the PS is not accepted, the PSC provides the Candidate with an explanation of what additional  
documentation is needed to meet the PS requirements.
11. Once the Candidate meets the PS requirements, the PSC reviews pertinent information with the  
NEC to facilitate the appointment of an appropriate OEC chairperson and members.
12. The NEC selects the OEC chairperson and committee members.
13. The PSC emails the Candidate's PS documents to the OEC chairperson for review.
14. The OEC reviews the PS documents, and if the documents are rejected, the documents are returned to the PSC, who returns them to the Candidate with explanation from the committee and an offer of extension for resubmitting them, and the NEC is informed.
15. If the documents are accepted, the PSC informs the NEC to schedule an OE who then emails the

examination material to the OEC chairperson and committee members.

16. Following the OE the candidate's file is returned to the OEC chairperson, who then notifies the NEC

of the Candidate's OE results.

17. The NEC notifies the ABAPsa President, the AFC, and CO of the Candidate's OE results.

18. CO notifies the candidate, with copies to The ABAPsa President, and the AFC.

Abbreviations:

CO = ABPP Central Office

CRC = Credential Reviewer Coordinator

PSC= Practice Sample Coordinator

NEC = National Examination

Coordinator AFC = Academy Fellows

Coordinator OEC = Oral Examination

Committee

PS = Practice Sample

OE = Oral Exam

**VII. Appendix B.  
Specialty Continuing Professional Development Grid (SCPD)**

**Instructions:** Please complete the following form by indicating the number of continuing professional development credits in each relevant category for the previous 2-year period. In all categories, a maximum number of allowable credits are designated. Any specific activity should be documented in only one category even though it might fit under several categories credit for that activity can only be documented under one activity. The total number of credits completed must be equal to or greater than 40 for the two year time period. Specialists are advised to maintain their own files, as documentation is not required for submission with this form. However, a peer review of this information may be conducted by the specialty board, which may require you to provide this documentation. Because ABPP certification is competency based, ABPP's foundational and functional competencies are listed to guide the specialist's thinking when completing the SCPD grid.

***Foundational Competencies***

**Professionalism**

Professional values and ethics as evidenced in behavior and comportsment that reflects the values and ethics of psychology, integrity and responsibility.

**Reflective Practice/Self-Assessment/Self-Care**

Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.

**Scientific Knowledge and Methods**

Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.

**Relationships**

Relate effectively and meaningfully with individuals, groups, and/or communities.

**Ethical Legal Standards and Policy**

Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.

**Individual and Cultural Diversity**

Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy.

**Interdisciplinary systems**

Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.

## ***Functional Competencies***

### **Assessment**

Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations. Diagnosis and assessment will include awareness of and sensitivity to dynamics and influences that transpire outside of conscious awareness. It also shall recognize the centrality of the therapeutic relationship, specifically the dynamics of transference and countertransference, as key components of the evaluation as well as demonstrate a detailed understanding of personality structure and relevant theories/evidence with respect to etiology.

### **Intervention**

Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations. These interventions will reflect a distinctively psychoanalytic approach, ie an appreciation of factors outside of awareness that influence thinking, feeling, and/or behavior as well as the fact that this understanding unfolds within the context of a unique therapeutic relationship.

### **Consultation**

The ability to provide expert guidance or professional assistance in response to a client's needs or goals.

### **Research/evaluation**

Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities. This will include scholarly research, critical assessment of contemporary as well as historical developments in theory and practice that contribute to psychoanalytic knowledge.

### **Supervision**

Supervision and training in the professional knowledge base and of evaluation of the effectiveness of various professional activities.

### **Teaching**

Providing instruction, disseminating knowledge, and evaluating acquisition of knowledge and skill in professional psychology.

### **Management-administration**

Manage the direct delivery of services (DDS) and/or the administration of organizations, programs, or agencies (OPA).

### **Advocacy**

Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/ or systems level.

Each Practitioner should utilize the SCPG below to document their participation:

<b>Collaborative Consultation                      (1 hour = 1 CPD credit)                      (Maximum CPD Credits = 20)</b>	<b>CPD Credits                      (Credits Allowed for                      Area)</b>
1. CASE CONSULTATION	
2. JOURNAL CLUBS	
3. RESEARCH GROUPS	
4. OTHER PROFESSIONAL CONSULTATION RELATED TO THE SPECIALTY. 5. STUDY GROUPS 6. CLINICAL CASE CONFERENCES	
<b>Total # of Collaborative Consultation CPD Credits (max = 20)</b>	

<p style="text-align: center;"><b>Teaching &amp; Training</b>  <b>(Maximum CPD Credits = 20)</b>  <b>(CPD Credits apply only to first presentation of the material in reporting period.)</b></p>	<p style="text-align: center;"><b>CPD Credits</b>  <b>(Credits Allowed for Area)</b></p>
<p>1. TEACHING STUDENTS AND/OR TRAINEES, INCLUDING SPECIFIC ASSESSMENT, INTERVENTION, AS WELL AS PROFESSIONAL PROGRAM DEVELOPMENT AND EVALUATION.            (ONE PRESENTATION HOUR = ONE CPD CREDIT) (ONE COURSE = 20 CPD CREDITS)</p>	
<p>2. PARTICIPATING IN THESIS/DISSERTATION COMMITTEES.            (EACH DISSERTATION OR THESIS = 20 CPD CREDITS)</p>	
<p>3. PARTICIPATING AS AN ABPP MENTOR, PRACTICE SAMPLE REVIEWER, ORAL EXAMINER, OR MOC REVIEWER.            (EACH ITEM = 10 CPD CREDITS)</p>	
<p>4. TRAINING OR PRESENTING TO OTHER PROFESSIONALS OR STAFF.            (ONE PRESENTATION HOUR = ONE CPD CREDIT)</p>	
<p>5. CONDUCTING FULL/HALF-DAY WORKSHOPS TO PROFESSIONAL OR CONSUMER GROUPS.            (1 FULL DAY WORKSHOP = 10 CPD CREDITS; ONE UNIT/HOUR = 1 CPD CREDIT).</p>	
<p>6. INSTRUCTING IN AN EDUCATIONAL TRAINING PROGRAM SERIES.            (ONE PRESENTATION HOUR = ONE CPD CREDIT) (ONE COURSE = 20 CPD CREDITS)</p>	
<p>7. PROFESSIONAL TRAINING PROGRAM DEVELOPMENT            (ONE PREPARATION HOUR = ONE CPD CREDIT) (ONE PROGRAM = 20 CPD CREDITS)  <b>Total # of Teaching and Training CPD Credits (max = 20)</b></p>	
<p>9. PROFESSIONAL MENTORING IN SOME WAY NOT DESCRIBED ABOVE.</p> <p>10. THERAPY SUPERVISION</p> <p>11. TRAINING OF SUPERVISORS</p>	
<p><b>Total # of Learning/Ongoing Education CPD Credits (max = 20)</b></p>	

<p style="text-align: center;"><b>Learning/Ongoing Education (Maximum 20)</b></p>	<p style="text-align: center;"><b>CPD Credits (Credits Allowed for Area)</b></p>
<p>1. ATTENDANCE AT CONFERENCES AND CONVENTIONS (NOT EARNING CE). (1 DAY = 1 CPD).</p>	
<p>2. COMPLETION OF CONTINUING EDUCATION PROVIDED BY A RECOGNIZED AND APPROVED SPONSOR. (ONE HOUR = ONE CPD CREDIT)</p>	
<p>3. COMPLETION OF A GRADUATE-LEVEL ACADEMIC COURSE RELATED TO PSYCHOLOGY FROM A REGIONALLY ACCREDITED ACADEMIC INSTITUTION. (1 COURSE = 20 CPD CREDITS)</p>	
<p>4. COMPLETION OF ABPP BOARD CERTIFICATION IN ANOTHER SPECIALTY (1 ADDITIONAL ABPP = 20 CPD)</p>	
<p>5. READING, HEARING, OR VIEWING PROFESSIONAL MATERIALS. (ONE HOUR = ONE CPD CREDIT)</p>	
<p>6. PARTICIPATING IN OTHER SELF-DIRECTED PROFESSIONAL ACTIVITIES FOR WHICH CE CREDITS HAVE NOT BEEN GRANTED. (ONE HOUR = 1 CPD CREDIT)</p> <p>7. COMPLETION OF ADDITIONAL COURSE WORK OR SEMINAR AT AN APPROVED POST-DOCTORAL TRAINING INSTITUTE.</p> <p>8. ADDITIONAL CASE SUPERVISION/CONSULTATION (AS SUPERVISEE)</p> <p>9. RESUMING/RE-ENTERING PERSONAL PSYCHOANALYSIS</p>	

<p align="center"><b>Development &amp; Application of Research &amp; Innovative Methodologies/Programs (Maximum 20 CPD Credits)</b></p>	<p align="center"><b>CPD Credits (Credits Allowed for Area)</b></p>
<p><b>1. PROVISION OF TREATMENT SERVICES, SPECIFICALLY PSYCHOANALYSIS AND PSYCHOANALYTIC PSYCHOTHERAPY</b></p>	
<p><b>1. PUBLISHING PEER-REVIEWED ARTICLES (1 PUBLICATION = 10 CPD CREDITS)</b></p>	
<p><b>2. PUBLISHING BOOK CHAPTERS. (1 CHAPTER = 10 CPD CREDITS)</b></p>	
<p><b>3. OTHER ENGAGEMENT IN THE DEVELOPMENT AND/OR APPLICATION OF RESEARCH AND INNOVATIVE PROGRAMS (I.E., DEVELOPMENT AND IMPLEMENTATION OF GRANT PROPOSALS). THIS MAY INCLUDE IMPLEMENTATION OF SPECIFIC TREATMENTS AND INNOVATIVE INTERVENTIONS FOR INDIVIDUALS, GROUPS, AND THE COMMUNITY INsofar AS IT UTILIZES PSYCHOANALYTIC KNOWLEDGE]</b></p>	
<p><b>4. PRACTICE OUTCOME MONITORING (E.G., STRATEGIES FOR ASSES-SING CLIENT OUTCOMES OR INVOLVEMENT IN INSTITUTIONAL QUALITY ASSURANCE MONITORING). 1 HOUR = 1 CPD CREDIT, 1 QA MONITOR = 1 CPD CREDIT)</b></p>	
<p><b>5. SERVING AS EDITOR, CO-EDITOR OR REVIEWER OF BOOKS, PROFESSIONAL NEWSLETTERS AND PUBLICATIONS, OR PEER-REVIEWED JOURNALS.</b></p>	
<p><b>Total # of Development &amp; Application of Research &amp; Innovative Methodologies/ Programs CPD Credits (max = 20)</b></p>	

<b>Professional Leadership</b> <b>(1 hour = 1 CPD credit)</b> <b>(Maximum CPD credits for reporting period = 20)</b>	<b>CPD Credits</b> <b>(Credits</b> <b>Allowed for</b> <b>Area)</b>
<b>1. MANAGEMENT AND/OR ADMINISTRATION OF SERVICES</b> <b>RELATED TO THE SPECIALTY.</b>	
<b>2. ACTIVITIES DIRECTED TOWARD THE PROMOTION OR</b> <b>ADOPTION OF EVIDENCE-BASED PRACTICE AND ASSURANCE</b> <b>OF QUALITY CARE.</b>	
<b>3. HOLDING AN OFFICE OR OTHER RECOGNIZED LEADERSHIP</b> <b>POSITION WITHIN PROFESSIONAL PSYCHOLOGY.</b>	
<b>4. SERVICE ON PROFESSIONAL PSYCHOLOGY ASSOCIATION</b> <b>BOARDS OR COMMITTEES.</b>	
<b>5. PARTICIPATION IN GRANT REVIEW.</b>	
<b>6. MEMBERSHIP ON REGULATORY OR INSTITUTIONAL</b> <b>REVIEW BOARDS.</b>	
<b>Total # of Professional Leadership CPD Credits (max =</b> <b>20)</b>	

Please describe the specific activities you participated in to obtain credits in each area:

**Collaborative Consultation:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Teaching and Training:** \_\_\_\_\_  
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\_\_\_\_\_

**Ongoing Education:** \_\_\_\_\_  
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\_\_\_\_\_

**Development & Application of Re-search & Innovative Methodologies/  
Programs:** \_\_\_\_\_  
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\_\_\_\_\_  
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\_\_\_\_\_

**Professional Leadership:** \_\_\_\_\_  
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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## NARRATIVE

Name: \_\_\_\_\_

Specialty/Date of Certification: \_\_\_\_\_

MOC Materials Due: \_\_\_\_\_

Anticipated MOC Date: \_\_\_\_\_

### Narrative Instructions:

The Renewal of Certification narrative is designed to elaborate on the professional activities that you reported on the Specialty Continuing Professional Development (SCPD) Grid. It is intended to help you describe your continued professional development over the past 10 years and may become the basis for discussion of your current professional work with a peer reviewer from your specialty board. Please respond to the following questions, focusing your responses on the provision of information specific to your demonstration of the functional and foundational competencies, which are listed below. In total, your narrative should not exceed 750 words.

1. Setting: \_\_\_\_\_

Provide a description of services you render and the setting in which it occurs, the nature of the population you serve, a brief overview of your primary theoretical orientation to professional practice and other information that is important to understanding your current practice setting.

Limit: 150 Words.

2. Provide a one-paragraph vignette of your current professional work. This vignette may be drawn from a broad range of your professional activities (i.e., assessment, intervention, consultation, teaching, administrative duties, leadership, or other activities central to understanding your professional work). Limit = 150 words

3. Please also describe an ethical dilemma that you have recently confronted. Please illustrate what may best represent your work.

4. By what means do you evaluate the effectiveness of your professional activities?

5. Summarize how you keep abreast of science, practice, and training as it pertains to your specialty. Please elucidate how you maintained the foundational and functional competencies germane to your specialty. (Use the working document that accompanies this narrative.)

6. In your professional evolution, have you refocused your professional activities from your original area of board certification?

## VII. Appendix C

### **Opt-in — Maintenance of Certification** **American Board of Professional Psychology**

Psychologist-Psychoanalysts board-certified after 01 January 2015 will be required to maintain their certification through their participation in a renewal process. Psychologists board certified before 01 January 2015 have the opportunity to participate if they so choose.

Psychologist-Psychoanalysts who are currently board certified may see the value of opting into the renewal of the board certification for many reasons. In some cases, psychologists may opt in because they have changed their work (such as getting hospital privileges) or because they need to maintain the credibility of their certificates (such as having a forensic practice). Still others may find their work settings require it when previously they did not (such as work settings with multidisciplinary teams where board certification must be renewed regularly). The process of maintenance of certification involves completing a grid, which documents continuing professional development, and preparing a narrative, which is made up of five questions.

The grid assesses continuing professional development in seven areas: Assessment, Intervention, Collaborative Consultation, Teaching and Training, Learning/Ongoing Education, Development and Application of Research and Innovative Methodologies/Programs, and Professional Leadership. These areas are assessed with regard to foundational and functional competencies. Foundational competencies are required of all psychologists while functional competencies may vary by specialty.

The narrative asks about the nature and setting of specialists' work, about a recent legal/ethical dilemma (including the way it was addressed), and about the evaluation of the effectiveness of the specialists' professional activities. Additionally, the narrative asks specialists to summarize how they keep abreast of science, practice, and training pertaining to the specialty and to describe how they have refocused their professional activities from their original area of certification, if applicable.

Current board-certified Psychoanalytic Psychologists are being asked to declare whether they are choosing to opt-in to the renewal. Should psychologists certified before January 1, 2015, opt-in and encounter unforeseen circumstances, psychologists will be permitted to waive the option. Should psychologists opt-out (essentially choosing not to opt-in), psychologists can revisit the decision; psychologists will then notify the Central Office of the American Board of Professional Psychology about the change. The American Board and Academy of Psychoanalysis will then implement the process for the renewal.

\_\_\_\_\_ I choose to opt-in to doing Maintenance of Certification

\_\_\_\_\_ I choose to waive doing Maintenance of Certification.

Specialist's Name: \_\_\_\_\_

Date: \_\_\_\_\_

# ABAsP Certification Procedures Flow Chart

