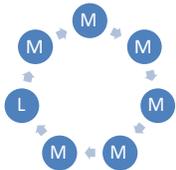


**Candidate Examination Manual 4.0**  
**For Board Certification in Group Psychology**  
**For the American Board of Professional Psychology**  
**ABGP Specialty Specific Guidelines**

---



**american board**  
**of professional psychology**



# GROUP PSYCHOLOGY

---

**American Board of Professional Psychology**

**600 Market Street, Ste. G3**

**Chapel Hill, NC 27516**

**Phone 919 537-8031 Website: [www.abpp.org](http://www.abpp.org)**

## Table of Contents

<b>Introduction: Overview of the Certification Process</b> .....	6
Eligibility for Candidacy and Specialty-Specific Requirements .....	6
Education and Training.....	6
Internship .....	7
Licensure/Certification .....	7
Post-Licensure Practice Experience.....	7
Early Entry .....	7
Senior Option .....	7
Supervision Requirements .....	8
Professional Experience.....	9
Letters of Reference.....	9
Curriculum Vitae.....	10
Professional Statement.....	11
Oral Examination .....	12
Definition of Group Psychology.....	12
<b>ABGP Competency Areas Characteristic of Group Specialty</b> .....	15
Functional Competencies.....	15
Assessment*.....	15
Intervention* .....	15
Consultation* .....	16
Supervision** .....	16
Research/ Evaluation** .....	16
Teaching** .....	17
Management-Administration** .....	17
Advocacy** .....	18
<b>Foundational Competencies</b> .....	18
Scientific Knowledge and Methods* .....	18
Individual and Cultural Diversity* .....	18
Ethical Legal Standards* and Policy .....	19
Professionalism* .....	19

Reflective Practice/Self-Assessment/Self-Care* .....	19
Interdisciplinary Systems* .....	20
Evidenced-Based Practice* .....	20
<b>Application Process</b> .....	21
Application Materials Needed for Group Psychology.....	21
<b>Oral Examination</b> .....	21
Oral Examination Typical Day Schedule.....	21
Ethics Vignette.....	22
<b>ABGP Examination Team</b> .....	22
Examination Committee Composition.....	22
Role of the Examination Committee Chair.....	23
Examiners’ Responsibilities.....	24
Training of Chairs and Examiners .....	25
Scoring .....	25
Foundational: .....	26
Functional: .....	26
Scoring Guidance.....	26
<b>Scoring Criterion for The Competencies</b> .....	27
General Considerations: .....	27
<b>Functional</b> .....	27
Assessment*.....	27
Intervention* .....	28
Consultation* (Candidate Serves as Consultant).....	29
Supervision** .....	30
Research / Evaluation** .....	30
Teaching**.....	31
Management / Administration** .....	32
Advocacy** .....	33
<b>Foundational</b> .....	33
Science Knowledge And Methods* .....	33
Individual and Cultural Diversity* .....	34

Relationships*	35
Ethical and Legal Standards / Policy*	36
Professionalism*	36
Reflective Practice / Self-Assessment, Self-Care*	37
Interdisciplinary Systems*	38
Evidenced-Based Practice*	39
<b>Final Examination Procedures and Candidates’ Notification</b>	<b>40</b>
Notification of Candidates	40
Awarding Board Certification	40
Annual Fees & Attestation	40
American Academy of Group Psychology	40
<b>Appeals</b>	<b>40</b>
Appeals Committee	40
Appealable Decisions	41
Filing an Appeal	41
Scope and Conduct of Appeal	41
Decision and Report of the Appeals Committee	41
<b>ABGP Maintenance of Certification</b>	<b>42</b>
Maintenance of Certification	42
Specialty Continuing Professional Development Grid and Narrative	42
Maintenance of Certification: Narrative	43
The Guide for Reviewing the Specialist’s Materials	43
ABGP Review Model (One Reviewer Model)	43
Maintenance of Certification Appeal Procedure:	45
<b>ABGP Specialist’s Guide to ABPP’s MOC Process</b>	<b>45</b>
MOC Contents	45
Complete the Specialty Continuing Professional Development (SCPD)	45
Summary of SCPD Grid Criteria	46
Foundational Competencies	47
<b>Functional Competencies</b>	<b>47</b>
MOC Continuing Professional Development Credit Values	48

Specialist’s MOC Online SCPD Grid and Narrative (Preview) .....	51
SCPD Instructions.....	52
Narrative Statement Questions .....	53
The Guide for Reviewing the Specialist's Materials.....	55
ABGP MOC Reviewer Online SCPD Grid and Narrative Rating Forms .....	55
<b>Appeals for MOC</b> .....	61
Appendix A: Flow Chart for ABGP Board Certification Process .....	63
Appendix B: Specialty Specific Credential Review Result Form .....	64
Appendix C: Group Psychologists Senior Option Checklist .....	65
Appendix D: Practice Sample Form Checklist .....	66
Appendix E: Voluntary Consent Agreement .....	67
Appendix F: Professional Statement Checklist.....	68
Appendix G: Rating Grid for Oral Exam Competency Areas .....	69
Appendix H: Summary Schedule of the Oral Examination.....	73
Appendix I: Examiners and Candidate’s Confidentiality Agreement .....	75
Appendix J: Candidate’s Evaluation of the Process .....	76
Appendix K: Committee Member Evaluation of Process.....	77
Appendix L: Oral Examination Result Form.....	78
Appendix M: Candidate Feedback Summary for Examination Failure.....	79
Appendix N: Checklist for Examination Chairs .....	80
Appendix O: Practice Sample Review Result .....	82
Appendix P: Notice of Licensure Changes.....	83
Appendix Q: ABGP Fellows Application.....	84
Appendix R: Candidate Appeal Guide .....	87
Appendix S: Examiner General Appeal Review Form.....	89
Appendix T: Committee Summary of Appeal .....	90
Appendix U: MOC Appellant Guide .....	91

## Introduction: Overview of the Certification Process

The ABGP Exam Manual is provided as a guide for candidates and examiners alike to ensure that each understands the scope and dimensions of the examination process. While the examination is comprehensive in its scope, it has been carefully organized to ensure fairness so that all candidates are examined by the same process. In turn, the manual helps new examiners prepare for the exam and experienced examiners refresh their knowledge. Finally, candidates who understand how examiners conduct the exam will be better prepared and able to participate in the oral exam.

## Eligibility for Candidacy and Specialty-Specific Requirements

The American Board of Group Psychology (ABGP) is a Specialty Board of the American Board of Professional Psychology (ABPP). Board certification in Group Psychology attests to a candidate's successful completion of the educational, training, and experiential requirements of the group specialty. The ABGP Board Certification Process is depicted in **Appendix A** (Flow Chart for ABGP Board Certification Process). Board certification includes: an initial specialty-specific credentials review (**Appendix B**, Specialty Specific Credential Review Result Form); an oral exam based upon the candidate's Practice Sample and Professional Statement; and demonstrated identification with the specialty of group psychology.

## Education and Training

Applicants must document the following education and training activities to the ABPP Central Office to establish completion of the following professional accomplishments:

- A doctoral degree from a program in professional psychology, which at the time the degree was granted, was accredited by the APA or the Canadian Psychological Association (CPA), **OR**
- A doctoral degree, which at the time the degree was granted, was from a program listed in the publication *Doctoral Psychology Programs Meeting Designated Criteria*, **OR** the degree requirement can be met if:
  - Applicant holds current ABPP Board Certification in another specialty, **OR**
  - Applicant holds a current Certificate of Professional Qualification in Psychology (CPQ) from the Association of State and Provincial Psychology Boards (ASPPB), **OR**
  - Applicant holds a doctoral degree in psychology and has subsequently been certified as completing the requirements of a formal, doctoral level, professional program that meets the APA accreditation requirements.

Individual exceptions may be granted for degrees granted outside the United States or Canada, doctoral degrees granted prior to 1983, or for applicants claiming equivalent doctoral degree and program requirements. Such exceptions are coordinated through the ABPP Central Office and the American Board of Group Psychology.

### Internship

A one-year, full-time or two-year, half-time internship program is required. The internship requirement can be met in one of four ways:

- Accredited by the APA or CPA, **OR**
- Listed in the Association of Psychology Postdoctoral and Internship Centers (APPIC) Directory for the year in which the internship was completed, **OR**
- Met APPIC equivalency guidelines, **OR**
- The applicants Certificate of Professional Qualification in Psychology (CPQ).

### Licensure/Certification

All ABPP candidates in the United States, its territories, or Canada must be licensed as psychologists for independent practice at the doctoral level in a jurisdiction in the United States, its territories, or Canada.

### Post-Licensure Practice Experience

The specialty of group psychology denotes a level of practice requiring preparation beyond doctoral requirements. The postdoctoral requirements, (see pages 6-7 of the Exam Manual) includes:

- Two years of group experience
  - One year may be pre-doctoral (internship level)
  - Two years may be postdoctoral

### Early Entry

Graduate students, interns, or residents may be eligible to start the board certification process immediately through the ABPP Early Entry Program. To be eligible for the Early Entry Option, an individual must not yet be licensed as a psychologist (at the independent, doctoral level of practice) and must either be a student in, or have graduated from, an APA or CPA-accredited or ASPPB/NR Designated doctoral program in psychology. Finally, Early Entry demonstrates a commitment to lifelong professional development and identification with a specialized area of practice in professional psychology.

Early-entry material is available at <https://abpp.org/Applicant-Information/5-Types-of-applications/Early-Entry.aspx>.

### Senior Option

Senior group psychologists help ensure the strength, integrity, and development of group psychology. They possess the knowledge to help train and develop future group psychologists; promote high standards and levels of training in hospitals and educational institutions; and fill leadership roles locally as well as nationally. Their years of training and practice meld into a

senior clinician that is an invaluable asset to the group community. Certification is a standard of excellence: It is good to achieve, and it makes a difference!

The ABPP has approved a policy allowing a continuing special option for senior specialists whose licensure was obtained fifteen (15) or more years before the date of application. The essential rationale is to encourage experienced, often distinguished practitioners to pursue the examination, while recognizing longevity of experience and a more developed portfolio of practice. There is no senior examination as such, but the Senior Option allows specialists the option to flexibly apply past educational requirements, and to modify practice sample submissions and some Oral Examination procedures.

Candidates licensed more than 15 years may submit proof of their expertise in groups by submitting a Professional Self-Statement and two examples of professional contributions. The submissions must relate to either the direct provision of client services in groups or the supervision of individuals providing direct service of groups. The categories are:

1. A first authored or co-authored (not edited) book relevant to the practice of Group Psychology;
2. First authored or co-authored *substantive*, peer-reviewed articles (not brief reports) that are directly relevant to the practice of Group Psychology;
3. First authored or co-authored book chapter(s) topics relevant to the practice of Group Psychology;
4. Documentation of relevant approaches to the education/training/supervision of Group psychologists or the delivery of group psychology services, including workshops or courses at regional or national meetings. See **Appendix C** (Group Psychologist Senior Option Checklist).

For additional information, consult ABPP's Certification Process

<https://www.abpp.org/BlankSite/media/Group-Psychology/ABGP-Senior-Psychologist-Instructions.pdf>

### Supervision Requirements

The applicant must have two years of supervision in group psychology. One year of supervision may be pre-doctoral. Acceptable supervision is defined as one hour of face-to-face supervision on a weekly basis for a minimum of 40 hours per year. Supervision provided in a group setting must be led by an acknowledged mentor/supervisor. A leaderless supervision group *is not* acceptable. Supervision is expected to be either weekly or semi-weekly, conducted in units of an hour or more per session. If necessary, Skype or other electronic video forms of face-to-face communication is acceptable.

An organized postdoctoral training year in group psychology, under the direction of a group psychologist, which includes a diversity of training experiences (coursework, supervision, and practical applications), *is comparable to two years of experience*. The applicant will document at least 100 hours of supervised group contact as a leader or co-leader, as well as at least 400 hours of unsupervised group contact.

### Professional Experience

Two years total of professional experience in the application of group psychology can be satisfied by:

1. Two years of experience, one of which may be a *pre-doctoral* internship that includes experiences in group psychology.
2. One year of organized *postdoctoral* experience in group, which takes place in an official group psychology postdoctoral program. This program must include at least 90 hours of didactic experiences.
3. Two years *postdoctoral* group experience that is not officially organized as a group postdoctoral program. Postdoc. This experience can comprise self-directed study programs, including Continuing Education (CE) didactic experiences. The candidate must document 90 hours of didactic experiences. These experiences must be represented in such a way as to communicate to the examiners what these group experiences are.

### Letters of Reference

The applicant is also required to have two letters of reference sent directly to the ABPP Central Office from two professionals, one of whom should be a practicing psychologist with expertise in group psychology, who can attest to the extent, nature, and quality of the applicant's experience and competence in group psychology. A Professional Statement and Practice Sample will be sent electronically to the Specialty Exam Coordinator.

Applicants admitted into candidacy for the specialty in group psychology will be invited to submit an electronic Practice Sample for evaluation of his or her work. The Practice Sample, the cornerstone of the Oral Examination, is intended to provide a snapshot of the candidate's practice of group psychology allowing the examiners to consider and discuss the candidate's assessment, intervention, and conceptual competencies to understanding problems, and his or her professional sensitivity, including diversity, ethical, interdisciplinary, and legal aspects of practice. (**Appendix D: Practice Sample Form Checklist**)

The candidate is responsible for clarifying the underpinnings of the theory or system that guides his or her work. The therapeutic system should be grounded in an empirical database that is research-driven and/or rooted in commonly accepted clinical theory.

The Practice Sample should present your recent professional contributions, including:

1. Theoretical orientation, how it is supported by evidenced-based research or clinical studies, and how you approach your clinical practice;
2. Contextual and supplemental descriptions of your work sample, including:
  - a. Interview date; session number;
  - b. Rationale or organizing principles for this group;
  - c. Individual member descriptions; and
  - d. History and background of group or acceptable Senior Option Practice Sample materials.
3. Formulation and discussion of salient group and individual issues;
4. Summary of major leader assessment and interventions, including rationale for use;
5. Description of an issue of diversity salient to this group; and
6. Critique of the intervention(s).

The candidate will prepare a total of six video/DVD or audio tapes of one group session. These DVD/tapes will be password protected. Upon acceptance of the Specialty Application, the candidate will send one copy accompanied by one verbatim transcript to the ABGP Exam Coordinator. **At this time, the DVD/tapes will be sent by mail. The verbatim transcript will be sent electronically to the ABGP Exam Coordinator).** To ensure confidentiality and protection of the DVD/tape, the password must be sent to the Exam Coordinator separately. All tapes must be unedited. The other copies will be needed as follows:

- Two DVD/tapes for initial reviewers
- Three DVD/tapes for the Examination Chair and Examiners.

The Exam Coordinator will inform the Candidate when these will need to be sent to the relevant psychologists.

Additionally, one electronic copy of the Professional Statement must be submitted at the same time as the DVD/tape to the ABGP Exam Coordinator.

Appropriate permission should be obtained from all participants. See Voluntary Consent Agreement (**Appendix E**).

### Curriculum Vitae

All applicants must submit a curriculum vitae. The curriculum vitae must include educational and training background, professional roles and responsibilities, and professional contributions (e.g., service activities, publications, presentations, grants, awards, professional recognitions,

etc.) that support the candidates' professional identification with the specialty of group psychology.

### Professional Statement

All applicants must submit a Professional Statement. The Professional Statement should detail the candidate's general approaches to psychological assessment and intervention in groups, as well as the training and experience that led to these approaches. The Professional Statement should clearly define how the candidate's educational, supervisory, administrative/management, therapeutic, training or personal experiences have shaped their beliefs. Candidates should clarify *what* assessments and interventions they use and *why* they have chosen them, as well as demonstrate awareness of diversity issues in assessment and intervention. See Professional Statement Checklist (**Appendix F**).

The Professional Statement should include:

1. What group work are you engaged in at this time?
2. Describe your professional theoretical framework and discuss how researchers and theorists in the field have influenced you. If you consider yourself eclectic or integrative, describe at least three major theoretical/empirical themes in your eclecticism or integrative model.
3. Provide an example of interdisciplinary collaboration across professions or organizations and its outcome.
4. Provide at least one example of how you take care of yourself and engage in reflective practice and self-assessment.
5. Describe an example of how you have dealt with a diversity issue in your professional practice.
6. Discuss in one or two paragraphs an ethical dilemma that you have faced during the past two years and how did you handle it?
7. What do you do for continuing education? Which books, lectures, or articles in the past two years have you found especially stimulating?
8. If you would like for the Committee to consider your experience as a supervisor, teacher, researcher, manager, administrator, or advocate, please include the following:
  - a. The theoretical and empirical basis for your supervision;
  - b. A description of your research activities;
  - c. A description of your management/administrative activities;
  - d. A description of your systemic advocacy activities.
9. Why did you apply to become a Group Specialist? How do you react to the principle that Specialists shall support the mission of ABGP with volunteer activity and dues payment?
10. Please verify again that no ethical/legal action has taken place against you since admission to Candidacy.

NOTE: If the information required by this checklist is not complete or adequate in content, the work sample materials will be returned to the candidate for correction with a written statement as to necessary remediation. If the work sample is returned more than twice, the application process and fees must begin anew.

### Oral Examination

The Group Psychology Oral Examination is conducted by a team of three specialists, two of whom are specialists in group psychology. Exam dates will be announced with enough notice to allow a candidate to prepare. Candidates can expect that examiners will arrange and conduct an examination that is consistent with the policies and procedures of the American Board of Professional Psychology.

The format of the examination involves a conversation based upon the candidate's Practice Sample, fundamental knowledge expected in the specialty, situational content representative of the specialty, and professional issues/ethical problem-solving capacity of the candidate. The examination will cover the following content areas: stimulus group video/DVD; theoretical orientation/Professional Statement; assessment; ethics/professional standards; and professional areas.

**Note:** Mentors are assigned from the existing ABGP diplomates. Forty (40) Continuing Education credits from ABPP are awarded for a successful Oral Examination at no cost to the candidate.

### Definition of Group Psychology

Group psychologists who demonstrate expertise in group skills represent a specialty of professional psychology that integrates the basic tenets of group psychotherapy and group dynamics theory, research, and application. Group specialty practice is based upon group dynamics principles, such as communication, leadership, member-leader interactions, power, norms, and stages that Kurt Lewin (1951), Wilfred Bion (1961), Urie Bronfenbrenner (1979) and others wrote about in the mid-20<sup>th</sup> century. Group psychotherapy utilizes a format that is based upon several therapy models from psychodynamic to CBT, which includes small groups of approximately 8-10 clients led by a skilled leader. Together, members and (co)leader(s) explore roles, norms, stages, and group therapeutic factors (Yalom & Leszcz, 2005) by engaging in interpersonal interactions in order to: a) ameliorate symptoms; b) learn new ways of behaving; and c) enact character change, depending upon the focus of the group. Groups can range from time-limited, structured, topic-centered groups (e.g., Psychoeducation, Anger Management) to on-going unstructured groups (e.g., Yalom Process Group). Group types are represented on the left side of Figure 1. Ongoing process and outcome evidence-based research informs standards of care for members of groups and constitutes the foundation of scientific knowledge.

Research strongly suggests that skilled leaders help create useful processes by attending to mediator and moderator variables, which leads to better outcomes for patients (Burlingame, MacKenzie & Strauss, 2004). Leaders may identify with any number of therapy schools (CBT, Psychodynamic, Interpersonal, and so on), but they all believe in the power of group dynamics as the base from which to operate. Group-as-a-whole interventions illustrate this belief, where critical moments in group having to do with a group behavior that takes hold of the group process, such as Bion's Basic Assumption of Dependency (1961), must be dealt with effectively at the group level.

The above illustrates most importantly that group therapy is not individual therapy with an audience. It is the skillful management of interpersonal processes in the here-and-now by the leader (and/or co-leader) as these processes interact with individual member's symptomatology and character stances, and as group members help each other work towards the improvement they seek.

### References

- Bion, W.R. (1961). *Experiences in Groups*. New York: Basic Books.
- Bronfenbrenner, U. (1979). *The Ecology of Human Development: Experiments by Nature and Design*. Cambridge, Massachusetts: Harvard University Press.
- Burlingame, G.M., MacKenzie, K.R., & Strauss, B. (2004). *Small group treatment: Evidence for effectiveness and mechanisms of change*. In M.J. Lambert (Ed.), Bergin & Garfield's handbook of psychotherapy and behavior change (5th ed., pp.647–696). Hoboken, NJ: Wiley.
- Lewin, K. (1951). *Field theory in social science: Selected theoretical papers*. Oxford, England: Harpers.
- Yalom, I.D., & Leszcz, M. (2005). *The theory and practice of group psychotherapy*. (5<sup>th</sup> ed.) New York: Basic Books.

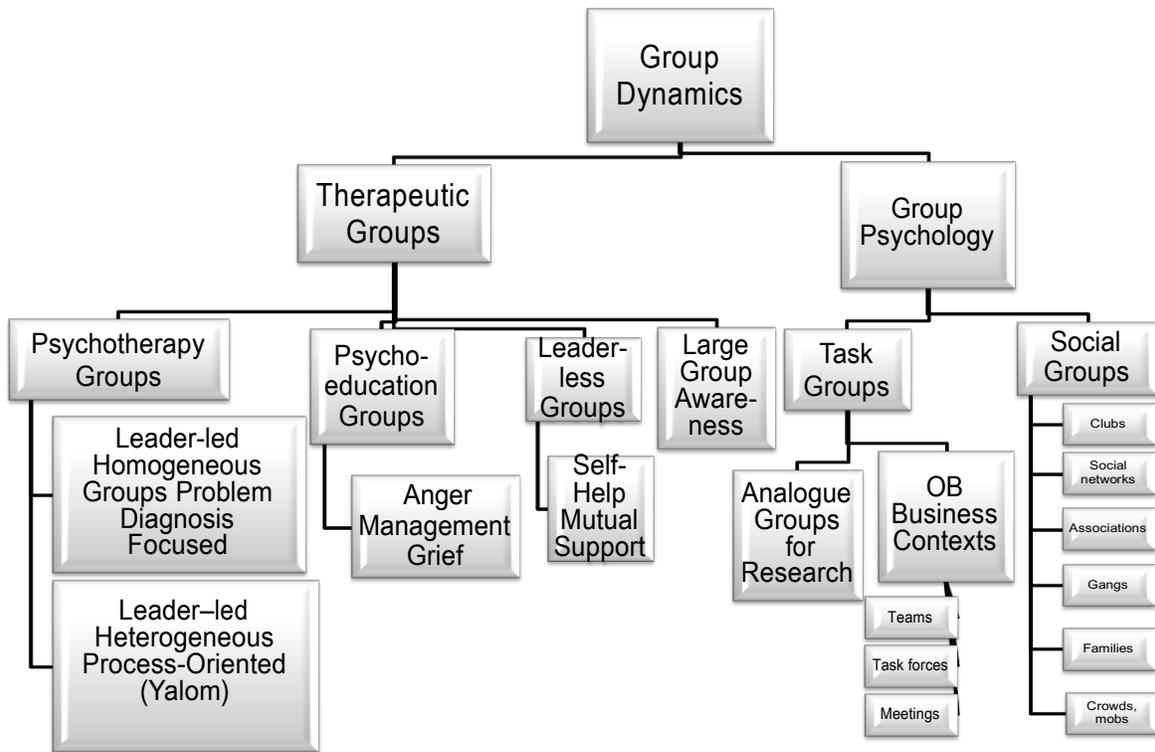


Figure 1. Group types flowing from foundations of group dynamics

## ABGP Competency Areas Characteristic of Group Specialty

The ABGP examination process encompasses the interrelated domains of the competencies required by the specialty of group psychology and are based upon the mission statement of ABGP: “We are dedicated to understanding the foundational group forces and dynamics that undergird and affect all levels of social life. These levels include human attachment and functioning within dyadic, family, small and large groups, and socio-organizational structures.”

Technically, groups exist whether comprised of 2 or 2,000 members. But generally, groups can be categorized as small (4-9 members), medium (10-20), and large (21-100 and above).

The American Psychological Association and the American Board of Professional Psychology have adopted an educational and training matrix based upon theoretical foundational and functional competencies, which can be overlaid upon any theoretical framework. The domains of professional behavior for the psychologist are detailed below. (Also, see [www.apa.org/ed/graduate/competency.aspx](http://www.apa.org/ed/graduate/competency.aspx).) While the exact language of the APA competencies may not be used by group psychologists, it is expected that advanced professionals sitting for the ABGP exam will be conversant in most of them.

### Functional Competencies

Competencies noted with an asterisk \* will be examined by all candidates, standard and senior option. Competencies noted with a double-asterisks \*\* will only be examined by those candidates who engage in those professional activities.

#### Assessment\*

Assessment and diagnosis of problems, capabilities, and issues associated with individuals, groups, and/or organizations. Group psychologists understand both individual and group-level assessments, diagnosis, and conceptualization. The essential knowledge component includes understanding of and expertise in valid and reliable group verbal analysis systems. The accompanying behavioral anchor includes ability to distinguish between process and outcome in groups and the application of one of the valid and reliable verbal analysis systems. Diagnosis in groups is based upon the essential knowledge component of nomothetic and idiographic individual measures, as well group-level measures, which allow the group leader to understand the group-as-a-whole on a diagnostic level. Behavioral anchors include expert application of diagnosis at both individual and group levels in order to conceptualize the individual group member within the group process. Finally, experts in group psychology can communicate findings in written form to other professionals (e.g., reports, evaluations, and recommendations).

#### Intervention\*

Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations. Group psychologists can understand essential knowledge

components of group intervention. Successful candidates demonstrate this by appropriate application of the following behavioral anchors: 1) referral to groups; 2) composition of groups; 3) pre-group preparation for group members; 4) therapeutic mechanisms and factors; 5) group therapist interventions, e.g., at the individual member level, member-to-member level (dyads, triads), and group-as-a-whole level; 6) group development stages from beginning to end; 7) termination; and 8) reduction of adverse group effects.

### Consultation\*

The ability to provide expert guidance or professional assistance in response to a client's needs or goals. Group psychologists can share their expertise in group treatment with other professionals (e.g., educational, legal, and medical) and interdisciplinary teams (e.g., psychiatry, social work, couples, and family therapists) by offering expert consultation about group clinical application and clinical group research where appropriate. Expert group consultants increase awareness of interactions from the small group level to the large group level, as well as issues of individual/cultural/other diversities, ethics and legal foundations, and professional identification. Group psychologists possess the essential knowledge component of understanding key interactions with other agencies, settings, disciplines, and professionals. Behavioral anchors include contributing to and collaborating with multidisciplinary and interdisciplinary teams.

### Supervision\*\*

Supervision and training in the professional knowledge base and of evaluation of the effectiveness of various professional activities. Group psychologists who supervise and teach group skills possess the essential knowledge components of supervisor expectations and roles, and processes and procedures of supervision. Behavioral anchors of these knowledge components include clear skill development in group trainees (e.g., group roles, norms, stages, therapeutic factors; process and content, and group-as-a-whole), and keen awareness of factors affecting supervision (e.g., countertransference, fear of exposure, and potential for dual roles) Group supervisors and teachers are able to encourage full participation in the supervisory process by modeling appropriate transparency, utilizing role-play, and encouraging students to show videos. Supervisors are up-to-date on educational and training guidelines for group skill development, which include both didactic and experiential education interventions.

### Research/ Evaluation\*\*

Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities. This competency domain is for those group psychologists who engage in research and/or evaluation. Each of these can be scored independently for those who engage in one activity, but not the other. A successful candidate engages in research designed to increase evidence bases for group treatments and/or engages in professional group practice that evaluates the effectiveness of programs and activities. If applicable, the candidate's own scholarly contributions are considered as they inform the practice of group psychology. Behavioral anchors include evidence of scholarly contributions to the

group literature in refereed journals, which reflects appropriate research methods and statistical procedures to demonstrate essential knowledge of scientific method. Behavior anchors may alternatively include analysis of practice and/or program effectiveness.

### Teaching\*\*

Teaching refers to providing instruction, disseminating knowledge, and evaluating acquisition of knowledge and skill in professional psychology.

**Knowledge:** Successful candidates demonstrate knowledge of outcome assessment of teaching effectiveness. They demonstrate knowledge of one technique of outcome assessment and of methodological considerations in assessment of teaching effectiveness.

**Skills:** They evaluate the effectiveness of learning/teaching strategies addressing key skill sets. They demonstrate strategies to evaluate teaching effectiveness of targeted skill sets. They articulate concepts to be taught and research/empirical support and integrate feedback to modify future teaching strategies.

### Management-Administration\*\*

Manage the direct delivery of services and/or the administration of organizations, programs, or agencies in areas of professional psychology. **Management:** Successful candidates manage direct delivery of professional services and demonstrate awareness of basic principles of resource allocation and oversight. They regularly manage direct delivery of their own services, identifying opportunities for improvement. They recognize the role of and need for clerical and other staff, including the role of human resources in these activities.

**Administration:** They are aware of the principles of policy and procedures manuals of organization, programs, and agencies. Also, they are aware of basic business, financial, and fiscal management issues. They respond promptly to organizational demands. They participate in the development of policies, and function within their budget. They negotiate and collect fees and pay bills, use technology for information management, and identify resources needed to develop a basic business plan.

**Leadership:** They develop a mission, set goals, implement systems to accomplish goals and objectives, and build teams using motivational skills. They develop statements of mission or purpose of the direct delivery services, organization, programs, or agency. They provide others with face-to-face and written direction. They demonstrate capacity to develop a system for evaluating subordinates (supervisees, staff, and employees). They communicate appropriately to parties at all levels of the organization.

Evaluation of Management and Leadership: They develop plans for how best to manage and lead their organization. They articulate steps and actions to be an effective manager or leader appropriate to the specifics of the organization.

### Advocacy\*\*

Advocacy relates to actions targeting the impact of social, political, economic, or cultural factors to promote change at the individual (client), institutional, and system level.

Empowerment: Successful candidates intervene with clients to promote action on factors impacting their development and functioning. They promote client self-advocacy.

Systems Change: They promote change at the level of institutions, community, or society. They develop alliances with relevant individuals and groups and engage with groups with differing viewpoints around an issue to promote change.

## Foundational Competencies

### 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. Group psychologists are conversant in essential knowledge components of the scientific method. Behavioral anchors include adequate application of group research methods and evaluation of the group literature. Research and evaluation are based upon the foundational competency and scientific knowledge and methods. Group psychologist candidates for the ABGP will know current issues in the group research and routinely read and/or contribute to the literature.

### Individual and Cultural Diversity\*

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 consistent with APA policy. Group psychologists possess the essential knowledge component regarding majority and minority group behavior (realizing that even those labels can be politically charged for some groups) based on diversity composition. They are aware of the Self as shaped by culture and context, including but not limited to race; ethnicity; gender; age; religion; sexual orientation; disability; and socioeconomic diversity or class. Behavioral components include clear ability to interact with diversities that may occur in groups, as most groups are a microcosm of the larger society. The Group Academy of ABGP strongly supports this statement found on the APA website: “Valuing diversity is what institutions and members of a community do to acknowledge the benefits of their differences and similarities. They intentionally work to build sustainable relationships among people and institutions with diverse membership. A community that values diversity ensures that institutions provide equal

treatment and access to resources and decisions for all community members regardless of race, ethnicity, sexual orientation, and physical disability.” <https://abpp.org/About/Diversity.aspx>

**Relationships\*** Successful candidates demonstrate sensitivity to the welfare, rights, and dignity of others, as well as the ability to relate meaningfully to individuals, groups, and communities in ways that enhance delivery of the services provided. The relationally skilled group psychologist relates interpersonally, affectively, and expressively. Moreover, the group psychologist can track multiple levels of interactions at the group level. Behavioral anchors include clear evidence of effective negotiation of conflictual relationships, understanding of diverse points of view in complicated interactions, a non-defensive posture when receiving feedback from others, and effective communication in both verbal and written interactions. Other behavioral anchors include the ability to track interaction analysis during developmental stages and member roles, as well as from member-leader, leader-member, and member-member interactions. Finally, successful candidates demonstrate these interpersonal, affective, and expressive competencies at various levels of group (small, medium, and large groups).

#### **Ethical Legal Standards\* and Policy**

Application of ethical concepts and awareness of legal issues regarding professional activities with individual, groups, and organizations. The Group psychologist possesses the essential knowledge component of ethical and legal standards for group practice, which includes up-to-date awareness of state or provincial statutes relevant to group practice. Behavioral anchors include reading current journals regarding ethical and legal issues, actively practicing with an eye to ethics and legalities, and seeking consultation when needed.

#### **Professionalism\***

Demonstrating professional values and ethics as evidenced in behavior and comportment that reflect the values and ethics of psychology, integrity, and responsibility. While professionalism is not one of the foundational or functional competencies, the advanced clinician no doubt has developed a strong sense of professionalism. Professional values and ethics of a group leader or therapist reflect behavior and attitudes that represent integrity, personal responsibility, and adherence to a professional set of standards. Behavioral anchors include deportment and accountability, concern for the welfare of group members, and a firm identification as a group psychologist.

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

Successful candidates maintain a practice conducted with personal and professional self-awareness and reflection, with awareness of competencies, and with appropriate self-care.

Successful candidates demonstrate reflectivity in the context of professional practice; this reflection is acted upon; and one’s self is used as a therapeutic tool. They demonstrate frequent congruence between own and others’ assessments and seeks to resolve incongruities. They model

self-care and they monitor and evaluate attitudes, values, and beliefs toward diverse others. They systematically and effectively monitor and adjust their professional performance in action as situations require. They consistently recognize and address their own problems, minimizing interference with competent professional functioning.

**Self-assessment:** They accurately self-assess their proficiency in all competency domains and integrate this self-assessment in practice. They accurately identify levels of aptitude across all competency domains, accurately assess their own strengths and weaknesses, and seek to prevent or ameliorate the impact of this assessment on their professional functioning. They recognize when new or improved competencies are required for effective practice.

**Self-care:** They monitor themselves for issues related to self-care (attention to personal health and well-being to assure effective professional functioning) and prompt interventions when disruptions occur. They anticipate and self-identify disruptions in functioning and intervene at an early stage with minimal support from supervisors. They model self-care for their clients.

### Interdisciplinary Systems\*

Knowledge of key issues and concepts in related disciplines and the capacity to identify and interact with professionals in multiple disciplines. Successful candidates demonstrate a working knowledge of multiple and differing worldviews, professional standards, contributions across contexts and systems, common and distinctive roles of other professions. They demonstrate ability to articulate the roles that others provide in service to clients and display the ability to work successfully on interdisciplinary teams. They understand how participation in interdisciplinary collaboration/consultation enhances outcomes.

In addition, group psychologists demonstrate basic knowledge of and the ability to display the skills that support effective interdisciplinary team functioning, such as communicating without jargon, dealing effectively with disagreements about diagnosis or treatment goals, and supporting and utilizing the perspectives of other team members. They demonstrate skill in interdisciplinary clinical settings in working with other professionals to incorporate psychological information into overall team planning and implementation.

### Evidenced-Based Practice\*

Demonstration of the capacity to integrate current research literature into clinical practice, research/evaluation, and other functional competency domains where applicable. Group psychologists are committed to evidenced-based practice based upon the best available research combined with clinical judgment. They are responsible for demonstrating the integration of current research literature into clinical practice, research, and evaluation. They are conversant in clarifying the underpinnings of the theory or system, which guide their work and how researchers and theorists in the field have influenced them. Successful candidates pay specific

attention to the scientific knowledge and methods that inform their assessment, intervention, and consultation activities. Successful candidates can describe at least three major theoretical/empirical themes that influence an eclectic or integrative model.

See **Appendix G** (Rating Grid for Oral Exam Competency Areas).

## Application Process

### Application Materials Needed for Group Psychology

All group psychologists whose training and experience meet the basic requirements as outlined on pages 6-7 of this manual are encouraged to apply. Applicants should:

- Submit an ABPP generic applications electronically at [www.abpp.org](http://www.abpp.org).
- An application fee of \$125 should be sent to the Central Office when the application is electronically submitted.
- Submit curriculum vitae/resume along with ABPP’s basic application form, which is available from Central Office or at the ABPP website.
- Specialty application should be submitted to the Central Office with the generic application.

Upon successful review of credentials by both the Central Office and the ABGP Exam Coordinator, applicants receive a letter stating they are candidates for the examination process.

## Oral Examination

### Oral Examination Typical Day Schedule

To assure standardization of the process, ABGP has established a Summary Schedule for Oral Examination (**Appendix H**) to minimize the possibility that candidates might receive differential treatment. The oral examination process is designed to be completed in approximately three hours. The Examination Committee is expected to explicitly address each competency domain with the candidate. Within each segment, there is room for variation according to the judgment of the committee. Many topics will be interwoven throughout the examination, and flexibility should be allowed if relevant to the discussion. A topic may receive more cursory exploration in its scheduled time period if it has been sufficiently covered earlier. It often is useful to utilize hypothetical examples or situations to ascertain if the candidate meets the criterion for passing each competency domain.

**NOTE:** The oral examination is considered one event with an *overall* “pass” or “fail” determination. Candidates who fail the oral examination will receive written feedback regarding their performance in each domain. Further, candidates who wish to seek group certification in the future must begin anew at the Practice Sample stage and be re-evaluated in each of the

competencies, including those they may have performed well in previously. This second attempt may be made no earlier than six months after the candidate has been notified of the results of the first examination.

### Ethics Vignette

A file of prepared vignettes is maintained for standardization of the Ethics segment of the Oral Examination. Several vignettes are chosen with care to select *relevant* legal and ethical issues from the candidate's state or province. The Examination Chair will select the most applicable vignette, with relevant points for discussion. In addition, the Chair will make three additional copies and distribute them to the committee members. One copy, without the discussion points, is given to the candidate. The candidate has also submitted, in the Professional Statement, a non-identifying ethics quandary from his or her own professional experience. The candidate should be asked to read the chosen vignette, while the Examination Committee steps away from the table to allow adequate contemplation time.

The Examination Committee does not necessarily expect a "right" answer but anticipates that the candidate will present relevant options and demonstrate the ability to thoughtfully weigh them in the light of the APA ethics principles, professional practice standards, and relevant statutes. Complex legal and ethical questions are preferable to simplistic questions. The candidate will be presented with hypothetical "what if" types of queries to assess depth and breadth of legal and ethical issues. The candidate will discuss her or his own vignette in the same manner. No outside materials can be used to aid the candidate during this section of the Oral Examination.

Examiners and candidates will treat the vignettes as confidential. Both examiners and candidates must sign confidentiality agreements for the oral exam (**Appendix I**, Statement of Confidentiality Agreement).

At the conclusion of the Oral Examination, all copies of the Ethics vignettes are collected by the Chair and destroyed. The use of each vignette will be tracked so that in the case of a candidate's failure, a new vignette will be used for re-examination.

## ABGP Examination Team

### Examination Committee Composition

The Examination Committee is comprised of three Board Certified Specialists (two of whom must be group specialists and one may be from another specialty), 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 ABGP recognizes that specialists in group psychology use a variety of approaches and techniques and have differing conceptual frames of reference. However, the American Psychological Association and the American Board of Professional Psychology have adopted an educational and training matrix based upon theoretical Foundational and Functional competencies, which detail domains of professional behavior for the developing psychologists. ABGP recognizes that the effectiveness of professional practice is a function of many factors, including personal factors, level of experience, and theoretical understanding. While the exact language of the APA competencies may not be used by group psychologists, it is expected that advanced professionals sitting for the ABGP exam will be conversant in most of these professional competencies. The 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. The Chair 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 Chair within one week, it will be assumed the proposed Examination Committee is acceptable.

#### Role of the Examination Committee Chair

The Examination Coordinator, and one other group specialists, vet the candidate's Practice Sample and Professional Statement to determine if it meets standards of group expertise listed in the application, and if so, that decision cannot be changed by the Examination Committee. Once the Practice Sample has been approved, the Examination Coordinator selects a Chair. Chairs will recruit two other examiners, with a view towards diversity (race, culture, gender and professional orientation of the candidate). If possible, an Examination Committee should be formed within 30 days of receiving the Practice Sample by the Examination Coordinator. Copies of the candidate's Practice Sample, Professional Statement, and CV are sent to the Examination Committee. Chairs will contact the candidate to introduce himself or herself and will provide the candidate with the names of the other examiners, giving the candidate one week to inform the Chair if there are any potential conflicts of interest with any of the examiners. Chairs will download a copy of the ABGP Examination Manual from the ABPP website and ask the examiners to do the same. (See Group Specialty link under Applicant Tab at ABPP website at [www.abpp.org/Applicant-Information/Specialty-Boards/Group-Psychology/Competencies-of-Specialty.aspx](http://www.abpp.org/Applicant-Information/Specialty-Boards/Group-Psychology/Competencies-of-Specialty.aspx)) Chairs will find potential interview dates with the Examiners for a block of time, approximately 3 hours in length.

Prior to contacting the candidate, Chairs will verify with the Central Office that all fees have been paid and that the Central Office has been informed of a candidate's status. Chairs will finalize a date for the Oral Examination that will entail at least a 3-hour time block. Chairs will inform the Examination Coordinator about the names of the examiners and the date for the examination.

Prior to the meeting, the Chair will review all materials; make sure to have copies of **Appendix G** (Rating Grid for Oral Exam Competency Areas); and review the evaluation criteria with the examiners. Chairs will follow the manual for the examination, which is competency-based. Chairs will conduct the examination in accord with the Summary Schedule for Oral Examination as outlined in the manual. Chairs will choose an ethics vignette(s) that is likely to pose specific questions for the candidate and shred these when done. Chairs will return all materials to the candidate at the completion of the examination. Examiners will complete the requisite forms and submit them to the Examination Coordinator, who will notify the Central Office. In turn, the Central Office will notify the candidate within approximately two weeks of the results. Candidates who successfully complete the exam will receive forty (40) continuing education credits from ABPP. Chairs will provide **Appendix J**, Candidate's Evaluation of the Process, to the candidate to solicit feedback. Chairs will provide **Appendix K** (Committee Member Evaluation of Process) to committee members to solicit their feedback.

A candidate must receive the vote of at least two members to pass the examination. Immediately following the examination), Chairs will do the electronically submit **Appendix L** (Oral Examination Result Form) to the Examination Coordinator. If the candidate fails, and a consultation is needed, that information should also be conveyed to the Examination Coordinator.

If a candidate fails the Examination, the Chair will write a report with the Examination Committee regarding the reason for the failure and e-mail **Appendix M** (Candidate Feedback Summary for Examination Failure) to the Examination Coordinator, who is responsible for sending the letter to the candidate.

### Examiners' Responsibilities

The ABGP requires 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 ABGP and accepts responsibility to protect the welfare of the candidate, the confidentiality of the Practice Samples, and the integrity of the examination.

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 so the candidate may demonstrate his or her specialized clinical competencies. Prior to the Oral Examination, each examiner should:

- Become familiar with the curriculum vitae and Professional Statement;
- Study the recorded Practice Samples (if applicable);
- Prepare meaningful questions that relate to each competency domain as related to the candidate's curriculum vitae, Professional Statement, and recorded Practice Samples.

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 will be addressed to ABPP via the Examination Coordinator. It is not appropriate for a candidate to communicate with the Examiners about the outcome of the examination. If an examiner receives a written communication from a candidate, it should be forwarded to ABPP via the Committee Chair.

### Training of Chairs and Examiners

The high-quality, collegiality, relevance, and standardization of the ABGP Board Certification process are maximized by a clear and explicit manual and the training of Chairs and Examiners. Any Board Certified Group Psychologist can become an Examination Committee member or an Examination Chair only after appropriate training. Interested Board Certified Psychologists should contact the ABGP Board of Directors.

Following each successful oral examination, the candidate is asked if she or he would consider participating as an examiner in future examinations. If the successful candidate expresses a willingness to participate in future examinations, he or she will be placed on a contact list. (All new examiners are asked and expected to review the manual in detail prior to reviewing Practice Sample materials and conducting Oral Examinations. Because of ongoing manual revisions, all Board Certified Group Psychologists who are conducting examinations, including those who have done so in the past, are asked by the Examination Coordinator to review the current manual. It is essential that they do so prior to reviewing Practice Sample materials and conducting Oral Examinations. All new examiners are assigned to an Examination Committee with a senior examination member, who is responsible for orienting the new member to the examination process and educating him or her on the expectations of an Examiner. At the conclusion of the new examiner's first examination, feedback is given by the senior Examiner, and a thorough debriefing of the examination process is conducted. The new Examiner is then identified as a junior Examiner. A junior examiner may qualify to participate as an Examination Chair after serving on a minimum of three Examination Committees. The Examination Coordinator may determine that the examiner is eligible to serve as Chair on a committee prior to that time, however, based on the Examiner's training and experience. The checklist for Examination Chairs (**Appendix N**) serves as a guide for examination Chairs and is another useful training tool for all Examiners. In addition to the above process, new examiners may be trained at the Annual Meeting of the ABGP Board, which is conducted in Chicago every fall.

### Scoring

The following competency areas of professional functioning may constitute the Oral Examination.

- Mandatory Competencies\*
- Competencies specific to a candidate's areas of expertise

### Foundational:

1. Relationships\*
2. Individual and Cultural Diversity\*
3. Ethical Legal Standards and Policy\*
4. Professionalism\*
5. Reflective Practice/Self-Assessment/Self-Care\*
6. Scientific Knowledge and Methods\*
7. Interdisciplinary Systems\*
8. Evidence-Based Practice\*

### Functional:

1. Assessment \*
2. Intervention \*
3. Consultation \*
4. Supervision\*\*
5. Research/ Evaluation\*\*
6. Teaching\*\*
7. Management-Administration\*\*
8. Advocacy\*\*

All eight (8) Foundational\* competencies are required, as are Assessment, Intervention and Consultation.

The additional five (5) Functional competencies are optional and may be omitted if candidates are not involved in those activities; however, candidates, who list these activities, should be examined in each applicable competency.

### Scoring Guidance

Through the curriculum vitae, Professional Statement, and Practice Sample component of the Examination, the candidate **must be rated as PASSING in all applicable competency domains to advance to the Oral Examination.** A rating of **FAIL** in *any* competency domain requires a fail decision *overall* by that examiner. If an overall competency domain is failed, there needs to be a rating of each subcomponent as pass or fail within the competency domain to explain the failure rating (See **Appendix O**, Practice Sample Review Result).

The candidate **must be rated as PASSING in all applicable competency domains of the Oral Examination before an examiner may vote to award Board Certification.** Failure in *any* competency area requires a fail decision by that Examiner. For the Oral Examination, sub-components should only be rated pass or fail if an overall competency domain is failed, to

explain the failure rating (See Oral Exam column of **Appendix G**, Rating Grid for Oral Exam Competency Areas).

## Scoring Criterion for The Competencies

### General Considerations:

Essential components for each competency domain are presented below for the guidance of Examiners and candidates. **Candidates must be judged as a pass in the overall competency area.** In other words, the candidate **need not** manifest all the illustrative “passing” behaviors in each competency domain to pass that domain. A candidate could manifest one or more component “failing” level behaviors, but still pass the overall domain. **If the candidate’s functioning is midway between passing and failing and cannot be identified as either, then the candidate passes that area.**

**A failure in any given competency domain is defined by a failure in two or more subcomponents within the domain; or a serious failure in one subcomponent. A failure in any of the nine competency domains, according to two or more examiners, results in an overall failure.**

An examiner may give a pass in a given competency domain for the Practice Sample but may give a fail for that same competency domain during the Oral Examination as a result of information derived during the Oral Examination process. Please see below for specific scoring guidance.

**NOTE:** Before arriving at a **decision for an Oral Examination pass/fail**, the examiner will carefully consider all examination areas to be rated and the criterion examples provided. Examiners should wait until the end of the examination before determining their pass/fail decisions for any area.

## Functional

### Assessment\*

#### Essential Components:

1. Assessment and evaluation procedures selected are appropriate for referral and for client/patient.
2. Assessments and evaluations are conducted with skill and appropriate attitude using extant knowledge base.
3. Assessment and evaluation findings are interpreted accurately and used to inform conceptualization.
4. Assessment and evaluation data are applied to the development of recommendations.
5. Results are communicated in ways that lead to useful outcomes.

6. Attention to interpersonal interactions, individual/cultural/other diversities, ethics and legal foundations, and professional identification as related to assessment are evident.

Passing Level Examples:

- Chooses assessment and evaluation procedures that could, at least in theory, provide data that could answer the referral questions and that are appropriate for all aspects of the client's/patient's diversity status.
- Conducts assessments and evaluations in a competent fashion.
- Interprets assessment and evaluation data in a reasonably accurate and complete manner and uses these interpretations to guide case conceptualization.
- Creates recommendations with relevant findings considered.
- Communicates, both orally and in writing, findings from assessments and evaluations to the patient and other relevant parties in an understandable and useful fashion.
- Demonstrates attention to interpersonal interactions, individual/cultural/other diversities, ethics and legal foundations, and professional identification as related to assessment.

Failing Level Examples:

- Chooses procedures that restrict the examinee's ability to respond appropriately to the referral questions or are inappropriate for the client's/patient's diversity status.
- Does not conduct assessments and evaluations with adequate skill or appropriate attitude or does not build upon the extant knowledge base. Scores assessments inaccurately, if applicable.
- Provides interpretations and/or conceptualizations of assessment and evaluation data that are incomplete, contain errors, or do not guide conceptualization. Offers interpretations and conclusions that fail to consider some aspect of the client's/patient's uniqueness (diversity status) and/or fail to consider the client's/patient's environmental situation.
- Does not provide a clear link between assessment and evaluation findings and subsequent recommendations.
- Communicates assessment results in an unclear, disorganized, or ambiguous manner; fails to anticipate foreseeable, inappropriate interpretations; and does not convey findings in a manner associated with useful outcomes.
- Conveys a general lack of awareness of ways in which interpersonal interactions, individual/cultural/other diversities, ethics and legal foundations, and professional identification are related to assessment.

Intervention\*

Essential Components:

1. Intervention contract issues (client's/patient's goals, boundaries of treatment, payment resources, etc.) are managed responsibly.
2. Intervention procedures chosen are appropriate for client/patient situation.

3. Interventions are applied with skill and knowledge and appropriate attitude.
4. Attention to interpersonal interactions, individual/cultural/other diversities, ethics and legal foundations, and professional identification as related to intervention are evident.

Passing Level Examples:

- Ascertains client/patient goals; deals with issues regarding payment arrangements appropriately; defines limits of confidentiality and boundaries of services clearly; conveys availability; and keeps records consistent with existing standards of care.
- Selects interventions that are appropriate to the client's/patient's assessed goals, situation, and resources.
- Implements interventions in a competent fashion.
- Demonstrates attention to interpersonal interactions, individual/cultural/other diversities, ethics and legal foundations, and professional identification as related to intervention.

Failing Level Examples:

- Ignores or does not adequately determine client/patient goals; mishandles payment arrangements; fails to address or clearly define limits of confidentiality and boundaries; does not convey information about availability; and fails to maintain acceptable standards of Group record-keeping.
- Selects interventions that are not consistent with the client's/patient's goals, situation, or resources.
- Fails to consistently provide interventions that are thoughtful and does not adequately communicate about interventions being provided.
- Conveys a general lack of awareness of ways in which interpersonal interactions, individual/cultural/other diversities, ethics and legal foundations, and professional identification are related to intervention.

Consultation\* (Candidate Serves as Consultant)

Essential Components:

1. Consultation procedures are selected in a fashion that is appropriate for the context and demonstrates appropriate inter-professional consultation between psychiatrists, attorneys, or other professionals as dictated by the context.
2. Background information for the consultation is gathered appropriately and thoughtfully integrated.
3. Consultations are conducted with skill and knowledge and appropriate attitude.
4. Attention to interpersonal interactions, individual/cultural/other diversities, ethics and legal foundations, and professional identification as related to consultation is evident.

Passing Level Examples:

- Selects consultation procedures appropriate to the context.

- Collects enough information pertinent to the consultation and integrates this information in a thoughtful fashion.
- Conducts consultations in a competent fashion.
- Demonstrates attention to interpersonal interactions, individual/cultural/other diversities, ethics and legal foundations, and professional identification as related to consultation.

Failing Level Examples:

- Selects consultation procedures that are not appropriate to the context.
- Fails to collect enough information pertinent to the consultation and to integrate this information in a thoughtful fashion.
- Does not conduct consultations with adequate skill or appropriate attitude or does not build upon the extant knowledge base.
- Conveys a general lack of awareness of ways in which interpersonal interactions, individual/cultural/other diversities, ethics and legal foundations, and professional identification are related to consultation.

Supervision\*\*

Essential Components:

1. Supervision is based on existing theory/research with skill and appropriate attitude.
2. Teaching activities are conducted using theory and research with skill and appropriate attitude.
3. Adequate attention to interpersonal interactions, individual/cultural/other diversities, ethics and legal foundations, and professional identification as related to supervision are evident.

Passing Level Examples:

- Uses existing theory/research to conduct supervision with skill and appropriate attitude.
- Uses existing theory and research to teach effectively and with appropriate attitude.
- Demonstrates attention to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as related to supervision.

Failing Level Examples:

- Fails to use existing theory/research to conduct supervision with skill.
- Conveys a general lack of awareness of ways in which interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification are related to supervision.

Research / Evaluation\*\*

Essential Components:

1. Knowledge of the essential components of scientific method.

2. Knowledge of appropriate research design.
3. Knowledge of appropriate statistical method for that design.
4. Ability to navigate the peer-review process.
5. Sensitivity to individual/cultural/other diversities as they impact research procedures and outcomes

Passing Level Examples:

- Demonstrates knowledge of the essential components of scientific method.
- Demonstrates an ability to evaluate the effectiveness of programs and activities.
- Demonstrates participation in the provision and/or receipt of external peer review (such as, publications, poster sessions, oral presentations, grants, dissertation committees).
- Demonstrates sensitivity to the impact of diversity on the research subject.

Failing Level Examples:

- Does not use appropriate methodology and/or is unaware of appropriate statistical procedures in research activities.
- Is unaware of essential components of the scientific method.
- Utilizes program evaluation techniques that are not evidence based.
- Does not engage in and, therefore profits from, activities that provide external peer review.
- Lacks awareness of potential impacts of the research subject and/or procedures on diverse subjects.
- .

Teaching\*\*

Essential Components:

1. Demonstrates knowledge of outcome assessment of teaching effectiveness.
2. Evaluates the effectiveness of learning/teaching strategies addressing key skill sets.

Passing Level Examples:

- Demonstrates knowledge of one technique of outcome assessment.
- Demonstrates knowledge of methodological considerations in assessment of teaching effectiveness.
- Demonstrates strategies to evaluate teaching effectiveness of targeted skill sets.
- Articulates concepts to be taught and research/empirical support.
- Utilizes evaluation strategy to assess learning objectives met.

Failing Level Examples:

- Fails to demonstrate knowledge of one technique of outcome assessment

- Fails to demonstrate knowledge of methodological considerations in assessment of teaching effectiveness.
- Does not demonstrate strategies to evaluate teaching effectiveness of targeted skill sets.
- Does not articulate concepts to be taught and research/empirical support.
- Fails to utilize evaluation strategy to assess learning objectives met.
- Does not integrate feedback to modify future teaching strategies

#### Management / Administration\*\*

##### Essential Components:

1. Manages direct delivery of professional services and demonstrates awareness of basic principles of resource allocation and oversight.
2. Demonstrates awareness of the principles of policy and procedures manuals of organization, programs, and agencies and of basic business, financial, and fiscal management issues.
3. Develops a mission, sets goals, implements systems to accomplish goals and objectives, and builds teams using motivational skills.
4. Develops plans for how best to manage and lead their organization.

##### Passing Level Examples:

- Independently and regularly manages direct delivery of services, identifying opportunities for improvement.
- Recognizes the role of and need for clerical and other staff, including the role of human resources in these activities.
- Responds promptly to organizational demands.
- Participates in the development of policies.
- Functions within their budget.
- Negotiates, collects fees, and pays bills.
- Uses technology for information management.
- Identifies resources needed to develop a basic business plan.
- Develops statements of mission or purpose of the direct deliver services, organization, programs, or agency.
- Provides others with face-to-face and written direction.
- Demonstrates capacity to develop a system for evaluating subordinates (supervisees, staff, and employees).
- Communicates appropriately to parties at all levels of the organization.
- Articulates steps and actions to be an effective manager or leader appropriate to the specifics of the organization.

Failing Level Examples:

- Fails to independently and regularly manage direct delivery of services and does not identify opportunities for improvement.
- Does not recognize the role of and need for clerical and other staff, as well as the role of human resources in these activities.
- Fails to respond promptly to organizational demands.
- Does not effectively participate in the development of policies.
- Fails to function within their budget.
- Fails to effectively negotiate, collect fees, and pay bills.
- Does not use technology for information management.
- Fails to identify resources needed to develop a basic business plan.
- Does not develop statements of mission or purpose of the direct deliver services, organization, programs, or agency.
- Fails to provide others with face-to-face and written direction.
- Does not demonstrate capacity to develop a system for evaluating subordinates (supervisees, staff, and employees).
- Does not communicate appropriately to parties at all levels of the organization.
- Fails to articulate steps and actions to be an effective manager or leader appropriate to the specifics of the organization.

Advocacy\*\*

Essential Components:

1. Intervenes with the client/patient to promote action on factors impacting their development and functioning.
2. Promotes change at the level of institutions, community, or society.

Passing Level Examples:

- Promotes client/patient self-advocacy.
- Develops alliances with relevant individuals and groups.
- Engages with groups with differing viewpoints around an issue to promote change.

Failing Level Examples:

- Fails to promote client/patient self-advocacy.
- Does not develop alliances with relevant individuals and groups.
- Fails to engage with groups with differing viewpoints around an issue to promote change.

**Foundational**

Science Knowledge And Methods\*

Essential Components:

1. Use of evidence-based research that has a definable set of constructs and/or presents a theoretical orientation of enough complexity to allow a rich discussion.
2. Critical evaluation of research and professional literature and capacity to discuss implications for practice.
3. Contribution to empirical or theoretical knowledge base (if applicable).

Passing Level Examples:

- Demonstrates awareness of research and theory relevant to his/her practice.
- Presents a coherent and reasonably comprehensive explanation based on such research and theory, as related to client/patient behavior and/or variables related to functioning as a group psychologist in each competency domain.
- Demonstrates the capacity to thoughtfully evaluate the extant evidence-based theory and to use this assessment to inform one's practice.
- Shows an ability to contribute to the existing knowledge base (if applicable).

Failing Level Examples:

- Provides explanations of client/patient behavior that may be accurate, but that lack support and/or omits obviously useful theoretical and research constructs.
- Presents as largely unaware of current research or theory or has an inaccurate reading of the pertinent literature.
- Does not meaningfully contribute to the existing knowledge base (if applicable).

Individual and Cultural Diversity\*

Essential Components:

1. Knowledge about individual/cultural/other diversities, including but not limited to, race, ethnicity, culture, disability, age, SES, religion, gender identity, sexual orientation.
2. Sensitivity and responsiveness to individual and cultural diversity in each competency domain.
3. Awareness of the interaction between one's own diversity characteristics and those of the people with whom or contexts in which one is functioning as a group psychologist is conveyed.
4. Candidate is aware that diversity is a growing field and, as such, keeps as current as possible with those changes.

Passing Level Examples:

- Conveys knowledge about individual/cultural diversity/other diversities.
- Demonstrates sensitivity and responsiveness to individual/cultural/other diversities in each competency domain.

- Conveys an awareness of the interaction between one's own diversity characteristics and those of the people with whom or contexts in which one is functioning as a group psychologist.

Failing Level Examples:

- Fails to convey adequate or correct knowledge about individual/cultural/other diversities.
- Fails to demonstrate sensitivity and responsiveness to individual/cultural/other diversities in each competency domain (e.g., selects assessment tools or research measures not normed for individuals with demographics like client/patient being tested; does not include a diversity formulation in case conceptualization or recommendations; refers gay clients to an all-heterosexual group without warning).
- Fails to convey an adequate awareness of the interaction between one's own diversity characteristics and those of the people with whom or contexts in which one is functioning as a group psychologist.

Relationships\*

Essential Components:

1. A level of self-awareness exists that promotes effective functioning in each competency domain.
2. An awareness of the needs, feelings, and reactions of others is present and promotes effective functioning in each competency domain.
3. Sensitivity to the welfare, rights, and dignity of others is a priority.
4. Clear grasp of the importance of expertise in the area of individual/cultural/other diversities.

Passing Level Examples:

- Demonstrates awareness of self that permits effective functioning in each competency domain.
- Demonstrates awareness of others that permits effective functioning in each competency domain.
- Conveys sensitivity to the welfare, rights, and dignity of others, particularly with respect to individual/cultural/other diversities.

Failing Level Examples:

- Fails to demonstrate a level of self-awareness that permits effective functioning in each competency domain (e.g., inappropriately personalizes, discounts, or misunderstands client's/patient's reactions, does not manage countertransference reactions).
- Fails to demonstrate a level of awareness of others that permits effective functioning in each competency domain (e.g., ignores the client's/patient's feelings).

- Does not convey an adequate level of sensitivity to the welfare, rights, and dignity of others (e.g., is not compassionate and understanding; is disrespectful; acts in ways that are harmful to the client/patient; ignores or is inappropriate regarding individual/cultural/other diversities).

#### Ethical and Legal Standards / Policy\*

##### Essential Components:

1. Knowledge about ethical standards is apparent, and there is evidence that these standards guide all their professional functioning.
2. Knowledge about legal standards is apparent, and there is evidence that these standards guide all of their professional functioning.
3. Knowledge about pertinent policies in region where Group Psychologist practices that might impact client/patients.

##### Passing Level Examples:

- Demonstrates awareness of the ethical implications of various situations, can cite an ethical quandary from own practice, and can describe appropriate responses.
- Demonstrates awareness of statutory reporting and other legal requirements that practitioners must follow in their jurisdiction, can cite example from own practice when these requirements were relevant, and can describe appropriate behaviors in response.
- Demonstrates awareness of and willingness to understand relevant public policy that may affect practice.

##### Failing Level Examples:

- Is unaware of important ethical implications or does not comply with ethical guidelines and principles.
- Is unaware of relevant legal standards, or these standards do not match his/her practice behavior.
- Is unaware of public policy that might influence his or her client/patients.

#### Professionalism\*

##### Essential Components:

1. Active participation in the profession is demonstrated.
2. Familiarity with current significant issues facing the profession is demonstrated, as is an awareness of the implication of these issues for one's functioning as a group psychologist.
3. Consultation and supervision are sought and utilized appropriately.
4. Continuing professional education is valued.
5. Professionalism and awareness of professional standards are demonstrated in the presentation of the written submission (e.g., appropriate use of APA format, attention to editing demands).

Passing Level Examples:

- Demonstrates active participation in the profession (belongs to professional organizations, assumes leadership roles in professional organizations).
- Demonstrates familiarity with current key issues facing the profession and the implication of these issues.
- Seeks consultation and supervision when needed.
- Participates in continuing professional education activities.
- Provides a written submission that demonstrates professionalism and meets professional standards.

Failing Level Examples:

- Does not actively participate in the profession (does not belong to professional organizations, has no active professional involvements outside of specific employment).
- Lacks adequate awareness of significant issues facing the profession or is aware of some significant issues facing the profession but misunderstands their implications for professional functioning.
- Fails to provide evidence for seeking consultation or supervision when needed or does not appropriately utilize consultative or supervisory input.
- Does not participate in continuing professional education activities.
- Submits written materials that do not meet professional standards (e.g., materials that do not follow APA format, require editing, are written poorly regarding sentence structure and/or grammar).

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

Essential Components:

1. Reflectivity in the context of professional practice (reflection-in-action), reflection is acted upon; self is used as a therapeutic tool.
2. Accurate self-assessment of competence in all competence domains; integration of self-assessment in practice.
3. Self-monitoring of issues related to self-care and prompt interventions when disruptions occur.

Passing Level Examples:

- Demonstrates frequent congruence between own and others' assessment and seeks to resolve incongruities.
- Models self-care.
- Monitors and evaluates attitudes, values, and beliefs toward diverse others.
- Systematically and effectively monitors and adjusts professional performance in action as situations require.

- Consistently recognizes and addresses own problems, minimizing interference with competent professional functioning.
- Accurately identifies levels of competence across all competency domains.
- Accurately assesses own strengths and weaknesses and seeks to prevent or ameliorate the impact of this assessment on own professional functioning.
- Recognizes when new or improved competencies are required for effective practice.
- Anticipates and self-identifies disruptions in functioning and intervenes at an early stage with minimal support from supervisors.

#### Failing Level Examples:

- Fails to demonstrate frequent congruence between own and others' assessment and seeks to resolve incongruities.
- Does not model adequate self-care.
- Fails to monitor and evaluate attitudes, values, and beliefs toward diverse others.
- Does not systematically and effectively monitor and adjust own professional performance in action as situations require.
- Does not consistently recognize and address own problems, minimizing interference with competent professional functioning.
- Inaccurately identifies levels of competence across several competency domains.
- Does not accurately assess own strengths and weaknesses and fails to seek to prevent or ameliorate the impact of this assessment on own professional functioning.
- Fails to recognize when new or improved competencies are required for effective practice.

#### Interdisciplinary Systems\*

##### Essential Components:

1. Exhibits working knowledge of multiple and differing worldviews, professional standards, contributions across contexts and systems, and common and distinctive roles of other professions.
2. Displays the skills that support effective interdisciplinary team functioning, such as communicating without jargon, dealing effectively with disagreements about diagnosis or treatment goals, and supporting and utilizing the perspectives of other team members.
3. Recognizes and engages in opportunities for effective collaboration with other professionals toward shared goals.
4. Develops and maintains collaborative relationships over time despite differences.

#### Passing Level Examples:

- Demonstrates ability to articulate the role that others provide in service to clients/patients.
- Demonstrates ability to work successfully on interdisciplinary teams.

- Demonstrates skill in interdisciplinary clinical settings in working with other professionals to incorporate psychological information into overall team planning and implementation.
- Systematically collaborates with other relevant partners.
- Communicates effectively with individuals from other professions.
- Appreciates and integrates perspectives from multiple professions.

Failing Level Examples:

- Demonstrates inability to articulate the role that others provide in service to clients/patients.
- Fails to demonstrate skill in interdisciplinary settings in working with other professionals to incorporate psychological information into overall team planning and implementation.
- Does not systematically collaborate with other relevant partners.
- Does not communicate effectively with individuals from other professions.
- Fails to appreciate and integrate perspectives from multiple professions.

Evidenced-Based Practice\*

Essential Component:

1. Theoretical orientation is grounded in an empirical database, which is research-driven and/or rooted in commonly accepted clinical theory.

Passing Level Examples:

- Maintains knowledge of ongoing developments in the research literature as it relates to clinical practice and the specialty of Group Psychology.
- Integrates empirically based practices into specific roles within group psychology.
- Demonstrates clinical practice guidelines for working with diverse populations.
- Demonstrates knowledge of group dynamics and basic social processes.

Failing Level Examples:

- Cannot demonstrate the integration of current research literature into clinical practice, assessment, evaluation, intervention, etc.
- Does not understand the empirical basis for clinical assessment and intervention activities.
- Fails to demonstrate knowledge of group dynamics and basic social processes.

## Final Examination Procedures and Candidates' Notification

### Notification of Candidates

Candidates are notified of their examination results through email and letter from the Executive Officer of ABPP's Central Office.

### Awarding Board Certification

The American Board of Professional Psychology sponsors a convocation and celebratory reception at the American Psychological Association (APA) Annual Meeting. Newly Board-Certified Psychologists in all Specialties receive this honor. Each year at the convocation, an address is delivered by a distinguished ABPP. Also, newly awarded group psychologist awardees are announced in the newsletters of the ABPP, *The Specialist*, American Group Psychotherapy Association's *The Group Circle*, *The Group Psychologist* of the Society for Group Psychotherapy and Group Psychology (Division 49, APA).

### Annual Fees & Attestation

In addition to annual fees and attestation to ABPP, each new Board Certified Psychologist is requested to pay an annual fee to the Specialty Academy. These funds are used to continue the process of further examinations, share relevant information about group psychology with the public, and engage in advocacy and legislative action for group psychology. Additionally, Board Certified Psychologists must sign an attestation agreement each year that specifies whether revocation, suspension, restriction, or voluntary relinquishment of a professional psychology license has occurred. See **Appendix P**, Notice of Licensure Changes.

### American Academy of Group Psychology

All Board Certified Group Psychologists are invited to become involved in Board governance. The Group Academy/Board of Trustees is a component of the American Board of Professional Psychology. After accruing points from contributing to ABGP governance, any Board Certified member may apply for Fellows designation (See **Appendix Q**, ABGP Fellows Application).

### Appeals

The American Board of Group Psychology conducts examinations according to the guidelines and standards set by the American Board of Professional Psychology. If exceptions to those standards occur, policies and procedures are in place to allow the candidate to make a written appeal within 30 days after the receipt of the negative decision from Central Office. The *only* grounds for an appeal are procedural error(s). Any appeal must enumerate such errors that are believed to have taken place.

### Appeals Committee

The Group Board of Trustees will establish an Appeals Committee consisting of three members who are not part of the original Examination Committee.

### Appealable Decisions

Three decisions may be appealed: 1) Denial of meeting specialty specific qualifications; 2) Non-approval of Practice Sample; and 3) Failure of Oral Examination. The *only* grounds for an appeal are procedural error(s). Any appeal must enumerate such errors that are believed to have taken place.

### Filing an Appeal

The candidate may file a written appeal within 30 days of the receipt of written notice from the Central Office that he or she has failed by specifying the grounds for the appeal, which according to him or her represents a violation of the Board's established procedures. (See **Appendix R**, Candidate Appeal Guide.)

Appeals are to be addressed to the President of the American Board of Group Psychology (name available on the website [www.abpp.org](http://www.abpp.org)), who will give it to the Appeals Committee. The review must be completed within 60 days after receipt of the letter of appeal.

Appeals related to the denial of meeting general requirements for candidacy will be forwarded to the ABPP Executive Officer for resolution by the ABPP Standards Committee whose decision on these requirements is final.

### Scope and Conduct of Appeal

The procedural issues addressed by the Appeals Committee will be limited to those stated in the appeal request letter. If legal issues arise, the Appeals Committee may consult the ABPP legal counsel.

The Committee's process of review will be based on information presented to the Board at the time of the decision. It may review information from the Chair and members of the Examination Committee, the Practice Sample reviewers, the candidate, the initial credential review process from Central Office, or others as appropriate. (See **Appendix S**, Examiner General Appeal Review Form.)

### Decision and Report of the Appeals Committee

The decision of the Board should be affirmed, *unless* there was a failure to adhere to procedures. If the candidate demonstrates convincingly that a procedural error existed that harmed the candidate in a material way, the Committee will provide a remedy (e.g., reversal of the decision, another exam without further fees with a new exam committee).

The report of the Appeals Committee will address each issue raised by the candidate and will be forwarded to the Executive Officer through the Board President. The report will then be

forwarded to the candidate under the Executive Officer's signature. (See **Appendix T**, Committee Summary of Appeal.)

## **ABGP Maintenance of Certification**

ABPP, following medicine's lead, established that specialists must maintain their Board Certification to remain a member of the organization. Consequently, specialists must recertify every 10 years by completing a Maintenance of Certification (MOC). Specialists who were Board Certified before January 1, 2015, have the option to be grandfathered and can voluntarily be exempted from the MOC process; that decision must be made by January 1, 2025. MOC standards apply to all ABPP Specialties, and the application process is free.

The ABGP Maintenance of Certification is organized and administered by the MOC Coordinator. Maintenance of Certification is not a reexamination but a self-examination by providing documentation of a specialist's professional development since the last review. MOC is a review of work experiences and CEU activities that the specialist has engaged in over the past 2 years. Fifty percent of all activities must be specialty-specific. Different activities receive different point valuations, although most are on a 1-point/CEU or 1 point/hour basis. To complete the maintenance, a specialist must demonstrate **40 total points over 2 years; 20 points must be in specialty-specific activities**. In the course of this self-examination, specialists will document their professional development using an online system (Specialty Continuing Professional Development Grid (SPCD) combined with a written narrative) on the ABPP website

MOC reviews are conducted every 10 years. The ABPP Central Office will notify the Specialist by email on the 7<sup>th</sup> year of Board Certification so that the specialist may successfully satisfy his or her required activities.

Specialty Boards must use consistent criteria for reviewing all candidates within each specialty. The Specialty Board will evaluate the specialist's SPCD Grid and Narrative, using criteria developed by the Specialty Board and approved by the Standards Committee.

If Reviewers are unable to determine whether MOC's standards have been met, the Specialist may be asked to engage in a conversation with the reviewer about the activities documented in the Grid and Narrative.

### **Maintenance of Certification**

#### **Specialty Continuing Professional Development Grid and Narrative**

Specialists are asked to complete the Specialty Continuing Professional Development Grid (SCPD) by indicating the number of continuing professional development credits for the previous 2-year period. In all categories, a maximum number of allowable credits are designated. To avoid giving dual or multiple credits, any specific activity can only be documented in only one category even though it may fit under several categories. The total number of credits completed must be equal to or greater than 40 across all categories for the 2-year time period. Specialists may apply a maximum number of continuing professional development credits in each category toward the 40 hours of required continuing professional development. However, they are encouraged to include all their activities to better understand the Specialist's professional activities as they relate to the foundational and functional competencies. Specialists must demonstrate evidence of continued competence in each foundational competency, as well as specialty-specific defined competencies.

Specialists will record their involvement in the designated categories (Collaborative Consultation, Teaching & Training, Ongoing Education, Development and Application of Research and Innovative Methodologies/Programs, and Professional Leadership).

#### Maintenance of Certification: Narrative

The MOC Narrative (750 words) includes the following elements:

- A description of current professional practice;
- A clinical vignette that illustrates professional work and a recent ethical dilemma;
- A discussion that addresses how the effectiveness of professional work is evaluated;
- A description of specialty activities to maintain competence within the specialty, including keeping abreast of science, practice, and training, thereby maintaining foundational and functional competencies; and, *if applicable*
- A discussion that describes how specialty-related functional competencies have been maintained, if the Specialist has moved towards another specialty area, away from an identity with the stated specialty.

#### The Guide for Reviewing the Specialist's Materials

The MOC Grid and Narrative (and their scoring criteria) although generic, have been adapted to the Group Specialty Board to reflect additional specialty-specific requirements to these MOC requirements with the approval of the Board of Trustees Standards Committee.

#### ABGP Review Model (One Reviewer Model)

An ABGP Reviewer will evaluate the Specialist's Grid and Narrative. If the ABGP **Examination Chair** rates the Specialist's material (Grid and Narrative) as a pass, then the Specialist is awarded an MOC Certificate.

If the Reviewer rates the specialist's material as a non-pass, the Reviewer forwards the materials to a second (blind) Reviewer, designated 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; the specialist is given the opportunity to remediate the Grid and/or Narrative, resubmit the Grid and Narrative, and then begin the MOC process again with new Reviewers.

If the second Reviewer rates the specialist's material as a pass, the Reviewer forwards the materials to a third (blind) Reviewer, designated by the Specialty Board Director of MOC.

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 and 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. When the specialist resubmits the Grid and Narrative, the evaluation follows the same process.

If the specialist's resubmitted Grid and Narrative passes this second submission, the certificate is maintained. 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.

Specialists completing the MOC process will be provided summary feedback on their MOC effort. Their feedback may be brief for pass decisions and more extensive for non-pass decisions; feedback, in this event, will be specific, concise, and relative to MOC criteria.

The Executive Officer of ABPP will execute the Pass notification letters and, if the Specialty Board desires, the Specialty Board will also initiate a Pass notification.

The Specialty Board will prepare the notifications for specialists who do not pass and then send them to the Executive Officer of ABPP, who will review, edit, and, if necessary, seek legal counsel for these notifications. (In no instance may substantive changes be made to the Specialty Board's decision by the Executive Officer.) Although the Central Office of ABPP will send notifications to specialists who do not pass, the Specialty Board Reviewer will provide a balanced summary of the non-pass decision regarding MOC, which will be attached to the notification.

The Specialty Board will conduct MOC procedures with fair and reasonable pass/no pass criteria, with opportunity for remediation before determining failure, and with a fair appeal process.

- Specialists are to be treated in a constructive, respectful, and collegial manner. Feedback to the specialist concerning MOC is part of the MOC process.
- Accommodations will be made consistent with the Americans with Disabilities Act.
- Specialty Board reviewers having significant personal or professional relationships with a Specialist undergoing MOC review must recuse themselves from serving as Reviewer involving this specialist.
- In the event of a specialist's appeal (**Appendix U: MOC Appellant Guide**) of a Specialty Board decision regarding MOC, appeal team members having a significant personal or professional relationship with the Specialist must recuse themselves from serving as appeal team members.

#### Maintenance of Certification Appeal Procedure:

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

### ABGP Specialist's Guide to ABPP's MOC Process

#### Summary

This document provides ABPP Specialists with instructions and criteria of the MOC Process. For further questions, please contact [MOC@abpp.org](mailto:MOC@abpp.org).

#### MOC Contents

- Complete the Specialty Continuing Professional Development
- Summary of SCPD Grid Criteria
- Foundational Competencies
- Functional Competencies MOC Continuing Professional Development Credit Values

#### Complete the Specialty Continuing Professional Development (SCPD)

Specialists will record their involvement in the designated categories: collaborative consultation, teaching & training, ongoing education, development, and application of research and innovative methodologies/programs, and professional leadership. A total of 40 credits of continuing development are required.

Specialists are expected to complete the ABGP continuing professional development grid by indicating the number of continuing professional development credits in the above-referenced

categories for the previous two-year period. In all categories, a maximum number of allowable credits are designated. To avoid receiving dual or multiple credits for the same activity, the specialist should document an activity only once and only in one category even though it may fit under several categories.

The total number of credits recorded on the grid must be equal to or greater than 40 across all categories for the two-year time period. While specialists may apply the maximum number of continuing professional development credits in each category to reach the 40 credits of required continuing professional development, they are also encouraged to include all their activities on the Grid in order to convey a better understanding of their professional activities as they relate to the foundational and functional competencies. Specialists must demonstrate evidence of continued competence in each of the eight foundational competencies as well as in at least three of the functional competencies in order to be successful in the MOC process.

Enter sum of credits earned for each activity type in the “Overall Credits” box. Determine the number of credits per activity that are specific to maintaining competence in functional and foundational competencies specific to the Specialty in the “Specialty Specific” box.

For each activity indicate with a checkmark all foundational and functional competencies that were maintained through the activity for which credits were claimed. If the total “Overall Credits” in a given Category domain is less than 20, the exact number will show into the “Credits towards MOC total” field. If the total “Overall Credits” in a given Category domain equals or exceeds 20, automatically “20” will show into the “Credits towards MOC total” field.

Specialists should use the space at the bottom of each Activity to describe the nature of the activities in which credits were claimed. Descriptions should be descriptive but concise (e.g., context for consultations claimed, names of workshops/classes taken or taught, representative publications, names of programs developed, etc.). Further elaboration on claimed activities can be deferred to the narrative statement.

### Summary of SCPD Grid Criteria

The number of “Credits towards MOC total” summed across the 5 categories must be equal to or greater than 40 for the two years prior to submission of MOC documents. Specialists must demonstrate evidence of continued competence in each of the eight foundational competencies as well as in at least three of the functional competencies Assessment, Intervention, and Consultation in order to be successful in the MOC process.

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 additional documentation.

### Foundational Competencies

Foundational competencies are core foundations that cut-across the functional competencies. They include ethics and legal standards and policy; individual and cultural diversity; professionalism; reflective practice/self-assessment/self-care; scientific knowledge and methods; relationships; interdisciplinary systems; and evidence-based practice.

**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.

**Evidence-Based Practice:** Demonstration of the capacity to integrate current research literature into clinical practice, research/evaluation, and other functional competency domains where applicable.

**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.

**Ethical Legal Standards and Policy:** Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.

**Professionalism:** Demonstrating professional values and ethics as evidenced in behavior and comportment that reflect the values and ethics of psychology, integrity, and responsibility.

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

**Interdisciplinary Systems:** Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.

**Reflective Practice/Self-Assessment/Self-Care:** Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.

### Functional Competencies

Functional Competencies require evidence of activities that maintain competence in the core functional domains of Assessment, Intervention, and Consultation.

**Assessment:** Assessment and diagnosis of problems, capabilities, and issues associated with individuals, groups, and/or organizations.

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

**Intervention:** Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.

**Research/Evaluation:** Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities.

**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 and/or the administration of organizations, programs, or agencies in areas of professional psychology.

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

### MOC Continuing Professional Development Credit Values

#### Collaborative Consultation

- Case consultation: Consulting or being consulted by a colleague to review case materials to obtain/offer an opinion.
  - Values: 5 consultations = 1 credit.
- Multidisciplinary consultation: Cross-consultation as a part of multidisciplinary clinical or research teams providing collaborative patient care/research.
  - Values: 5 team meetings = 1 credit
- Journal club: Participation or presentation
  - Values: 5 journal clubs = 1 credit.
- Research group meetings: Participation or presentation.
  - Values: 5 group meetings = 1 credit.
- Mentorship: Providing or receiving formal mentorship in clinical, research, or professional development of a colleague. Mentorship of students or board candidates should be claimed under the "Teaching & Training" domain.

- Values: 5 hours of mentoring = 1 credit.

### **Teaching and Training**

- Teaching/supervising students/trainees including specific assessment, intervention, as well as professional program development and evaluation.
  - Values: 1 hour = 1 credit 1 semester course = 20 credits.
- Thesis/dissertation committee participation.
  - Values: Committee Chair = 15credits. Committee Member = 10 credits
- Board Preparation Mentorship. Participating as an ABPP mentor, practice sample reviewer, oral examiner, or MOC Reviewer.
  - Values: Each item = 10 credits
- Training, in service, or presentation to other professionals or staff.
  - Values: 1 hour = 1 credit.
- Workshop presentations to professional or consumer audiences.
  - Values: 1 hour = 1 credit.
  - Full day workshop = 10 credits.
- Instructing in an educational training program series.
  - Values: 1 presentation hour = 1 credit
  - 1 course = 20 credits
- Professional training program development.
  - Values: 1 preparation hour = 1 credit
  - 1 program = 20 credits

### **Ongoing Education**

- Attending conference presentations or programs where CE is not offered.
  - Values: 1 attendance day = 1 credit.
- Attending conference presentations or programs where CE is offered.
  - Values: 1 CE hour = 1 credit.
- Completion of a graduate-level academic course related to psychology from a regionally accredited academic institution.
  - Values: 1 course = 20 credits
- Completion of ABPP board certification in another specialty.
  - Values: Each additional ABPP certification = 20 credits.
- Reading, hearing, or viewing professional materials.
  - Values: 1 hour = 1 credit
- Self-Directed Learning. Participating in other self-directed professional activities (e.g., reading professional literature, journal-based CE programs, online professional tutorials, etc.).
  - Values: 1 hour of self-directed learning = 1 credit
  - 1 journal article = 1 credit

### **Research and Methodologies**

- Publishing peer-reviewed articles.
  - Values: 1 publication = 10 credits
- Book chapter authorship.
  - Values: 1 chapter = 5 credits
- Other engagement in the development and/or application of research and innovative programs (i.e., development and implementation of grant proposals).
  - Values: 1 hour = 1 credit
- Practice outcome monitoring (e.g., strategies for assessing client outcomes or involvement in institutional quality assurance monitoring).
  - Values: 1 hour of outcome assessment activity = 1 credit
  - 1 QA monitor = 1 credit
- Editorial Responsibilities. Serving as editor, co-editor, or reviewer of books or peer-reviewed journals.
  - Values: 10 hours = 10 credits

### **Professional Leadership**

- Management and/or administration of services related to the specialty.
  - Values: Each year of service = 10 credits
- Activities directed toward the promotion or adoption of evidence-based practice and assurance of quality care.
  - Values: 1 hour = 1 credit
- Leadership. Holding an office or other recognized leadership position within professional psychology.
  - Values: Each year of service = 10 credits
- Leadership in professional organizations, boards, etc. (e.g., Executive Officers, Board Members, Committee Chairs).
  - Values: 10 credits per office per year.
- Grant Review. Participation in grant review.
  - Values: 1 review session = 5 credits
- Membership on regulatory or institutional review boards.
  - Values: 1 term = 10 credits

Specialist’s MOC Online SCPD Grid and Narrative (Preview)

**Maintenance of Certification  
Specialty Continuing Professional Development Form (SCPD)**

**Group**

**How to fill out a section**

1. Enter Credits
2. Select Competencies
3. Provide Comments

Download Instructions

The MOC SCPD Form lists the following 5 categories and 31 subcategories for a Specialist to identify both the categories and subcategories most applicable to his or her specialty. The Specialists fills out the subcategories that demonstrate completion of 40 Foundational and Functional credits. The categories and subcategories are as follows:

<b>Collaborative Consultation</b> <ul style="list-style-type: none"> <li>• Case Consultation</li> <li>• Multidisciplinary Consultation</li> <li>• Journal Club</li> <li>• Research Group Meetings</li> <li>• Mentoring</li> </ul>
<b>Training and Teaching</b> <ul style="list-style-type: none"> <li>• Teaching/Supervision</li> <li>• Thesis/Dissertation Committee</li> <li>• Professional/Staff Training/Education</li> <li>• Workshop Presentation</li> <li>• Board Preparation Mentorship</li> <li>• Training Program Instructor</li> <li>• Training Program Development</li> </ul>
<b>Ongoing Education</b> <ul style="list-style-type: none"> <li>• Conference Attendance (No CE)</li> <li>• CE from Professional Conferences</li> <li>• Completion of a Graduate Level Psychology Course</li> <li>• Completion of ABPP Board Certification in Another Specialty</li> <li>• Self-Directed Learning</li> <li>• Professional Development Materials</li> </ul>
<b>Research and Methodologies</b> <ul style="list-style-type: none"> <li>• Publishing Peer Reviewed Articles</li> <li>• Editor, Co-Editor, Reviewer of Peer-Reviewed Journals</li> <li>• Publishing Book Chapters</li> <li>• Other Development/Application of Research/Programs</li> <li>• Practice Outcome Monitoring</li> </ul>
<b>Professional Leadership</b> <ul style="list-style-type: none"> <li>• Leadership in Professional Organizations</li> <li>• Committee Work</li> <li>• Grant Review</li> <li>• Regulatory/IRB Membership</li> <li>• Management and/or Administration of Services Related to the Specialty</li> <li>• Evidence-Based Practice/Assurance of Quality Care Activities</li> <li>• Leadership</li> <li>• Grant Review</li> </ul>

+ Add Other

## SCPD Instructions

Each subcategory, throughout the SCPD Form, has different instructions but provides the same Foundational and Functional Measurements for the 31 subcategories. For example, Collaborative Consultation, subcategory Case Consultation below:

Collaborative Consultation
<b>Case Consultation</b>

Case Consultation: Consulted or being consulted by a colleague to review case materials to obtain/offer an opinion.  
Value: 5 consultations=1 credit

Overall Credits	Specialty Specific
0	0

### Foundational Competencies

- Knowledge and Methods
- Evidenced Based Practice
- Individual & Cultural Diversity
- Ethical/Legal Standards
- Relationships
- Professionalism
- Interdisciplinary Systems
- Reflective Practice

### Functional Competencies

- Assessment
- Intervention
- Consultation
- Research Evaluation
- Supervision
- Teaching
- Management/Administration
- Advocacy

Please describe the specific activities in which you participated to obtain credits

**Next Activity**

Once each subcategory has been completed, the Specialists identifies another category/subcategory, follows the instructions, and completes the Foundational and Functional Competencies once again until the 40 credits have been listed.

## Appendix F

### Narrative Statement Questions

Please respond to the following Questions, focusing your responses on the provision of information specific to your demonstration to the foundational and functional competencies, which are listed below. In total, your narrative should not exceed 750 words. Note: Once the limit is reached, information must be deleted to add more words.

\*1. Briefly describe your current practice 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.

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

\*3. By what means do you evaluate the effectiveness of your professional activities?

\*4. Please describe those activities that you have participated in that have helped you maintain competence as outlined by your specialty board. Describe 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.

\*5. If, in the course of your professional evolution, you have moved towards another specialty area, away from your board specialty, please explain how you warrant continued certification in your specialty.

## Add Files

 Select File

Error Narrative Question 1 - Narrative Answer Required

[Click Here to Fix](#)

Error Narrative Question 2 - Narrative Answer Required

[Click Here to Fix](#)

Error Narrative Question 3 - Narrative Answer Required

[Click Here to Fix](#)

Error Narrative Question 4 - Narrative Answer Required

[Click Here to Fix](#)

Error Narrative Question 5 - Narrative Answer Required

[Click Here to Fix](#)

Error Application—Application does not meet the overall credit minimum of 40

Warning Application—All 8 foundational competencies have not been selected.

Warning Application—The 3 core foundational competencies have not been selected.

**Save for**

 Submit

American Board of Professional Psychology, 600 Market Street, Suite 201, Chapel Hill,  
NC 27516 | Tel: 919-537-8031 | Fax: 919-537-8034

## The Guide for Reviewing the Specialist's Materials

### ABGP MOC Reviewer Online SCPD Grid and Narrative Rating Forms

[Reviewer List](#)    
 [Coordinator List](#)    
 [Miscellaneous Roles List](#)

#### OPEN TASKS

To open a review task, please click on a link below and choose Open Task  
 If you see [User does not exist](#), please [Click Here](#) then refresh page

Please use [Chrome, Firefox, or IE](#) to view the page. If you are using a MAC (Safari) please [Click Here](#).

#### Task Dashboard

My Task (1) <span style="float: right;">?</span>			
			My Tasks ▼
<input type="checkbox"/>	Task Name	Due Date	Assigned Date
<input type="checkbox"/>	<a href="#">Reviewer Accept Form</a>	2018/01/04 8:44:00	2018/01/02 8:44:00

1-1 of items

To open a review task, please click on a link below and choose Open Task  
 If you see [User does not exist](#), please [Click Here](#) then refresh page

Please use [Chrome, Firefox, or IE](#) to view the page. If you are using a MAC (Safari) please [Click Here](#).

My Task (1) <span style="float: right;">?</span>			
			My Tasks ▼
<input type="checkbox"/>	Task Name	Due Date	Assigned Date
<input type="checkbox"/>	<a href="#">ABGP Review Form</a>	2018/01/04 8:44:00	2018/01/02 8:44:00

1-1 of Items

MOC Reviewer Grid

General Info	Credit Totals	Competencies	SCPD Grid	Narrative Summary	Review Results
--------------	---------------	--------------	-----------	-------------------	----------------

Application

Review Date:

[View & Download Application](#)

Specialists Information

Specialist Name:

Specialty: Group Psychology

Certification Year: 1999

Sub-Specialty: None

MOC Reviewer Grid

General Info	Credit Totals	Competencies	SCPD Grid	Narrative Summary	Review Results
--------------	---------------	--------------	-----------	-------------------	----------------

The numbers to be entered into this GRID are from the Total Credits in the MOC Application. Every cell must contain a value. If the Specialists does not have credits in a section, please enter zero.

Section	Overall Credits Toward MOC	Specialty Specific
Collaborative Consultation	* <input type="text"/>	<input type="text"/>
Teaching and Training	* <input type="text"/>	<input type="text"/>
Ongoing Education	* <input type="text"/>	<input type="text"/>
Research & Methodologies	* <input type="text"/>	<input type="text"/>
Professional Leadership	* <input type="text"/>	<input type="text"/>
<b>Total</b>	<input type="text"/>	<input type="text"/>

**MOC Reviewer Grid**

General Info	Credit Totals	Competencies	SCPD Grid	Narrative Summary	Review Results
--------------	---------------	--------------	-----------	-------------------	----------------

**Competencies**

Check all competencies demonstrated by SCPD activities and the Narrative Summary.

**SCPD:** Use the competencies demonstrated under credit totals.

**Narrative:** Use each narrative summary to define if a competency was demonstrated.

	SCPD	Narrative		SCPD	Narrative
Science Knowledge & Methods	<input type="checkbox"/>	<input type="checkbox"/>	Assessment	<input type="checkbox"/>	<input type="checkbox"/>
Evidenced-Based Practice	<input type="checkbox"/>	<input type="checkbox"/>	Intervention	<input type="checkbox"/>	<input type="checkbox"/>
Individual & Cultural Diversity	<input type="checkbox"/>	<input type="checkbox"/>	Consultation	<input type="checkbox"/>	<input type="checkbox"/>
Ethical & Legal Standards	<input type="checkbox"/>	<input type="checkbox"/>	Research/Evaluation	<input type="checkbox"/>	<input type="checkbox"/>
Relationships	<input type="checkbox"/>	<input type="checkbox"/>	Supervision	<input type="checkbox"/>	<input type="checkbox"/>
Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	Teaching	<input type="checkbox"/>	<input type="checkbox"/>
Interdisciplinary Systems	<input type="checkbox"/>	<input type="checkbox"/>	Administration Management	<input type="checkbox"/>	<input type="checkbox"/>
Reflective Practice	<input type="checkbox"/>	<input type="checkbox"/>	Advocacy	<input type="checkbox"/>	<input type="checkbox"/>

Previous	Next	Save	Print	Cancel
----------	------	------	-------	--------

### MOC Reviewer Grid

General Info	Credit Totals	Competencies	SCPD Grid	Narrative Summary	Review Results
--------------	---------------	--------------	-----------	-------------------	----------------

#### SCPD Review Guidelines

If no is checked off, make comment when you fill out the Review Results Comment box.

G1: At least 40 credits of continuing Professional development activities within a two year period under review and no more than 20 credits were claimed towards the MOC total in any single Category. \*

Yes       No

Comments

G2: Did the Specialists provide evidence of maintaining all 8 foundational competencies? \*

Yes       No

Comment

G3: Did the Specialists provide evidence of maintaining a minimum of 3 functional competencies on the SCPD Grid? \*

Yes       No

Comment

G4: Did the Specialist provide evidence of maintaining 3 of the 11 Areas of Competencies and Practice (ACPs) or 2 of the 11 ACPs for psychologist originally certified under the Senior Option? \*

Yes       No

Comments

MOC Reviewer Grid

General Info	Credit Totals	Competencies	SCPD Grid	Narrative Summary	Review Results
--------------	---------------	--------------	-----------	-------------------	----------------

SCPD Review Guidelines

If no is checked off, make comment when you fill out the Review Results Comment box.

Given the ethical/legal dilemma cited by the specialist: Is the action taken by the specialist consistent with the APA Ethical Principals of Psychologists and Code of Conduct. \*

Yes       No

Comment

Does the specialist demonstrate current professional work?\*

Yes       No

Comment

Does the specialist provide evidence of effective outcome monitoring?

Yes       No

Comment

Does the narrative indicate that the specialists maintains foundational competencies? (8 of 8) \*

Yes       No

Comment

Previous	Next	Save	Print	Cancel
----------	------	------	-------	--------

### MOC Reviewer Grid

General Info	Credit Totals	Competencies	SCPD Grid	Narrative Summary	Review Results
--------------	---------------	--------------	-----------	-------------------	----------------

#### Overall MOC Rating

01. SCPD Grid is complete and meets MOC Criteria \*

Yes     No

02. Narrative Summary is complete and meets MOC Criteria \*

Yes     No

03. Do the combined Grid and Narrative indicate that the Specialist maintains foundational competencies and functional competencies \*

Yes     No

If you request more information on non-pass, these comments will be made to the Specialist. Please enter comments that: (1) are constructive and (2) are quotable to the Specialist, and (3) clearly explain why you are requesting more information or why it's a non-pass.

Comments:

Select Review Results: \*

Pass     More Information Required     Non-Pass

**\*As the assigned Reviewer, I understand that when clicking on submit I have verified that all answers in my review are final and cannot be changed.**

## Appeals for MOC

### Specialty Board Appeals Committee

The President appoints one member of the Board of Group Psychology to coordinate appeals. For each appeal, an *ad hoc* committee is appointed to review the merits of the appeal. This *ad hoc* committee may be made up of members of the ABGP membership and should not exceed 3 members.

### Appealable Decisions

The following decision of the Specialty Board may be appealed: Denial of meeting MOC specialty-specific qualifications (Appellant Determination). Note: An appealable decision shall not be final until the appeal process has been completed.

### Filing an Appeal

The appellant may challenge an appealable decision within 30 days of the receipt of written notice of that decision. The appellant must specify the grounds on which the appeal is made. The alleged grounds must be numbered and must be a violation of the Specialty Board's procedures.

The appeal should be addressed to the President of the Specialty Board who, in turn, shall refer it to the coordinator of appeals who will appoint an *ad hoc* Appeals Committee. The Appeals Committee reviewing the appeal must complete its review within 60 days after receipt of the request for appeal letter. Appeals related to the denial of meeting general requirements for MOC review shall be forward to the Executive Officer for resolution by the ABPP Standards Committee, whose decision on these requirements is final.

### Score and Conduct of Appeal

The procedural issues addressed by the Appeals Committee shall be limited to those stated in the appeal request letter and which meet the requirement of an appealable procedural issue. If legal issues appear to be involved, the Appeals Committee may consult with the ABPP legal counsel.

The Appeals Committee shall implement a process of review primarily based upon information before the Specialty Board at the time of the decision. The Appeals Committee may seek further information from the Chair and members of the MOC reviewers Committee, the Appellant, or others as appropriate to the issues, which were raised. The process is not a *de novo* review, but a review of the challenge to the Specialty Board decision.

The Appeals Committee shall confer as soon as possible upon the Specialty Board's receipt of the Appellant's letter requesting an appeal and shall complete its review and decision addressing each issue(s) raised by the appellant, within 60 days. Failure to complete the review in the 60-day period shall move the appeal to the Board of Trustees for resolution.

### Decision and Report of Appeal Committee

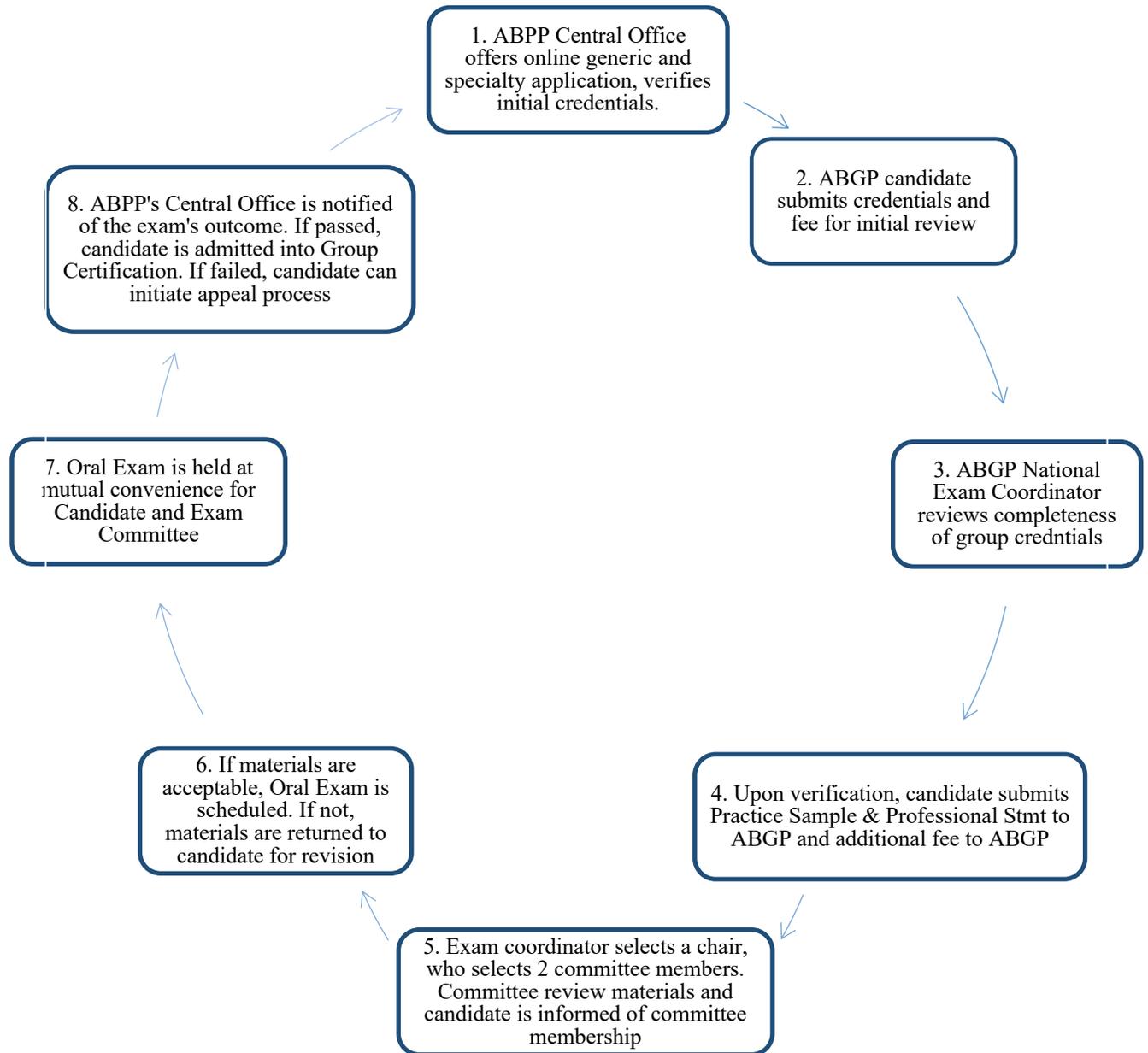
The decision of the Specialty Board should be affirmed unless there was a failure by the Specialty Board to adhere to its procedures. In any case, the procedural error would have to be such that it may

substantially affect the decision.

If the Appellant demonstrates by clear and convincing evidence that there was a procedural error that harmed the Appellant in a material way, the Committee shall provide a remedy. The remedy will ordinarily be to void the original MOC review, which was unsuccessful, and award a successful MOC review.

The report of the Appeals Committee shall address each issue raised by the Appellant and its decision related thereto and the basis for that decision. The report shall be forwarded to the Executive Officer through the Specialty Board President. The report shall then be forwarded to the Appellant under the Executive Officer's signature on the ABPP stationary. Editing for format and for legal considerations on advice of the ABPP legal counsel may be undertaken by the Executive Officer if necessary.

## Appendix A: Flow Chart for ABGP Board Certification Process



Appendix B: Specialty Specific Credential Review Result Form

**CONFIDENTIAL**

Upon completion of the specialty specific credential review, the Exam Coordinator will submit the results to the Central Office *via* SharePoint. Approval moves the Applicant to Candidate Status.

Candidate Name \_\_\_\_\_

Credential Reviewer \_\_\_\_\_

Specialty Board \_\_\_\_\_

Approved: \_\_\_\_\_

Not Approved: \_\_\_\_\_

Comments:

Submitted by \_\_\_\_\_  
Credential Reviewer

Appendix C: Group Psychologists Senior Option Checklist

Check When Complete	<b>Senior Option</b>
	Senior Practice Sample Option—Title
	One electronic Curriculum Vitae and Professional Statement sent to the ABGP Exam Coordinator
	One electronic copy of pertinent materials for Practice Sample, e.g., publications, brochures, presentations sent to the ABGP Exam Coordinator
	One electronic copy of additional optional Practice Sample materials that reflect distinctive practice pattern sent to the ABGP Exam Coordinator
	\$250 Practice Sample fee submitted to ABPP’s Central Office DO NOT SEND THE FEE TO ABGP’s EXAM COORDINATOR

Appendix D: Practice Sample Form Checklist

Examiner/ Candidate: Check When Complete	<b>MATERIALS</b>
	One electronic copy each of the Curriculum Vitae and Professional Statement submitted to the ABGP Exam Coordinator
	Four copies of an unedited Video recording of one group session where <b>both</b> the candidate and the focal group are visible and <b>both</b> the candidate and client/patient group members are clearly audible on a DVD or USB storage device, e.g., thumb drive, (not necessary for Senior Option). The Practice Sample must have been collected within two years of submission. Dates recorded must be included in the contextual statement.
	\$250 Practice Sample fee submitted, including those selecting the Senior Option, to ABPP’s Central Office.
	<b>REQUIRED INFORMATION</b>
	Contextual statement that includes the following: <ul style="list-style-type: none"> <li>• Dates of client/patient contacts</li> <li>• Current group session number in total sequence</li> <li>• Client/patient non-identifying descriptive information and history</li> <li>• Presenting problems</li> <li>• Course of treatment</li> <li>• Diagnosis, if appropriate</li> </ul>
	Theoretical and empirical rationale for interventions used and goals for present intervention.
	Formulation and discussion of the intervention(s) in terms of identified theory of practice and relevant research.
	Discussion of the individual and cultural diversity and ethical/legal considerations involved.
	Relevant comments on the candidate’s own behavior and the interpersonal interactions in the sample.
	Confirmation that written informed consent was secured.
	<b>MATERIALS MUST HAVE BEEN COLLECTED WITHIN TWO (2) YEARS PRIOR TO SUBMISSION AND SUBMITTED WITHIN ONE YEAR AFTER SUCCESSFUL CANDIDACY DETERMINATION</b>

## Appendix E: Voluntary Consent Agreement

American Board of Group Psychology (ABGP)

Of the American Board of Professional Psychology (ABPP)

I, \_\_\_\_\_, agree to participate in a psychological  
(Name of Client)

service that includes video/DVD recording of an assessment, intervention, consultation, or supervision activity. I am also aware that this taping will be for the purposes of being observed by psychologists who will be evaluating

Dr. \_\_\_\_\_, a licensed psychologist applying for Board Certification of the American Board of Professional Psychology. The tape and related documents will be returned to Dr. \_\_\_\_\_ immediately upon completion of the examination.

I recognize that my participation is entirely voluntary. I know I will also receive a copy of this consent form.

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

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

Examination candidate will keep the original of this consent agreement for his or her records and must submit copies of the consent with the Practice Sample.

Appendix F: Professional Statement Checklist

Check When Complete	Professional Statement
	1. What group work are you engaged in at this time?
	2. How would you describe your professional framework? Which theorists have influenced you the most?
	3. Provide an example of interdisciplinary collaboration across professions or organizations and its outcome.
	4. Provide at least one example of how you take care of yourself and engage in reflective practice and self-assessment.
	5. Provide an example of how you have dealt with a diversity issue in your professional practice.
	6. What do you do for continuing education?
	7. Provide additional information you would like to share with the Examination Committee about your group psychology practice
	8. Why did you apply to become a Group Specialist?
	9. Please verify again that no ethical/legal action has taken place since admission to Candidacy.

## Appendix G: Rating Grid for Oral Exam Competency Areas

Candidate's Name \_\_\_\_\_

	PRACTICE		ORAL	
	Pass	Fail	Pass	Fail
<p><i>Foundational (See Pages 26-40 for full explanation of these competencies.)</i></p> <ul style="list-style-type: none"> <li>• * Mandatory Competencies</li> <li>• ** Competencies specific to a candidate's areas of expertise</li> </ul>				
<b>1. SCIENTIFIC KNOWLEDGE AND METHODS*</b>				
Uses evidence bases and theory to inform activities as a group psychologist				
Evaluates research critically				
Demonstrates attention to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as related to the application of the science base to practice and the contribution to the science base				
<b>2. INDIVIDUAL AND CULTURAL DIVERSITY*</b>				
Conveys knowledge about individual and cultural diversity				
Demonstrates genuine dedication to understanding the knowledge base for peoples, cultures, ideas that might be different from the candidate's				
Demonstrates sensitivity and responsiveness to individual and cultural diversity in each competency domain				
<b>3. RELATIONSHIPS*</b>				
Demonstrates awareness of self that permits effective functioning through affective and expressive communication with others				
Demonstrates an awareness of the needs, feelings, and reactions of others in the present and promotes effective functioning in each competency domain.				
Conveys sensitivity to the welfare, rights, and dignity of others				
<b>4. ETHICAL AND LEGAL STANDARDS/POLICY*</b>				
Demonstrates knowledge about ethical standards and applies this knowledge to perform in an ethical fashion				
Demonstrates knowledge about legal standards; applies the knowledge				
Demonstrates professionalism and awareness of professional standards in written submission (e.g., use of APA references, attention to editing demands, etc.)				
<b>5. PROFESSIONALISM*</b>				
Demonstrates active participation in the profession of Groups				
Demonstrates a familiarity with current significant issues facing the profession and the implication of these issues in Group Psychology				
Seeks consultation and supervision when needed				
Obtains ongoing training and education in Group Psychology				

Demonstrates professionalism and awareness of professional standards in presentation of the written submission (e.g., use of APA references, attention to editing demands, etc.)				
<i>6. REFLECTIVE PRACTICE/SELF-ASSESSMENT/SELF-CARE*</i>				
Demonstrates ability and willingness to consider congruence between own and others assessment and seeks to resolve incongruence				
Accurately assesses areas of own competence, while consistently recognizing own problems without minimization				
Models self-care by routinely assessing strengths and weakness, addressing these, and taking time out for growth				
<i>7. INTERDISCIPLINARY SYSTEMS*</i>				
Demonstrates the ability to work successfully with many kinds of professionals by systematically collaborating at many levels				
Appreciates and demonstrates such appreciation of various contributions from other professionals involved in client welfare				
<i>8. EVIDENCED-BASED PRACTICE*</i>				
Demonstrates the capacity to integrate current research literature into clinical practice, research/evaluation, and other functional competency domains, where applicable				
Pays specific attention to the scientific knowledge and methods that inform their assessment, intervention, and consultation activities.				
Can describe at least three major theoretical/empirical themes that influence an eclectic or integrative model.				
<i>9. ASSESSMENT*</i>				
Demonstrates awareness and/or conducts assessments and evaluations with skill and appropriate attitude using extant knowledge base for Group Psychology				
Demonstrates awareness and/or interprets assessment and evaluations findings accurately and use these to inform conceptualization				
Demonstrates awareness and/or applies assessment and evaluation data to the development of recommendations in Group Psychology				
Demonstrates awareness and/or communicates results with useful outcomes for Group Members				
Demonstrates attention to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as related to assessment				
<i>10. INTERVENTION*</i>				
Demonstrates awareness and/or manages contract issues responsibly				
Demonstrates awareness and/or chooses procedures appropriate for group client or patient and situation				

Demonstrates awareness and/or applies interventions with skills and knowledge and a collaborative attitude				
<i>11. CONSULTATION*</i>				
Demonstrates awareness; uses procedures appropriate for context				
Demonstrates awareness and/or gathers appropriate information as background for the consultation				
Demonstrates awareness and/or conducts consultations with skill and knowledge and appropriate attitude				
Demonstrates attention to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as related to consultation in groups				
<i>12. SUPERVISION**</i>				
Supervision – Uses existing theory and research to conduct supervision with skill and effectiveness				
Teaching – Uses existing theory and research to teach with skill and effectiveness				
Demonstrates attention to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as related to supervision				
<i>13. RESEARCH AND EVALUATION**</i>				
Demonstrates clear ability to apply scientific method to problems that arise in group setting				
Demonstrates commitment to reading professional group journals and contributing to them to strengthen group evidence bases				
Clearly and carefully evaluates programs and activities				
Demonstrates participation in the provision and/or receipt of external peer review (e.g., publications, poster sessions, oral presentations, grants, dissertation committees, etc.)				
Demonstrates ability to navigate the peer-review process				
<i>14. TEACHING **</i>				
Demonstrates knowledge of outcome assessment of teaching effectiveness				
Evaluates the effectiveness of learning/teaching strategies addressing key skill sets.				
<i>15. MANAGEMENT/ADMINSTRATION**</i>				
Manages direct delivery of professional services and demonstrates awareness of basic principles of resource allocation and oversight.				
Develops a mission, set goals, implement systems to accomplish.				
Demonstrates awareness of the principles of policy and procedures manuals of organization, programs, and agencies; awareness of basic business, financial and fiscal management issues.				
<i>16. ADVOCACY**</i>				

Engages with groups with differing viewpoints around an issue to promote change				
Promotes client self-advocacy, and engages in relevant groups and individuals towards that end				

Circle One Pass Fail Pass Fail

Examiner's Signature \_\_\_\_\_ Date \_\_\_\_\_

*Examiners: Consider all subcomponents. A failure in any given competency domain is defined by: (a) failure in two or more sub-components within the domain, or (b) serious failure in one subcomponent.*

Appendix H: Summary Schedule of the Oral Examination

<p>This schedule requires that the examiners have viewed the DVDs/USB devices and reviewed all the written materials <i>IN ADVANCE</i>.</p>	<p>Approximate Time allotted (min.)</p>
<p><b>Team Meets and Organizes</b></p>	<p><b>10</b></p>
<p><b>Team Greets Candidate</b> – Each team members introduces self, time frame is explained, and the fact that the exam is competency-based is highlighted. The <i>collegial nature</i> of the process also is emphasized.</p>	<p><b>10</b></p>
<p><b>Examination on Curriculum Vitae, Professional Statement</b> – Explicitly cover each of the following competency domains:</p> <p><b>Foundational:</b></p> <ul style="list-style-type: none"> <li>• Relationships*</li> <li>• Individual and Cultural Diversity*</li> <li>• Ethical Legal Standards and Policy*</li> <li>• Professionalism*</li> <li>• Reflective Practice/Self-Assessment/Self-Care*</li> <li>• Scientific Knowledge and Methods*</li> <li>• Interdisciplinary Systems*</li> <li>• Evidence-Based Practice*</li> </ul> <p><b>Functional:</b></p> <ul style="list-style-type: none"> <li>• Assessment *</li> <li>• Intervention*</li> <li>• Consultation*</li> <li>• Research/Evaluation**</li> <li>• Supervision**</li> <li>• Teaching**</li> <li>• Management-Administration**</li> <li>• Advocacy**</li> </ul> <p>*All 8 Foundational are required as are Assessment, Intervention and Consultation. The other 5 Functional competencies are optional and may be omitted if the candidate is not involved in those, but should be examined if they are involved in them</p>	<p><b>90</b></p>
<p><b>BREAK—CANDIDATE SHOULD NOT BE ASKED TO WORK</b></p>	<p><b>10</b></p>
<p><b>Examination on the following competency domains.</b> The examination on Ethics and Legal Foundations must include the following:</p> <ol style="list-style-type: none"> <li>1. Ten-minutes for the candidate to review in private selected ethical vignette provided by the Examination Team;</li> <li>2. Discussion of the candidate’s responses to the ethical vignette;</li> <li>3. Exploration of candidate’s ethical vignette in the Professional Statement;</li> <li>4. Confirmation that no ethical or legal action has been taken against the candidate since submission of Practice Sample;</li> <li>5. A second vignette <i>may be</i> given if more information is needed to assess ethical competence.</li> </ol> <p>Regarding Professional Identification, ask about the following:</p> <ol style="list-style-type: none"> <li>1. Participation in the profession;</li> <li>2. Current, significant issues facing the profession;</li> </ol>	<p><b>45</b></p>

<p>3. Use of consultation and supervision; 4. Continuing professional education.</p>	
<p><b>Exam Wrap-up and Discussion</b> – Ask if the candidate would like to provide more information about any competency domain(s); solicit feedback about the examination process; and remind the candidate to fill out feedback form (see <b>Form M</b>, Candidate’s Evaluation of the Process) and fax or e-mail it in within 72 hours; inform the candidate that 10 CE credits will be provided upon successful passing of the exam and that he or she will be notified by Central Office in a timely fashion regarding the outcome. Practice Samples will be returned to the candidate at the end of the exam.</p>	<p><b>5</b></p>
<p><b>Note:</b> Time allotments are guidelines to be followed reasonably closely. <i>Significant</i> variations from the exam format or schedule must be by mutual agreement between candidate and chair and documented in a written statement describing the variations and stipulating that they will not serve as grounds for the appeal of a failed examination. Both the candidate and chair will sign the statement.</p>	

## Appendix I: Examiners and Candidate's Confidentiality Agreement

American Board of Group Psychology (ABGP)

### **STATEMENT OF CONFIDENTIALITY**

The American Board of Group Psychology (ABGP) conducts examinations with the understanding that Candidates and Examiners alike hold the examination in strict confidence.

#### **Candidates:**

Candidates agree that specific details of the examination, e.g., material contained in the clinical ethics vignettes are to be held in strict confidence. To protect the integrity of the exam, disclosure of such material or information contained in that material is prohibited. By signing this form, I understand and agree that all content and materials are the intellectual and physical property of ABGP and will abide by this confidentiality agreement. I understand that this agreement does not preclude discussion of the oral examination procedures as outlined in this manual and other ABGP/ABPP publicly disseminated materials, nor does it preclude me from disclosing my participation in the examination.

#### **Examiners:**

Examiners serve as a representative of ABGP and accept responsibility to protect the welfare of the Candidate, the confidentiality of the Practice Samples and Professional Statement, and the integrity of the examination. The Examiner agrees that he or she will not disclose any of the examination content to anyone other than ABGP Board Members. By signing this form, I agree to abide by this confidentiality agreement.

Candidate's Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

Candidate's Signature: \_\_\_\_\_

Examiner's Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

Examiner's Signature: \_\_\_\_\_

## Appendix J: Candidate's Evaluation of the Process

**Candidate's Name:** \_\_\_\_\_

**Date and Location of Examination:** \_\_\_\_\_

The personal appraisal of the candidate can be of great value in ABGP's efforts to improve the examination process. Therefore, we would appreciate it if you would complete this form on your examination experience. Your responses will in no way influence the outcome of the examination process nor will they be shared with the examination team prior to an examination decision being rendered. Circle the answer that best represents your examination experience.

1. To what extent was the examination conducted in accord with the Summary Schedule for Oral Examination that is presented in the *Examination Manual for Board Certification in Group Psychology* for the American Board of Professional Psychology?

Not at All Consistent                  Somewhat Consistent                  Consistent

2. To what extent did you feel that all the competency domains outlined in the *Examination Manual for Board Certification in Group Psychology* for the American Board of Professional Psychology were covered in the Oral Examination process?

Not at All Addressed                  Somewhat Addressed                  Fully Addressed

3. To what extent did you find the examination team to be collegial, respectful, and fair?

Not at All                                  Somewhat                                  Completely

4. In the space below and on a separate page, we encourage you to comment about any aspect of the content, format, or conduct of the examination. We welcome both positive feedback and suggestions for improvement.

Please send your comments within the next 72 hours to:

American Board of Professional Psychology  
Executive Officer  
600 Market Street, Ste. 201  
Chapel Hill, NC 27516  
Phone: 919-537-8031    FAX: 919-537-8034

Appendix K: Committee Member Evaluation of Process

**BOARD CERTIFICATION EXAMINATION IN GROUP PSYCHOLOGY  
AMERICAN BOARD OF PROFESSIONAL PSYCHOLOGY**

The personal appraisal of an Examination Committee member can be of great value in ABGP's efforts to improve the examination process. The ABGP invites you to comment about any aspect of the content, format, or conduct of the examination.

Your comments may be sent to:  
American Board of Professional Psychology,  
Executive Officer  
600 Market Street, Ste. 201  
Chapel Hill, NC 27516  
Phone: 919-537-8031 Fax: 919-537-8034

Appendix L: Oral Examination Result Form

**American Board of Group Psychology**

**CONFIDENTIAL**

**Oral Examination Result  
Form**

Upon completion of the Oral Examination, please electronically submit the results on the same day of the exam to the Exam Coordinator who will submit to ABPP via SharePoint.

Candidate: \_\_\_\_\_

Specialty Board: American Board of Group Psychology

Oral Exam Chair: \_\_\_\_\_

Exam Committee Members: \_\_\_\_\_

Date of Exam: \_\_\_\_\_

Approved: \_\_\_\_\_

Not Approved: \_\_\_\_\_

**Note: If candidate Did Not Pass: Specialty Board shall submit Form I: Candidate Feedback Summary for Examination Failure to Central Office within two weeks of the exam for Executive Officer notification of candidate.**

\_\_\_\_\_  
Submitted by – Exam Coordinator

\_\_\_\_\_  
Date

Appendix M: Candidate Feedback Summary for Examination Failure

**American Board of Group Psychology**

Please complete this form and submit to the Exam Coordinator within approximately two weeks of a no pass decision.

Candidate: \_\_\_\_\_ Date of Exam: \_\_\_\_\_

Specialty Board: American Board of Group Psychology Exam Chair: \_\_\_\_\_

Committee Members:

\_\_\_\_\_

\_\_\_\_\_

Ethics Vignette(s) # \_\_\_\_\_

Feedback: Summarize the specific reasons for a no pass decision and suggestions for possible re-examination. Note positive aspects of the oral components, if applicable. This feedback must be based on the competencies as delineated in the manual and each competency must be covered. (See [Pages 25-26](#))

\_\_\_\_\_  
Signature of Exam Chair

\_\_\_\_\_  
Date

## Appendix N: Checklist for Examination Chairs

- Recruit two other Examiners, with a view towards diversity (race, culture, gender and professional orientation of the candidate, see ABGP website – <https://www.abpp.org/Applicant-Information/Specialty-Boards/Group-Psychology/Competencies-of-Specialty.aspx>. If possible, a committee should be formed within 30 days of receiving the Practice Sample by the Examination Coordinator.
- Contact candidate and let him or her know that you are the Chair, that you will be in touch with details as they become available, and that you are available to answer any questions. Provide the candidate with the names of the other Examiners and give them one week to inform you if there are any potential conflicts of interest with any of the Examiners.
- Download a copy of the ABGP Examination Manual from the ABPP website – [www.abpp.org/BlankSite/media/Group-Psychology/ABGP-Manual-2018.pdf](http://www.abpp.org/BlankSite/media/Group-Psychology/ABGP-Manual-2018.pdf); ask all Examiners to do the same.
- Find potential interview dates with the Examiners for a block of time from 3-3 ½ hours. Prior to contacting the candidate, verify with the Central Office that all fees have been paid and that the Central Office has been informed of the candidate's status. Finalize a date for the Oral Examination that will entail at least a 3-hour time block.
- Inform the Examination Coordinator about the names of the Examiners and the date for the examination.

### Prior to the meeting:

- Review all materials.
- Make sure you have copies of Rating Grid for Examiners.
- Review the evaluation criteria with the Examiners prior to the examination.
- Follow the manual for the examination. Be sure the interview is competency-based.
- Conduct the examination in accord with the Summary Schedule for Examination – Oral component as outlined in the manual.
- Choose an ethics vignette(s) that is likely to pose specific questions for the candidate. Make sure all ethics vignettes are returned to you and then shred them.
- Return all materials to the candidate at the completion of the examination.
- Explain that Examiners will complete the requisite forms and submit them to the Central Office, and that the Central Office will typically notify the candidate within approximately two weeks (let them know that if they do not hear in 15 days, they should contact you).
- Provide Form M, Candidates Evaluation of the Process, to solicit.

- Notify the candidate that if he or she successfully passes, he or she will receive continuing education credits (40 hours) from the American Psychological Association through ABPP. Provide Form N, Committee Member Evaluation of the Process, to committee members to solicit their feedback on the examination.

Immediately following the examination (must be done on the day of the examination)

- If pass (at least 2 members vote to pass), electronically submit **Form J**, Oral Examination Result Form, to the Examination Coordinator.
- If fail, complete **Form J** and submit to the Examination Coordinator.

Appendix O: Practice Sample Review Result

**American Board of Group Psychology**

CONFIDENTIAL

Upon completion, the Exam Coordinator will submit the outcome to Central Office *via* SharePoint.

Candidate: \_\_\_\_\_

Specialty Board: American Board of Group Psychology

Exam Coordinator: \_\_\_\_\_

Practice Sample Reviewer: \_\_\_\_\_

Approved: \_\_\_\_\_

Not approved: \_\_\_\_\_

Comments:

\_\_\_\_\_

Submitted by Exam Coordinator

\_\_\_\_\_

Date

## Appendix P: Notice of Licensure Changes

Board Certified Psychologists must sign an attestation agreement each year that specifies whether revocation, suspension, restriction, or voluntary relinquishment of a professional psychology license has occurred. The following is an example:

*I agree that I shall advise the Board of Trustees within thirty (30) days of the occurrence of the following events: My psychology license in any jurisdiction is revoked, suspended, restricted, subject to material conditions, or voluntarily relinquished; or a governmental body, the American Psychological Association, the Canadian Psychological Association, or any affiliated state, provincial, or territorial association, determines that I have committed professional misconduct, or violated material rules of such body. This reporting obligation exists regardless of the pending outcome of any appeal or other proceedings related to the triggering event.*

*We want to advise you that if the matter you report is relatively minor, ABPP will simply note your cooperation in the reporting process. However, if that matter is major, an obligation may exist to submit it for possible review by the Ethics Committee of the American Board of Professional Psychology.*

*I actively maintain my practice of professional psychology in my specialty (this need not apply to those in ABPP Retired status).*

*I actively maintain my practice of professional psychology in my specialty and hold valid statutory recognition in the jurisdiction(s) of my practice (this need not apply to those in ABPP Retired status).*

*I hereby attest that the preceding statements and any attached information are true, complete, and accurate to the best of my knowledge.*

## Appendix Q: ABGP Fellows Application

In all professional organizations, Fellowship is considered to represent the highest level of achievement and recognition within that organization. Each organization has established its own criteria by which it measures an applicant's appropriateness for this award. These criteria establish that the applicant has made an outstanding and significant contribution to their field, using various measures such as publications, teachings, development of programs, recommendations of other Fellows, and especially leadership.

The American Psychological Association has 12 areas to review. Within the American Psychological Association, one achieves Fellow status by being sponsored through one's primary Division. Fellowship within APA is a merit- and service-based award. The American Group Psychotherapy Association has four areas of measurement. This process requires records review, collection of reference letters, verification of data, and recommendation to the Board of the Associations for final approval of the award. The Fellowship status in the American Board of Group Psychology is merit- and service-based. It is based upon a mix, to include Committee, Board, Task Force experience, as well as faculty and publications. There is a point system. One can achieve Fellow status in several ways, but the minimum number of points must be met.

Within ABPP, there are fifteen specialties, some of which have developed Fellowship status. Each has established its own process. The ABGP Board of Directors voted to establish an ABGP Fellowship, directing that this Fellowship not to be an honorific, but rather criteria-based. In that the members of ABGP are all at the top echelon of the profession, it was deemed appropriate that the ABGP Fellowship is a service-based award. Thus, we use service criteria within ABPP upon which to base our consideration of appropriateness.

This process also allows us to establish and maintain Fellowship with a less labor-intensive process.

The ABGP Board of Directors developed the following service-based system of criteria:

- |   |          |
|---|----------|
| 1. Serving on the ABGP Board                      | 4 points |
| 2. Serving on the Executive Committee             | 5 points |
| 3. Serving on a Board Committee                   | 3 points |
| 4. Serving as Chair of a Board Committee          | 2 points |
| 5. Serving on an Exam Committee                   | 2 points |
| 6. Chairing an Exam Committee                     | 4 points |
| 7. Providing Board CE or PR                       | 3 points |
| 8. Representing the board to another organization | 2 points |

The requirement for Fellowship is 10 points achieved by the above criteria.

Fellowship may be awarded for past service to ABGP.

**Application for Fellowship:**

The application process consists of a letter (email attachment would suffice) that describes current and/or past service to ABGP, along with the names of two current or former members of the Board who may serve as referees.

The following matrix represents each ABGP Fellow and the date that their Fellowship was awarded.

<b>Fellowship Award #</b>	<b>Name</b>	<b>Date</b>
1	Joel C. Frost, Ed.D.	12/13/2010
2	Alaire H. Lowry, Ph.D.	12/13/2010
3	Sally H. Barlow, Ph.D.	12/13/2010
4	Gloria Batkin Kahn, Ed.D.	12/17/2010
5	Marti B. Kranzberg, Ph.D.	12/17/2010
6	Thomas W. Lowery, Ph.D.	12/17/2010
7	Joshua M. Gross, Ph.D.	12/20/2010
8	David R. Hescheles, Psy.D.	12/28/2010
9	Harold S. Bernard, Ph.D.	1/19/2011
10	Joseph C. Kobos, Ph.D.	1/30/2011
11	David A. Kipper, Ph.D.	1/30/2011
12	Darryl L. Pure, Ph.D.	2/25/2011
13	Michael P. Andronico, Ph.D.	11/01/2011
14	Lorraine B. Wodiska, Ph.D.	1/28/2018
15	Samuel R. James, Ed.D.	1/29/2018
16	Andrew M. Eig, Ph.D.	1/29/2018

In line with the ABPP Guidelines for the use of the ABPP, we also established guidelines for the use of the ABGP Fellowship Credential. The guidelines are as follows:

Dear \_\_\_\_\_,

It is with great appreciation for your service that we welcome you into Fellowship in the American Board of Group Psychology. On behalf of the Board of Directors, we wish to thank you for your dedication to excellence as exemplified by your commitment of time, talents, and resources. We hope that you will continue to be involved in this effort and that you will encourage friends and colleagues to do the same.

In order to establish a consistent usage, we would recommend that you note your new credential in the following ways.

Jane Doe, PhD, ABPP  
 Board Certified in Group Psychology  
 Fellow, American Board of Group Psychology

A signed ABGP Fellowship Certificate will be presented to each new fellow.

Sincerely,

Fellowship Committee

## Appendix R: Candidate Appeal Guide

### **Specialty Board Appeals Committee**

The President appoints one member of the Board of Group Psychology to coordinate appeals. For each appeal an *ad hoc* committee is appointed to review the merits of the appeal.

### **Appealable Decisions**

The following decision of the Specialty Board may be appealed:

1. Denial of meeting specialty specific qualifications (Candidacy Determination).
2. Failure of the Oral Examination (Examination: Oral Component).

Note: An appealable decision shall not be final until the appeal process has been completed.

### **Filing an Appeal**

The candidate may challenge an appealable decision within 30 days of the receipt of written notice of that decision. The candidate must specify the grounds on which the appeal is made. The alleged grounds must be numbered and must be a violation of the Specialty Board's procedures.

The appeal should be addressed to the President of the Specialty Board who, in turn, shall refer it to the coordinator of appeals who will appoint an *ad hoc* Appeals Committee. The Appeals Committee reviewing the appeal must complete its review within 60 days after receipt of the request for appeal letter.

Appeals related to the denial of meeting general requirements for Candidacy shall be forward to the Executive Officer for resolution by the ABPP Standards Committee, whose decision on these requirements is final.

### **Score and Conduct of Appeal**

The procedural issues addressed by the Appeals Committee shall be limited to those stated in the appeal request letter and which meet the requirement of an appealable procedural issue. If legal issues appear to be involved, the Appeals Committee may consult with the ABPP legal counsel.

The Appeals Committee shall implement a process of review primarily based upon information before the Specialty Board at the time of the decision. The Appeals Committee may seek further information from the Chair and members of the Examination Committee, the Credentials Review Committee, the candidate, or others as appropriate to the issues raised. The process is not a *de novo* review, but a review of the challenge to the Specialty Board decision.

The Appeals Committee shall confer as soon as possible upon the Specialty Board's receipt of the candidate's letter requesting an appeal and shall complete its review and decision addressing each issue(s) raised by the appellant, within 60 days. Failure to complete the review in the 60-day period shall move the appeal to the Board of Trustees for resolution.

### **Decision and Report of Appeal Committee**

The decision of the Specialty Board should be affirmed unless there was a failure by the Specialty Board to adhere to its procedures. In any case, the procedural error would have to be such that it may substantially affect the decision.

If the candidate demonstrates by clear and convincing evidence that there was a procedural error that harmed the candidate in a material way, the Committee shall provide a remedy.

The remedy will ordinarily be to void an Oral Examination or Practice Sample review and offer a new examination or Practice Sample review with no additional fee assessed to the candidate, or to refer the matter back to the Examination Committee. Except for the Committee Chair, the new committee formed for reexamination will remain blind to the past failure of the candidate and all members, including the Chair, will remain blind to the reasons for the past failure. From the time the committee is established, there will be 60 days for the exam to be held, which will be stated in the letter from Central Office. In extraordinary circumstances, another remedy may be provided. The Appeals Committee, however, may not pass a candidate or regrade an examination.

The report of the Appeals Committee shall address each issue raised by the candidate and its decision related thereto and the basis for that decision. The report shall be forwarded to the Executive Officer through the Specialty Board President. The report shall then be forwarded to the candidate under the Executive Officer's signature on the ABPP stationary. Editing for format and for legal considerations on advice of the ABPP legal counsel may be undertaken by the Executive Officer if necessary.

Appendix S: Examiner General Appeal Review Form

BOARD CERTIFICATION EXAMINATION IN GROUP PSYCHOLOGY  
AMERICAN BOARD OF PROFESSIONAL PSYCHOLOGY

Applicant/Candidate name:

Appeals refer to allegations regarding Application: Candidacy Determination ( ),  
Examination: Practice Sample Component ( ), Examination: Oral Component ( )

Applicant/Candidate allegations (list):

- 1.
- 2.
- 3.
- 4.

Do you believe there is merit to the above allegations? (Elaborate).

Do you believe this appeal should be upheld?                      Yes                      No

Evaluator/Reviewer Name \_\_\_\_\_ Date \_\_\_\_\_

Evaluator/Reviewer Signature \_\_\_\_\_

## Appendix T: Committee Summary of Appeal

### BOARD CERTIFICATION EXAMINATION IN GROUP PSYCHOLOGY AMERICAN BOARD OF PROFESSIONAL PSYCHOLOGY

Candidate's Name: \_\_\_\_\_

Date of Examination: \_\_\_\_\_

Location of Exam: \_\_\_\_\_

List of Candidate's Examiners, if applicable

- 1.
- 2.
- 3.

Appeal refers to allegations regarding: (check) Application: Candidacy Determination (  ) Examination:  
Practice Sample Component (  ), Examination: Oral Component (  )

Relevant grounds for appeal raised by applicant/candidate:

- 1.
- 2.
- 3.

Decision and rationale for each allegation:

- 1.
- 2.
- 3.

Final decision and rationale:

Sustain Appeal: \_\_\_\_\_ Deny Appeal: \_\_\_\_\_

Reviewer's Name: \_\_\_\_\_

Reviewer's Signature: \_\_\_\_\_

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

## Appendix U: MOC Appellant Guide

### **Specialty Board Appeals Committee**

The President appoints one member of the Board of Group Psychology to coordinate appeals. For each appeal an ad hoc committee is appointed to review the merits of the appeal.

### **Appealable Decisions**

The following decision of the Specialty Board may be appealed:

1. Denial of meeting MOC specialty specific qualifications (Appellant Determination).

**Note:** An appealable decision shall not be final until the appeal process has been completed.

### **Filing an Appeal**

The appellant may challenge an appealable decision within 30 days of the receipt of written notice of that decision. The appellant must specify the grounds on which the appeal is made. The alleged grounds must be numbered and must be a violation of the Specialty Board's procedures.

The appeal should be addressed to the President of the Specialty Board who, in turn, shall refer it to the coordinator of appeals who will appoint an ad hoc Appeals Committee. The Appeals Committee reviewing the appeal must complete its review within 60 days after receipt of the request for appeal letter.

Appeals related to the denial of meeting general requirements for MOC review shall be forward to the Executive Officer for resolution by the ABPP Standards Committee, whose decision on these requirements is final.

### **Score and Conduct of Appeal**

The procedural issues addressed by the Appeals Committee shall be limited to those stated in the appeal request letter and which meet the requirement of an appealable procedural issue. If legal issues appear to be involved, the Appeals Committee may consult with the ABPP legal counsel.

The Appeals Committee shall implement a process of review primarily based upon information before the Specialty Board at the time of the decision. The Appeals Committee may seek further information from the Chair and members of the MOC reviewers Committee, the Appellant, or others as appropriate to the issues raised.

The process is not a *de novo* review, but a review of the challenge to the Specialty Board decision.

The Appeals Committee shall confer as soon as possible upon the Specialty Board's receipt of the Appellant's letter requesting an appeal and shall complete its review and decision addressing each issue(s) raised by the appellant, within 60 days. Failure to complete the review in the 60-day period shall move the appeal to the Board of Trustees for resolution.

### **Decision and Report of Appeal Committee**

The decision of the Specialty Board should be affirmed unless there was a failure by the Specialty Board to adhere to its procedures. In any case, the procedural error would have to be such that it may substantially affect the decision.

If the Appellant demonstrates by clear and convincing evidence that there was a procedural error that harmed the Appellant in a material way, the Committee shall provide a remedy.

The remedy will ordinarily be to void the original MOC review, which was unsuccessful, and award a successful MOC review.

The report of the Appeals Committee shall address each issue raised by the Appellant and its decision related thereto and the basis for that decision. The report shall be forwarded to the Executive Officer through the Specialty Board President. The report shall then be forwarded to the Appellant under the Executive Officer's signature on the ABPP stationary. Editing for format and for legal considerations on advice of the ABPP legal counsel may be undertaken by the Executive Officer if necessary.