

Proposed Work for the Organizations at the Interorganizational Summit on Specialty, Specialization, and Board Certification

Delineation of Agreed Upon Proposed Goals from Chicago Summit:

Educational Goals

1. Undergraduate Curriculum: Creation of a model “pre-psych” undergraduate curriculum designed specifically for practice in health service or general applied psychology.
 - a. Modification of model licensing act regarding graduate content to take into account knowledge and competency coverage in undergraduate “pre-psych” curriculum.
 - b. Assurance that board certification and licensing requirements are included in “pre-psych” curriculum.
2. Sequence of Training: Define generalist education and training standards that cover both health service and general applied psychology.
 - a. Articulate standards for specialty training as occurring only after completion of generalist education and training.
 - b. Articulate the need for education and training programs to implement the APA-CRSPPP Taxonomy.
3. Integration of Specialty into Curriculum: Create standards for doctoral programs and internships that address coverage of psychological specialties, specialization education and training, obtaining board certification, and when to begin specialization.
4. Competencies: Adoption of uniform foundational and functional competencies for each specialty across educational, recognition, and certification functions.

Goals regarding Parameters of Specialty, Specialization, and Board Certification

1. Flexibility: Ensure that definitions and policies on specialty, specialization, and board certification include sufficient flexibility such that specialization in one specialty does not preclude competency-based practice in other specialties.
2. Messaging: Develop coordinated content across organizations that is consistent about the language and concepts of specialty, specialization, and board certification
 - a. Adopt the language of APA-CRSPPP Education and training Guidelines: *A Taxonomy for Education and Training in Professional Psychology Health Service Specialties* (Taxonomy)

- b. Adopt a consistent specialty list across regulatory and professional associations to promote consistency in public understanding
 - c. Publish scholarly articles on outcomes of the Summit and other issues regarding specialty by multiple organizations in both flagship journals and other media outlets to communicate interorganizational positions
- 3. Specialty Definition: Adopt uniform definitions of specialty, specialization, and specialist across all organizations, including:
 - a. Consistent recognition of individual specialties across organizations
 - b. A single organization with which specialty boards affiliate for the purpose of examining and board certifying psychologists
 - c. Acceptable uses of modifiers to “psychologist” that may imply specialization
- 4. Organizational Roles: Commit to roles of each organization regarding specialty, specialization, and board certification
 - a. Delineate unique functions and shared functions across organizations
 - b. Define uniform criteria for membership on the Council of Specialties
- 5. Redundancy Across Organizations: Reduce redundancies regarding specialty recognition
 - a. Create agreement on single application model (for example, application for recognition of a specialty such as the CRSPPP application versus ABPP Affiliation application) to minimize redundancy and duplication of effort.
 - b. Determine ways that foundational competencies are measured through EPPP exams to reduce re-examination of same competencies at board certification examination.
 - c. Streamline credentials banking and reviews across relevant organizations.

Goals for Professional Issues and Board Certification

1. Value of Board Certification: Collaborate on research or evaluations of association between Board Certification, patient/client experience and treatment/service outcomes
2. Board Certification and Risk Management: Study and publish comparisons of adverse licensing or ethics actions between board certified specialists and those without board certification.
3. Professional Psychology: Create policies and definitions that encompass both health service and general applied psychology as foundations upon which further specialization and/or board certification are based.

4. Scope of Practice: Delineate a model of psychology practice that embodies the need for generalist practitioners and recognizes the benefit and need for specialists.
5. Flexibility: Create flexible alternate routes to specialization in addition to formal postdoctoral training for psychologists who have not previously completed training in that specialty area.
6. Payment and Contracting: Work with CMS and other payers to recognize areas of specialty practice with appropriately higher levels of payment and contracting preferences for specialists in those areas.

Discussion: Are these overarching categories adequate to describe the general areas under which organizations can collaborate to find solutions that are agreeable to them? Does the list of proposed actions, positions and policies represent sufficiently the work all organizations can agree upon?

Tasks:

1. Reach agreement on a list of proposed goals to take back to our organizations.
2. Create components for a statement of support for the proposed goals to encourage each organization to adopt the proposed goals.
3. Identify which organizations would have interests in each proposed goal.
4. Create a work plan to obtain sign-off on interorganizational agreement to the proposed goals.