



## Manual

The Certification Process and Procedures  
for  
Specialty Board Certification in Psychoanalysis  
by  
The American Board and Academy of Psychoanalysis  
Member Board,  
American Board of Professional Psychology

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I. INTRODUCTION

A. ABPP and ABAPsa

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

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

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

The ABAPsa maintains accurate and current knowledge of national standards.

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

## **B. Certification Process: Overview**

**This Manual describes in detail the process and procedures for being awarded board certification as a psychoanalyst. All of the necessary steps for certification are summarized in Appendix B. Following submission of the application form and related materials, an applicant is notified of the decision regarding candidacy in one-to-two weeks. The candidate has up to one year to satisfy the practice sample/professional statement requirement and an additional year to complete the oral examination. Candidates should complete the certification process in a one to two-year time-span.**

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

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

## **II. ELIGIBILITY: DETERMINATION OF CANDIDACY**

### **A. General Eligibility Requirements**

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

Degree: A doctoral degree from a program in professional psychology which at the time the degree was granted was accredited by the APA, CPA, or held ASPPB/NR Designation. Applicants who hold the Certificate of Professional Qualifications in Psychology (CPQ) from ASPPB qualify as meeting the doctoral degree requirements.

There are a limited number of exceptions to degree requirements. Degree exceptions may exist for some degrees granted prior to 1983, , and psychologists with completed re-specialization, and psychologists trained outside of North America.

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

Specific criteria, forms, and procedures for exception review are available from Central Office (CO).

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

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

**a. Eligibility Requirements for the Specialty of Psychoanalysis**

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

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

Note 1: For any of the education and training option qualifications selected by the applicant, the course of education and training must be verifiable and consist of a minimum of three years of organized study in psychoanalysis, supervised analyses of a minimum of two patients for a minimum of two years, and a personal analysis.

Note 2: Applicants with 15 years of experience post-licensure with a minimum of 10 years experience post-graduation from a psychoanalytic training program or equivalent may qualify for a Senior Option to submit a modification of the practice sample in place of the "case analysis" practice sample. The practice sample requirements are altered to reflect distinctive practice patterns resulting from extended professional experience such as published books, articles in refereed journals; research; development of analytic training programs and or

development of creative programs within them which makes a significant or meaningful contribution to psychoanalysis as well as furthering the acceptance of psychoanalysis in the broader community.

#### **b. Application & Candidacy Determination**

**The application fee to establish candidacy is \$125.00 which must be paid with the Application. The application form may be obtained from the ABPP Web site: [www.abpp.org](http://www.abpp.org) by going to the psychoanalysis specialty Web page and clicking on Application. The completed application including the Curriculum Vitae and other required documents is forwarded to Central Office and reviewed by the Executive Officer for compliance with the common, generic doctoral degree and licensure/certification requirements. Upon meeting the generic requirements, the application materials are sent for review by the specialty board reviewer for compliance with the specialty specific requirements. Successful review results in approval as a candidate eligible for the examination in psychoanalysis. The candidate's file is forwarded to the ABAPsa National Examination Chairperson.**

### **III. PSYCHOANALYSIS: DEFINITION: THE COMPETENCIES**

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

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

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

examination.

The ABPP has identified eight foundational and eight functional competencies applicable to all specialties. The ABPP Competency Approach to certification starts with a functional definition of the specialty followed by operational definitions of the specific competencies which are characteristic of the specialty

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

#### A. Definition of Psychoanalysis

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

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

It is expected that the candidate will demonstrate sensitivity to and skills in dealing with multicultural/diverse populations. In this Manual, the terms multicultural and diversity will be

used interchangeably. Multiculturalism recognizes the broad scope of such factors as race, ethnicity, language, sexual orientation, gender, age, disability, class status, education, religion/spiritual orientation, and other cultural dimensions.<sup>1</sup>

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

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

### ***FOUNDATIONAL COMPETENCIES***

- *Ethical and Legal Standards and Policy Foundations.* Awareness and application of appropriate ethical concepts and legal issues regarding professional activities with individuals, groups, and organizations.
- *Individual and Cultural Diversity.* Awareness and sensitivity when working with diverse individuals, groups, and communities that represent various cultural and personal background and characteristics defined broadly and consistent with APA policy.
- *Relationships.* Skills to relate effectively and meaningfully to individuals, groups, and/or communities, and to function effectively in interdisciplinary systems.
- *Professionalism.* Demonstrates professional values and ethics as evidenced in behavior and comports that reflect the values and ethics of psychology, integrity, and responsibility. Practice conducted within the boundaries of competencies, including involvement in the profession and the specialty in particular. Continuing development as a behavioral and cognitive psychologist. Advocacy for the behavioral and cognitive specialty and the profession.
- *Reflective Practice/Self-Assessment/Self-Care.* Practice conducted with personal and professional self-awareness and reflection; the awareness of competencies, and with appropriate self-care.
- *Scientific Knowledge and Methods.* Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.
- *Interdisciplinary Systems.* Knowledge of key issues and concepts in related

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

disciplines. Identify and interact with professionals in multiple disciplines.

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

## **FUNCTIONAL COMPETENCIES**

### ESSENTIAL FUNCTIONAL COMPETENCIES

- *Assessment.* Assessment and diagnosis of problems, capabilities, and issues associated with individuals, groups, and/or organizations. An example is conducting a functional analysis, or using measures of cognitive styles to help understand the client/patient's presentation.
- *Intervention.* Developing, implementing, and evaluating interventions designed to alleviate suffering and promote health and well-being of individuals, groups, and/or organizations. An example, based on the assessment, is using a case formulation to select treatment goals and intervention strategies.
- *Consultation.* Providing expert guidance or professional assistance in response to a client's needs or goals. Examples include providing behavioral and cognitive consultation on a hospital medical unit, or teaching cognitive-behavioral strategies for weight loss to a primary care physician.
- *Research/Evaluation.* Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities. An example is citing relevant research that informs your how you monitor clients' outcomes.

### OPTIONAL FUNCTIONAL COMPETENCIES

- *Supervision.* Supervision and training in the professional knowledge base and evaluation of the effectiveness of various professional activities. An example is supervision of a psychology intern using a behavioral and cognitive approach.
- *Teaching.* Providing instruction, disseminating knowledge, and evaluating acquisition of knowledge and skill in professional psychology. Examples include workshops, coursework, and presentations related to Behavioral and Cognitive 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 system level.

## **IV. THE EXAMINATION**

A. General Rationale for the Examination

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

**Candidates are expected to be familiar with professional issues currently impacting the profession, with particular reference to psychoanalysis, as well as APA Ethical Principles. Ethical vignettes are presented to the candidate to evaluate issues that arise in psychoanalytic as well as general clinical work. Evidence of involvement with continuing development and professional growth is also required. The Board understands that there is a diversity of theoretical orientations at this time in psychoanalytic practice. The candidate is examined within his/her own theoretical orientation. The National Examinations Chairperson works with the candidate throughout the certification process. A mentor from the Academy of Psychoanalysis, the fellowship of ABAPsa certified specialists, is available to assist the candidate for part or all of the certification process.**

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

**The Candidate must submit his or her Curriculum Vitae, a Practice Sample and Professional Statement electronically to the ABAPsa Practice Sample Coordinator. The Practice Sample Review fee (\$250) must be submitted to ABPP Central Office.**

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

**B. DISABILITY ACCOMMODATIONS.**

The Board encourages qualified individuals with disabilities to apply for Specialty Board status

and will consider individual requests for accommodations. The Board recognizes that individuals with disabilities may encounter difficulties with the process and will make efforts to provide reasonable accommodations. An eligible candidate with disabilities must formalize the request for reasonable accommodations with the Board and provide documentation confirming the basis of the need and the type of reasonable accommodations required. At the request of the Board, the Applicant should be ready to assist the Board in developing reasonable accommodations, as necessary. At its sole discretion, the Board will either grant or deny the request based on applicable guidelines. General procedures and individual case-by-case guidelines will also be developed.

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

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

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

**Candidates who qualify for the senior option must submit both a Professional Statement and a Practice Sample that consist of publications or list other contributions to psychoanalysis as a specialty thus meeting the senior option requirements. For both levels, prior to the oral examination, a "blind" analytic case is forwarded electronically to each candidate for review, to be explored during the oral examination. In addition, ethical vignettes are presented to the candidate to evaluate ethical issues which arise in psychoanalytic work.**

1. The Psychoanalytic Case Format:
  - a. General Requirements
    - i. Selection of case to be presented
      - i.a The case selected for presentation must be clearly psychoanalytic according to the generally accepted criteria of one of the major

schools of psychoanalysis (i.e., Freudian, Object Relations/British Middle School, Kleinian, Interpersonal, Intersubjective, Lacanian, or Relational).

- i.b It must also be one in which there was no regularly scheduled supervision, although occasional consultations may have taken place. Control cases may not be used to fulfil this requirement.
- i.c The session of the case which is submitted must be representative of the work with the patient and must have taken place person to person.
- i.d Case may be one of a continuing therapeutic relationship of at least two (2) years in duration. If the case has already terminated, it must be one in which not more than three (3) years have elapsed since the last formal analytic session.
- i.e All requested information must be provided as detailed below.

b. Format

- i. All practice sample materials are to be submitted electronically along to the Practice Sample Coordinator. Materials that cannot be transmitted electronically, such as books, should be mailed in triplicate to the Practice Sample Coordinator.
- ii. On title page to provide
  - Document title
  - Name of candidate
  - Date of submission
- iii. Pages must be 1.5 line-spaced; in Arial, Tahoma, Times New Roman or an easy-to-read non-condensed font, no less than 12 point size.
- iv. All pages must be numbered with title page as #1.
- v. Page quantity should not exceed 20.

c. Verbatim Transcript of One Taped /written Session

- i. Identify the number of the sessions within patient's entire course of treatment.
  - ii. Describe phase of treatment which presented session illuminates.
  - iii. Describe issues or dynamics that led up to that session.
- d. Demographic and Significant History
- i. Pseudonym for patient
  - ii. Presenting problems and/or symptoms
  - iii. Physical appearance
  - iv. Demographics
  - v. Any significant medical/physical and/or developmental history of patient and/or family
  - vi. Significant psychological history
  - vii. History of prior treatment - type and duration
  - viii. Duration of treatment with candidate - ongoing or terminated case
  - ix. Frequency of sessions - use of couch and/or chair
- e. In the Analysis/Critique of the Case, briefly provide the following material:
- i. Theoretical orientation, if and where you differ from the mainstream of the theory and discussion of typical approach
  - ii. Underlying issues of presenting problems
  - iii. The personality structure of the patient (diagnosis, if indicated, major coping and defensive patterns)
  - iv. Core issues and how manifested
  - v. Manifestations of transference and counter-transference material and how handled
  - vi. The extent to which the patient's core issues and personality structure were or were not compatible with the preferred theoretical orientation and treatment approach. If not compatible, how was it handled?

- vii. Outcome - the goals of treatment and whether they are being or have been met
- viii. Any subsequent and relevant information about the patient as to his or her present psychological status

## 2. **The Senior Option**

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

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

Please note that a case analysis is not to be submitted if the senior option is taken. Those applying on the basis of equivalency training, rather than on the basis of completion of institute training, may **not** apply as senior candidates. This means that the practice sample requirement is not waived or altered.

See outline for Professional Statement under Practitioner Level.

## 3. Professional Statement Format

### a. General Requirements

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

(i.) The Professional Statement is submitted electronically to the Practice Sample Coordinator. This information also should be emailed to the Practice Sample Coordinator along with the Specialty Specific portion of the application.

(ii.) On title page to provide

-Document title

-Name of candidate

-Date of submission

- (iii.) Following pages must be 1.5 line-spaced; in Arial, Tahoma, Times New Roman or an easy-to-read non-condensed font, no less than 12-point size
  - (iv.) All pages must be numbered with title page as #1
  - (v.) Pages may not exceed 20 in number
- b. Participation as a Professional Psychologist
- i. List of the professional psychological organizations to which candidate belongs. (i.e., APA, Divisions of APA, State Psychological Associations, Regional Psychological Associations, etc.)
  - ii. Summary of candidate's active participation in any of the above organizations (i.e., offices held, committee membership, presentations at conferences, professional events, etc.)
  - iii. Summary of participation as a psychologist in the general community e.g. on a volunteer basis, presentations to community and/or religious organizations; written articles; appearance in the media; consultation, liaison or presentations to any governmental group.
- c. Professional Psychologist and/or Psychoanalyst Practice
- i. Describe the range of activities candidate performs as part of professional practice and if there have been any significant changes in the last three years. (Professional activities include both paid employment and independent practice. The range of activities includes intervention, diagnosis, college or university teaching, consultation, supervision, etc.)
  - ii. List consultations with colleagues.
  - iii. List pro-bono or reduced fee services and describe circumstances
  - iv. Has any ethical/legal action taken place against candidate since admission to candidacy?

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

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

C. The Examination Process

1. Examination Format

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

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

- a. Discussion with the candidate of the literature on clinical theory and technique pertinent to their particular orientation and a detailed review of a case in which the candidate demonstrates a psychoanalytic understanding and intervention skills within his/her clinical-theoretical orientation.
- b. Critique of a “blind” analytic case that the candidate reviews prior to the examination.
- c. Analysis of vignettes relating to ethical issues as it pertains to APA’s ethical principles to evaluate the candidate’s knowledge of ethical issues that arise in psychoanalytic work.
- d. Demonstration of knowledge of professional issues currently impacting the profession, particularly relevant psychoanalysis, as well as identification with the profession and the specialty by expressing a value for continued training and psychoanalytic literature in general. The candidate’s pattern of current practice and direction of his/her practice will also be discussed. The candidate’s level of

understanding of theory and technique should be sufficiently sophisticated and that the candidate will be able to explain the relationship between his/her particular orientation and schools of psychoanalysis more generally.

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

2. The ABAPsa Examination Team Selection

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

The ABAPsa recognizes that specialists in psychoanalysis use a variety of approaches and techniques and have differing conceptual frames of reference. ABAPsa also recognizes that the effectiveness of professional practice is a function of many factors, including personal factors, level of experience and theoretical understanding. The Chairperson shall be an experienced senior member responsible for reviewing practice samples, communicating with the candidate, setting up the Examination Committee, acquiring a location for the examination, making the necessary arrangements, and disseminating examination materials. The Chairperson shall seek to select representatives of the examinee's theoretical orientation. The Examination Committee Chair and Member Examiners will be selected with consideration of the theoretical orientation, knowledge base, professional interest and experience expressed in the Candidate's Professional Statement. However, this is not required and is not a basis for appeal. One of the three (3) committee members shall be of the same orientation and the others shall be of an orientation close to the candidate's orientation. S/he shall establish the level of competence within any legitimate conceptual frame of reference the candidate espouses. The Chairperson shall represent ABAPsa, need not necessarily represent the examinee's orientation, and s/he

shall be entitled to vote. Since the Chairperson does vote, s/he shall have input into the Award/No Award determination.

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

3. Role of the Examination Committee Chairperson

The Examination Committee Chairperson is an experienced examiner responsible to:

- a. Approve the Examination Committee (appointed by the National Examination Chairperson). Committee selection should consider diversity in regard to gender and ethnicity, etc., as well as general professional orientation of the Candidate.
- b. Coordinate the approval of the Practice Samples. The committee members vote on the acceptability of the Practice Samples. Two affirmative votes are required for Practice Sample acceptance.
- c. Submit Practice Sample Review Results Form within one business day of the completion of the review by email or Fax to the ABPP Central Office (919-537-8031) and to the National Examination Chair. This notification must also be at least three weeks prior to the scheduling of the Oral Examination. In the case of a failure, the Chair shall, within seven days, fax the Practice Sample Review Result Form to the Central Office and to the National Examination Chair. The Fax Forms are available on the ABPP Web site ([www.abpp.org](http://www.abpp.org)) The Committee members do not communicate examination results directly to the Candidate.
- d. Communicate with the Candidate about the time, place and other details of the examination arrangements. The responsibility for the initial contact between Chair and Candidate is the Chair's.
- e. Conduct examination, collect and disseminate examination materials.
- f. Advise Examination Committee members to fill out a form from Central Office regarding expenses: transportation, lodging, and food to the ABAPsa Treasurer for the purpose of obtaining reimbursement from ABPP.
- g. See that both the candidate and Examination Committee members complete

Evaluation Forms. Immediately following the examination the candidate will be given an evaluation form in a stamped addressed envelope to be sent to the Central Office.

h. Immediately following completion of the oral examination, notify the Central Office and the National Examination Chair of the exam decision (Pass or Fail). This notification should be within one business day after the exam is completed. Upon completion of the oral examination, the Chair completes and submits “Oral Examination Result Form” electronically ([office@abpp.org](mailto:office@abpp.org)) or by Fax to ABPP Central Office (919-537-8031). In the case of a failure, the Oral Examination Result Form should be sent via email or fax to Central Office by the chair within seven days. The Fax Forms are available on the ABPP Web site ([www.abpp.org](http://www.abpp.org)).

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

#### 4. Examination Members’ Responsibility

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

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

Board Certification Examiners should recognize that most candidates will experience anxiety in a face-to-face situation in which they are being evaluated by peers. This

anxiety will be more apparent in some than in others. Each Examiner should be supportive and create a favorable situation in order that the Candidate may demonstrate his/her specialized clinical competencies.

Prior to the Oral Examination, Examiners should:

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

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

5. The Training of Chairperson and Examiners

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

6. Oral Examination

The Oral Examination emphasizes presentation of the candidate's Practice Sample and critique of a blind psychoanalytic case. Candidates will demonstrate an awareness of current issues in professional psychology and professional experience, which also includes an awareness of diversity issues; and sensitivity to ethical, professional and legal standards of practice. Candidates will also be asked about professional

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

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

D. Schedule

1. Examination Schedule

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

SUMMARY SCHEDULE FOR EXAMINATION

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

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

E. Non-Pass of Oral Examination

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

F. PROCESS FOR PROVIDING FEEDBACK TO CANDIDATES WHO FAIL.

The letter of the Examination Committee to the unsuccessful Candidate is to be written by the Chair of the Examination Committee with consultation from the Committee and the National Examination Coordinator. It is then sent electronically to the CO within approximately three weeks following completion of the Oral Exam. The CO then sends the letter to the unsuccessful Candidate. .

1. The report of the Examination Committee to the unsuccessful Candidate should reflect the ratings and comments of the Committee as a whole. It should be written with the clear understanding that the report will be sent, after review by the Executive Officer of ABPP, to the Candidate and will become part of the Candidate's permanent file in the ABPP CO. If the Executive Officer has concerns about the report, these will be negotiated with the Specialty Board for possible modification.
2. The report should be written to achieve three essential objectives:
  - a. Documentation of the outcome of the examination and the rationale or support for that outcome. This should include comments of the Examiners based on the ratings in the applicable competency areas from the 16 domains (8 required Foundational Competencies, 3 required Functional Competencies, and other Functional Competencies as applicable).
  - b. Identification of specific competency domains failed by the Candidate,

along with suggestions for how the Candidate might address these competency domains in order to confidently and successfully approach re-examination.

- c. Identification of specific competency domains in which areas of strength were manifested in the Candidate's performance to emphasize the positive professional attributes of the Candidate and to provide balance in the report.

3. The report should:

- a. Begin with an opening statement that sets a positive and constructive tone regarding the Candidate's overall professional competence and interaction during the examination.
- b. Address each of the competency domains in the Examination Manual (8 required Foundational Competencies, 3 required Functional Competencies, and other Functional Competencies as applicable).. The wording of comments regarding the Candidate's performance can closely follow the wording of the scoring examples in the examination manual. For each competency domain rated a failure, the subcomponents failed should be noted, and a specific suggestion(s) for remediation offered.
- c. If the letter is sufficiently lengthy so that a summary is needed, the summary should address the Candidate's overall performance. It should review competency areas of strength as well as weakness, and suggest remediation to reiterate the collegial and constructive intent of the report

4. It is important for the Chair to be sensitive, diplomatic, and constructive in writing a report that is certain to be read very carefully by the Candidate. It is important to be objective and descriptive. Suggestions should be realistic and

appropriate to the extent that, if the Candidate follows the recommendations, he/she would likely be in a position to fare better upon re-examination. Likewise, it is important not to be judgmental, inflammatory, or pejorative in words or tone.

- a. The report from the Chair should focus on the Candidate's performance during the Oral examination, without any assumption that the unsuccessful performance is necessarily characteristic of the Candidate's usual practice.
- b. The Chair should assume that all unsuccessful Candidates will want to improve their performance and re-take the exam in the near future. If a particular problem in terms of reporting on a Candidate's performance is encountered, the Chair should consult the other members of the Examination Committee first and, if concerns still exist, then consult the National Examination Coordinator.
- c. Unsuccessful Candidates have a right to know why they failed. The Chair should be clear in giving examples, but should avoid being overly specific. Although examples for each problem identified in the examination need not be reported, the Chair should have such examples available in personal documentation in the event of an appeal or inquiry. The Chair should not report problems that are not relevant to the passing criteria for specific competencies or cannot be supported by the documentation available. In using examples, the Chair should feel confident that he/she understands exactly what the Candidate did and what the problem was. If this is not accurate, the Candidate may have a legitimate basis for complaint that the Fail judgment was based on inaccurate information.
- d. Unsuccessful Candidates should be reminded that they have a right to appeal the decision of the Examination Committee on procedural grounds and be referred to **Form I-1** in the Examination Manual for

details. Additional information on appeals can be found in Forms **I-2 and I-3.**

E. Appeals Process

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

Conditions of the examination were inconsistent with the principles, policies, process, and/or conduct stated in the current manual for examinations.

Describe the conditions that the candidate felt were not met by the examiners. Please refer to the current manual.

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

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

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

**Recommended Appeal Process:**

1. If a Candidate does not pass the examination, he/she should submit an appeal to the Examination Committee Chairperson and President of the Specialty Board, as outlined in the appeals procedure in Appendix D.

2. A Candidate's appeal must be made within 60 days of the receipt of the "non-pass" notice in order to be eligible for review. An appeal raised before receipt of a fail notice will not be considered.

3. The specialty board president will constitute an ad hoc committee to review the merits of the appeal. The candidate may be asked to supply additional information if necessary and will be given ten business days to respond in writing. The president will communicate the outcome of the review to the candidate within thirty business days.

4. If the candidate disagrees with the outcome of the appeals process, he/she will notify the specialty board president who will forward the appeal to the central office for further consideration. The decision of the central office is final.

**Please note the following:**

1. Candidates may only take the oral examination two times. The candidate must re-apply for board certification following a second failure.

2. Upon the second failure of the oral examination, the candidate is not eligible to re-apply for three years. In addition, he/she should undergo mentorship and demonstrate further preparation for the oral examination.

3. If a new examination is scheduled after a “non-pass” on the initial examination, the candidate may submit the same practice sample materials. The board will provide recommendations to the candidate for further preparation for the exam. The members of examination committee for the second examination will be different from the first.

G. Maintenance of Certification

Maintenance of Certification (MOC) involves a process of self-examination that is reflected in the documentation of a Specialist’s professional development since last examination or review. In accordance with ABPP policy, Specialists certified after January 1, 2015 must successfully demonstrate Maintenance of Certification every 10 years to maintain their ABPP board certified status. Specialists certified before January 1, 2015 may maintain their certification in one of two ways, by “opting in” to their

Specialty approved MOC process or by waiving this requirement (“opting out”) and still maintaining their certificate. Each Specialty Board has developed a specialty-specific MOC process that the ABPP Standards Committee approved.

**MOC does not require re-examination, a formal test or work samples.** Instead, ABPsa Specialists will survey their professional activities and document their ongoing professional development using the *ABAPsa Specialty Continuing Professional Development Grid* combined with responses to written Narrative questions. The ABAPsa Board strongly encourages all Psychoanalyst Specialists to participate in the MOC process regardless of certification date, as doing so signals a commitment to the highest standards of practice and regard for public welfare, sets a clear leadership example for future specialists, and supports ABPP in its oversight of standards of competence and excellence.

ABPP Central Office staff will notify ABAPsa Specialists when they are eligible to submit their MOC material. Specialists who were granted certification prior to January 1, 2015 will be asked to indicate whether they plan to participate in MOC by completing the Psychoanalyst MOC Grid and Narrative (opt-in), or if they intend to waive MOC (opt-out). Unless the Specialist waives their MOC requirement, ABPP Central Office personnel will provide notice to them within 8 years of Maintenance of Certification implementation (or within 8 years after a new Specialist’s initial board certification) that their MOC documents will be due soon. Notification at the 8-year mark is provided in order that the Specialist has adequate advanced notice to complete the process.

All documents relating to Maintenance of Certification are available through the ABPP website at [www.abpp.org](http://www.abpp.org)

### **MOC REQUIREMENTS**

In a communication from ABPP Central Office, Specialists will be provided with a link to the *ABAPsa Specialists Guide to ABPP’s MOC Process* in which the instructions and

criteria of the MOC process are delineated. Completion of the *ABAPsa Specialty Continuing Professional Development Grid* and the *Narrative* are necessary to complete the MOC process.

**1) Completion of the *ABAPsa Continuing Professional Development Grid*:**

ABPP has established five broad categories of professional activities that support MOC, including:

- (1) Collaborative Consultation
- (2) Teaching and Training
- (3) Ongoing Education
- (4) Development and Application of Research and Innovative Methodologies/Programs  
(i.e., Research and Methodologies)
- (5) Professional Leadership

Each category has professional development defined activities, with “credit values” established for each activity. For example, in the Collaborative Consultation category, the first professional development activity is Case Consultation, defined as “consulting or being consulted by a colleague to review case material to obtain/offer an opinion”. For this activity, the “credit value” assigned is 5 consultations = 1 credit. The sum of credits claimed for clinical-specific activities within a category should be entered in the “Specialty Specific” Box on the Grid. In the “Overall Credits” box on the Grid, the Specialist should enter the sum total of **all** credits claimed for professional activities within the category, which may include non-clinical professional activities. A maximum number of 20 credits is allowed for activities in each of the five categories. If the total “Overall Credits” in a given category is less than 20, the exact number of credits will automatically be calculated and shown in the “Credits towards MOC total” field on the Grid. If the total “Overall Credits” equals or exceeds 20, “20” will automatically be shown in the “Credits towards MOC total” field for the given category.

To avoid receiving dual or multiple credits for the same activity, the Specialist should document an activity only once, in one category, even though the activity may fit under several categories. For example, supervising dissertation research may fit under both Teaching and Training and Research Methodologies but should be documented under only one of these categories.

**To meet the professional activity criterion to pass the MOC, ABAPsa Specialists must document a total of at least 40 credits earned during the two-year period prior to MOC submission.** These total 40 credits are the sum of credits across all five categories of continuing professional development. While Specialists may claim only the 40 credits of required continuing professional development across the five categories, they are encouraged to document all their activities on the Grid in order to convey a better understanding of their professional activities and ongoing maintenance of competence.

In order to be successful in the MOC process, Specialists must also demonstrate evidence of continued competence in each of the 8 Foundational competencies and in at least the 3 required functional competencies in the activities claimed across categories. The 8 foundational competencies include Scientific Knowledge and Methods, Evidence-Based Practice, Individual and Cultural Diversity, Ethical and Legal Standards and Policy, Professionalism, Relationships, Interdisciplinary Systems, and Reflective Practice/Self-Assessment/Self-Care. And the 3 required Functional competencies are Assessment, Intervention, and Consultation. Operational definitions for each of the foundational and functional competencies are embedded in the Grid. For each activity, the Specialist checks all of the foundational and functional competencies maintained through the activity for which credits are claimed.

Specialists should use the space at the bottom of each category to describe the nature of the activities for which credit was claimed. Information 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 elaborations on claimed activities can be deferred to the narrative statements.

An example of an activity claimed for credit on the Grid is provided below:

The Specialist has published two peer-reviewed articles, each worth 10 credits. The Specialist entered a total of 10 credits for “Specialty Specific” (2014 publication) and 20 credits in “Overall Credits” (sum of 2013 and 2014 publication credits) on the Grid under the category of *Research and Methodologies*. The Specialist has checked one Foundational Competency (Scientific Knowledge and Methods) and two Functional Competencies (Intervention, Research/Evaluation) for these activities. The Specialist has used the space at the bottom of the Research and Methodologies category to explain the credits claimed (see below).

Peer Reviewed Publications:
Smith, J., (2013). An examination of competency in senior psychologists. <i>Psych Journal</i> , 6, 234-256. = 10 pts.
Robins, R. & Smith, J. (2014). Comparison of PTSD evidence-based therapies. <i>Science for Us</i> , 19, 40-65 = 10 pts.

**2) Summary of ABAPsa Continuing Professional Development 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 documentation.
- ✓ Specialists must demonstrate evidence of continued competence in each of the 8 foundational competencies as well as in at least the 3 required functional competencies 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 the MOC materials. However, a peer review of this information may be conducted by the specialty board, which may require the Specialist to provide additional documentation.

**3) ABAPsa Narrative:**

The Specialist is to respond in narrative form to five practice-area focused questions that allow the Specialist to further elaborate on the foundational and functional competencies in claimed activities on the Grid. Each question is limited to the indicated number of words, with a total for the Narrative not to exceed 750 words.

### **SCHEDULING**

Two years before the Specialist is due for MOC, the ABPP Central Office will notify the Specialist and ABAPsa so that the Specialist and ABAPsa may successfully satisfy their required activities in a timely manner. MOC reviews will be regularly conducted by the Clinical MOC Review Team.

### **SCORING AND REVIEW PROCESS**

ABAPsa will evaluate the Specialists' Grid and Narrative, using criteria developed by ABAPsa and approved by the Standards Committee of the ABPP Board of Trustees (BOT). The final overall MOC outcome options are (1) Pass; (2) More Information Required; and (3) Non-Pass.

At any point during the review process, if Reviewers are unable to determine whether a Specialist meets the standards for MOC, the Specialist may be asked for further information regarding their Grid and/or Narrative responses. ABAPsa 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.

The Executive Officer of ABPP will execute the Pass notification letters or non-pass decisions. For non-pass decisions, the ABAPsa will prepare specific, concise, and relative feedback using MOC criteria and then send the feedback to the Executive Officer of ABPP, who will review, edit, and, if necessary, seek legal counsel for these notifications. In no instance may the Executive Officer make substantive changes to the ABAPsa decision. The Central Office of ABPP will send notifications to Specialists who do not pass, with the ABAPsa reviewer's balanced summary of the non-pass decision attached to the notification.

- ✓ Specialists are to be treated in a constructive, respectful, and collegial manner.
- ✓ Accommodations will be made consistent with the Americans with Disabilities Act.
- ✓ ABAPsa reviewers having significant personal or professional relationships with a Specialist undergoing MOC review must recuse themselves from serving as a reviewer involving that Specialist.
- ✓ In the event of a Specialist's appeal of an ABAPsa 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.

### **APPEAL PROCEDURE**

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

#### **1) American Board and Academy of Psychoanalysis Level:**

- A Specialist may appeal the decision regarding MOC certification on procedural grounds. Specialty Board Level (as outlined in section F above). Specialists will receive notification of appeal decisions within 90 days of resubmission of materials.

See **Appendix D** for details. Additional information regarding appeals can be found in the forms provided in **Appendix E and F**.

#### **2) ABPP Board of Trustee Level:**

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

## V. Acknowledgements

Thanks! To the applicants/candidates for taking the important step, as a responsible professional, to be identified as a board certified specialist in psychoanalysis. And to those many ABPP certified

psychoanalysts whose voluntary participation as peer examiners makes the certification process possible.

## VI. Appendix A

### The American Board and Academy of Psychoanalysis 2019

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

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

16. Following the OE the candidate's file is returned to the OEC chairperson, who then notifies the NEC of the Candidate's OE results.
17. The NEC notifies the ABAPsa President, the AFC, and CO of the Candidate's OE results.
18. CO notifies the candidate, with copies to The ABAPsa President, and the AFC.

1. Abbreviations:

CO = ABPP Central Office  
CRC = Credential Reviewer Coordinator  
PSC= Practice Sample Coordinator  
NEC = National Examination Coordinator  
AFC = Academy Fellows Coordinator  
OEC = Oral Examination Committee  
PS = Practice Sample  
OE = Oral Exam

**VII. Appendix C.  
ABAPsa Continuing Professional Development Grid (CCPD)**

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

<i><b>Foundational Competencies</b></i>
---

- *Ethical and Legal Standards and Policy Foundations.* Awareness and application of appropriate ethical concepts and legal issues regarding professional activities with individuals, groups, and organizations.
- *Individual and Cultural Diversity.* Awareness and sensitivity when working with diverse individuals, groups, and communities that represent various cultural and personal background and characteristics defined broadly and consistent with APA policy.
- *Relationships.* Skills to relate effectively and meaningfully to individuals, groups, and/or communities, and to function effectively in interdisciplinary systems.
- *Professionalism.* Demonstrates professional values and ethics as evidenced in behavior and comportment that reflect the values and ethics of psychology, integrity, and responsibility. Practice conducted within the boundaries of competencies, including involvement in the profession and the specialty in particular. Continuing development as a behavioral and cognitive psychologist. Advocacy for the behavioral and cognitive specialty and the profession.
- *Reflective Practice/Self-Assessment/Self-Care.* Practice conducted with personal and professional self-awareness and reflection; the awareness of competencies, and with appropriate self-care.
- *Scientific Knowledge and Methods.* Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.
- *Interdisciplinary Systems.* Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.

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

## Appendix C (con't)

### *Functional Competencies*

#### ESSENTIAL FUNCTIONAL COMPETENCIES

- *Assessment.* Assessment and diagnosis of problems, capabilities, and issues associated with individuals, groups, and/or organizations. An example is conducting a functional analysis, or using measures of cognitive styles to help understand the client/patient's presentation.
- *Intervention.* Developing, implementing, and evaluating interventions designed to alleviate suffering and promote health and well-being of individuals, groups, and/or organizations. An example, based on the assessment, is using a case formulation to select treatment goals and intervention strategies.
- *Consultation.* Providing expert guidance or professional assistance in response to a client's needs or goals. Examples include providing behavioral and cognitive consultation on a hospital medical unit, or teaching cognitive-behavioral strategies for weight loss to a primary care physician.
- *Research/Evaluation.* Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities. An example is citing relevant research that informs your how you monitor clients' outcomes.

#### OPTIONAL FUNCTIONAL COMPETENCIES

- *Supervision.* Supervision and training in the professional knowledge base and evaluation of the effectiveness of various professional activities. An example is supervision of a psychology intern using a behavioral and cognitive approach.
- *Teaching.* Providing instruction, disseminating knowledge, and evaluating acquisition of knowledge and skill in professional psychology. Examples include workshops, coursework, and presentations related to Behavioral and Cognitive 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 system level.

### Appendix C (con't)

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

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

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

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

**Appendix C (con't)**

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

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

## Appendix C (con't)

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

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

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

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

**Development & Application of Research & Innovative Methodologies/  
Programs:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Appendix C (con't)

### NARRATIVE

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

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

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

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

#### Narrative Instructions:

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

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

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

Limit: 150 Words.

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

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

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

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

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

## Appendix D

### FORM I-1: APPEAL GUIDE

#### BOARD CERTIFICATION IN PSYCHOANALYSIS AMERICAN BOARD OF PROFESSIONAL PSYCHOLOGY

A. **Specialty Board Appeals Committee:** The ABAPsa President appoints one member of the American Board and Academy of Psychoanalysis to coordinate appeals. For each appeal an *ad hoc* committee is appointed to review the merits of the appeal.

B. **Appealable Decisions:**

The following decisions of the Specialty Board may be appealed:

1. Denial of meeting specialty specific qualifications (Candidacy Determination).
2. Failure of the Practice Sample (Examination: Practice Sample Component).
3. Failure of the Oral Examination (Examination: Oral Component).
4. Failure of Maintenance of Certification MOC).

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 candidacy shall be forward to the Executive Officer for resolution by the ABPP Standards Committee, whose decision on these requirements is final.

C. **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 Maintenance of Certification Director, 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.

- D. **Decision and Report of Appeals 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 of the ABAPsa Board will depend on what is being appealed. For example, if an appeal is upheld regarding a Practice Sample or Oral Examination, the outcome will be voided and a new Practice Sample or Oral Examination will be offered with no additional fee assessed to the Appellant. It is also possible to refer the matter back to the Examination Committee. With the exception of the Committee Chair, the new committee formed for reexamination will remain blind to the past failure of the Appellant and all members, including the Chair, will remain blind to the reasons for the past failure. From the time the new committee is established, there will be 60 days for the exam to be held, which will be stated in the letter from CO.

If an appeal is upheld regarding Maintenance of Certification, the remedy will be to allow the Appellant to resubmit MOC materials. A new MOC Reviewer will be appointed to review the Appellant's materials, and that individual will be unaware of the previous failure decision. The review process will begin anew. From the time the new Reviewer is identified, he/she will have 60 days to complete the new review and this will be stated in the letter from CO.

In extraordinary circumstances, another remedy may be provided. The Appeals Committee, however, may not "pass" an Appellant or re-grade an examination or MOC materials.

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 E

**EXAMINER GENERAL APPEAL REVIEW**

BOARD CERTIFICATION IN PSYCHOANALYSIS  
AMERICAN BOARD OF PROFESSIONAL  
PSYCHOLOGY

Appellant name: \_\_\_\_\_

Appeals refers to allegations regarding (check) Application: Candidacy  
Determination ( \_\_\_\_\_ ),  
Examination: Practice Sample Component ( \_\_\_\_\_ ), Oral Examination ( \_\_\_\_\_ ), MOC ( \_\_\_\_\_ ).

Appellant 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 \_\_\_\_\_

Evaluator/Reviewer Signature \_\_\_\_\_ Date: \_\_\_\_\_



Decision and rationale for

each allegation: 1.

2.

3.

Final decision and rationale

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

Reviewer Name \_\_\_\_\_

Reviewer Signature \_\_\_\_\_ Date \_\_\_\_\_

# ABAPsa Certification Procedures Flow Chart

