\*\*The term “*focus”* should be used to describe opportunities in areas of training which are not recognized specialties. Training programs should strive to provide explicit explanations of the type of training provided in these non-specialty areas.

Approved by CoS Board of Directors, 2/20/2021

**Common Definitions and Criteria Across All Recognized Specialties**

**Clarifications to help recognized specialties use the APA-Taxonomy \* in a consistent manner**

* Broad and general training forms the core of education and training in health service psychology. Programs are accredited by the American Psychological Association or Canadian Psychological Association. Programs integrate the broad and general training with those educational and training activities related to recognized specialties as determined by the specialty and described in a specialty taxonomy. In addition, each specialty will have education and training guidelines consistent with its specialty area. Specialty training may be acquired at the doctoral, doctoral internship, postdoctoral, or postlicensure stages as defined by the specialty.
* By definition, postdoctoral education and training is a Major Area of Study in a specialty recognized by the Commission for the Recognition of Specialties and Subspecialties in Professional Psychology (CRSSPP) and requires that 80% or more of time be spent in the specialty area. At the postdoctoral training stage, as per above, it is recognized that training in the Major Area of Study will be consistent with the education and training guidelines set forth by the specialty*.*
* A course is typically defined as 3 semester-credit hours (or equivalent) in a health service psychology training program accredited by the American Psychological Association (APA) or the Canadian Psychological Association (CPA).
* A practicum is typically defined as the equivalent of one academic year (e.g., 9 months, in semester or quarter systems) consisting of supervised training for at least 8 hours per week, or its equivalent, with at least 50% of time in the provision of clinical services.
* Consistent with what is described in CoA *Standards of Accreditation*, supervision should be provided by persons with competencies in the specialty demonstrated by appropriate training, credentials, and qualifications for training in the specialty as defined by the specialty.
* Additional training experiences can also include, but are not limited to, research experiences, lab meetings, brown bags, lecture/colloquia series, and grand rounds, as defined by the specialty.
* For definitions of continuing education (CE) and continuing professional development (CPD) see the APA [Quality Professional Development and Continuing Education Resolution](https://www.apa.org/about/policy/improving-quality). A continuing education (CE) course is defined as an organized program by the American Psychological Association or Canadian Psychological Association, a State Psychological Association, or other major provider of CE (e.g., Society of Behavioral Medicine).

\* Taxonomy; [www.apa.org/ed/graduate/specialize/taxonomy.pdf](http://www.apa.org/ed/graduate/specialize/taxonomy.pdf)

**Specialty Specific Definitions and Criteria**

Use superscripts in table entries above to reference footnotes provide in this section which expand upon or clarify table entries as needed.

Superscript 1: CFP Doctoral Course: Systemic principles are infused throughout doctoral courses in Couple and Family Psychology (CFP). In contrast to an individual approach, a systemic approach views human behavior to occur within a contextual matrix of individual, interpersonal, and environmental or macrosystemic factors (Stanton, 2009). The majority of course content is relevant to the CFP foundational and functional competencies presented in Celano (2019) and Stanton & Harway (2019), which appear in Fiese, Celano, Deater-Deckard, Jouriles & Whisman (Eds.)(2019). *APA handbook of contemporary family psychology: Vol.3. Foundations, methods, and contemporary issues across the lifespan*. Washington, DC: APA.

Superscript 2: CFP Doctoral Practicum: Must include at least 50% of clinical service delivery with individuals, couples, parents, families and individual family members, and their relevant interprofessional teams using a systemic epistemological framework. Doctoral practicum may also include seminar attendance, readings, supervision, etc.

Superscript 3: CFP Doctoral Dissertation or Research Project: Empirical research, extended case studies, literature critiques and analyses, or capstone projects relevant to CFP topics, problems, populations, competencies.

Superscript 4: CFP Supervised Experience/Practice: Clinical service delivery involving systemically oriented assessment, consultation, and therapy to individuals, couples, families and family members, and interprofessional care teams. CFP supervised experience/practice may include not only direct services but also seminar attendance, assigned readings, research, provision of clinical supervision, teaching, and program development/evaluation/administration.

Superscript 5: CFP Supervisors: Primary supervisors of CFP supervised experience/practice should have training, qualifications, or credentials (e.g. ABPP) as couple and family psychologists.

Superscript 6: CFP Post-doctoral Training: Exposure at this level of training reflects CFP supervised training that may be available within organized post-doctoral training where the major area of study is another specialty.

Superscript 7: CFP Post-licensure supervised practice. The minimum required supervision hours by a CFP specialist (ABPP) or licensed psychologist qualified to supervise CFP must be documented as part of the “supervised experience” at this education and training level.

**Examples of Program Descriptors for Each Stage of Training**

Doctoral Training Program

A typical doctoral program that offers a **Major Area of Study** in couple and family psychology (CFP) includes 12 credit hours of coursework and one nine- month (two-semesters) practicum. Coursework emphasizes various CFP theories, assessments, and interventions with couples and families. Students are introduced in courses to models of treatment with couples and families, then gain applied experience with couples and families in practicum. Additionally, students complete a dissertation or research project with a systemic focus.

Internship Training Program

A one-year, full-time pre-doctoral internship with an **Emphasis** or **Major Area of Study** in couple and family psychology is generally situated within the broad and general specialty of clinical psychology with substantial training and experience in couple and family psychology that provides the intern with diverse clinical experiences in systemic assessment and intervention with couples and families. The internship in couple and family psychology includes a 50-hour didactic seminar in CFP and a supervised experience in CFP that comprises 30-50% of the total supervised experience required for internship. CFP internship training is developmentally graded and sequenced beginning with knowledge gained in didactic seminar, observation and discussion of live sessions, co-therapy, and supervised CFP practice.  Both individual and group supervision are provided.

Postdoctoral Training Program

A one-year postdoctoral fellowship with couple and family psychology as the **Major Area of Study** teaches trainees to think and practice within a systemic lens and learn to work systemically with a diverse clinical population of individuals, couples, and families. Weekly seminar topics address a range of CFP issues and populations. Each fellow participates in at least one clinical consultation team consisting of trainees and staff level therapists; each team is focused on a specific population of treatment models (e.g., emotion-focused therapy, transition to parenthood, integrative systemic therapy). In addition, fellows may elect to participate in applied clinical research, including the option to learn how to conduct an empirically based treatment related to an ongoing randomized clinical trial.

Post-licensure Training Program

An example of a post-licensure program with a flexible structure designed for currently employed psychologists provides a 28 CE credit CFP Certificate program that is focused on using a systemic family therapy framework in diagnosis and treatment pertaining to a wide variety of individual and relational concerns. The program includes a combination of online coursework and on-site instruction over a weekend in residence. Program completion requires completion of 500 hours of supervised practice in addition to completion of the curriculum.