

Examination Manual

For Specialty Board Certification in
Police & Public Safety Psychology



American Board of Police & Public Safety Psychology
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I. About the ABPP

The American Board of Professional Psychology, Inc. (ABPP) was incorporated in 1947 with the support of the American Psychological Association (APA). It is a unique, single-umbrella organization with multiple specialty boards and continual quality assurance review that is recognized by the profession as certifying specialty practitioners in psychology. The Council of Specialties in Professional Psychology (CoS) and the APA Commission on Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP) have formally recognized the ABPP as the only national organization of specialty boards to certify specialists in professional psychology. A continuing process of quality review occurs through the ABPP Board of Trustees and its various committees and policies, procedures and standards, including periodic comprehensive reviews of each of the specialty boards to ensure the on-going quality of its certification process. As a result, the ABPP has distinguished itself as a high-quality, professional certification that inspires public and professional confidence.

The competencies assessed through ABPP certification examinations include both *foundational* competencies common to all professional psychologists, and *functional* competencies specific to a specialty. While ABPP board-certified psychologists may not be the only professionals who are competent to practice in their specialty area, they have distinguished themselves among their peers by demonstrating their competence across important areas of practice through a comprehensive written and oral peer examination process (Nezu, 2009).

The developmental level expected for successful completion of board certification is competence within a specialty domain, and the various states of the evaluation process are designed to reflect fidelity to practice standards; incorporate reliable, valid, and practical methodologies; and enable a multi-trait, multi-method, and multi-informant process (Kaslow & Ingram, 2009). ABPP board certification “makes it clear to relevant constituencies that competence goes beyond self-proclamation. It comes with peer-reviewed testimony to the relevance of the individual’s personal readiness and to his or her background and training, reputation, and proficiency, as obtained from such an examination process” (Boll, 2009, p. 60).

A specialty is a defined area of professional psychology practice characterized by a distinctive configuration of competent services for specified problems and populations. Practice in a specialty requires advanced knowledge and skills acquired through an organized sequence of formal education, training, and experience in addition to the broad and general education and core scientific and professional foundations acquired through an APA or CPA accredited doctoral program. Specialty training may be acquired at the doctoral, internship, postdoctoral or post-licensure level as defined by the specialty.¹

In order to qualify as a specialty affiliated with the ABPP, a specialty must be represented by an examining board that 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 requirements for education, training, experience, scientific bases of the specialty, practice guidelines, and a demonstrated capacity to examine candidates for the specialty on a national level.

The purposes and goals of the ABPP are:

- a. To serve the public and the profession by certifying that psychologists in various specialty areas of psychology maintain high ethical standards, and have completed the educational, training, and experience requirements of a specialty, including an examination designed to assess the competencies required to provide quality services in the specialty.
- b. To function as a unitary organization of affiliated specialty boards through a Board of Trustees, which includes representation from its member specialty boards and the public.
- c. To establish and monitor standards of specialty board certification in psychology and, through its affiliated specialty boards, support the development, validation, and administration of qualifications and examinations leading to certification in a specialty area recognized by the ABPP Board of Trustees.

¹ Except where APA or CPA program accreditation does not exist for that area of professional psychology.

- d. To maintain a central registry for the public dissemination of information about the board certification status of all those psychologists certified by member specialty boards.
- e. To establish relationships with the public and the profession, particularly organizations that identify psychologists as providers of service with board certified credentials.
- f. To assist in improving the quality of research, education and training in specialties of professional psychology, including those approving programs for specialties.
- g. To conduct information and education programs designed to make information about the specialty certification process and the status of its board-certified psychologists available to the public and the profession.

The ABPP currently certifies specialists in 15 areas of professional practice: Clinical Psychology, Clinical Child and Adolescent Psychology, Clinical Health Psychology, Clinical Neuropsychology, Cognitive and Behavioral Psychology, Counseling Psychology, Family Psychology, Forensic Psychology, Geropsychology, Group Psychology, Organizational and Business Consulting Psychology, Police and Public Safety Psychology, Psychoanalysis in Psychology, Rehabilitation Psychology, and School Psychology.

II. About the ABPPSP

The specialty of police and public safety psychology is represented by the American Board of Police & Public Safety Psychology (ABPPSP), which became a fully affiliated specialty board of the ABPP on October 21, 2011. Police and public safety psychology is concerned with assisting law enforcement and other public safety personnel and agencies in carrying out their missions and societal functions with optimal effectiveness, safety, health, and conformity to laws and ethics. It consists of the application of the science and profession of psychology in four primary domains of practice: assessment, clinical intervention, operational support, and organizational consultation. Police and public safety psychology requires, at a minimum, distinctive knowledge of the following: the essential functions of police and public safety personnel and organizations, working conditions unique to their respective positions, common and novel stressors inherent in public safety work, normal and abnormal adaptation to occupational stress and trauma, research pertinent to resilience and recovery in public safety personnel, and the unique aspects of confidentiality and testimonial privilege when providing services to public safety personnel and/or agencies. Specialized knowledge beyond this foundation is needed for practice within each of the four domains.

III. Generic ABPP Requirements

Applicants for ABPP candidacy in any of the specialty boards must first meet generic requirements applicable to all ABPP applicants, and only then are applicants subject to additional criteria and examination procedures established by each of the specialty boards. Generic ABPP requirements are described in detail in the ABPP generic application materials and can be found at www.abpp.org. In simplest form, they consist of:

1. A doctoral degree from a graduate program in professional psychology which at the time the degree was granted was accredited by the APA, the Canadian Psychological Association (CPA), or was listed in the publication, *Doctoral Psychology Programs Meeting Designation Criteria*.²
2. Applicants who hold the Certificate of Professional Qualification in Psychology (CPQ) from the ASPPB qualify as meeting the doctoral degree and professional program requirements.
3. Persons who obtained their doctoral degrees in 2018 or later from an institution in the United States or Canada must have been awarded their doctoral degree from a doctoral program that was accredited by the American Psychological Association, the Canadian Psychological Association, or an accrediting agency recognized by the U.S. Department of Education at the time of their graduation.

² Persons who obtained their doctoral degrees in 2018 or later from an institution in the United States or Canada must have been awarded their doctoral degree from a doctoral program that was accredited by the American Psychological Association, the Canadian Psychological Association, or an accrediting agency recognized by the U.S. Department of Education at the time of their graduation.

4. The doctoral degree program is expected to meet the requirements listed in the ABPP Generic Doctoral Program Eligibility Requirements.
5. 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. The license must be for *independent practice*; licensure that is dependent on supervision or is restricted for any reason is not acceptable for admission to candidacy for ABPP board certification. *(Individuals who are licensed but have a history of disciplinary action by the governing jurisdiction or of ethical violations, such as may be determined by the APA, are required to provide details of that history, as well as evidence of acceptable resolution, prior to review of the application.)*

To be eligible for board certification, the applicant must satisfy these generic requirements, as well as the specific requirements of the ABPPSP, described in the next section below. When a psychologist believes he or she meets the generic and ABPPSP eligibility requirements, he or she may apply for candidacy. (Note: In order to distinguish between procedures in this Examination Manual that occur before and after eligibility requirements are met, individuals are referred hereafter as Applicants prior to meeting generic eligibility requirements and as Candidates after the specialty board requirements have been met and they have been advanced to candidacy.)

The process by which the ABPP and the ABPPSP certify specialists includes an application and generic qualification review by the ABPP Central Office, a specialty credential review performed by the ABPPSP, submission and review of a Practice Sample (Professional Self-Study Statement and Work Sample), and an Oral Examination. This process is described graphically in Figure 1 below.

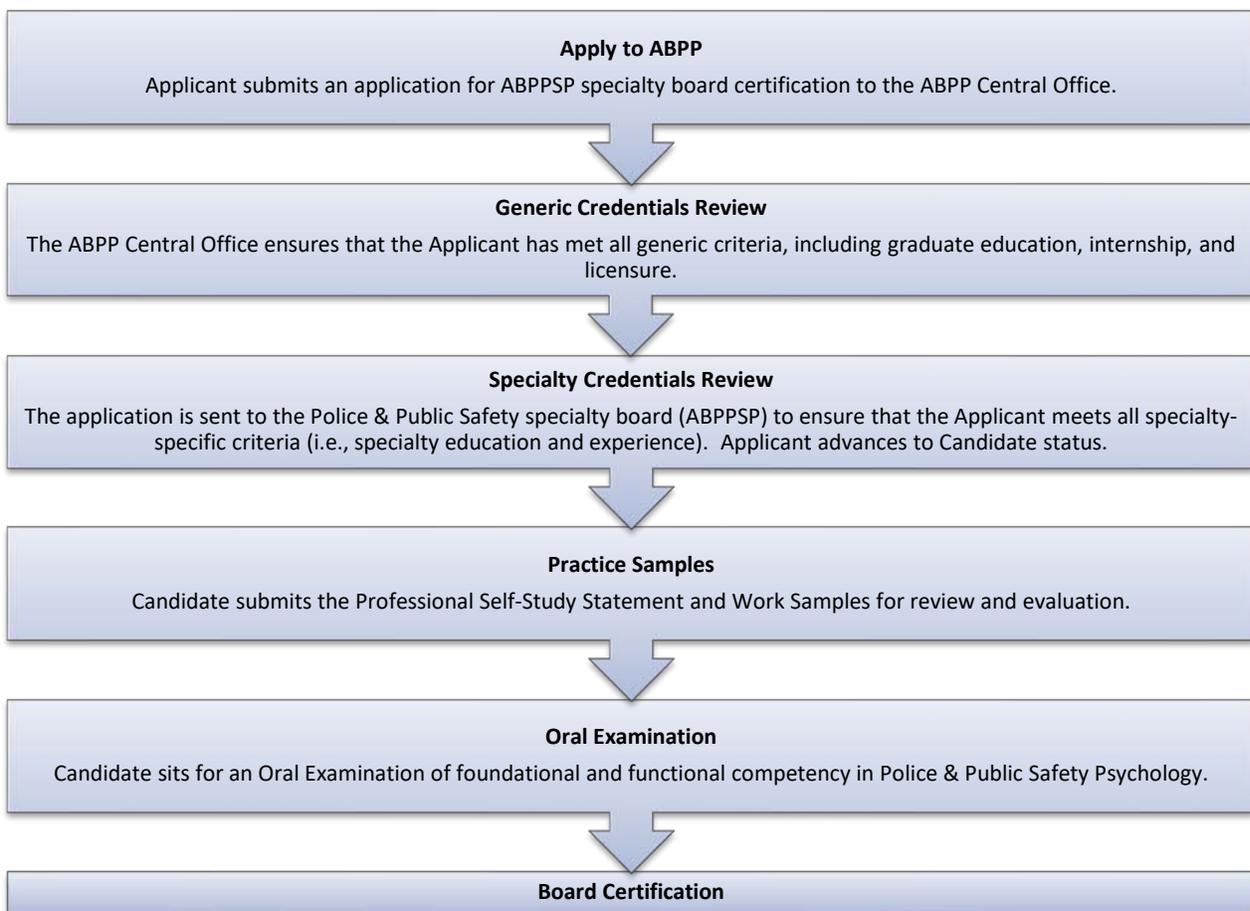


Figure 1. Sequence of review and examination steps toward specialty board certification in Police & Public Safety Psychology

Upon submission of the application and application fee, the Applicant requests that official graduate transcripts be sent directly to the ABPP Central Office.

When all necessary documents have been received at the ABPP Central Office, the Executive Officer conducts whatever investigation may be required to affirm, clarify, or supplement the application. This includes sending an inquiry to the state or provincial psychology board(s) with which the Applicant is licensed. When all credentials have been assembled, the ABPP will determine whether the Applicant meets its eligibility criteria with respect to the educational, internship, and licensure requirements.

Individualized exception reviews are available for individuals with degrees granted outside the U.S. or Canada, doctoral degrees granted prior to 1983, or for Applicants claiming equivalent doctoral degree and program requirements. The ABPP Executive Officer coordinates such exception reviews by the ABPP Board of Trustees Standards Committee.

When the ABPP Central Office determines that the Applicant has met the generic qualifying standards, his or her application is forwarded to the ABPPSP for review in accordance with its specialty board requirements.

IV. ABPPSP Specialty Board Requirements

ABPPSP requirements specific to board certification in police and public safety psychology consist of:

1. Initial screening for specialty-specific eligibility as a Candidate for specialty certification;
2. Submission and review of the Practice Sample (Curriculum Vitae, Professional Self-Study Statement, and Work Samples);
3. A successful Oral Examination based in part on material presented in the Practice Sample.

Initial Screening for Eligibility as a Candidate by the ABPPSP

Important Note: Applicants and Candidates may not indicate that they are an Applicant or a Candidate for board certification by the ABPPSP and/or ABPP on a résumé, CV, or any written or oral statement of qualifications. Additionally, neither the ABPPSP nor the ABPP use, authorize, or recognize the term “board eligible.” **Applicants and Candidates may not use this term to represent any relationship or status with either Board. However, Applicants and Candidates may disclose their status to outside persons or entities for the purpose of seeking mentoring or to describe their efforts toward specialty certification. In no case may the disclosure be made to imply a qualification not yet attained.**

Once an application has been approved by ABPPSP, the Applicant’s status—for purposes of internal communication only—is changed to “Candidate for Specialty Certification.” Until then, all communication with either the ABPP or ABPPSP, after submission of the initial application and fee, should use the term “Applicant.” “Applicants” and “Candidates for Specialty Certification” do not have any formal relationship with either Board that they can use other than in communications to the Boards. After they have been notified in writing by the ABPP Central Office that they have successfully passed the entire board certification process, they may represent themselves as “Certified in the Specialty of Police & Public Safety Psychology, ABPP” or as a “Board Certified Specialist in Police & Public Safety Psychology, American Board of Professional Psychology.”

To comply with these requirements, Applicants and Candidates should never advertise or represent themselves as having any relationship to either Board until such time as they are notified that they have passed the entire process (i.e., successful completion of the Oral Examination). **Any use of the term “board eligible” or similar designation by those who have been admitted to candidacy for the examination, or others, is prohibited and may result in procedures to terminate the application or candidacy.** Any questions about this topic should be directed to the ABPP Executive Officer.

Eligibility criteria specific to the specialization in police and public safety psychology include the following requirements:

A. Specialty Education & Training

A minimum of 100 hours of formal education and supervision derived from all permitted methods in police and public safety psychology are required in order to be eligible for specialty board certification.

Applicants may fulfill the required 100 hours entirely from Graduate Education or Continuing Education Credit, or from any combination, so long as no fewer than 25 hours are derived from Graduate Education or Continuing Education Credit.

Table 1. Methods for Satisfying Specialty-Specific Education & Training Requirements

Category	Hours (to total at least 100 hours)
Graduate Education or Continuing Education Credit	25 hours minimum
Direct Supervision/Formal Peer Consultation	30 hours maximum
Peer-Reviewed Publications	30 hours maximum
Dissertation	10 hours maximum
Board Certification in Another Specialty	30 hours maximum

Graduate Education or Continuing Education Credits

A **minimum of 25 hours** of graduate education or continuing education credit must have been acquired in the four years preceding application for board certification. The courses must be pertinent to recognized PPSP practice activities (e.g., preemployment psychological evaluation of police candidates, fitness-for-duty evaluations, hostage/crisis negotiation, critical incident debriefing of first responders) within any of the PPSP functional domains.³

Applicants must submit a list of courses taken that meet this criterion. To the extent possible, Applicants are required to list the education they have received, including the title or subject matter, identification of the presenter(s) or faculty, the date and location of the training, and the number of graduate credits or CEC awarded. Any of the specialty-specific hours may be from attendance at in-person seminars or continuing education or from other methods of independent study (e.g., book-based, examination-based credits, accredited online courses, DVDs) related to the specialty, if pertinent to recognized PPSP practice activities.

Direct Supervision/Formal Peer Consultation

Applicants claiming credit for direct supervision and/or formal peer consultation in police and public safety psychology must submit the name of the police psychologist(s) who provided the formal supervision or peer consultation, the specialty-specific qualifications of the police psychologist(s), the beginning and ending dates (month and year) of supervision or consultation, the nature of the supervision or consultation, and the services provided under supervision or reviewed in peer consultation. A **maximum of 30 hours** can be claimed for direct supervision and/or formal peer consultation. The supervisor or peer must be a licensed psychologist who meets the ABPPSP’s specialty education and training requirements (although he/she need not be board certified) and must have at least five years of postdoctoral experience primarily focused on the practice of police and public safety psychology.

Peer-Reviewed Publications

Ten hours is awarded for each publication of scholarly research or practice in peer-reviewed journals and/or edited texts, up to a **maximum of 30 hours**. In considering these contributions, the following will be taken into account:

- a. The subject of the work must be directly relevant to the practice of police and public safety psychology.

³ For the purpose of establishing eligibility for ABPPSP candidacy, specialty-specific continuing education hours achieved through workshops/presentations by AAPPSP, AAFP, SPCP, IACP-PPSS, APA, APA Division 18 Police and Public Safety Section, and California POST-approved courses will count double (i.e., 12 credit hours can be claimed for a 6-hour workshop).

- b. The Applicant must be the primary author or one of two primary authors. Tertiary authors (i.e., third or above) may submit an explanation of their contributions. In such cases, the ABPPSP may, at its discretion, award credit for 10 or fewer hours.
- c. Publications in popular, trade, self-published, and/or unedited volumes will not be considered for credit. However, publications in bona fide law enforcement periodicals whose editorial policies include content review by subject matter experts in police and public safety psychology may be considered for credit on a case-by-case basis.

Dissertation

Ten hours is awarded for successful completion of a police or public safety dissertation submitted in fulfillment of requirements for a doctoral degree in psychology. The subject matter, literature review, theses, and findings must be substantively and specifically related to one or more of the police and public safety psychology domains and activities.

Board Certification in Another Specialty

Thirty hours is awarded for current ABPP Board Certified Specialists who obtained ABPP board certification in another specialty.

B. Specialty Experience

Eligibility for specialty board certification in police and public safety psychology requires **at least 1,000 hours** of direct services or activities in the specialty, accrued either post-licensure or during postdoctoral employment as a psychologist in a police or public safety agency or other professional setting. Should additional evidence be required, this shall consist of letters from colleagues and/or agency administrators familiar with the Applicant's work, and documents showing contracted services.

Admission to Candidacy for Board Certification

When the ABPP Central Office determines that the Applicant has met his/her generic requirements, and the ABPPSP National Chair of Examinations (NCE) has determined that the Applicant has met his/her eligibility requirements, the Applicant will be considered a Candidate and will be notified in writing of advancement to candidacy. The Candidate will then be instructed to pay the Practice Sample fee and to prepare and submit written Practice Sample materials (i.e., Curriculum Vitae, Professional Self-Study Statement, and Work Sample) to the specialty board. This submission must occur within 12 months of notification of candidacy unless the Candidate's written request for a reasonable extension is approved by the NCE in writing.

Preparation and Submission of the Practice Sample

The Practice Sample provides the Candidate with a means by which to demonstrate foundational and functional benchmarks at the level of specialty competence. As a written component, the Practice Sample also provides an efficient and economical tool for gauging a Candidate's readiness to sit for the Oral Examination.

The required Practice Sample for board certification in police and public safety psychology consists of a detailed Curriculum Vitae (CV), a Professional Self-Study Statement (PSSS), and the Work Sample. The first two elements of this material (CV and PSSS) are the same for all Candidates. Requirements for preparation of the Work Sample vary depending upon whether the Candidate chooses the Traditional Option or the Senior Psychologist Option, as shown in Figure 2 and described below.

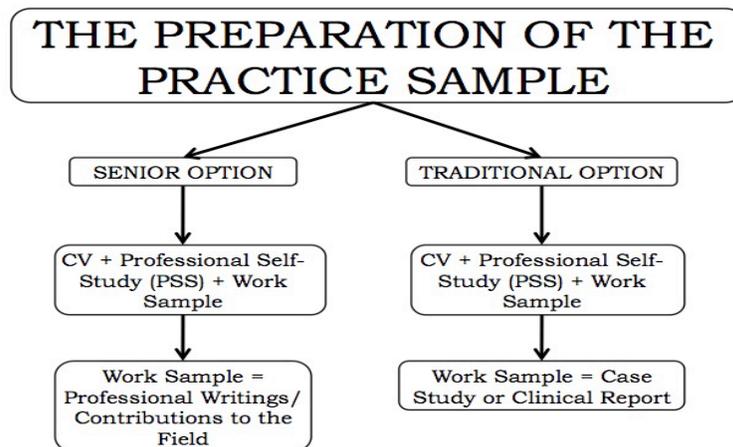


Figure 2 from C. S. Davidson (2009). Preparing the practice sample. In C. M. Nezu, A. J. Finch, N. P. Simon (Eds.), *Becoming Board Certified by the American Board of Professional Psychology*, (pp. 83-96). New York, NY: Oxford University Press.

Traditional Option:

For Candidates applying for board certification with 2-14 years of postdoctoral practice experience, the Work Sample will consist of specific, case-focused material, described in detail below.

Senior Psychologist Option:

The ABPP has approved a policy allowing a continuing special option for “senior” specialists with 15 or more years of experience following licensure. The essential rationale for this option is to encourage experienced, often distinguished, practitioners to take the examination, while recognizing longevity of experience and a more developed or diversified portfolio of practice in the specialty. Nevertheless, there is one level of certification resulting from one examination, not a certified “distinguished” or “senior” descriptor. The criteria for a successful review of the Practice Sample are the same for all candidates.

Purpose of the Practice Sample: Both Traditional and Senior Options

Preparation of the Practice Sample constitutes a process of self-examination during which Candidates describe their professional activities, evaluate their own body of work, and compare that body of work against current scientific, professional, and ethical standards and then demonstrate and/or document their competence. This information also serves as the basis for discussion and evaluation in the Oral Examination.

The Practice Sample provides the Candidate with the opportunity to communicate about him/herself as a police and public safety psychologist as well as to demonstrate conversant knowledge in domains that are not practiced by the Candidate. [Note: Candidates must demonstrate competence only in domains of police and public safety psychology in which they practice. In domains of police and public safety psychology not practiced, Candidates must demonstrate conversance (i.e., knowledge sufficient to demonstrate familiarity with, and to interface with, the domain(s) outside of one’s domain(s) of primary practice).]

The PSSS and Work Sample must be submitted within one year from the date of notification of advancement to candidacy. Should the Candidate fail to submit a Practice Sample within the one-year period, the application will be considered to have lapsed unless a written request from the Candidate requesting a time extension has been received and approved by the NCE, in writing, prior to the expiration of the one-year period. After an application has lapsed, any further action requires that an entirely new set of application materials be submitted, including additional fees based on the fee structure in effect at that time. Thus, it is important that an application be made with consideration of the time frame within which the Practice Sample is due. The three components of the Practice Sample (CV, PSSS, and Work Sample) are discussed in detail below.

Component #1 of the Practice Sample: Curriculum Vitae

The Curriculum Vitae (CV) must include a description of the Candidate's educational and training background, professional roles and responsibilities with dates (i.e., month and year the activity began and ended), professional contributions (e.g., service activities, publications, presentations, grants), awards and honors, and professional memberships.

Component #2 of the Practice Sample: Professional Self-Study Statement⁴

The PSSS is designed to encourage self-examination, enable demonstration of professional maturity, and provide the context in which the Candidate will present an explicit and coherent rationale for his or her work in police and public safety psychology. In addition to being a description of a Candidate's professional activities, practices, challenges, and accomplishments, the PSSS is also the initial vehicle through which the Candidate will demonstrate knowledge and competence in foundational and functional practice domains as well as provide documentation of the Candidate's professional work. The PSSS must contain the following sections:

A. Professional Activities:

Describe your professional work, organized as follows:

1. A narrative description of how your career in police and public safety psychology began and developed. Many Candidates consider this autobiographical exercise to be one of the more personally meaningful elements of the examination process, inasmuch as it provides an opportunity to review and consolidate the influences that helped shape their careers.
2. A narrative description of your past, current, and anticipated professional practice, both within the specialty of police and public safety psychology and in other areas of professional psychology.
3. Identify the one or two domains you consider to be the **primary** focus of your practice in police and public safety psychology.⁵
4. A brief statement describing your reasons for seeking board certification.

B. Service to the Profession:

Describe the services and activities you have provided to the profession of psychology in general, as well as the services and activities you have provided specifically to the police and public safety psychology specialty (e.g., volunteer participation on association committees; presentations at conferences; service in an elected or appointed position at the local, state, or national level; specialty-related community service).

C. Legal Base:

Discuss the primary laws and regulations that guide your practice in your jurisdiction, and any relevant case law that you consider foundational in your primary areas of practice in police and public safety psychology.

Attach copies of all informed consent and HIPAA forms, statements of understanding, and other related disclosure documents used in your practice. If your practice does not include one or more forms (e.g., HIPAA Privacy Statement or informed consent documents) that would reasonably be expected in your practice, please provide an explanation.

D. Ethical Base:

Describe no fewer than two meaningful and challenging ethical dilemmas that you have personally encountered in your practice of police and public safety psychology. Include in your description the manner in which these issues relate to specific aspects of the current APA *Ethical Principles of Psychologists and Code of Conduct* (EPPCC) (i.e., cite the specific EPPCC standards relevant to the two dilemmas). Provide an

⁴ The Professional Self-Study Statement **may be any length between 15-25 pages**, single-spaced, 12-point font. The style must be "Normal" with 1-inch margins. Traditional rules for the use of paragraphs should be followed.

⁵ The Candidate who has one primary domain of practice may submit work samples from that domain only. The Candidate who has two primary domains of practice must submit a work sample from each domain.

explanation of the factors that made these ethical dilemmas challenging, and indicate how you chose to influence, resolve, and manage the outcome of these dilemmas. Include how your involvement or lessons learned in these ethical dilemmas have altered or impacted the way you practice. **You should submit dilemmas in which there are substantial clinical, ethical, risk management, legal, or other competing issues or values. Simply providing your resolution to a straightforward ethical violation is insufficient.**

In conjunction with the submission of the PSSS, you must complete a written attestation concerning any ethical or legal action that has been taken and/or any investigation that has been initiated subsequent to your application for and progression to candidacy (see Appendix D, p. 64).

Note: The Board will suspend action on any Applicant or Candidate who is being investigated by the Ethics Committee of the American Psychological Association, the American Psychological Society, a state board of psychologist examiners, or the ABPP Ethics Committee. It is the Applicant/Candidate's responsibility to notify the Board of any prior adverse ethical or licensure determinations. The Board may initiate procedures to revoke the certification of an individual if it obtains information indicating that the person may have committed misconduct subject to the Ethics Rules and Procedures of the ABPP.

E. Practice Standards:

Discuss the practice standards (e.g., guidelines, authoritative treatises, consensus among published authors) that inform your practice in the domains and activities in which you practice. **If your practice departs from professional guidelines or standards of practice in any way, discuss and explain the ways in which this occurs, as well as the rationale (legal, ethical, practical, or otherwise) for the departure. Note: Departures from professional guidelines or standards of practice do not in and of themselves disqualify a Candidate from board certification, but the reasons for it must be understood by the ABPPSP if it is to be mitigated.**

F. Complex Relationships:

Provide two examples of how you have handled complex interpersonal interactions (e.g., conflicts or disagreements in work relationships, challenging relationship dilemmas with clients/patients) in one or more of the domains of assessment, intervention, operations, and consultation in police and public safety psychology. Include sufficient detail to demonstrate the complexity of these interpersonal interactions, as well as your thought process in negotiating or resolving these interactions. **Simply providing your resolution to a straightforward relationship problem is insufficient.**

G. Individual & Cultural Diversity:

Discuss how your work in police and public safety psychology is informed by an awareness of, and sensitivity to, diversity (i.e., individuals, groups, and communities who represent various cultural and personal backgrounds and characteristics). Identify and explain resources that you draw upon to inform your practice. **If assessment is one of your practice areas, discuss how you monitor and address adverse or disparate impact.**

H. Self-Assessment:

Discuss how you have evolved, grown, and improved as a psychologist in the specialty of police and public safety psychology, and what improvements you seek to make in your professional functioning. Please include professional goals for the future.

I. Science Base:

Describe the research evidence you rely on in your primary domain(s) of practice, with specific reference to:

1. Your choice of instruments, batteries, treatment procedures and/or practice and consultation protocols, and the empirical evidence, with citations and reasoning that you relied upon to support your choices.
2. Your procedures for measuring, evaluating, and improving the effectiveness of your activities as a police and public safety psychologist.

Link this discussion to the Work Samples you submit in order to illuminate the scientific evidence that informs your work. If your practice includes use of existing published assessment instruments, include (1) a brief summary of the validation evidence supporting these instruments and (2) a description of what you consider to be the attributes and the limitations of these instruments. If your practice includes intervention, operations, or consultation, describe the research evidence you rely on.

J. Evidence-Based Practice:

Discuss how you independently apply knowledge of evidence-based practices, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences. Discuss the ways in which you review, evaluate, and integrate scientific evidence in your practice.

Component #3: Work Samples

Traditional Option Candidates:

Choose two case-specific Work Samples from the primary domain(s) of practice you identified in your PSSS (see heading A (3) on p. 10). Whenever possible, these Work Samples should pertain to *two distinct services or activities* within your primary domain(s). For example, a Candidate whose primary domain of practice is *Assessment only* may submit a preemployment psychological evaluation of a police applicant and may also submit a psychological fitness-for-duty evaluation (i.e., two activities within the assessment domain). Two evaluations of the same kind (e.g., two preemployment evaluations or two fitness-for-duty evaluations) would be permitted only if the Candidate's practice is limited to those types of evaluations alone. Alternately, a Candidate whose primary domains of practice are *Intervention* and *Organizational Development* could submit an organizational development training program implemented in an agency and a transcript of an unrehearsed counseling intervention (i.e., two activities from different domains), unless his/her practice is limited to a single activity. The NCE can make a Mentoring Coordinator available for consultation to help the Candidate clarify the selection of Work Samples and to ensure that the samples represent his/her primary practice domain(s) and that the activities are sufficiently distinct from one another. **Important note:** Any Traditional Option Candidate who has conducted a preemployment or fitness-for-duty evaluation in the past two years must include a Work Sample containing one of these evaluations. This is optional for Senior Option Candidates, unless the examiners are unable to assess competence in this domain on the basis of the materials submitted.

Traditional Option Work Samples must be based on actual samples or work products of police and public safety psychology practice carried out by the Candidate (e.g., a preemployment assessment report, a fitness-for-duty evaluation, a critical incident intervention session, a training or support program, a management consultation). Each Work Sample must represent an independent activity, not one conducted jointly with other professionals. If the work is a modification or enhancement of work previously developed by others, the Candidate's original information, concepts, and ideas must be clearly differentiated from previous content. *Candidates who do not provide Work Sample material sufficient to enable the Practice Sample Review Panel to evaluate their functional competency may be asked to submit supplemental case materials. All information identifying any individual (other than the Candidate) must be redacted or replaced with an alias.*

In the case of Traditional Option Work Samples containing assessments (e.g., preemployment or fitness-for-duty), the submitted material must include⁶, in addition to the written assessment report:

- a. Psychological test data.
- b. Relevant background and/or life history information gathered personally by the Candidate, and information provided by the employer and relied upon for the assessment.

⁶If legal or institutional barriers limit the information that the Candidate is able to provide in the Work Sample, the Candidate may apply for a waiver of this requirement from the NCE prior to submitting the Practice Sample, so long as the Candidate is able to provide sufficient material to enable the PSRP to assess the Candidate's competence in the Assessment domain. Such a waiver will not be granted unless the Candidate is able to show that such disclosure is prohibited under legal or administrative policies.

- c. A statement affirming that the assessment has been performed in accordance with the relevant professional practice guidelines published by the APA and if relevant based on the applied for position, the IACP Police Psychological Services Section or, if not, an explanation for any departure from the guidelines.
- d. Consent and/or disclosure forms provided to the examinee and other parties.
- e. The report provided to the referring agency. *(Note: You must add annotations regarding your clinical assessment if such material is absent from the report submitted to the referring party and would reasonably be required by an examiner to assess your functional competency.)*

In the case of Traditional Option intervention-based Work Samples, the Candidate is required to include the elements listed in Appendix B (p. 58). The Candidate *may* submit a video or audio recording⁷ (in wma, avi or other common viewing format; see pp. 14, Technical Requirement C; duration 30 minutes to 1 hour), as long as it does not show the face of the service recipient or otherwise reveal the individual's identity. Alternatively, the Candidate *may* submit redacted clinical case notes meeting the following criteria:

- a. Either exact copies of all treatment notes, redacted of any individually identifying information, or a transcript of treatment notes redacted and edited to protect privacy interests and/or agency requirements.
- b. Copies of the disclosure/informed consent documents used in the course of treatment, redacted of any individually identifying information.

In the case of Traditional Option operations and/or consultation-based Work Samples, submit a full description of this activity with all personal information redacted, as well as the following:

- a. Detailed contextual statement with dates of consultation contacts, non-identifying descriptive information of the consultation context, purpose and goals of consultation, brief history of consultation.
- b. Theoretical and empirical rationale for consultation activities used, goals for present consultation, and recommendations.
- c. Formulation and discussion of the consultation in terms of identified theory of practice and relevant research.
- d. Discussion of the individual and cultural diversity and ethical/legal considerations involved.
- e. Copy of the full written report (if applicable) with any confidential identifying information redacted.

Senior Option Candidates:

A candidate who qualifies for the Senior Psychologist Option (“Senior Option”) may select either the Senior or Traditional option. The Senior Option provides an opportunity for senior clinicians to present their cumulative experience and professional work to complete the requirements for board certification. With this option, in addition to the CV and PSSS, a Senior Option Candidate’s additional written material (i.e., Work Sample) will consist of a portfolio representing the Candidate’s professional work in police and public safety psychology referenced in the PSSS. This material may include publications, teaching curricula, consultation descriptions, sample assessment reports, successful proposals and/or RFP responses, examples of presentations, training and/or other innovative programs, or other presentations of the candidate’s professional work in lieu of traditional (case-focused) Work Samples. All other specialty board requirements remain the same as those for Candidates with under 15 years of postdoctoral specialty experience (i.e., Traditional Option) in that the Work Sample must provide adequate information upon which the Candidate's functional competencies are demonstrated. *Senior Option Candidates must include in their Work Sample portfolio sufficient detail to enable the Practice Sample Review Panel (PSRP) to evaluate their functional competence in their one or two primary domains*

⁷ If the intervention-related proficiency is a clinical case presentation, the Work Sample must adhere to the requirements identified in Appendix B (p. 58).

of practice. Candidates who qualify for the Senior Option may choose to submit case-focused Work Samples or, if the materials submitted do not adequately demonstrate the requisite competencies, may be asked to do so by the PSRP.

Technical Requirements of the Practice Sample (Traditional and Senior Options):

Candidates are required to submit their Practice Samples using the following organization and elements:

- a. The Practice Sample must follow the Practice Sample template available at www.abppsp.org. The Practice Sample must include a cover or title page with the Candidate's name, address, telephone number, fax number, email address, and date of submission. If the Practice Sample is a revision, the revised Practice Sample cover or title page must contain the date the revision is submitted in addition to reflecting any other changes to name, address, email, position, etc. *that have occurred since the initial Practice Sample submission.*
- b. The Practice Sample must include a table of contents that clearly indicates, at a minimum, the location of each required element [i.e., CV, PSSS and Work Sample, including (for Traditional Option candidates) HIPAA and other required forms].
- c. Written components of the Practice Sample must be submitted as digital media in common format (e.g., Acrobat PDF or other common digital reading format) **in a single document**, preferably with the Candidate's digital signature (e.g., as in Adobe PDF) or, in the alternative, a signature (e.g., jpeg) at the bottom of the title page, and must be submitted to the National Chair of Examinations (NCE) by email, either as an attachment or to the ABPP secure site. **When submitting Practice Samples via unencrypted (common) email or to the ABPP secure site, transmissions must be password-protected and the password should be sent to the NCE in a separate message.** Many common email programs (e.g., Gmail) accept file attachments up to 25 MB; however, some email programs (e.g., aol) do not accept file attachments greater than 5MB. If your file is too large to submit as an attachment via email, the Practice Sample and Work Sample should be submitted to the NCE through a secure file transmission site such as *Adobe Document Cloud*® that uses encryption and secure transmission protocols. Consult the NCE for any questions regarding this requirement. Video Work Samples must also be submitted over the Internet - do not mail or ship DVDs, thumb drives, etc. Video files must be provided in commonly readable video compression formats (e.g., AVI, MPEG, MPEG-4, WMV, QT, RM) with resolution no greater than 768x1024 (XGA) and must be compressed to be no more than 1GB in size prior to transmission (lower resolutions and smaller file sizes are preferred). If your original file is in another video format, is shot in higher resolution or is larger than 1GB, then you must convert the file to one of the common video formats/resolutions named above. Files with other than common compression formats, HD resolutions and/or size greater than 1GB will not be accepted. Consult the NCE for any questions regarding this requirement.
- d. The PSSS may be any length between 15-25 pages. A revised PSSS (following initial review by the examination panel) may contain an additional 10 pages.
- e. Work Sample materials must not exceed 200 (8 1/2 x 11 inch) pages, inclusive of all attachments and exhibits (excluding the CV and PSSS), unless a written waiver of this requirement has been provided by the NCE. [Note: This should not be read to *require* 200 pages of writing by the Candidate. Depending upon the content of the Work Samples submitted, no additional writing may be required at all. In other cases, some annotation may be necessary to provide the examiners with context or explanation of the Candidate's clinical judgment or departure from professional practice guidelines or standards of practice. In all assessment-related Work Samples, the materials must include the documents and test materials relied on by the Candidate when conducting the evaluation. These materials are to be limited to 200 pages total, unless the NCE has granted a written waiver.]
- f. For Traditional Option Candidates only, Work Sample materials must have been collected within two years prior to advancement to candidacy and submitted within one year after advancement to candidacy unless a written extension is requested of, and provided by, the NCE. No cursive or decorative

fonts (other than italics and bold type) may be used unless they are part of the original document included in a Work Sample.

- g. Material must follow the instructions of the ABPPSP Examination Manual in effect at the time the Practice Sample is initially submitted and must be edited for grammatical, spelling, typographical, pagination, and formatting errors. **Practice Samples may be disqualified (i.e., rated Unacceptable) because of errors that have a substantial adverse effect on the professionalism or readability of the Practice Sample or are a substantial departure from the Examination Manual instructions.**
- h. All pages must be clear and legible. If copies of handwritten notes are included, they must be transcribed if they are not legible to the reviewers. Adobe PDF “notes” may be used to annotate documents.
- i. For Traditional Option Candidates, the Work Samples and the products upon which they are based must be the Candidate’s own effort. If the work is a modification or enhancement of work previously developed by others, the Candidate’s original information, concepts, and ideas must be clearly differentiated from previous content. *Senior Option Candidates may be the first or second author of any publications and other submissions included in the Work Sample.*
- j. If any material included in the PSSS has been excerpted from another work product (e.g., proposals, prospectuses, consultant work products, management memos) the source, purpose, and authors (if additional to the Candidate) of the original work should be clearly identified.
- k. Any submission containing confidential information (e.g., clinical test results, fitness-for-duty evaluation, preemployment evaluation report, treatment protocol) or names of individuals or organizations whose identities are unnecessary and superfluous for purposes of demonstrating the Candidate's competence, **must** disguise identifying information, either by deleting or blacking out names or by assigning fictitious identities. Practice Samples that incorporate confidential information **must** state clearly at the start of the Practice Sample if a fictitious identity or pseudonym has been used. **A Practice Sample may be disqualified if confidentiality, privacy, and privilege are not adequately protected, and/or if identities are not redacted or replaced with aliases.**
- l. Each element in a Work Sample must be preceded by a narrative description of the background and context in which it was generated and any other information expected to assist a reviewer in understanding and evaluating the submissions.
- m. A properly completed “Consent to Use Educational and Occupational Data from Practice Sample Submitted to the American Board of Police & Public Safety Psychology” form (Appendix C, p. 62) must be included as the **last page** of the Practice Sample.

Evaluation of the Practice Sample

Following submission of the Practice Sample (PS), the NCE assembles a three-member Practice Sample Review Panel (PSRP), consisting of a Chair and two other panelists, giving weight to Practice Sample review experience, experience in the Candidate’s primary area(s) of practice, and availability. The NCE confirms with the PSRP Chair and panelists that no conflict of interest or substantive relationship exists that could reasonably be expected to bias the judgment—either negatively or positively. An “observer” (an ABPPSP specialist in training to participate in future PS reviews) may also be invited to read the PS and to observe deliberations, and will be similarly vetted for any conflict of interest. The “observer” has no role in shaping the ratings and ballot of the PSRP.

The Practice Sample material provided to the PSRP may also contain all of the correspondence between the Candidate and the NCE or PS-Coordinators from the time of application until submission of the Practice Sample to the PSRP. The materials are evaluated by the PSRP against benchmarks tied to each of the foundational competencies (see Appendix A, p. 27-31) and the relevant functional domains. There are three possible outcomes -when a Candidate submits a Practice Sample, as shown in Table 2:

1. A Candidate’s Practice Sample may be rated as “Acceptable” and the Candidate will advance to the Oral Examination (OE).

2. A Candidate's Practice Sample may be rated as "Unacceptable." An Unacceptable rating will result in a terminated Practice Sample review.
3. A Candidate's Practice Sample may be rated as "Corrections or Clarifications Requested" (CCR) and the PSRP will ask for targeted revisions or answers to specific questions.

Each panelist first reviews the Practice Sample independently. Once each panelist has conducted an independent review, and before a rating is applied, the PSRP Chair facilitates a discussion among the panelists of the Candidate's demonstrated competence and/or conversance in each of the foundational and functional domains. Each panelist is then asked to rate competence and/or conversance in all domains, and a simple majority is used to determine the panel rating for each scored domain. All domains must receive no less than two "Acceptable" ratings from the three reviewers in order to obtain a passing (i.e., Acceptable) rating on the Practice Sample. In cases where all three reviewers have given a different rating on a particular domain (i.e., *Acceptable, Clarifications and/or Corrections Requested* and *Unacceptable*), the NCE will facilitate a consensus rating, or if this authority is delegated by the NCE, then a consensus rating will be facilitated by the Practice Sample Coordinator or the Chair of the Practice Sample Review Panel.

In the event that one or more portions of the Practice Sample material is rated as "*Corrections or Clarifications Requested*" (CCR) by two or more reviewers, and no domains are unanimously rated as *Unacceptable* by the reviewers, the Chair of the Practice Sample Review Panel (PSRP) will inform the Candidate, through the NCE, of the review panel's specific questions and requests for revision/clarification. The Candidate will submit the requested revisions/responses to the NCE **and indicate in a cover page what portions of the PS were revised**. In addition, the Candidate must update any information in the revised Practice Sample from the CV, PSSS, title page, etc. that is outdated and/or no longer accurate, and clearly identify those changes on an annotation page (see below). Upon submission of a revised Practice Sample and/or requested clarifications, the review panel will again evaluate and rate the Practice Sample following the same process employed in the initial PS review. In the event of a second CCR rating, the Candidate will be given a final opportunity to revise or clarify or proceed to an Oral Examination. If the third PSRP review results in any rating other than Unacceptable, the Candidate will advance to the Oral Examination in order for the remaining questions about the PS to be addressed orally.

The revision/clarification process must be completed by the deadline set by the NCE unless, in response to a written request by the Candidate for good cause, the NCE grants an extension in writing. Failure to complete the process within this time frame will result in an "Unacceptable" rating, requiring that the Candidate resubmit a Practice Sample, including payment of all examination fees based on the fee structure in effect at that time.

The Practice Sample component of the examination process is complete once the Candidate receives formal notification of an Acceptable rating, elects to move forward to an Oral Examination without an Acceptable PS, or receives an Unacceptable rating. Upon successful review of the Practice Sample, an invitation to sit for the Oral Examination will be issued to the Candidate in writing. If the Candidate does not achieve an Acceptable PS rating, the Candidate may notify the NCE of his/her wish to sit for an Oral Examination unless the Candidate receives formal notification of an Unacceptable rating following the Practice Sample review.

Timeline for Practice Sample Revisions:

Once a review panel begins review of a Practice Sample, it is imperative for reasons of continuity and quality control that the revision process continues within an established time frame. When the NCE informs a Candidate of a CCR rating, the Candidate will be given a deadline for revision/clarification not to exceed six (6) months. A written request to the NCE for brief extensions will not be unreasonably withheld.

Annotation Page(s) Accompanying Revised Practice Samples:

Candidates who revise or annotate their Practice Samples in response to a CCR rating must provide, on a separate page or pages immediately preceding the first page of the revised PSSS, detailed descriptions that explain how the Practice Sample was changed in response to specific requests by the PSRP, including the listing of page numbers that were revised, how they were revised, and how they are intended to respond to or satisfy

the feedback. The PSSS limit of 25 pages may be exceeded by no more than 10 pages (total 35) to accommodate the revisions and annotations in this circumstance, as instructed by the NCE.

New Practice Sample Submissions Following an Unacceptable Review:

Candidates who receive an Unacceptable rating of the Practice Sample may request the opportunity to submit another, entirely new Practice Sample. This request must be made in writing and directed to the NCE, along with payment of a new Practice Sample Review fee to ABPP. If the PS review has resulted three times in an Unacceptable rating, the Candidate must wait two years before reapplying for another PS review. In the interim between an Unacceptable Practice Sample rating and a new Practice Sample submission, the Candidate must be able to demonstrate that she or he has obtained at least 6 hours of continuing education in the specialty within the year immediately preceding a new submission. [Note: The double hours policy permitted for specialty-board eligibility does not apply in this instance.]

Although an entirely new Practice Sample Review Panel will be formed for Candidates submitting new Practice Samples, it is the policy of the ABPPSP to provide a Candidate's full examination record, including past Practice Samples and ballots, to subsequent examiners, both in the Practice Sample review and Oral Examination phases of examination. The sole exception to this policy is when a Candidate's Practice Sample review or Oral Examination was nullified due to a successful appeal following a substantial procedural violation.

Consent to Use Educational and Occupational Data from Practice Sample:

As a part of its mission, the American Academy of Police & Public Safety Psychology (AAPPSP)—the education and training division of the ABPPSP—is developing and maintaining a national database of the educational and occupational history of police and public safety psychologists. Through understanding how PPS psychologists have been and are being trained, and the activities in which they engage, the Academy hopes to be able to identify existing educational and occupational opportunities and future training needs for the specialty. The first step is to summarize the current training and occupational activities of PPS psychologists. Those data are readily available in the Practice Samples submitted by Candidates for board certification. Appendix C contains a voluntary consent form to allow the AAPPSP to review a Candidate's submitted Practice Sample to extract de-identified training and experience data to be added to an anonymous national database. *Whether or not a Candidate provides consent, the Appendix C consent form must be the final page of the Practice Sample.*

Regarding the Use of a Mentor:

The ABPPSP provides, if requested, a Mentoring Coordinator (ABPPSP-MC), who is an ABPPSP-certified specialist, to offer support and mentoring in each step of the process toward specialty certification. Prior to becoming a candidate, the ABPPSP-MC or NCE are the best resources for applicants seeking support and guidance to apply for candidacy. Once candidacy is granted, any ABPPSP-certified specialist may mentor the Candidate in the preparation of a Practice Sample. Permissible mentorship may also include the sharing of the mentor's Practice Sample (excluding the Legal Base, Evidence/Science Base) with the Candidate. A Practice Sample must be the original work of a candidate. Candidates are free to disclose their candidacy status to any ABPPSP board certified specialist to assist in the process of seeking a mentor and in preparation of a Practice Sample and preparation for an Oral Examination.

Once the Practice Sample Review Panel rates the Practice Sample as *Acceptable*, or if an eligible Candidate elects to proceed without an Acceptable PS review, the Candidate may sit for the Oral Examination, which is the final phase of the ABPPSP credentialing process. The Oral Examination must be completed within one year from the date of notification of an Acceptable Practice Sample, or when an eligible Candidate notifies the NCE of his/her intent to proceed to the Oral Examination without an Acceptable PS review, unless a request to extend this timeline for no more than one additional year is made in writing to the NCE. Should the Candidate fail to complete the Oral Examination within the designated timeline, the application will be considered to have lapsed unless a written request from the Candidate requesting a time extension has been received and approved by the NCE, in writing, prior to the expiration of the one-year period, or unless the delay is caused by the ABPPSP. After an application has lapsed, any further action requires that an entirely new set of application materials be submitted, including payment of additional fees based on the fee structure in effect at that time.

Oral Examination Procedures

The Oral Examination (OE) process is designed to allow Candidates to demonstrate, and examiners to evaluate, both the breadth and the depth of Candidates' professional knowledge and functioning. The examiners will work to discover how the Candidate thinks about, evaluates, resolves, and/or manages the problems presented to psychologists by police and public safety agencies and personnel.

Following receipt of the invitation to sit for the OE, the Candidate works with the NCE or a designated Oral Examination Coordinator (OEC) to select a date and location of the OE, and to identify any current ABPPSP Oral Board Examiners whose participation in the OE might constitute a conflict of interest or who have had substantial personal or professional contact with the Candidate to a degree that would reasonably be expected to impair objectivity.

The NCE or OEC assembles a three-member Oral Examination Panel, consisting of a Chair and two Co-Examiners, giving weight to oral examination experience, experience in the Candidate's primary area of practice, location, and availability. The NCE or OEC confirms with both the Candidate and the Oral Board Examiners that no conflict of interest or substantive relationship exists that could reasonably be expected to bias the judgment—either negatively or positively. An “observer” (an ABPPSP specialist who has satisfactorily performed as a Practice Sample Reviewer and who is in training to participate in future oral examinations) may also be invited to attend and will be similarly vetted for any conflict of interest. The observer has no vote in the deliberations of the Oral Examination Panel. In some cases, an ABPPSP or ABPP monitor may be present for purposes of quality assurance.

The Oral Examination is conducted in panel format (i.e., the Candidate meets simultaneously with all three examiners, each of whom will be responsible for leading a portion of the examination discussion). One examiner will be appointed chair of the panel and will be responsible for the Candidate welcome, orientation, and administrative follow-up. (In the absence of the NCE, the OEC or designee will have these responsibilities.) The chair will be the temporary custodian of all rating materials pertinent to this examination and will notify the NCE of the examination findings after which all OE materials will be provided to the NCE. Prior to the beginning of the OE, the Candidate will be required to affirm in writing that s/he will not (1) discuss specifics of the OE or reveal its content to others at any time, either during or after the examination, (2) reveal the identity of any other Candidate who may be scheduled for examination, and (3) remove any examination materials from the examination room. However, this agreement does not preclude discussion of the OE procedures as they are outlined in this manual.

The OE lasts approximately 3 hours, during which time the Candidate receives an orientation, and is examined by the panel in three successive sessions (Review of the Professional Self-Study Statement; Review of Ethical Reasoning; Review of the Work Sample) described below, of approximately 50 minutes each, with an approximately 10-minute break between each session. As noted above, although all three examiners will participate in the discussion, each stage of the examination will be conducted by the examiner who has been designated to lead the discussion in that particular stage. This examiner will present the initial question(s) for discussion and will facilitate any follow-up. In the course of the discussion period, the other panel members may initiate follow-up questions.

Candidates may bring a writing instrument and paper to each examination exercise, but any notes that are made during the examination must be given to the panel chair at the conclusion of the examination. Unless specifically requested by the PSRP or NCE, no other material may be brought to the examination. However, Candidates may bring to the OE their Practice Sample in hard copy and/or digital form, and any other material relevant to the Practice Sample.

At the conclusion of the third discussion period, the examination process concludes with an opportunity to gather feedback from the Candidate by an ABPPSP representative (NCE, OEC or designee) before departing or, alternatively, the Candidate will be asked to provide feedback through completion of a written feedback survey covering his/her OE experiences, the OE process, and the Practice Sample Review process in general. In order to assure confidentiality, the Candidate will place the completed form in a confidential, preaddressed and stamped envelope that will be forwarded to the NCE. The Candidate is free to leave following the feedback discussion or completion of this form.

Stage 1 of the Oral Examination: Professional Self-Study Statement Review

During this stage of the OE, the examiners will meet with the Candidate to discuss each of the areas of the PSSS (Professional Activities, Service to Profession, , Science Base and Evidence-Based Practice, Ethical Base, Legal Base, Practice Standards, Complex Relationships, Individual/Cultural Diversity, and Self-Assessment) with specific reference to each of the foundational and functional competency domains. The discussion will be led by the examiner assigned to this area. In the course of the discussion, the other panel members may also ask follow-up questions.

Note: This stage of the OE may include discussion and questioning in all areas of functional competence (assessment, intervention, operations, and consultation) but with a focus on competence domains described by the Candidate as primary in Section A (Professional Activities) of the PSSS. In this regard, the Candidate is expected to be **conversant in all functional areas** of police and public safety psychology. As such, this stage of the OE will include discussion of issues relevant to the intersection of the Candidate's primary functional activities with the entire specialty and/or demonstration of conversant knowledge of functional activities in all other domains. This stage may also include a review of the Candidate's informed consent, HIPAA, disclosure or related forms (e.g., Statement of Understanding) contained in the Practice Sample.

Stage 2 of the Oral Examination: Ethical Reasoning Review

A file of prepared vignettes is maintained for standardization of the Ethical Reasoning Review segment of the OE. The examiner will select a minimum of two vignettes. When possible, it is suggested that at least one vignette be chosen that may pose a particular dilemma for the Candidate. Otherwise, they may be selected on a random basis. The examiner assigned to examine the Candidate in the ethics stage will also familiarize him/herself with the material submitted by the Candidate in the Professional Self-Study Statement (Ethical Base) for the purpose of potential discussion during this stage.

The Oral Examination Panel does not necessarily expect a "right" answer to any particular ethics question but anticipates that the Candidate will present relevant options and demonstrate the ability to thoughtfully weigh them in the light of the APA *Ethical Principles for Psychologists and Code of Conduct* and professional practice standards and guidelines (e.g., APA and IACP-PPSS guidelines). The Candidate will discuss his/her own vignettes (from PSSS, Ethics Base) in the same manner. No outside materials may be used to aid the Candidate during this stage of the OE, and any notes that are made by the Candidate during the OE must be given to the chair before leaving the examination room, after which they will be destroyed.

At the conclusion of the OE, the chair collects all copies of the Ethics vignettes. The use of each vignette will be tracked so that, in the event of a Candidate's failure, new vignettes will be used for reexamination. *Examiners and Candidates will treat the vignettes as confidential.*

Stage 3 of the Oral Examination: Work Sample Review

This stage of the OE will focus on the Candidate's demonstrated competence in the functional domain(s) and specific functional activities represented by the submitted Work Sample. *Note: Although focused on the primary domain(s) of competence as described by the Candidate, the examination may include discussion and questioning in all areas of functional competence (assessment, intervention, operations, and consultation) with an emphasis on domains described by the Candidate as primary and/or in areas represented by the Candidate's Work Sample.* However, the Candidate is expected to be conversant in all functional areas of police and public safety psychology. As such, the OE may include discussion of issues relevant to the entire specialty.

Post-Examination Deliberation and Voting

At the conclusion of the examination, the three OE Panel members meet to discuss the performance of the Candidate whom they have examined. Panel members will assess the Candidate's performance in each examination stage and subsequently work toward consensus, when achievable; however, a simple majority is used to determine a pass or fail rating. In this regard, the decision to pass or fail is an overall decision of the OE

Panel, reached after a thorough discussion of the Candidate's performance across all three stages of the OE. The Candidate does not pass or fail the individual stages of the OE.

Notification of Candidates

Each Candidate will receive written notification from the ABPP Central Office of the judgment of the Oral Examination Panel within 30 days of the examination. Candidates who pass also will receive 20 APA-accredited continuing education credits from ABPP.

Reexamination Following a Failed Oral Examination

The Candidate who fails his/her OE may, within one year from the date of notification of the initial fail decision, request a second OE. This request must be made in writing and directed to the NCE, along with payment of a new OE fee to ABPP. At the discretion of the ABPPSP, the Candidate may be encouraged but not required to wait a specific period (e.g., one year) and/or provide documentation of having met specific requirements (e.g., evidence of continuing education in specified areas) prior to requesting reexamination. In the event that a Candidate is encouraged by ABPPSP to wait a specific period, the Candidate will be informed of this at the time he/she is notified of the failed OE. The Candidate who fails the OE and requests to reexamine is not required to submit a new Practice Sample. In the interim between the failed OE and a new one, the Candidate must continue to obtain and be able to demonstrate that s/he has obtained at least 25 hours of continuing education in the specialty in the three years preceding the second OE.

Following approval of the request to reexamine, an entirely new Oral Examination Panel will be formed, and a date will be set within six months in coordination with the Candidate, but not within 60 days of the initial examination. If the examination has been taken twice unsuccessfully, the Candidate must wait two years before reapplying for a third and final examination. Although the Oral Examination Panel will not contain any of the examiners who participated in a prior failed OE, it is the policy of the ABPPSP to provide a Candidate's full examination record, including correspondence with the Candidate, past Practice Samples, Practice Sample ballots, and OE ballots to subsequent examiners, whether in the Practice Sample review or OE phases of examination. The sole exception to this policy is when a Candidate's PS review or OE determination was nullified due to a successful appeal following a substantial procedural violation.

Conferring of Certificates

Certificates will be conferred on successful Candidates either at a convocation held during the annual convention of the American Psychological Association or by mail within a reasonable time after the convocation.

V. Examination Evaluation Criteria

Each of the examination components (Eligibility Screening, Practice Sample Review, and Oral Examination) is carried out successively before proceeding to the next stage of the process, thereby permitting the Candidate to identify and remedy any deficiencies in preparation before committing additional resources—including both time and money—to the next phase.

A Candidate's performance on the Practice Sample will be evaluated against the functional competencies relevant to the work submitted as well as all foundational competencies (see Appendix A for a complete description of the foundational and functional competencies and behavioral anchors). The Candidate's performance on the Oral Examination will be evaluated against all foundational and functional competencies, with a particular focus on those functional competencies that are pertinent to the Candidate's area(s) of practice and that are designated as essential and distinctive to the specialty.

Each element of the examination is intended to provide incremental evidence of the following *foundational* and *functional* benchmark competencies. Examiners will independently assess the Candidate's performance with reference to the specific behavioral anchors associated with each functional and foundational competence and/or activity assessed.

Foundational Competencies:

- A. **Professionalism:** Professional values and ethics as evidenced in behavior and comportment that reflects the values and ethics of psychology, integrity, and responsibility.
- B. **Reflective Practice/Self-Assessment/Self-Care:** Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies and deficiencies; with appropriate self-care.
- C. **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.
- D. **Relationships:** Relate effectively and meaningfully with individuals, groups, and/or communities.
- E. **Individual and Cultural Diversity:** Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics.
- F. **Ethical/Legal Standards:** Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.
- G. **Practice Standards:** Knowledge of professional guidelines, authoritative treatises, consensus among published authors, etc. that inform practice in all functional domains.
- H. **Interdisciplinary Systems:** Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.
- I. **Knowledge of Client Milieu:** Fundamental knowledge of the client's personal, social, and occupational milieu, and how these factors interrelate and impact effectiveness of professional services.
- J. **Evidence-Based Practice:** Independently applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, operations and consultation.

Functional Competencies:

- A. **Assessment:** Defining, assessing, diagnosing, and conceptualizing client problems, capabilities, and issues associated with police and public safety personnel, groups, and/or organizations.
- B. **Intervention:** Developing, implementing, and evaluating various interventions designed to alleviate suffering and to promote health and well-being of police and public safety personnel, groups, and/or organizations.
- C. **Operational Support:** Application of psychological science and procedures in support of law enforcement activities; strategic, analytic, and expert guidance or professional assistance provided to police and public safety personnel, groups, and/or organizations for purposes of aiding them in their public safety functions.
- D. **Organizational Consultation:** Analysis, consultation, and assistance provided to police and public safety supervisors, managers, groups, and/or organizations for purposes of improving group or organizational functioning.

VI. Examination Appeal Procedure

The ABPPSP expects that the conditions of each examination phase will be consistent with the principles and standards stated in the *Examination Manual*. Recognizing that exceptions may occur, the ABPPSP extends the right of appeal to any Candidate who believes that the examination was not conducted in accord with the Specialty Board's examination procedures. A formal appeal must be submitted to the ABPPSP President within 90 days of a notice that the Candidate did not successfully pass the examination. It must include a specific statement of factors and conditions considered by the Candidate as inconsistent with the Specialty Board's examination procedures, and those procedures must be specifically identified. The Specialty Board's consideration of the appeal may have two possible outcomes: (1) nullification of the examination, or (2) a

confirmation of the appealed decision. A Candidate cannot be awarded specialty board certification as a result of the review. The following policy will apply to appeals.

Appealable Decisions:

The following decisions of the ABPPSP may be appealed *only if conducted in violation of written ABPP or ABPPSP examination procedures*:

- a. Denial of meeting specialty-specific qualifications
- b. A unanimous Unacceptable Practice Sample rating
- c. Failure of the Oral Examination

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

Filing an Appeal:

An appeal may only be for a material violation of a written procedure. A material violation is one that is reasonably capable of affecting the challenged decision. The Candidate may submit an appeal within 90 days of the receipt of written notice of that decision. The Candidate must specify the procedural grounds on which the appeal is made. When appealing a denial of candidacy or the decision of a Practice Sample review, the appeal must specify the alleged violations from the *Examination Manual* in force at the time the application or Practice Sample was submitted; when appealing a failed Oral Examination, the appeal must pertain to the *Examination Manual* in force at the time the oral examination was conducted.

The appeal must be addressed to the President of the ABPPSP who, in conjunction with the NCE, shall review the appeal for compliance with the requirements described herein and make a determination by unanimous agreement between them. Failure to comply with *Examination Manual* requirements, as determined between the President⁸ and NCE, will result in denial of the appeal on administrative grounds. Should the President and NCE fail to reach unanimous agreement, the review will be referred to the Executive Committee of the ABPPSP Board of Directors to determine if the appeal alleges a procedural violation. A decision shall be determined by majority vote of the Executive Committee.

Upon finding that an appeal is administratively compliant (i.e., alleges a procedural violation), the President will appoint an ad hoc Appeal Committee Chair from the ABPPSP Board of Directors. The Chair shall choose two additional panelists, each of whom must be both an ABPPSP specialist and experienced in conducting examinations of the type under appeal, and convene the committee to review the appeal.

Appeals related to the denial of an application for failing to meet ABPP generic requirements shall be forwarded to the ABPP Executive Officer for resolution by the ABPP Standards Committee, whose decision on these requirements is final.

Scope and Conduct of the 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 after first conferring with the Executive Officer. The Appeals Committee shall implement a process of review primarily based upon information before the ABPPSP at the time of the decision. The Appeals Committee may seek further information from the chair and members of the Oral Examination Committee, the Practice Sample Review Panel, the Candidate, the NCE, or others as appropriate to the issues raised. The process is not a *de novo* review, but a review of the alleged procedural violation underlying the challenged decision.

The Appeals Committee shall deliberate as soon as possible upon the ABPPSP's receipt of the Candidate's letter requesting an appeal and shall complete its review and decision addressing each appealable issue(s) raised by

⁸ Should a conflict exist that precludes the President from carrying out any appeal procedure specified in this chapter, her/his duties will be assumed by the President-Elect, followed by Immediate Past-President, and Secretary/Treasurer (in priority order).

the appellant, within 60 days. Failure to complete the review in the 60-day period shall move the appeal to the ABPP Board of Trustees for resolution.

Decision and Report of Appeals Committee:

The appealed decision should be affirmed unless there was a failure by the reviewing body to adhere to its procedures. In any case, a procedural error is considered immaterial unless reasonably capable of affecting the decision of the examination panel or ABPPSP.

If the Candidate demonstrates by clear and convincing evidence that there was a procedural error that harmed the Candidate in a material way, the Appeals Committee shall provide a remedy. The remedy will ordinarily be to void an Oral Examination, or Practice Sample review, and offer a new Oral Examination or Practice Sample review with no additional fee assessed to the Candidate, or to refer the matter back to the Oral Examination Committee or Practice Sample Review Panel as appropriate. With the exception of the Chair, the new committee or panel formed for reexamination or re-review will remain blind to the challenged decision, and all members, including the Chair, will remain blind to the reasons for that decision. From the time the Appeals Committee is established, there will be 60 days for the review to be conducted.

In extraordinary circumstances, another remedy may be provided. The Appeals Committee, however, may not “pass” a Candidate or re-grade an examination.

A written report of the Appeals Committee shall address each appealable issue raised and indexed to the *Examination Manual* by the Candidate, as well as the Appeals Committee’s decision related thereto and the basis for that decision. The report shall be forwarded to the ABPP Executive Officer through the ABPPSP President. The report shall then be forwarded to the Candidate under the Executive Officer’s signature. Editing for format and for legal considerations on advice of the ABPP legal counsel may be undertaken by the Executive Officer if necessary.

When a Practice Sample is submitted in response to an appeal, the submission must occur within one year from the date of the successful appeal decision unless extended at the discretion of the NCE. Any request for an extension must be in writing that is received and approved by the NCE in writing within the one-year timeline.

VII. Individuals with Disabilities

The ABPPSP encourages qualified individuals with disabilities to apply for board certification. The ABPPSP recognizes that individuals with disabilities may encounter unusual difficulties; consequently, the ABPPSP will make efforts to provide reasonable accommodations for Applicants and Candidates with disabilities when requested.

An individual with a disability may request reasonable accommodation by directing a formal written request to the NCE and supporting the request with documentation confirming the need for reasonable accommodation and a description of how the requested accommodation is expected to enable the Applicant or Candidate to successfully perform the examination. Denial by the NCE of an Applicant’s or Candidate’s formally requested accommodation may be appealed to the ABPPSP through the ABPPSP President if provided in writing within 30 days of written notice of the denial.

VIII. Application Periods

Applications are accepted throughout the year. Submission of the Practice Sample must occur within a year of advancement to candidacy, and the Oral Examination must be scheduled within one year of satisfactory review of the Practice Sample. Short extensions may be obtained, for good cause and by written request, from the ABPPSP NCE.

Any time the NCE establishes a deadline for any part of the process, a failure to provide the requested information by the deadline will result in an Unacceptable PS by policy, unless a waiver has been given in writing by the NCE following a written request from the Candidate.

IX. Annual Fees

Candidates who pass the examination are board certified in the specialty of police and public safety psychology. They will be required to pay an annual fee as designated by ABPP. Fees are currently set at \$210 per year; \$50 for retired Specialists.

X. Schedule of Examination Fees

The total fee for application, evaluation and award of board certification is payable, as designated by ABPP, as follows:

Application & Initial Eligibility Screening: \$125⁹

Practice Sample Review Fee: \$250

Oral Examination Fee: \$450

The ABPP reserves the right to change its schedule of fees at any time during the course of candidacy. **Fees are not refundable.**

Inquiries concerning candidacy, fees, and requests for further information should be sent to:

American Board of Professional Psychology
600 Market Street, Suite 300
Chapel Hill, NC 27516

919-537-8031
office@abpp.org
www.abpp.org

XI. Maintenance of Certification

Policy:

As of January 1, 2015, all newly certified ABPP specialists must demonstrate “Maintenance of Certification” (MOC) every ten years. This process is to be administered by each Specialty Board in accordance with ABPP policies. In keeping with the ABPP Standards Committee Manual, each Specialty Board is responsible for the administration of a procedure by which specialists within their specialty participate in ongoing maintenance of certification based on their demonstration of the general ABPP and specialty-related foundational and functional competencies.

Waiver:

Specialists board certified before January 1, 2015, may waive their obligation to participate in maintenance of certification. Specialists awarded certificates January 1, 2015, and after must complete maintenance of their certificates within ten years and every ten years thereafter, unless they seek and obtain a “retired” status from the ABPP Central Office.

Opt-in:

Specialty Boards will provide the opportunity for specialists who became board certified before January 1, 2015 to complete maintenance of their certification. Specialists certified before January 1, 2015 may opt to complete maintenance of their certification after 2020, and every ten years thereafter, unless they seek and obtain a “retired” status from the ABPP Central Office.

Procedure:

Specialists certified by the ABPPSP before January 1, 2015, who “opt-in” to complete the MOC review will not be eligible to participate in an MOC review until 2020. Specialists who are certified on or after January 1, 2015, will be required to participate in an MOC review no later than 2025. An ABPPSP MOC Manual is being developed that

⁹ Graduate students, interns, or residents may be eligible to start the board certification process through the ABPP Early Entry Program at a reduced fee of \$25. To be eligible for the Early Entry Option, an individual must not yet be licensed as a psychologist (at the independent, doctoral level of practice) and must either be a student in, or have graduated from, an APA or CPA-accredited or ASPPB/NR-designated doctoral program in psychology.

will provide complete details of the ABPPSP MOC procedure. In the interim, the following description applies broadly to the MOC procedures for all Specialty Boards.

MOC involves the completion of materials by specialists that document ongoing maintenance of competencies generic to ABPP and specific to the Specialty Board, accompanied by a review by a member or members of the specialist's Specialty Board to verify that the materials submitted by the specialist provide evidence that the specialist maintains specialty-related foundational and functional competencies. Maintenance of certification is developed and implemented by each Specialty Board within ABPP Standards.

Generic MOC Activities:

MOC involves a process of self-examination and documentation of the specialist's professional development since the last examination or review. In the course of this self-examination, specialists will examine their professional activities, documenting their professional development using a Specialty Continuing Professional Development Grid combined with a written narrative. The Specialty Board, using criteria developed by the Specialty Board and approved by the ABPP Standards Committee, will review each specialist's grid and narrative. If the reviewers are unable to determine whether a specialist meets the standards for MOC, the specialist may be asked to engage in a conversation with the reviewer about the activities documented in the grid and narrative.

Specialty Continuing Professional Development Grid (SCPD):

When completing the grid, specialists will record their involvement in the following categories:

- Collaborative Consultation
- Teaching & Training
- Ongoing Education
- Development and Application of Research and Innovative Methodologies/Programs
- Professional Leadership

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

Written Narrative:

When completing the written narrative (approximately 750 words), specialists will:

- Describe their current professional practice;
- Provide a clinical vignette that illustrates their professional work and a recent ethical dilemma;
- Discuss how they evaluate the effectiveness of their professional work;
- Describe activities in which they have participated in order to maintain competence within the specialty, including keeping abreast of science, practice, and training, and thereby maintaining foundational and functional competencies;
- Discuss how they maintain specialty-related functional competencies, if they have "drifted" from an identity with the specialty.

There is one level of certification resulting from MOC review. Specialty Boards must use consistent criteria for reviewing all specialists within each specialty.

APPENDIX A

Foundational & Functional Competencies in Police & Public Safety Psychology

Foundational & Functional Competencies in Police & Public Safety Psychology

The materials presented in this appendix operationally define the competencies that characterize police and public safety psychology. In the past decade, a substantial amount of study and effort within professional psychology has been directed toward identifying, conceptualizing, and refining core professional competencies in psychology. Much of this work has been based on a three-dimensional model delineating *foundational competencies* applicable to all specialties, *functional competencies* specific to each specialty, and *stages of professional development* (Kaslow, 2004; Kaslow et al., 2004; Rodolfa et al., 2005; APA Task Force, 2006, 2007). Fouad et al. (2009) summarized this work and further synthesized a detailed, comprehensive (cubic) model of competence that adds behavioral anchors linked to training and performance in each functional and foundational competency area. This model forms the conceptual framework for the summary of foundational and functional competencies in the specialty.

One of the key elements of this model is the distinction between **foundational** and **functional** competencies, with the former relating to all professional practice in psychology regardless of specialty area, and the latter applied only as appropriate to the specialty practice area. As such, the material that follows will present descriptions of foundational competencies, followed by a listing of behavioral anchors relevant to certified specialist-level practice within each foundational competency area. This will be followed by a description of the functional competencies specific to the police and public safety psychology specialist, a listing of competency-wide behavioral anchors, a description of the individual activities within each functional domain, and a listing of activity-specific behavioral anchors.

The descriptions of the practice activities listed under the specialty-specific functional competencies were originally developed and published by Aumiller, Corey, Allen, Brewster, Cuttler, Gupton, and Honig (2008) and have been adopted by the American Board of Police & Public Safety Psychology and the Specialty Council for Police & Public Safety Psychology (also known as the Council of Organizations in Police Psychology or COPP). The activity-specific behavioral anchors to be applied to each activity within each competency domain are used to facilitate a behaviorally-based examination of specialist competency.

Foundational Competencies: *These competencies apply to all psychologists regardless of specialty practice area. However, in the listing below, these foundational competencies have been further delineated in regard to their specific impact on the practice of police and public safety psychology.*

- A. **Professionalism:** *Professional values and ethics are demonstrated in behavior and comportment that reflects the values and ethics of psychology, integrity, and responsibility.*

Inasmuch as police and public safety psychologists perform their services within the context of a “host” organization (typically a law enforcement or public safety agency), their interactions and behaviors are often visible to others who are not singularly identified as “clients” in the usual sense. Similarly, inasmuch as the host organization is typically a governmental entity, the psychologist remains aware of the impact that her/his behavior may have upon the public.

Behavioral Anchors:

The Candidate:

1. Interacts with all members of the client organization as a representative of the profession and is mindful of the impact his/her behavior may have on individuals and organizations that may not be formally identified as clients,
2. Demonstrates respect for and protection of confidentiality in private communications,
3. Is aware of areas of potential conflict and maintains appropriate professional boundaries, particularly when dealing with sensitive political situations,
4. Articulates professional values,
5. Verbal and nonverbal communications are appropriate to the professional context, including communications in challenging interactions,
6. Holds his/herself accountable for and submits to external review of quality service provision,

7. Acts to benefit the welfare of others, especially those in need,
8. Demonstrates integration of science in professional practice,
9. Keeps up with advances in the profession and specialty,
10. Contributes to the development and advancement of the profession, the specialty, and colleagues,
11. Demonstrates continuous improvement and enhancement of knowledge, skills, and productivity,
12. Takes independent action to correct situations that are in conflict with professional values.

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

Police and public safety psychologists practice in both typical (office-based) and atypical (field and/or administrative) settings. In addition, these activities may be performed during regular business hours or may be delivered in response to “on call” or unexpected situations. As such, in the course of their practice, police and public safety psychologists are called upon to respond to a range of intellectual, emotional, and sometimes physical job demands. Therefore, it is incumbent on the psychologist to foster and maintain an accurate perception of competence in terms of both professional and personal attributes and to ensure appropriate self-care and renewal professionally, personally, and physically.

Behavioral Anchors:

The Candidate:

1. Monitors and evaluates his/her attitudes, values and beliefs towards diverse others,
2. Systematically and effectively monitors and adjusts his/her professional performance in action as the situation requires,
3. Recognizes when new/improved professional competencies are required for effective practice,
4. Accurately identifies his/her level of competence across all competency domains,
5. Anticipates and self-identifies disruptions in personal functioning and intervenes at an early stage,
6. Maintains personal health and life style consistent with job demands.

- C. 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.*

Police and public safety psychology practice involves participation in several high stakes activities including employment selection, fitness-for-duty evaluations, direct operational support, and psychological assistance to public safety personnel whose actions have direct impact on the safety and well-being of others. The Police & Public Safety psychologist must be proficient in explaining scientific issues regarding test construction, validity and reliability of assessment techniques, and evidence-based treatment protocols when designing programs, making recommendations, and providing service within this setting. Similarly, the Police & Public Safety psychologist must be proficient in scientific techniques for evaluating the efficacy of the programs and recommendations that have been put in place as well as in communicating these issues and results to clients.

Behavioral Anchors:

The Candidate:

1. Maintains a scientific perspective, applying scientific knowledge and skills appropriately to the solution of problems,
2. Readily presents his/her own work for the scrutiny of others,
3. Demonstrates advanced levels of knowledge of and respect for scientific knowledge of the bases for behaviors,
4. Reviews scholarly literature related to specialty work and applies knowledge to case conceptualization as well as program design,
5. Systematically gathers outcome data and evaluates the predictive validity, reliability, and general effectiveness of programs and services provided,
6. Applies evidence-based practice in psychology,

7. Displays functional knowledge of fundamental elements of psychological science underlying practice in police and public safety psychology, as well as specific research issues and findings pertinent to the Applicant's area of specialty focus.

D. **Relationships:** Ability to relate effectively and meaningfully with individuals, groups, and/or communities.

The breadth of police and public safety psychology practice calls upon practitioners to relate to individuals, groups, and communities within a variety of settings and circumstances. The nature of these professional relationships may be personal/therapeutic, tactical, consultative, and/or educational. Similarly, the populations to whom the psychologist relates may be internal to the agency, ancillary (government officials), or community based. Each of these stakeholders/groups has its own perspectives, priorities, and points of view. It is incumbent on the psychologist to appreciate and consider these differences and to effectively apply professional knowledge, skills, and abilities in all situations.

Behavioral Anchors:

The Candidate:

1. Seeks clarification in challenging interpersonal communications,
2. Demonstrates understanding of diverse viewpoints in challenging interactions,
3. Accepts, evaluates, and implements feedback from others,
4. Communicates clearly and effectively.

E. **Individual and Cultural Diversity:** Demonstrates awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics.

Police and public safety agencies are culturally diverse organizations by design. Therefore, the police and public safety psychologist must maintain awareness of and sensitivity to the demands of these settings. Similarly, inasmuch as the psychologist may be called upon to mediate and/or problem solve in situations in which cultural diversity is at issue, it is incumbent upon the practitioner to be knowledgeable in regard to these differences as well as competent in intervention.

Behavioral Anchors:

The Candidate:

1. Independently articulates, understands, and monitors multiple cultural identities, including his/her own, in interactions with others,
2. Critically evaluates feedback and initiates consultation or supervision when uncertain about diversity issues,
3. Initiates consultation or supervision when uncertain about diversity issues,
4. Adapts one's professional behavior in a culturally sensitive manner,
5. Articulates and uses a culturally appropriate repertoire of skills and techniques and behaviors.

F. **Ethical/Legal Standards:** Applies ethical concepts and awareness of legal issues to professional activities with individuals, groups, and organizations.

A number of practice activities in police and public safety psychology involve high stakes outcomes that can directly affect the career and well-being of employees as well as the safety and welfare of the community at large. Similarly, inasmuch as the police and public safety psychologist functions within the context of a host or client organization, the potential for conflict exists between the welfare of the individuals served, the employing organization, and the community at large. Consequently, it is incumbent upon the police and public safety psychologist to maintain awareness of these potential conflicts and knowledge of potential ethical constraints and considerations, as well as the legal implications of various actions, decisions, findings, recommendations, and programs.

Behavioral Anchors:

The Candidate:

1. Spontaneously and reliably identifies complex ethical and legal issues, analyzes them accurately and proactively addresses them,
2. Remains aware of potential conflicts in complex ethical and legal issues and seeks to prevent problems and unprofessional conduct,
3. Obtains informed consent and facilitates understanding of the nature of client relationships, limits of confidentiality, duty to warn, etc.,
4. Shows awareness of the obligation to confront peers and or organizations regarding ethical problems or issues and to deal proactively with conflict when addressing professional behavior with others,
5. Applies applicable ethical principles and standards in services, professional writings, presentations, research design, participant treatment, teaching, and training activities,
6. Develops strategies to seek consultation regarding complex ethical and legal dilemmas,
7. Demonstrates practical comprehension of employment law and other relevant statutes and legal requirements impacting practice in police and public safety psychology,
8. Recognizes and articulates the unique and central aspects of confidentiality and testimonial privilege when providing services to public safety personnel and/or agencies,
9. Maintains particular awareness of and manages potential conflicts of interest in the police and public safety practice arena and the various interfaces between client consultation and ethical standards.

- G. Practice Standards:** *Displays knowledge of professional guidelines, authoritative treatises, consensus among published authors, etc. that inform your practice in all functional domains.*

The specialization of police and public safety psychology has incorporated important advances in the last four decades. As such, standards of practice have been developed by the field itself that inform the customary ways of doing things. Some standards have been promulgated through the development of practice guidelines applicable to specialists in police and public safety psychology. These practice standards are considered aspirational and are strongly encouraged but not mandated. The goals of practice standards are to improve the quality of police and public safety psychological services, enhance the practice and facilitate the systematic development of police and public safety psychology, and encourage a high level of quality in professional practice.

Behavioral Anchors:

The Candidate:

1. Shows awareness of the practice standards that inform his/her practice activities,
2. Demonstrates familiarity with all practice guidelines applicable to the areas in which the Candidate practices,
3. Is cognizant of the standards, skills, and technical proficiencies normally exercised by other practitioners of the specialty.

- H. Interdisciplinary Systems:** *Is knowledgeable of key issues and concepts in related disciplines. Ability to identify and interact with professionals in multiple disciplines.*

Police and public safety agencies are typically organized for protection and service to the community. Consequently, in the course of their practice, police and public safety psychologists regularly interact with employees whose mission and focus of operation lie within related but distinct professional and technical disciplines. As such, it is important that the psychologist be adept at contributing professional expertise within a team setting. Similarly, the police and public safety psychologist must integrate activities, programs, and recommendations within the administrative structure of the host or client organization.

Behavioral Anchors:

The Candidate:

1. Demonstrates the ability to articulate the role that others provide in service to clients,

2. Displays the ability to work successfully on interdisciplinary teams,
3. Systematically collaborates successfully with other relevant partners,
4. Communicates effectively with individuals from other professions,
5. Appreciates and integrates perspectives from multiple professions.

- I. **Knowledge of Client Milieu:** *Possesses fundamental knowledge of the client's personal, social, and occupational milieu, and how these factors interrelate and impact effectiveness of professional services.*

All practicing psychologists deliver professional services within the context of a client's specific personal, social, and/or occupational milieu. Knowledge and understanding of these factors is a fundamental component of effective practice. Inasmuch as the specialist in police and public safety psychology practices within a specific milieu with unique organizational, societal, and constitutional roles distinct from other specialties, in-depth knowledge of the full breadth of these factors is crucial to competent practice.

Behavioral Anchors:

The Candidate:

1. Understands and articulates the essential job functions and critical performance attributes associated with the common major job classifications and positions performed by police and public safety personnel, as well as the knowledge, skills, and abilities necessary to perform these functions, and the working conditions unique to these positions,
2. Displays a strong familiarity with the common organizational structure and organizational characteristics of law enforcement and public safety agencies, the chain of command within them, and their interrelationships with other governmental entities and stakeholders,
3. Designs interventions and services with awareness of the common and novel stressors inherent in public safety work, as well as normal and abnormal adaptation to occupational stress and trauma.

- J. **Evidence-Based Practice:** *Independently applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, operations and consultation.*

Police and public safety psychologists rely on evidence-based practice to combine the best available research with clinically derived data and integrate this information with clinical expertise within their practice protocols. They promote effective psychological practice and enhance health by applying empirically supported principles of psychological assessment, case formulation, therapeutic relationships, operational support, consultation, and intervention.

Behavioral Anchors:

The Candidate:

1. Clearly provides documentation of the science, research evidence, and clinically derived data that guides his/her practice,
2. Produces a Practice Sample demonstrating practice guided by this evidence,
3. Produces Work Samples that adhere to evidence-based practice.

Functional Competencies: *These competencies apply only as appropriate to the Candidate's specialty practice area.*

Police and public safety psychology activities can be clustered or organized into four distinct functional competency domains: (1) assessment-related activities, (2) intervention services, (3) operational support, and (4) organizational/management consultation. The practice activities described within these competency domains cover the breadth of practice in police and public safety psychology.

Few, if any, police and public safety psychology specialists practice across the full range of competency domains. Indeed, most specialists restrict their practices to a relatively small number of activities within one or two functional competency areas. Some activities, such as post-offer preemployment assessments, are

practiced by as many as 70% of police psychologists¹⁰ and, as such, in-depth knowledge of this area of practice is clearly essential and distinctive. However, there are also a number of highly specialized activities, particularly within the operational competency domain (e.g., criminal profiling, criminal intelligence), that are practiced by relatively few police and public safety psychology specialists.

Whereas it is expected that all police and public safety psychology specialists will be *generally conversant* in most activities across competency domains, deep knowledge of all activities across all areas is neither required nor expected. Similarly, within each domain, there are a number of activities that are not widely practiced. Specialists practicing within that area are expected to be conversant in these other activities but not necessarily to possess deep knowledge or extensive experience. In the listing below, activities judged “**essential**” are those that are practiced at high frequency within a given competency domain (e.g., post-offer, preemployment assessment within the assessment competency domain). Activities judged “**important**” are those that may be directly practiced by fewer specialists within the domain but where in-depth understanding is critical to proper practice (e.g., job analysis, validation research, and test construction in the assessment domain). Activities labeled “**conversant**” are activities practiced by fewer specialists, where in-depth knowledge is not critical to proper practice, yet conversant knowledge is deemed important (e.g., promotional assessments in the assessment domain). Activities marked “**distinctive**” require substantial specialized experience and knowledge of client milieu relative to police and public safety and, as such, are so designated.

- A. **Assessment:** *Defining, assessing, diagnosing, and conceptualizing client problems, capabilities, and issues associated with police and public safety personnel, groups, and/or organizations.*

Competency-Wide Behavioral Anchors:

The Candidate:

- 1) Clarifies and refines referral question,
- 2) Appropriately obtains informed consent and provides referring parties and examinees with appropriate disclosures,
- 3) Demonstrates the ability to gather valid and reliable information relevant to the referral question
- 4) Demonstrates awareness and competent use of culturally sensitive instruments;
- 5) Seeks consultation as needed to guide assessment,
- 6) Demonstrates limitations of assessment data clearly reflected in assessment reports,
- 7) Appropriately selects, and accurately administers, scores, and interprets assessment tools for a given population and purpose,
- 8) Selects assessment tools for the purpose of answering the referral or diagnostic questions,
- 9) Effectively gathers and uses third party information in assessments,
- 10) Demonstrates awareness of DSM diagnostic nosology,
- 11) Writes an effective comprehensive report of findings and opinions, appropriately integrating data from multiple sources,
- 12) Demonstrates an appreciation of the role of privacy and the limits of third-party rights to private information when communicating findings from compulsory or mandatory psychological evaluations,
- 13) Demonstrates and spontaneously articulates knowledge and understanding of, and compliance with, the relevant statutes, case law, regulations, and practice guidelines pertinent to preemployment and fitness-for-duty evaluations.

Specific Assessment Activities:

1. Job Analysis (important)

Job and task analysis methodology is the primary vehicle for identifying, describing, and quantifying the performance components of a position, including both essential and marginal functions. The results of

¹⁰ Bartol (1996) surveyed police psychologists with regard to their activities and reported that preemployment assessment accounts for the highest percentage of time expended (34.3%) among this group of practitioners. Scrivner (1994) surveyed police psychologists employed by the 50 largest U.S. police agencies and found that 71% of her sample reported performing preemployment psychological evaluations as part of their regular activities.

job and task analysis form the empirical framework for design and validation of selection instruments and processes (preemployment and/or promotional), as well as training needs assessments, performance measurement instruments, career development plans, and other personnel related instruments. Job and task analysis methodology typically involves a survey of incumbents and superiors in order to identify tasks, responsibilities, and other job requirements, as well as the knowledge, skills, and abilities (KSA's) necessary to perform these job components. Once these components are identified, their relative contribution to performance is calculated, usually in terms of importance, frequency, and criticality.

Activity-Specific Behavioral Anchors:

The Candidate:

- a. Identifies and/or critically reviews key components of the job analysis process (respondent selection, survey instrument design, analysis framework),
- b. Designs (or participates in designing) job analysis,
- c. Links job analysis findings to assessment instruments/reports.

2. Preemployment, Post-Offer Psychological Evaluations of Job Candidates (essential, distinctive)

Statutory requirements, regulations, and national accreditation have established preemployment, post-offer psychological evaluations of police officer candidates as a nearly universal standard. These evaluations help to ensure that candidates are free from job-relevant mental impairments; possess adequate stress resilience and emotional hardiness; are able to meet the behavioral, social, ethical, and cognitive demands of modern policing; or satisfy other criteria determined by law or agency requirements. Post-offer psychological evaluations involve, at a minimum, the administration of one or more objective, standardized written measures of abnormal psychological functioning and a clinical interview, both of which must be administered by a qualified psychologist or psychiatrist. The IACP Police Psychological Services Section publishes and maintains guidelines for this area of practice (Preemployment Psychological Evaluation Guidelines, IACP, 2014).

Activity-Specific Behavioral Anchors:

The Candidate:

- a. Independently selects assessment instruments, designs assessment protocols, and articulates/defends the rationale for these choices,
- b. Designs reports to specifically address preemployment issues,
- c. Is conversant in validity and reliability of findings.

3. Psychological Fitness-for-Duty Evaluations of Incumbents (essential, distinctive)

This highly specialized area of practice involves the psychological evaluation of an incumbent public safety employee's ability to safely and effectively carry out the essential functions of his or her position. A fitness-for-duty evaluation (FFDE) is indicated whenever there is objective evidence leading to a reasonable belief that the employee has a mental or emotional condition that may impair his or her ability to perform the essential functions of the position or poses a direct threat in that position. The IACP Police Psychological Services Section publishes and maintains guidelines for this area of practice (Psychological Fitness-for-Duty Evaluation Guidelines, IACP, 2013), and all Candidates should be familiar with the latest version of these guidelines, regardless of the nature of the Candidate's particular practice. The fundamental importance of understanding the job requirements and working conditions of the particular police or public safety function carried out by the employee renders this a distinctive activity in police and public safety psychology.

Activity-Specific Behavioral Anchors:

The Candidate:

- a. Articulates the legal threshold for mandating an FFDE,

- b. Is conversant in the practice guidelines, state and federal case law, and statutes relevant to a definition of fitness for duty and the procedures for assessing it,
- c. Demonstrates and articulates knowledge and understanding of, and compliance with, the relevant statutes, case law, regulations, and practice guidelines pertinent to reporting findings in an FFDE,
- d. Demonstrates and articulates knowledge and understanding of the legal, clinical, and organizational issues relevant to accommodation of disability within the context of the particular public safety position,
- e. Demonstrates the ability to conduct a comprehensive clinical evaluation to determine the presence or absence of a psychological condition or impairment, and the ability to assess and describe job-relevant functional impairments associated with a psychological condition or impairment.

4. Evaluations for FMLA Eligibility (important)

Under circumstances defined by the federal Family and Medical Leave Act (FMLA) and its state progeny, employers may require employees to submit to an independent medical evaluation when applying for FMLA benefits. Psychologists conducting these evaluations should be familiar with the eligibility requirements in the employer's jurisdiction and be qualified to evaluate or diagnosis mental health functioning.

Activity-Specific Behavioral Anchors:

The Candidate:

- a. Clarifies referral issue with specific reference to FMLA requirements,
- b. Selects instruments and designs an assessment protocol,
- c. Constructs the report to address specific FMLA issues.

5. Evaluations for Reasonable Accommodation (important)

Under circumstances defined by the federal Americans with Disabilities Act (ADA) and its state progeny, employers may require qualified employees with a disability to submit to an independent medical evaluation when requesting reasonable accommodation. Psychologists conducting these evaluations should be familiar with the federal and state ADA requirements and case law, be qualified to evaluate or diagnose mental health functioning, and have an adequate understanding of the requirements and working conditions of the employee's position.

Activity-Specific Behavioral Anchors:

The Candidate:

- a. Clarifies the referral issue with specific reference to respective position requirements,
- b. Is familiar with the range of possible accommodations,
- c. Is conversant in ADA accommodation issues, particularly in the context of public safety employment,
- d. Independently selects instruments, designs an assessment protocol, and constructs the report to address specific ADA issues,
- e. Consults with agency administrators effectively in order to carry out the employer's duty to engage in the interactive process of accommodation.

6. Evaluations (medical) for High-Risk, High-Demand Assignments (conversant)

Some agencies require psychological evaluations for special assignments (e.g., SWAT, hostage negotiator, canine officer, undercover officer, drug and vice officer) to ensure that Candidates meet minimum requirements for emotional stability or other standards. When any of the inquiries or procedures used by the examining psychologist are "medical" in nature, as defined by state or federal law, psychologists conducting these evaluations should be familiar with federal and state ADA

procedures, statutes, and case law and should be qualified to evaluate or diagnose mental health functioning. When applied to police officers these evaluations are also referred to by the acronym PEPSA (*psychological evaluations for police special assignments*).

Activity-Specific Behavioral Anchors:

The Candidate:

- a. Demonstrates and articulates knowledge and understanding of the laws, regulations, and literature relevant to pre-offer vs. post-offer evaluations for specialty assignments (PEPSAs),
- b. Is conversant in the factors relevant to construction of a PEPSA procedure designed to select-in normal traits, screen-out unwanted mental or emotional conditions or features, or both select-in and screen-out.

7. Direct Threat Assessments (important, distinctive)

This activity is a type of fitness-for-duty evaluation where the referral question centers on whether or not the employee poses a direct threat to himself or others, as opposed to general fitness to perform essential functions. The standards governing this inquiry are defined in both federal and state statutory and case law related to the Americans with Disabilities Act. Therefore, psychologists conducting these evaluations should be familiar with federal and state ADA statutes and case law and be qualified to evaluate or diagnose mental health functioning. The IACP Police Psychological Services Section publishes and maintains guidelines for this area of practice (*Psychological Fitness-for-Duty Evaluation Guidelines*, IACP, 2014). The public safety implications of impaired performance render the legal standard for determining direct threat in public safety employees substantially different than for other employees and establishes it as a distinctive activity in police and public safety psychology.

Activity-Specific Behavioral Anchors:

The Candidate:

- a. Articulates knowledge and understanding of the statutes, regulations, case law, and practice guidelines relevant to an evaluation of direct threat in public safety positions,
- b. Demonstrates adeptness in utilizing third-party information and other collateral sources in evaluating direct threat, as well as the legal, ethical, and practice guidelines relevant to confidentiality in the treatment of third-party information.

8. Workplace Violence Assessments (important)

Arguably a variation of direct threat assessments, the focus of workplace violence assessments generally goes beyond the question of whether or not the employee poses a direct threat, as defined by relevant statutes, and includes a focus on risk management strategies (e.g., how identified risk factors might be minimized, and protective factors might be optimized, in order to reduce the risk of violence). As with direct threat assessments, the standards governing this inquiry are defined in both federal and state statutory and case law related to the Americans with Disabilities Act. Therefore, psychologists conducting these evaluations should be familiar with federal and state ADA statutes and pertinent case law and research, and should be qualified to evaluate or diagnose mental health functioning. The IACP Police Psychological Services Section publishes and maintains guidelines for this area of practice (*Psychological Fitness-for-Duty Evaluation Guidelines*, IACP, 2009).

Activity-Specific Behavioral Anchors:

The Candidate:

- a. Demonstrates knowledge and understanding of the methods and literature relevant to an assessment of violence in the workplace generally,
- b. Demonstrates an understanding of whether the employee has a propensity for violence that impairs fitness for duty (i.e., pose a direct threat) and how the specific nature of a police officer's

essential functions poses unique challenges when conducting workplace violence evaluations compared to other occupational groups.

9. Emergency Consultations Concerning the Seriously Mentally Ill (important)

Police psychologists provide direct and indirect assessment of individuals identified by police officers as potentially suicidal, imminently dangerous to self or others, unable to provide for basic personal needs as a result of a mental disease or disorder, incapable of understanding risks to health and safety as the result of a mental disorder, using drugs or alcohol in a manner that might endanger the safety of the individual or others, or who are extremely combative in association with a mental disease or disorder. The police psychologist consults with police officers on de-escalation, crisis intervention, and referral to a medical treatment facility for voluntary or involuntary emergency psychiatric evaluation.

Activity-Specific Behavioral Anchors:

The Candidate:

- a. Designs and executes educational programs for first responders,
- b. Is conversant in local, state, and federal law involving the treatment and rights of individuals with SMI,
- c. Maintains and updates database of community resources and referral sources for disposition assistance.

10. Supervision of Psychological Assistants, Interns, Residents, or Fellows (important)

Police and public safety psychologists provide supervision of psychological assistants, residents, interns, and fellows in accordance with the “Guidelines and Principles for Accreditation of Programs in Professional Psychology” (American Psychological Association, 2005). These guidelines require that there be formally designated licensed psychologists (including at least one police psychologist) with exclusive responsibility for supervision who: (1) develop a police psychology training program including philosophy, objectives, and training plan; (2) secure program resources sufficient to accomplish the program’s service delivery, training, and supervision goals; (3) maintain program dynamics to promulgate eligibility for a training program in police psychology that prepares supervisees for professional practice in police psychology; (4) create, accurately describe, disclose, and document relevant information relating to the training model, program goals and objectives, selection procedures, requirements for training completion, training facilities/settings, service recipient populations, administrative policies and procedures, and other resources; (5) participate in a program of self-assessment and quality enhancement; and (6) ensure positive supervisor-supervisee relations.

Activity-Specific Behavioral Anchors:

The Candidate:

- a. Develops (independently or in collaboration) an appropriate professional training syllabus,
- b. Acquires (independently or in collaboration) necessary financial and administrative support,
- c. Designs and executes program evaluation procedures (independently or in collaboration),
- d. Monitors individual participation and assures compliance with ethical training requirements.

11. Pre-Offer Suitability Screening of Job Applicants (normal traits & competencies) (important)

Some public safety agencies use a bifurcated procedure to evaluate the psychological suitability of job Candidates, with a non-medical assessment of normal traits, behaviors, and competencies taking place prior to the conditional offer of employment, and the medical assessment (i.e., tests and inquiries capable of revealing an underlying mental disability) occurring after the conditional offer of employment. Pre-offer suitability screening involves the administration and scoring of tests, personal history questionnaires, and/or other instruments predicting suitability to complete training and perform the duties of a law enforcement officer. These predictions are validated against content, construct,

and/or criterion measures that are directly and demonstrably linked to the critical performance attributes of the target position. These measures are not designed to identify, describe, or diagnose mental disability or illness, as these can only be assessed after the conditional offer of employment.

Activity-Specific Behavioral Anchors:

The Candidate:

- a. Identifies and/or independently evaluates critical performance criteria for screening,
- b. Independently identifies instruments and designs an evaluative protocol for screening instruments and the evaluation process,
- c. Develops and/or independently evaluates and chooses rules, scoring algorithms, and reporting protocols,
- d. Develops, monitors, and evaluates predictive validity, and reliability of screening instruments, modifying weights and scoring protocols as indicated,
- e. Communicates results and educates clients in use (and limitations) of instruments,
- f. Articulates knowledge and understanding of the legal framework underlying bifurcated evaluations.

12. Promotional Assessments (normal traits & competencies) (conversant)

The focus of these evaluations is usually assessment of personal management style and general “fit” of the candidate with the job in question. They are administered to candidates for promotion to supervisory and/or executive ranks, and consist of tests of ability, personality, and interactive style, combined with a structured comprehensive personal interview by a police psychologist. Since these assessments address general attributes (rather than specifically defined performance attributes such as job knowledge), they are usually conducted in conjunction with other agency promotional selection processes and serve as an adjunctive, rather than definitive, tool for making key personnel appointments. They also may serve to identify individual strengths, weaknesses, and/or areas for improvement. As such, the results of this process may be incorporated into a career development program. These assessments often address performance attributes such as intellectual (problem-solving) ability; emotional characteristics; skill in human relations; insight into human behavior; and ability to plan, organize, and direct.

Activity-Specific Behavioral Anchors:

The Candidate:

- a. Frames referral question in terms related to job performance,
- b. Chooses instruments and designs assessment protocol consistent with job related KSAs and/or with client-articulated position requirements,
- c. Designs the report and assures proper use of results, confidentiality, limited distribution, etc. in accordance with guidelines and ethical standards.

13. Assessment Center Development & Administration (conversant)

Assessment centers are standardized job simulation exercises designed to allow Candidates to demonstrate skills and abilities identified by job analysis as essential for success in a given position. These exercises are scored by multiple trained observers whose ratings and judgments are pooled through consensus or by a statistical integration process. The term "assessment center" is a catch-all term that can consist of some or all of a variety of exercises. Most assessment centers usually include some sort of in-basket exercise simulating the disposition of items found in the in-basket for the job in question. Other typical exercises include oral presentations, counseling simulations, problem analysis exercises, interview simulations, role play exercises, written report/analysis exercises, and leaderless group exercises. Psychologists are often involved in developing the various simulation exercises contained in an assessment center, conducting the related validation research, and administering the overall assessment program.

Activity-Specific Behavioral Anchors:

The Candidate:

- a. Conducts and/or reviews existing job and task analyses to identify relevant KSAs for assessment,
- b. Conducts and/or supervises surveys of subject matter experts (SMEs),
- c. Designs and/or supervises design of job simulation-based assessment exercises,
- d. Designs and/or supervises scoring protocols,
- e. Trains and/or supervises training of assessors,
- f. Compiles and validates results,
- g. Maintains awareness of federal and state employment laws that impact promotional assessment.

14. Psychological Evaluations (normal traits & competencies) for High-Risk, High-Demand Assignments (conversant)

Psychologists frequently contribute to the assessment and selection of officers assigned to high-risk, high-demand positions (e.g., SWAT, undercover, narcotics and vice). These evaluations usually include administration of psychological assessment instruments as well as an interview conducted by a police psychologist. However, psychologists may also design and/or participate in other selection processes and activities, such as oral board interviews and simulations. Although the traits, competencies, and constructs assessed by these instruments are rationally linked to performance, the focus of these evaluations is usually to “screen out” individuals with a high probability of performance difficulties rather than to predict individual competency relative to other team members. These evaluations are also referred to by the acronym PEPSA (psychological evaluations for police special assignments) but are distinguished from the evaluations described in activity #6 to assess medical conditions.

Activity-Specific Behavioral Anchors:

The Candidate:

- a. Demonstrates and articulates knowledge and understanding of the laws, regulations, and literature relevant to pre-offer vs. post-offer PEPSAs,
- b. Is conversant in the factors relevant to construction of a PEPSA procedure designed to select-in desirable, and/or screen-out undesirable traits, knowledge, skills, and abilities.

15. Psychological Autopsies (intended for purposes other than case resolution) (conversant)

A psychological autopsy is a postmortem, postdictive psychological investigative procedure by which a person’s circumstances and psychological state of mind at the time leading up to his/her death is reconstructed, in order to help determine the manner of death, whether suicide, homicide, or accidental. Psychological autopsies are most useful when the evidence of the decedent’s intention is equivocal. They entail reviewing medical and police reports, photos, drawings, and records; interviewing witnesses and people who knew the victim; visiting the scene; and using knowledge of personality theory, suicidology, and psychology in general to form an integrated picture of the subject’s personality characteristics and state of mind, and the circumstances leading up to his/her death. Findings from psychological autopsies aid law enforcement agencies in designing programs to reduce the incidence of future suicides and to minimize liability by implementing behavioral or policy changes that mitigate factors that may have contributed to suicide.

Activity-Specific Behavioral Anchors:

The Candidate:

- a. Demonstrates an understanding of the evidence that differentiates suicide from homicide and accidental death.
- b. Articulates how various forms of evidence are integrated to arrive at an understanding of the decedent’s role in his or her own death.

16. Test Development (important)

Development of psychologically-based tests or assessment instruments involves the conceptualization, design, construction, and validation of psychometric assessment instruments, which typically are used for selection and/or assessment of individual strengths and weaknesses. Examples include content-validated tests of specific knowledge, skills, and abilities used to measure job knowledge, management decision-making, facility at written expression, construct-validated measures of specific interactive traits related to special assignments, and/or criterion-validated measures of performance such as work samples. The test development process typically consists of critical item review, item writing, initial linkage, pilot administration, item/cluster analysis (and/or other measures of internal consistency) and post hoc validation.

Activity-Specific Behavioral Anchors:

The Candidate:

- a. Defines and focuses assessment proposition,
- b. Develops test plan,
- c. Writes or supervises the writing of test items,
- d. Designs and executes pilot and initial analyses to include measures of reliability, internal consistency and validation,
- e. Finalizes design, writes supporting documentation.

17. Assessment-Related Education & Training (essential, distinctive)

Psychologists performing these activities develop and present training materials and programs to instruct agency personnel in the proper use and interpretation of assessment instruments and to assure the implementation of proper policies for dissemination and storage of assessment-related information. They also perform personal and/or group consultation to aid in the design/modification of preemployment and promotional selection policies that are consistent with professional standards (e.g., Standards for Educational and Psychological Testing AERA/APA; Principles for the Validation and Use of Personnel Selection Procedures, SIOP; CFR Title29 Part 1607).

Activity-Specific Behavioral Anchors:

The Candidate:

- a. Identifies training needs,
- b. Designs training materials,
- c. Assesses impact of training on competence.

18. Assessment-Related Research (essential)

These activities involve evaluating and documenting validity, reliability, and objectivity (i.e., absence of disparate impact) of the assessment instruments and processes currently in use at an agency, as well as recommending, designing, and/or implementing modifications to maximize effectiveness, validity, and defensibility.

Activity-Specific Behavioral Anchors:

The Candidate:

- a. Identifies ongoing research needs (predictive validation, measures of reliability and objectivity, etc.),
- b. Gathers and analyzes data,
- c. Presents findings and recommendations.

19. Assessment-Related Process Improvement (important)

Psychologists conducting assessment-related process improvements evaluate and document the overall results of agency assessment processes. For example, one focus of evaluation might be on efficiency (fiscal, manpower, time lines, etc.) as reflected in recruitment yield, training yield, quality of new hire performance, etc. Data to support these efforts may be derived from objective data and/or surveys of academy personnel, training officers, etc. Once the data are gathered and analyzed, the psychologist/consultant may make recommendations for improvement and/or participate in agency-based task forces, problem-solving committees, etc.

Activity-Specific Behavioral Anchors:

The Candidate:

- a. Independently or in collaboration, defines process outcome measures,
- b. Obtains data using reliable and valid methods,
- c. Appropriately analyzes data and makes recommendations for process improvements that reasonably follow from the findings,
- d. Follows up and evaluates results.

20. Assessment-Related Consultation (essential)

This activity involves personal and/or group consultation to aid in design/modification of preemployment and promotional selection policies that are consistent with professional standards (e.g., Standards for Educational and Psychological Testing AERA/APA; Principles for the Validation and Use of Personnel Selection Procedures, SIOP; CFR Title29 Part 1607).

Activity-Specific Behavioral Anchors:

The Candidate:

- a. Independently or in collaboration, defines the dependent or target measures (e.g., measures of performance, pass rates, attrition, academy grades, numbers of citizen complaints) and the independent or predictor variables (e.g., test scores, race, gender),
- b. Obtains data using reliable and valid methods,
- c. Appropriately analyzes data and makes recommendations that reasonably follow from the findings,
- d. Follows up and evaluates results.

- B. **Intervention:** *Developing, implementing, and evaluating various interventions designed to alleviate suffering and to promote health and well-being of police and public safety personnel, groups, and/or organizations.*

Competency-Wide Behavioral Anchors:

The Candidate:

- 1) Appropriately obtains informed consent and provides referring parties and clients/patients with appropriate disclosures,
- 2) Presents rationale for intervention strategy that includes empirical support,
- 3) Accurately assesses presenting issues taking into account milieu-specific factors and the larger life context, including diversity and organizational issues,
- 4) Independently selects an intervention or range of interventions appropriate to the presenting issue(s) and practice setting,
- 5) Develops rapport and relationships with a wide variety of clients,
- 6) Uses good judgment about unexpected issues, such as crises, use of supervision, confrontation
- 7) Effectively delivers intervention,
- 8) Independently recognizes and manages special circumstances,
- 9) Terminates treatment successfully,
- 10) Collaborates effectively with other providers or systems of care,

- 11) Independently assesses treatment effectiveness and efficiency,
- 12) Critically evaluates own performance in the treatment role,
- 13) Seeks consultation when necessary,
- 14) Demonstrates ability to gather information necessary to answer referral question.

Specific Intervention Activities:

21. Employee Assistance Counseling (important)

Employee assistance counseling is a psychological service provided for law enforcement employees who may be experiencing personal, psychological, or behavioral problems that may adversely affect their job performance and productivity. The services provided vary from agency to agency. Although many programs were originally designed to provide counseling for substance abuse, particularly alcohol-related problems, many employee assistance counseling programs have expanded to address a wide variety of problems, including psychological and stress-related disorders, marital and family problems, financial difficulties, and problems adjusting to retirement. Some employee assistance counseling programs also offer services to the eligible dependents of law enforcement employees. Police psychologists provide early detection of employee problems, problem assessment, short-term counseling, referral to longer-term outside treatment resources, follow-up services, employee education, and training for management in how to make appropriate use of the counseling program, in an effort to foster growth, resiliency, and effectiveness in the individual and in the work place. Employee assistance counseling may be provided as one component of a broader array of psychological services that may also include long-term treatment. Law enforcement employee assistance counseling is tailored to meet the needs of a unique culture and a specialized work force (e.g., a closed community in a quasi-military structure, functioning under the cumulative weight of several stressors, including shift-work and insomnia). The police psychologist must have a thorough understanding of the law enforcement culture and work environment in order to assess where his/her skills and resources might be of greatest assistance.

Activity-Specific Behavioral Anchors:

The Candidate:

- a. Sets the scope of the EAP activities within the particular public safety agency,
- b. Develops and maintains a list of community resources,
- c. Creates an agency-wide plan for outreach and education,
- d. Advocates for employee wellness,
- e. Develops and implements an assessment and referral service,
- f. Identifies a plan for staff engagement,
- g. Assures adequate staffing,
- h. Creates a program evaluation mechanism,
- i. Ensures a confidential record-keeping system,
- j. Systematically establishes clear understandings among the service recipient(s) and the referral source regarding any limitations of confidentiality, limitations of service, and other pertinent issues specific to employee assistance counseling,
- k. Chooses the most appropriate intervention strategies with respect to the presenting problem, milieu-specific considerations, and the duration of anticipated services under the terms of the employee assistance program,
- l. Develops and delivers psychoeducational materials and other programmatic approaches to optimize progress in the context of brief therapy.

22. Individual Therapy or Counseling (essential)

Individual therapy and counseling are broad terms used to describe a variety of psychological services provided to individuals, typically in a one-on-one, face-to-face meeting. In the law enforcement setting, this includes providing treatment or advice concerning a wide range of possible concerns related to the

individual's goals, needs, values, attitudes, conflicts, personal and interpersonal styles, education and career choices, academic and work functions, and developmental and social challenges unique to law enforcement personnel. Individual therapy or counseling may focus on stressors and problems most relevant to law enforcement personnel and the unique nature of their jobs that adversely impact their families, marriages, health, finances, and work performance/productivity. Therapy and counseling can consist of psycho-education, behavioral training, cognitive training, and a variety of other techniques intended to assist law enforcement personnel in identifying maladaptive or problematic patterns of thought and behavior that result in emotional distress, social, and/or occupational problems. Normally, individual therapy and counseling are provided with legal and ethical guarantees of confidentiality on the part of the therapist or counselor, and information about the services can only be disclosed by the therapist or counselor with the written, informed consent of the individual client. In some jurisdictions, qualified psychologists may also be authorized to prescribe psychotropic medication.

Activity-Specific Behavioral Anchors:

The Candidate:

- a. Designs the counseling programs' objectives and ensures support of both management and labor for those objectives,
- b. Establishes a confidential record-keeping system,
- c. Educates agency employees about the core goals, values and features of the counseling program,
- d. Anticipates potential complexities when an employee's functioning is questionable,
- e. Creates and maintains a list of ancillary resources for problems beyond the scope of the program,
- f. Assures adequate staffing at all times, including for emergencies,
- g. Implements a program evaluation component.

23. Group, Couple, Family Therapy or Counseling (important)

Group, couple, and family therapy or counseling are broad terms used to describe a variety of psychological services provided to more than one individual at a time. In the law enforcement setting, groups typically consist of law enforcement employees. Couple therapy or counseling focuses on the law enforcement employee and his/her spouse. Similarly, family therapy or counseling focuses on the law enforcement employee and his/her family members. These forms of psychological service address the same issues addressed in individual therapy and employ many of the same techniques. They additionally allow participants to practice more adaptive interpersonal interactions in a controlled environment, and give them greater access to the perspectives of others, enabling them to develop more adaptive interpersonal response patterns. These services are provided with legal and ethical guarantees of confidentiality on the part of the therapist or counselor. However, maintenance of confidentiality in a group, couple, or family therapy setting is inherently more difficult due to the number of participants who are not legally bound to maintain confidentiality of the material discussed. Police psychologists may also provide services to groups that consist of the spouses of police officers, or other family members of police officers, without the participation of the officers themselves. Police psychologists may provide information to spouses or family members about the unique working conditions of law enforcement, the types of stresses experienced by police officers, effective ways to support and interact with the family member who is a law enforcement officer, and other information intended to facilitate positive and satisfying interactions within the couple or the family.

Activity-Specific Behavioral Anchors:

The Candidate:

- a. Designs a group counseling program with the support of management and labor,
- b. Establishes a confidential record-keeping system while informing participants that confidentiality cannot be guaranteed in a group milieu,
- c. Educates employees about the goals and features of the group counseling program,
- d. Creates and maintains a list of ancillary resources for problems beyond the scope of the program or the counselor,

- e. Assures adequate staffing, including for purposes of unexpected incidents and emergencies,
- f. Implements a program evaluation component.

24. Critical Incident Early Intervention (essential)

Police officers, in the course of their job duties, may be exposed to critical incidents, which are traumatic events that are outside the range of normal human experience. These types of events include, but are not limited to, witnessing or being involved in situations involving accidents, natural disasters, deaths, serious injuries, or extreme danger. These types of events would be expected to produce a significant physiological, emotional, psychological, or behavioral reaction in anyone, and they often temporarily overwhelm the normal coping abilities of the individual. Although it is assumed that temporary negative reactions to a critical incident would be expected from almost anyone exposed to a similar incident, if such experiences are not dealt with properly, the individual may subsequently develop Posttraumatic Stress Disorder (PTSD) or other disturbances of psychological and behavioral functioning. Critical incident early intervention—including debriefing, “psychological first aid,” defusing, etc.—encompasses initial, immediate efforts to meet the needs of law enforcement officers impacted by a critical incident. Ideally, it takes place from one to a few days after the incident, or up to three to four weeks after a mass disaster. Depending on methods and goals, services can be provided individually or in groups of individuals affected by the same incident, in sessions that typically last from one to three hours. Intervention typically consists of providing opportunities for the affected individual(s) to describe the event and their reactions to it, in a setting that provides emotional support, reassurance, and education about the wide range of expected and typical responses to such an event. The intervention is designed to: (1) address the need for acute symptom reduction while not interfering with natural recovery processes, (2) preclude the development of maladaptive responses or maladaptive problem-solving, (3) facilitate social support and effective communications, (4) restore individual(s) to a pre-crisis, independent level of functioning, (5) provide closure, if possible, and (6) refer for more advanced care, as necessary.

Activity-Specific Behavioral Anchors:

The Candidate:

- a. Prepares a standardized protocol to an agency’s emergency request for a critical incident intervention,
- b. Clarifies that the critical incident intervention policy is triggered by an event without an assumption the employee has a problem,
- c. Ensures that only appropriate affected personnel are involved,
- d. Informs the agency and affected officer(s) of the confidentiality of the intervention and its exceptions in the process of gaining informed consent, and distinguishes it from a fitness-for-duty evaluation,
- e. Helps the agency to identify the appropriate amount of administrative time off following a critical incident, and encourages the development of a model time off policy,
- f. Prepares the employee(s) for the common psychological signs and symptoms following a public safety critical incident,
- g. Establishes a follow-up mechanism following the employees’ return to duty,
- h. Assists the agency in distributing information to the media and other agency personnel, as needed.

25. Critical Incident Therapy or Counseling (essential, distinctive)

Critical incident therapy or counseling refers to a broad range of psychological services provided to individuals impacted by a critical incident. These services are provided after the initial, immediate time period following the critical incident, when it has become clear that the individual’s reaction to the incident has not resolved. Critical incident therapy or counseling is intended to treat continuing symptoms of a pathological stress reaction. Services may be provided to individuals, groups, couples,

or families. The approach with the most empirical support is Cognitive-Behavioral Therapy (CBT), but other approaches such as Emotion Focused Therapy (EFT) have also been shown to be effective. Counseling approaches generally are based on the military intervention principles of immediacy, proximity, and expectancy; the process of grieving; the understanding of normal developmental life crises; and the nature of emotionally hazardous situations.

Activity-Specific Behavioral Anchors:

The Candidate:

- a. Establishes the confidential nature of the continuing service, barring statutory exceptions,
- b. Counsels and educates the affected employee regarding normal and problematic responses to trauma,
- c. Becomes informed of the legal, administrative and practical issues that must be addressed by the affected employee,
- d. Assists the employee by considering the use of modifications in the work setting,
- e. Broadens the intervention, as clinically indicated, to involve significant others in the employee's environment.

26. Counseling to Cope with Unique or Chronic Job Stressors (e.g., deep undercover, homicide, child abuse, sex crimes) (**important**)

Police officers frequently confront extremely unpleasant situations and behavior in the performance of their job (e.g., accidents; homicides; violent crimes and crime scenes; domestic violence; child abuse; hostage situations; suicides, officer-involved shootings or line-of-duty deaths; and handling human remains after disasters or other deaths). Some assignments, such as investigation of homicides, child abuse, or sex crimes, regularly expose officers to such unpleasant events. Other specialized assignments, such as undercover assignments, create a unique variety of stressors, such as the constant vigilance required to maintain an alternate identity, fears of exposure, separations from family and friends, and even pressures to commit criminal acts. The cumulative effect of such regular stressors may cause temporary or chronic psychological distress and/or problems with functioning, similar to that experienced by officers who have been exposed to a particularly traumatic critical incident. Police psychologists identify these types of reactions in officers and use a variety of counseling or therapy techniques designed to assist officers in recognizing and understanding their reactions to these cumulative "everyday" police stressors and ameliorating the negative psychological or behavioral effects that they may be experiencing.

Activity-Specific Behavioral Anchors:

The Candidate:

- a. Develops a trusting consultative relationship with the agency's high-risk special assignment personnel in order to facilitate services during times of need,
- b. Builds immunity and inoculation mechanisms for prevention of stress reactions in order to protect employees from the deleterious effects of chronic exposure to troublesome stimuli,
- c. Creates therapeutic interventions for those employees who display or report distress after stressful exposure.

27. Disability Recovery (**conversant**)

Disabilities are not necessarily permanent and in fact have recovery rates that can be understood in terms of various demographic and psychosocial resource variables. In the event that a psychological disability prevents a police officer from properly performing his/her assigned duties, the police psychologist may assist the officer and the department by assessing and documenting the presence of the disability, which might otherwise be mistaken for a disciplinary problem or some other sort of difficulty. In the case of medical and/or psychological disabilities, the police psychologist can also provide assistance in obtaining certain disability benefits, such as modified occupational duties,

reasonable accommodations, vocational rehabilitation, and psychological assessment and services. The police psychologist may also review applicable policies and procedures allowing the injured officer to work within his/her medical or psychological restrictions/capabilities in temporary or permanent work assignments.

Activity-Specific Behavioral Anchors:

The Candidate:

- a. Distinguishes and clarifies his/her role for the employee and the referring party to ensure all parties' understanding of the activity,
- b. Understands and articulates the legal and administrative landscape of disability claims,
- c. Utilizes the appropriate measurement strategies in assessing disability,
- d. Distinguishes between disability and disorder in assessment and treatment.

28. Substance Abuse Treatment (important)

Substance abuse treatment is an umbrella term used to refer to the processes of medical and/or psychotherapeutic treatment for dependency on psychoactive substances such as alcohol, prescription drugs, and illegal drugs of abuse, such as cocaine, heroin, or methamphetamines. The goal of the police psychologist is to provide or facilitate the provision of intervention services to enable the police officer to cease substance abuse in order to avoid the psychological, legal, financial, social, and physical consequences that can result.

Activity-Specific Behavioral Anchors:

The Candidate:

- a. Identifies local or other available resources for substance abuse treatment that extends beyond the scope of agency resources,
- b. Ensures that the collateral resources are sensitive to the specific concerns of public safety personnel,
- c. Develops a referral mechanism and monitors the employee's treatment to assure ease of reentry upon completion of treatment (if the employee required time off) or coordination between treatment providers and the workplace.

29. Mental Attitude Preparation (conversant)

Police psychologists assist law enforcement officers with psychological preparation that helps them to gain self-confidence and an ability to coordinate cognitions, emotions, and behavior in an optimally adaptive manner. The police psychologist prepares the officer not just in terms of technical skill and knowledge, but also in terms of an optimally adaptive attitude that enables him/her to be flexible and innovative. The general goal is to train the officer in an attitude that leads him/her to view situations as challenges or opportunities rather than risks or potential failures. Mental attitude preparation may also involve more specific training to inculcate the proper orientation and attitude toward an assignment that may present unique difficulties. For example, without prior mental preparation, an officer might hesitate or even fail to shoot at a legitimate target that is not consistent with his or her stereotyped expectations.

Activity-Specific Behavioral Anchors:

The Candidate:

- a. Develops and implements targeted training techniques to better prepare and anticipate challenges in high-risk, rapidly evolving, potentially life-threatening scenarios (e.g., pre-attack postures, contact-cover, pre-contact assessment),
- b. Is conversant in the current theoretical and empirical literature on resilience, particularly in public safety settings and other high stress environments.

30. Wellness Programs (**conversant**)

Many agencies have created programs aimed at preventing or reducing the negative impact of stress on health. These wellness programs are health protection programs that promote physical and mental fitness and well-being, and environmental and occupational health. Many varieties of wellness programs exist, many of which focus primarily on physical fitness. Ideally, such programs should also include elements for enhancing stress management, social communication skills, psychological/mental health, nutrition and diet, cessation of maladaptive habits, and substance dependence treatment and education. The police psychologist's role in wellness training is to assist law enforcement officers toward improving their lifestyles through learning new, health-enhancing behaviors and coping mechanisms to more effectively deal with the inherent stressors of police work that adversely impact job performance. Through the improvement of physical and mental health behaviors, wellness programs are intended to reduce health care costs, improve job performance and morale, decrease absenteeism, increase productivity, generate higher health satisfaction, and facilitate achievement of the agency's operational missions.

Activity-Specific Behavioral Anchors:

The Candidate:

- a. Develops resources to educate public safety employees in wellness and holistic approaches to illness prevention,
- b. Designs and implements training to provide wellness strategies to law enforcement employees.

31. Life Coaching (**conversant**)

Life coaching is the practice of assisting law enforcement personnel to determine and achieve personal goals. A police psychologist, serving as a coach, will use a variety of methods tailored to the client's needs, to move him/her through the process of setting and reaching goals. Coaching is not targeted at psychological illness, and coaches are not functioning as therapists (although therapists may be coaches). Life coaching in law enforcement is typically used to address: (1) development of high-potential leaders and leadership effectiveness, (2) change in required competencies or job skills, (3) change in management and succession planning, (4) improvement of under-performing police supervisors or executives, (5) departmental and personnel needs to surpass perceived potential limits or performance stagnation, (6) problems involving cultural misalignments with law enforcement job requirements, and (7) breakdowns in communication.

Activity-Specific Behavioral Anchors:

The Candidate:

- a. Understands and articulates the distinction between counselor and coach, and manages the boundaries between them,
- b. Clarifies the objectives of coaching for the agency and disseminates promotional material.

32. Intervention-Related Education & Training (**essential, distinctive**)

Intervention-related education and training conducted by police psychologists consists of attempts to prevent and/or ameliorate problematic behaviors in law enforcement officers by providing individual or group education and training about the causes and consequences of such behaviors, as well as techniques for changing behavior.

Such training typically focuses on critical issues in law enforcement, such as understanding and managing: (1) police use of deadly force; (2) deviant or corrupt police behavior; (3) police prejudice and discrimination; (4) the violence-prone police officer; (5) substance abuse by police officers; and (6) traumatic and workplace stress. Other psychological health and wellness issues, including family and relationship functioning, may also be the focus of training.

Activity-Specific Behavioral Anchors:

The Candidate:

- a. Identifies specific education and training needs of law enforcement agencies served,
- b. Develops and conducts trainings that are culturally appropriate to the law enforcement or other public safety population,
- c. Solicits feedback from public safety personnel and management and stays abreast of current policies and research to continually improve and update trainings.

33. Intervention-Related Research (conversant)

Police and public safety psychologists provide many services and interventions designed to prevent occupational stress-related problems in public safety personnel and to restore officers to optimal functioning when such problems exist. The practical imperative of ensuring the effective use of finite resources, together with an ethical imperative to demonstrate that such interventions are effective, require that the methodology of specialty psychologists be based on sound empirical evidence. Intervention-related research by psychologists provides empirical evidence through the use of the scientific method to develop and test hypotheses concerning effective interventions for public safety officers and organizations. Ideally, such research will focus on the effectiveness of interventions employed within the public safety population and will take into account the unique culture and working conditions of the organization. This includes interventions specifically designed to address issues and problems unique to law enforcement professionals. However, more general clinical research designed to answer questions about the effectiveness of broader intervention methods may also be successfully generalized to law enforcement and should be replicated within the law enforcement population. Research focused on law enforcement, for example, might explore the impact of occupational factors on the physical and mental health functioning of law enforcement officers, while more broadly applicable research might compare the efficacy of alternative intervention methods used in the prevention or treatment of stress or trauma-related problems.

Activity-Specific Behavioral Anchors:

The Candidate:

- a. Identifies research needs relevant to establishing evidence-based practices in treating law enforcement professionals,
- b. Designs and implements treatment outcome trials,
- c. Disseminates findings to police psychology and law enforcement communities.

34. Intervention-Related Process Improvement (important)

Psychologists engaged in intervention-related process improvement employ interdisciplinary and intergroup partnerships, which view ongoing learning as an essential process for attaining and maintaining optimal functioning of the individual and the organization. It can be understood as "learning by collaborative design."

Activity-Specific Behavioral Anchors:

The Candidate:

- a. Provides information, training, and consultation to increase awareness of various performance improvement options,
- b. Designs and proposes an intervention or a series of interventions to eliminate a performance gap
- c. Selects interventions with a view toward their systemic impact,
- d. Uses evaluation feedback to refine future interventions,
- e. Reviews and evaluates service programs and client services to ensure adherence to accepted standards of practice and legal parameters.

35. Intervention-Related Consultation (important, distinctive)

Intervention-related consultation consists of systemic principles, approaches, and models of consultation designed to ameliorate technical, social, and emotional performance problems exhibited by members of an organization and to enhance organizational as well as individual competence. The principle objective of intervention-related consultation to agencies is to improve the accessibility, availability, effectiveness, and appropriateness of law enforcement services to the community.

Activity-Specific Behavioral Anchors:

The Candidate:

- a. Identifies gaps in existing law enforcement mental health training and related services (e.g., ensures that officers are equipped with the right skills and competencies used to manage encounters with the seriously mentally ill offender),
- b. Develops and evaluates multidisciplinary and culturally-sensitive law enforcement consultation services that specialize in mental health evaluation and treatment,
- c. Facilitates access to expertise in mental health by developing a network of police psychologists, clinicians, databases, and internet resources,
- d. Offers ongoing professional training to promote the development of competency in law enforcement intervention among mental health practitioners, particularly those who offer frontline or primary care services.

- C. **Operations:** *Application of psychological science and procedures in support of law enforcement activities; strategic, analytic, and expert guidance or professional assistance provided to police and public safety personnel, groups, and/or organizations for purposes of aiding them in their public safety functions.*

Competency-Wide Behavioral Anchors:

The Candidate:

- a. Understands and heeds Constitutional and other legal authorities under which the specific governmental agency operates (e.g., federal, state, local), and applies that understanding to his/her participation in the agency's operations,
- b. When participating in operations-related interviews and other targeted operational support activities, he/she discloses and clarifies to the client agency, operational parties, witnesses, informants, and when possible, suspects/targets, the nature of his/her responsibilities. Ethical concerns are heightened when the target of the psychologist's participation is unaware of the operational intervention or its purposes or risks. Operational interventions conducted without the awareness and agreement of the suspect/target are in tension with the core ethical principle of voluntary informed consent, although this tension does not necessarily render them unethical in an operational support context. In such cases, psychologists strive to take reasonable steps to protect the suspects/targets' rights and welfare,
- c. Employs sound theoretical formulations, founded in scientifically and/or empirically-derived bases, when making statements or suggestions to law enforcement investigators/case agents and/or other operational parties and avoids making statements without an adequate empirical or scientific basis to support them,
- d. Utilizes established scientific and empirically sound methods for gathering, organizing, integrating, or interpreting case information, and applies such methods with utmost attention to the legal and ethical requirements of the intervention,
- e. Follows established scientific and empirically-sound methods for understanding the psychological motivations of criminal and potential criminal actors, as well as informants and witnesses (e.g., interpersonal, ideological) within his/her area of criminal intelligence responsibility, and utilizes that information to inform and educate the client agency, operational personnel, and outside entities when necessary to protect public safety.

Specific Operational Activities:

36. Criminal Intelligence (conversant, distinctive)

Criminal intelligence encompasses a broad range of activities and involves the application of psychological knowledge, principles, and methods to aid police in criminal investigations. Criminal intelligence is used by law enforcement organizations to prevent, detect, and/or disrupt criminal or potential criminal activity. These activities can include gathering, organizing, integrating, or interpreting case information, and specialized operational support (e.g., direct and indirect assessment, criminal profiling, psychological autopsies, threat assessment, crisis/hostage negotiation, debriefing/providing psychological support to undercover operatives).

Activity-Specific Behavioral Anchors:

The Candidate:

- a. Understands and heeds the Constitutional and other legal authorities under which the specific governmental agency operates (e.g., federal, state, local), and applies that understanding to his/her participation in the agency's criminal intelligence operations,
- b. Utilizes sound theoretical formulations, founded in scientifically and/or empirically-derived bases, when making statements or suggestions to law enforcement investigators/case agents and/or other operational parties and avoids making statements without an adequate empirical or scientific basis to support them,
- c. Utilizes established scientific or empirically sound methods for gathering, organizing, integrating, or interpreting case information, and applies such methods with utmost attention to the legal and ethical requirements of the intervention.

37. Criminal Profiling (important, distinctive)

Criminal profiling involves the identification of personality, behavioral, and demographic factors characteristic of the perpetrators of particular crimes or criminal patterns. Criminal profiles are used by police investigators to help narrow the scope of criminal suspects or to aid in generating investigative leads.

Activity-Specific Behavioral Anchors:

The Candidate:

- a. Applies reliable scientific information about the psychological characteristics of offenders to the facts of a particular crime or crime scene,
- b. Is conversant in crime scene analysis and investigative protocols,
- c. Is familiar with common criminal behavior patterns including antecedents to crimes, methods and manners of a crime, body dispositions, and post-offense behaviors,
- d. Stays within the limits of reliability when applying a set of practical identifiers that are clinically or actuarially associated with discernible crime scene characteristics or offender behavior.

38. Psychological Autopsies (for case resolution) (important, distinctive)

In the Operational Domain, psychological autopsies are used to support death investigations and to facilitate case resolution. A psychological autopsy is a postmortem, postdicitive psychological investigative procedure by which a person's circumstances and psychological state of mind at the time leading up to his/her death are reconstructed, in order to help determine the manner of death, whether suicide, homicide, natural, or accidental. Psychological autopsies are most useful when the evidence of the decedent's intention is equivocal. They entail reviewing medical and police reports, photos, drawings, and records; interviewing witnesses and people who knew the victim; visiting the scene; and using knowledge of personality theory, suicidology, and psychology in general, to form an integrated picture of the subject's personality characteristics and state of mind, and the circumstances leading up to his/her death.

Activity-Specific Behavioral Anchors:

The Candidate:

- a. Understands and articulates crime scene analysis, suicidology, and behavioral analysis relevant to assessing equivocal deaths,
- b. Gathers data in a sensitive manner while navigating complicated survivor reactions and agendas, sometimes with political, social, and/or economic consequences,
- c. Utilizes multiple data sources in the course of an equivocal death analysis and integrates the data with proper consideration to the reliability and validity of that data,
- d. In communicating opinions resulting from a psychological autopsy, is careful to document the basis for the opinions, including the data sources relied upon and any limitations in the reliability of that data,
- e. Devises improvements or modifies conditions that may reduce future adverse outcomes, when possible.

39. Crisis and Hostage Negotiation (essential, distinctive)

Psychologists who serve on an agency's Crisis Negotiation Team (CNT) support efforts to achieve a peaceful, nonlethal resolution of critical incidents, such as barricaded subjects, suicidal persons, and active threats of serious violence against persons or property. The psychologist has several functions as a Crisis Negotiation Team consultant, including the ongoing and continuous monitoring of negotiations, translating relevant information and behavior of the hostage taker or barricaded subject, assessing violence risk, managing the stress level of the negotiator and liaisons, recommending strategies to the negotiator for managing the behavior and emotions of the hostage taker or barricaded person, and helping to assess the hostage taker's or barricaded person's motivations.

Activity-Specific Behavioral Anchors:

The Candidate:

- a. Understands and heeds the Constitutional and other legal authorities under which the specific governmental agency operates (e.g., federal, state, local), and applies that understanding to his/her participation in the agency's crisis/hostage negotiations operations,
- b. Is familiar with basic and advanced hostage negotiations theory and tactics,
- c. Helps to establish and maintain regular training with the crisis negotiations unit and other tactical units (e.g., SWAT), as appropriate,
- d. Maintains physical fitness for ongoing readiness to provide and sustain consultation for potentially lengthy sieges,
- e. Establishes an effective ongoing working relationship with local mental health providers to assist in gathering urgently needed collateral information,
- f. Understands police tactics in dynamic, high risk sieges,
- g. Recognizes police and statutory codes required to understand emergency communications during hostage and barricade incidents,
- h. Demonstrates knowledge and understanding of the methods and literature relevant to an assessment and management of imminent violence.

40. Indirect Assessment (conversant, distinctive)

Indirect assessment encompasses a wide array of activities in which the psychologist relies on third-party information to form conclusions about the psychological traits, behavioral proclivities, functioning, and intentions of a particular person. It is used whenever the psychologist is asked to form opinions or make predictions about a person without the benefit of direct contact, and it is fundamental to many of the proficiencies described elsewhere under the Operational Domain (e.g., Psychological Autopsies, Criminal Profiling, Criminal Intelligence). The IACP Police Psychological Services Section has published guidelines for this area of practice (Guidelines for Consulting Police Psychologists, IACP, 2011).

Activity-Specific Behavioral Anchors:

The Candidate:

- a. Clarifies limitations of indirect assessment capabilities,
- b. Selects instruments, as appropriate, and designs assessment protocols based on best available evidence-based procedures,
- c. Consults to law enforcement within the parameters established by the IACP Guidelines for Consulting Police Psychologists (2011) and ethical principles of psychologists,
- d. Appropriately analyzes data and makes recommendations for process improvement that reasonably follow from the outcomes of the data analysis.

41. Threat Assessments (essential, distinctive)

Threat assessment is employed to identify, evaluate, obstruct, reduce, and manage threats of substantial criminal harm to public safety, the safety of third parties, and/or to an entity's personnel or assets. When the source of the threat is an employee, the assessment occurs in the context of a "Workplace Violence Assessment" or "Fitness-for-Duty Evaluation" (see definitions for these proficiencies under the Assessment Domain). Threat assessment concerns itself with the factors that increase (risk factors) and decrease (protective factors) the likelihood of harm, as well as methods for minimizing or managing risk.

Activity-Specific Behavioral Anchors:

The Candidate:

- a. Is knowledgeable concerning appropriate organizational policies and plans to address and facilitate threat assessment (e.g., policies, programs, protocols, and plans addressing hostile workplace, workplace violence, threats of mass destruction, school and campus violence, and early recognition and management),
- b. Is familiar with threat assessment literature and maintains an evidence-based protocol for assessing and mitigating dangerousness,
- c. Maintains availability to consult with the agency and participate in a workplace violence or related threat assessment team.

42. Operations-Related Education & Training (essential, distinctive)

Police and public safety psychologists frequently are called upon to educate public safety personnel on a wide variety of psychological topics central to public safety operations, including criminal psychology, psychopathology (e.g., psychotic disorders, personality disorders, substance use disorders), and memory. Psychologists also assist in operational training, such as enhancing performance under peak stress conditions, crisis negotiation (e.g., active-listening skills, persuasion techniques, crisis intervention, assessment of personality types, threat assessment, aggression potential, and high-fidelity role playing), survival training, and suicide prevention.

Activity-Specific Behavioral Anchors:

The Candidate:

- a. Possesses a background of adequate training and subject matter knowledge in areas where the training is being offered,
- b. Identifies specific education and training needs of law enforcement agencies served,
- c. Develops and conducts training appropriate to the agency and within the scope of the police and public safety psychologist's expertise,
- d. Assesses training outcomes, solicits feedback, and adjusts lesson plans and presentations as appropriate.

43. Operations-Related Research (essential, distinctive)

Police and public safety psychologists carry out research on a broad range of topics designed to support police operations, including factors associated with successful vs. unsuccessful operational outcomes, demographic and personality factors of criminal perpetrators, and risk vs. protective factors under various conditions of threat.

Activity-Specific Behavioral Anchors:

The Candidate:

- a. Maintains familiarity with the literature concerning psychological support to law enforcement operations and the role of police psychologists in such operations,
- b. Identifies the needs of the agency for research as it pertains to public safety operations and the psychologist's participation in or support to public safety operations,
- c. Designs and implements studies to enhance law enforcement operations through the application of psychological principles and techniques,
- d. Disseminates findings to police psychology and law enforcement communities, as appropriate.

44. Operations-Related Process Improvement (important, distinctive)

Police psychologists are uniquely qualified, as ancillary participants in police operations who are also skilled process observers, to identify potential improvements to operational processes, both investigative and tactical.

Activity-Specific Behavioral Anchors:

The Candidate:

- a. Maintains familiarity with the literature and agency policies and practices concerning psychological support to law enforcement operations and the role of police psychologists in such operations,
- b. Participates in operational training and law enforcement operations as given opportunities by the law enforcement agency,
- c. Identifies potential improvements to operational processes,
- d. Proposes changes to policies and procedures pertaining to operational processes,
- e. Participates as a member of a process improvement team to implement, monitor, and assess the outcome of process improvements.

45. Operations-Related Consultation (conversant, distinctive)

This activity involves individual and/or group consultation to support achievement of operational goals and objectives. The IACP Police Psychological Services Section has published guidelines for this area of practice (Guidelines for Consulting Police Psychologists, IACP, 2016).

Activity-Specific Behavioral Anchors:

The Candidate:

- a. Exercises reasonable ethical judgment in weighing the duty to protect public safety and third parties with the duty to protect individual human rights and heed Constitutional requirements,
- b. Consults to law enforcement within the parameters established by the current version of the IACP Guidelines for Consulting Police Psychologists (2016).

- D. **Consultation:** *Analysis, consultation, and assistance provided to police and public safety supervisors, managers, groups, and/or organizations for purposes of improving group or organizational functioning.*

Competency-Wide Behavioral Anchors:

The Candidate:

- 1) Clarifies referral questions regarding issues to be addressed, procedures and techniques to be employed, outcomes to be expected, and measurements to be used in evaluating outcomes,
- 2) Develops comprehensive work/project plans,
- 3) Identifies primary client; establishes and manages parameters of consulting relationships with respect to and regard for confidentiality and ethics,
- 4) Is aware of and sensitive to potential conflicts of interest among consultees,
- 5) Communicates findings clearly and effectively.

Specific Consultation Activities:

46. Development of Performance Appraisal Systems (conversant)

This activity involves the design and development of organizational policies, processes, and instruments for measurement and feedback of individual job performance. Typically, these appraisals are completed by supervisors and other relevant members of the chain of command. However, some performance appraisals may also include data from others (peers, subordinates, community members, etc.). The primary purpose of any performance appraisal system is to provide meaningful, actionable feedback to the incumbent for purpose of individual performance improvement and career development. However, in some settings, performance appraisal data may also be used as a component of promotional selection and/or for selection for special assignments. Composite data from performance appraisals may also be used by management for training needs assessments and manpower/succession planning. When performance appraisals are utilized as a component of selection processes, content validity as well as precise attention to construction of measurement components, training of assessors, assessment policy, etc. are critical. The psychologist may design and deliver these processes/instruments in total or may participate as a professional advisor to an agency task force.

Activity-Specific Behavioral Anchors:

The Candidate:

- a. Independently, or in collaboration with human resources personnel, reviews available position descriptions and job analyses to identify critical performance attributes,
- b. Ensures effective communication with relevant stakeholders (e.g., labor, management, ancillary administrative personnel) to ensure that the methods and products of the performance appraisal system conform to their respective needs, interests, and existing agreements/systems.

47. Organizational Development (important)

Whereas individual employees are the focus of performance appraisal, organizational development programs focus on improving organizational performance. Organizational development program components frequently include, but are not limited to, leadership development training, employee problem-solving groups, content-based training programs, specialized training programs (e.g., management decision making, ethics, communication, field training/performance coaching, relationship/diversity training), evaluation of policies and procedures, and strategic planning. Periodic program evaluation is a critical component of any organizational development program.

Activity-Specific Behavioral Anchors:

The Candidate:

- a. Develops organizational goals consistent with, or on the basis of, an organizational assessment yielding actionable data in regard to training needs, leadership climate, morale, values/culture, etc.,
- b. Designs and implements program components to achieve the actionable goals identified in the assessment, with iterative goals from the current state to a transition state, and from the transition state to the targeted change state,
- c. Utilizes program evaluation (and modification when appropriate) as a critical component of all organizational development programs,

- d. Remains cognizant of the unique aspects of public safety organizational culture (particularly in-group/out-group and hierarchical trust considerations) and its impact on organizational functioning.

48. Executive Consultation (essential)

Psychologists engage in consultation with agency executives for a variety of purposes including, but not limited to, personnel-related issues (selection, individual performance issues, interpersonal problems, etc.), leadership-related issues (style, impact, relationships, team building), organizational issues (agency mission and strategy, values, culture) general performance issues (coaching) and/or personal issues. These consultations are typically focused, time limited, and confidential in nature.

Activity-Specific Behavioral Anchors:

The Candidate:

- a. Consistent with the nature of the consultation, carefully guards against multiple relationships that may compromise objectivity and competence,
- b. Provides consultation and advice only within the boundaries of his/her competence, even when a contract provision or client demand requires more,
- c. Ensures that all consultation and advice is based on information sufficiently reliable to support it, with higher stakes outcomes requiring higher levels of reliability,
- d. Is mindful of the appearance of confidentiality breaches when consulting with executives at the same time that he/she is working with subordinate personnel in private or confidential contexts.

49. Management Consultation (essential)

Psychologists engage in consultation with agency managers for a variety of purposes including, but not limited to, training needs assessment, recommendation or design of training programs and/or shift staffing policies, time management consultation, etc. Management consultation may also include the activities described under “executive consultation.”

Activity-Specific Behavioral Anchors:

The Candidate:

- a. Consistent with the nature of the consultation, carefully guards against multiple relationships that may compromise objectivity and competence,
- b. Provides consultation and advice only within the boundaries of his/her competence, even when a contract provision or client demand requires more,
- c. Ensures that all consultation and advice is based on information sufficiently reliable to support it, with higher stakes outcomes requiring higher levels of reliability,
- d. Is mindful of the appearance of confidentiality breaches when consulting with managers at the same time that he/she is working with subordinate personnel in private or confidential contexts.

50. Supervisor Consultation (essential, distinctive)

This activity centers on specific supervision-related issues such as counseling problem employees, managing relationships with subordinates and superiors, effective management of disciplinary incidents, time management, etc. These consultations may also include some of the activities described under “executive consultation.”

Activity-Specific Behavioral Anchors:

The Candidate:

- a. Consistent with the nature of the consultation, carefully guards against multiple relationships that may compromise objectivity and competence,

- b. Provides consultation and advice only within the boundaries of his/her competence, even when a contract provision or client demand requires more,
- c. Ensures that all consultation and advice is based on information sufficiently reliable to support it, with higher stakes outcomes requiring higher levels of reliability,
- d. Is mindful of the appearance of confidentiality breaches when consulting with supervisors at the same time that he/she is working with subordinate personnel in private or confidential contexts.

51. Process Consultation (conversant)

Process consultation involves a process by which the consultant engages in mutual inquiry designed to create a shared responsibility for diagnosing problems and generating solutions, but also to enable the consultant to pass on some of his or her own diagnostic and intervention skills. Process consultation is generally contrasted with “expert consultation” in which the consultant independently diagnoses and fixes problems. Nearly all management and organizational consulting involves a mix of expert and process models, with the consultant frequently shifting roles to meet the needs of the situation.

Activity-Specific Behavioral Anchors:

The Candidate:

- a) Assesses the referral and any interventions in the context of the organizational system, including the immediate or contact client, the primary client or objects of change, and the ultimate clients or stakeholders,
- b) Identifies and acts on opportunities to help clients improve their abilities to help themselves,
- c) Asks questions or uses exploratory interventions intended to provide assistance while ensuring that the client continues to “own” the problem,
- d) Differentiates between, and properly assumes, the roles of providing expert information, conducting an expert assessment and/or solution, and providing process consultation,
- e) Recognizes his/her areas of expertise, and the immediate needs of the client, in order to know when to move in and out of these various roles.

52. Mediation (important)

Psychologists trained in mediation theory and techniques often facilitate the resolution of interpersonal conflict among individuals within an organization, between organizational units, and between the agency and members of the public. Mediation also is used effectively in resolving policy disputes, labor conflicts, and other grievances. Many states provide mediation with statutory protections, including protections against compulsory disclosure of mediation-related communications, if the mediator and the mediation process meet certain statutory requirements (e.g., minimum training and experience, use of standard mediation agreement language).

Activity-Specific Behavioral Anchors:

The Candidate:

- a. Articulates the differences between mediation, arbitration, and other multi-party conflict resolution processes,
- b. Defines and employs the elements of informed consent and mediation agreements as precursors to mediation services,
- c. Is aware of the ethical and legal requirements in his/her jurisdiction when providing mediation services,
- d. Articulates one or more models of mediation used when assisting parties to come to a mutually agreeable solution to a problem or conflict,
- e. Employs a variety of tactics in response to common problems faced in mediation,
- f. Works effectively with attorneys and/or paralegals at appropriate stages of mediation, including the preparation of the mediator work product,

- g. Takes proper steps to ensure that he/she does not become a participant in any subsequent adjudicatory proceedings between the parties to mediation.

53. Implementation of Multirater Feedback Systems (conversant)

Multirater feedback, also known as multisource or 360-degree feedback, involves performance evaluation feedback gathered about a person from two or more rating sources, including self, supervisor, peers, direct reports, internal stakeholders, external stakeholders, and vendors or suppliers. Consulting psychologists often design and/or implement multirater feedback systems, and many psychologists also integrate them with personality assessment data in order to assist the subject or “target” of the feedback in understanding how his or her behavior may contribute to strengths and developmental needs.

Activity-Specific Behavioral Anchors:

The Candidate:

- a. Ensures that the rated behavioral or performance dimensions are job-relevant and represent the scope of behavior of interest to the identified stakeholders,
- b. Selects or develops procedures and methods for gathering and reporting feedback that are reliable, valid, useful for the designed purposes, and consistent with the confidentiality and economic expectations of the parties involved,
- c. Through training, consultation, and/or other means, prepares the organization to participate meaningfully in the development, implementation, and use of multirater feedback,
- d. When reporting feedback to the subjects of the multirater assessment, provides information that facilitates an effective understanding both of the reliability of the data and of the use of the data for enhancing performance and/or changing behavior,
- e. When reporting information to persons other than the subject(s) of the feedback, works to ensure that the data is properly understood and used, and that expectations of confidentiality are clarified and honored.

54. Consulting-Psychology-Related Education & Training (essential)

Consulting psychologists provide education and training to assist agency personnel in optimizing their leadership, management, and supervisory effectiveness. The broad array of consulting psychology topics amenable to education and training efforts include organizational change, leadership transformation, ethical decision making, managing in a multicultural workforce, etc.

Activity-Specific Behavioral Anchors:

The Candidate:

- a. Bases education and training efforts on an appropriate needs assessment,
- b. Except for brief or topical education or training activities, includes an outcome measure as a means of evaluating effectiveness of the effort.

55. Consulting-Psychology-Related Research (essential)

Consulting police and public safety psychologists engage in empirical research intended to aid executives and managers in better understanding, anticipating, and managing the complexities of organizational behavior in paramilitary settings.

Activity-Specific Behavioral Anchors:

The Candidate:

- a. Maintains familiarity with the literature concerning organizational change, transition, and development in police and public safety agencies,

- b. Identifies the organizational, personnel, and community need for research and designs studies linked to these identified needs,
- c. Disseminates findings to police and public safety psychology and public safety communities, as appropriate.

APPENDIX B

Requirements for an Intervention Work Sample

Requirements for an Intervention Work Sample

DESCRIPTION:

These guidelines are intended for the use of an ABPPSP board certification Candidate preparing an intervention-based Work Sample.

GENERAL INSTRUCTIONS:

The submission must demonstrate therapeutic competency at the specialist level. The Candidate must demonstrate:

1. The ability to differentially diagnose the client's condition based on clinically manifested symptoms in accordance with accepted DSM criteria, and the ability to describe the methods utilized for this purpose (e.g., interviews, mental status examination, psychological testing, collateral information).
2. The ability to conceptualize an initial treatment plan, modify that plan as necessary during the course of treatment, and identify the indications or methods of feedback used by the Candidate to verify the client's progress or failure during the course of treatment, and the ultimate outcome of treatment, if available. (The Candidate is expected to utilize evidence-based treatment modalities or approaches linked to information discussed in the Science Base and Evidence-Based Practice section of the Professional Self-Study Statement.)
3. The ability to recognize and intervene with issues unique to police and public safety clients and the organizations they serve (e.g., the unique issues and factors that must be considered when a peace officer presents as suicidal or functionally impaired in the performance of his or her duties).
4. The ability to recognize and resolve any ethical or legal dilemmas that may occur during the course of treatment (e.g., possible conflicts in duty to client and the public safety agency).

CASE PRESENTATION OUTLINE:

General Considerations

1. Protect the confidentiality of the therapeutic client. The Candidate does not describe the client, assignment, news report, etc. in such a way as to allow anyone to identify the individual in treatment.
2. Utilize a pseudonym for the client- do not use the actual name of the client. Do not simply refer to the "client" or "patient."
3. Discuss any applicable law and ethical matters potentially raised; provide appropriate legal and/or ethical (i.e., APA Ethical Principles of Psychologists and Code of Conduct) references.
4. Discuss how informed consent was obtained at the start of therapy and, as necessary, at subsequent stages.
5. Discuss how the policies, procedures, or protocols of the client's public safety employer may affect the work that is done with the client.
6. Discuss how dangerousness and ability to perform essential job functions was assessed and addressed.
7. Address any possible conflicts between the work with the client and the public safety agency the Candidate and client both serve.
8. The information presented should be relevant to the Candidate's work with the client and the theory underlying the Candidate's form of therapy (i.e., it is not necessary to spend extensive space on childhood history or family of origin issues unless relevant to the theoretical approach, case conceptualization, or the focus of treatment).
9. The Candidate must provide either exact copies of all treatment notes, redacted of any individually identifying information, or a transcript of treatment notes redacted and edited to protect privacy interests and/or agency requirements.

10. The Candidate must provide copies of the disclosure/informed consent documents used in the course of treatment, redacted of any individually identifying information.
11. If the intervention-based Work Sample involves treatment the Candidate provided as an employee, the Candidate must provide written attestation from his/her clinical supervisor or other appropriate substitute that the edited transcript of the treatment notes (a) provides the necessary protections to the agency and (b) reflects the essential clinical facts of the case.¹¹

Order of Presentation

I. Background Information

The first section of the clinical case presentation will present the client's background. Include relevant information such as age, gender, ethnicity/race, sexual orientation, education, mental health history, medical history, medication usage, work history, arrests, significant losses, family of origin, social relationships, drug and alcohol history, religious/spiritual beliefs and practices, life difficulties including trauma, goals and coping skills, and weaknesses.

Describe relevant aspects of your client's public safety experience including tenure, nature of assignments, special or unique training, exposure to significant critical incidents and previous professional interventions, including nature of contact and modality (i.e., debriefing, EMDR).

II. Description of the Presenting Problem

Describe the presenting problem or reason for referral. Describe any physical, emotional, or sensory symptoms reported by the client. Thoughts, feelings, and perceptions related to the symptoms should also be noted. Any screening or diagnostic assessments that are used should also be described in detail and relevant scores should be reported. If the client was referred to you by a public safety agency, describe the nature of the referral, reported behaviors, expressed concerns, and justification for the referral. You may wish to include why the client sought treatment at the time he or she did.

III. Diagnosis

Provide a diagnosis using current DSM taxonomy. Following the diagnosis, briefly explain on what basis the diagnosis was reached, how other possible diagnoses were ruled out, and any limitations or concerns the Candidate has regarding this diagnosis. Indicate what potential consequences to the client's job assignment such a diagnosis might pose and why. Discuss how the diagnosis informed treatment decisions.

IV. Intervention

This section will focus on the specific goals established and interventions used to help the client address psychological, emotional, interpersonal, and work-related concerns. This section is arguably the most critical aspect of the case presentation. It is essential that issues unique to police and public safety clients be addressed in this section.

GOALS. Describe the goals that were established as a focus of the therapeutic work. Articulate how these were arrived at, the role the client played in determining them, and how sometimes conflicting goals were prioritized. Describe any functional impairment the client presented. Address any immediate, short-term and more long-term goals, including the rationale behind these.

¹¹ The attestation statement must include a signature from the administrator attesting to the following elements (see Appendix E, p. 73):

- I have administrative oversight of the clinical services provided by the Candidate in this agency.
- The redacted summary reflects the essential clinical facts of the case in terms of both process and outcome.
- Any data or events that have been redacted or descriptively modified are, in my judgment, immaterial to an objective appraisal of the Candidate's work and/or the course of treatment.
- In my judgment, the totality of these redactions and modifications is necessary to comply with the policy of the Candidate's employing agency.

THEORETICAL APPROACH. Describe your theoretical approach to assessment and treatment. Articulate why you chose to use this particular approach or how it fit with this client's situation. What aspects of the client's presentation influenced the Candidate's decision?

TREATMENT. The Candidate should explain how he/she applied the theoretical approach to the treatment of the client. This section should reflect intervention strategies in a chronological order, highlighting the nature of the intervention, the rationale and the client's response to the intervention.

Within the treatment summary, compare and contrast an intervention that was utilized with other possible ways of achieving the desired goal; describe the thought process about how, given a number of intervention options, the one selected was a better choice than other options. The reviewer should be able to understand, based on the client's history, presenting problem, and presentation, and the Candidate's theoretical approach to treatment, why the particular intervention strategy was chosen and how any failed objectives was addressed. Specifically address any challenges that arose and failures of interventions and reflect on your own decision-making and how it might have been handled more effectively.

SPECIFIC ISSUES TO INCLUDE. The Candidate should specifically address any issue of dangerousness (suicidality, danger to others, grave disability). The Candidate should also address any matter of concern in relation to the client's ability to perform the essential functions of his/her job. Be sure to articulate how you and the client addressed any concerns of this nature and what the outcome was. Address any clinical documentation issues that you may have faced when treating this client. Consider how treating this client was, or was not, different from treating someone in another occupation. Finally, address the use of referrals, consultation, collaterals, and utilization of non-therapist generated materials (e.g., testing reports, newspaper articles, personnel evaluations, or complaints).

TERMINATION AND PROGNOSIS (when appropriate). Describe the decision to terminate treatment. Reflect on the client's progress in treatment, success at achieving established goals, the nature and plan to address unresolved goals, and the client's prognosis. If the intervention has not been completed, identify the desired goals and objectives remaining before entertaining a termination of treatment.

APPENDIX C

Consent to Use Educational and Occupational Data from
Practice Sample Submitted to the
American Board of Police & Public Safety Psychology (ABPPSP)



Consent to Use Educational and Occupational Data from Practice Sample Submitted to the American Board of Police & Public Safety Psychology (ABPPSP)

As a part of its mission, the American Academy of Police & Public Safety Psychology (AAPPSP) is developing and maintaining a national database of the educational and occupational history of police and public safety (PPS) psychologists. Through understanding how PPS psychologists have been and are being trained and the activities in which they engage, we hope to be able to identify existing educational and occupational opportunities, and future training needs for the profession. The first step is to summarize the current training and occupational activities of PPS psychologists. Those data are readily available in the Practice Samples submitted by Candidates for board certification. As a Candidate for board certification, we are asking you to allow the President of the AAPPSP (or designee) to review your submitted Practice Sample to extract anonymous data on your training and experiences, to be added to a database summarizing such activities.

I, _____, **authorize/do not authorize** (circle one) the NCE to provide the AAPPSP with a copy of my Practice Sample, and to use the data on education, training, and occupational experiences from my submitted Practice Sample as part of a summary of the educational and occupational history of police and public safety psychologists. I understand that any identifying information that would allow me to be identified as an individual will not be included in summaries of the data; only group summary information will be presented. Only the President of the AAPPSP (or designee) will have access to identifying information. Only data on educational, training, and occupational experiences will be collected from the Practice Samples. No proprietary information of any kind will be collected.

The President of the AAPPSP (or designee) agrees to properly delete and/or destroy all confidential digital material upon completion of the data collection.

If I consent, I may revoke the consent at any time, in writing, by notifying the President of the AAPPSP. At that time, my data will be removed from the database, and will not be used in any future summaries.

Signature of Candidate

Name of Candidate

Date

APPENDIX D

Ethics Attestation



Ethics Attestation

American Board of Police & Public Safety Psychology

Please read the following statements and sign below:

I attest that:

1. My psychology license in any jurisdiction has never been revoked, suspended, restricted, subject to material conditions, or voluntarily relinquished;
2. No governmental body, the American Psychological Association, the Canadian Psychological Association, nor any affiliated state, provincial, or territorial association has determined that I have committed professional misconduct or violated material rules of such body; and

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

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

Signature of Candidate

Name of Candidate

Date

APPENDIX E

Maintenance of Certification Specialty Continuing Professional Development Grid

**Specialty Continuing Professional Development (SCPD) Grid
For Maintenance of Certification in Police & Public Safety Psychology**

Instructions: Please complete the following form by indicating the number of continuing professional development credits in each relevant category for the previous two-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, an activity can only be documented for credit under one category. The total number of credits completed must be equal to or greater than 40 for the two-year period. You are advised to maintain your documentation for a period of one year after submission. Documentation is not required for submission with this form. However, a peer review of this information may be conducted by the ABPPSP, which may require you to provide documentation. Because ABPP certification is competency-based, ABPPSP's foundational and functional competencies are listed to guide your thinking when completing the SCPD grid. *This grid has been amended to reflect ABPPSP foundational and functional competencies.*

FOUNDATIONAL COMPETENCIES

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

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

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

Relationships – Ability to relate effectively and meaningfully with individuals, groups, and/or communities.

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

Individual and Cultural Diversity - Awareness, sensitivity and skills in working professionally with diverse individuals, groups, and communities that represent various cultural and personal backgrounds and characteristics defined broadly and consistent with APA policy.

Interdisciplinary systems - Knowledge of key issues and concepts in related disciplines. Ability to identify and interact with professionals in multiple disciplines.

Knowledge of Client Milieu – Possesses fundamental knowledge of the client's personal, social, and occupational milieu, and how these factors interrelate and impact effectiveness of professional services.

Evidence-Based Practice: - Independently applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, operations and consultation.

FUNCTIONAL COMPETENCIES

Assessment - Defining, assessing, diagnosing, and conceptualizing client problems, capabilities, and issues associated with police and public safety personnel, groups, and/or organizations.

Intervention - Developing, implementing, and evaluating various interventions designed to alleviate suffering. Promote health and well-being of police and public safety personnel, groups, and/or organizations.

Operations: Application of psychological science and process in support of ongoing public safety activities; strategic, analytic, and expert guidance or professional assistance provided to police and public safety personnel, groups, and/or organizations for purposes of aiding them in their public safety functions.

Consultation - Analysis, consultation, and assistance provided to police and public safety supervisors, managers, groups, and/or organizations for purposes of improving group or organizational functioning.

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

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

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

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

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

Collaborative Consultation (1 hour = 1 CPD credit) (Maximum CPD Credits = 20)	CPD Credits (Credits Allowed for Area)
1. CASE CONSULTATION	
2. JOURNAL CLUBS	
3. RESEARCH GROUPS	
4. OTHER PROFESSIONAL CONSULTATION RELATED TO THE SPECIALTY (DESCRIBE):	
Total # of Collaborative Consultation CPD Credits (max = 20)	

Teaching & Training (Maximum CPD Credits = 20) (CPD Credits apply only to first presentation of the material in reporting period.)	CPD Credits (Credits Allowed for Area)
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)	
2. PARTICIPATING IN THESIS/DISSERTATION COMMITTEES. (EACH DISSERTATION OR THESIS = 20 CPD CREDITS)	
3. PARTICIPATING AS AN ABPP MENTOR, PRACTICE SAMPLE REVIEWER, ORAL EXAMINER, OR MOC REVIEWER. (EACH ITEM = 10 CPD CREDITS)	
4. TRAINING OR PRESENTING TO OTHER PROFESSIONALS OR STAFF. (ONE PRESENTATION HOUR = ONE CPD CREDIT)	
5. CONDUCTING FULL/HALF-DAY WORKSHOPS TO PROFESSIONAL OR CONSUMER GROUPS. (1 FULL DAY WORKSHOP = 10 CPD CREDITS; ONE UNIT/HOUR = 1 CPD CREDIT).	
6. INSTRUCTING IN AN EDUCATIONAL TRAINING PROGRAM SERIES. (ONE PRESENTATION HOUR = ONE CPD CREDIT) (ONE COURSE = 20 CPD CREDITS)	
7. PROFESSIONAL TRAINING PROGRAM DEVELOPMENT (ONE PREPARATION HOUR = ONE CPD CREDIT) (ONE PROGRAM = 20 CPD CREDITS)	
8. PROFESSIONAL MENTORING IN SOME WAY NOT DESCRIBED ABOVE.	

<p style="text-align: center;">Learning/Ongoing Education (Maximum 20)</p>	<p style="text-align: center;">CPD Credits (Credits Allowed for Area)</p>
1. ATTENDANCE AT CONFERENCES AND CONVENTIONS (NOT EARNING CE). (1 DAY = 1 CPD).	
2. COMPLETION OF CONTINUING EDUCATION PROVIDED BY A RECOGNIZED AND APPROVED SPONSOR. (ONE HOUR = ONE CPD CREDIT)	
3. COMPLETION OF A GRADUATE-LEVEL ACADEMIC COURSE RELATED TO PSYCHOLOGY FROM A REGIONALLY ACCREDITED ACADEMIC INSTITUTION. (1 COURSE = 20 CPD CREDITS)	
4. COMPLETION OF ABPP BOARD CERTIFICATION IN ANOTHER SPECIALTY (1 ADDITIONAL ABPP = 20 CPD)	
5. READING, HEARING, OR VIEWING PROFESSIONAL MATERIALS. (ONE HOUR = ONE CPD CREDIT)	
6. PARTICIPATING IN OTHER SELF-DIRECTED PROFESSIONAL ACTIVITIES FOR WHICH CE CREDITS HAVE NOT BEEN GRANTED. (ONE HOUR = 1 CPD CREDIT)	
<p>Total # of Learning/Ongoing Education CPD Credits (max = 20)</p>	

<p style="text-align: center;">Development & Application of Research and Innovative Methodologies/Programs (Maximum 20 CPD Credits)</p>	<p style="text-align: center;">CPD Credits (Credits Allowed for Area)</p>
1. PUBLISHING PEER-REVIEWED ARTICLES (1 PUBLICATION = 10 CPD CREDITS)	
2. PUBLISHING BOOK CHAPTERS. (1 CHAPTER = 10 CPD CREDITS)	
3. OTHER ENGAGEMENT IN THE DEVELOPMENT AND/OR APPLICATION OF RESEARCH AND INNOVATIVE PROGRAMS (I.E., DEVELOPMENT AND IMPLEMENTATION OF GRANT PROPOSALS). (1 HOUR = 1 CPD CREDIT, MAXIMUM 5 CPD CREDITS)	
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)	
5. SERVING AS EDITOR, CO-EDITOR, OR REVIEWER OF BOOKS OR PEER-REVIEWED JOURNALS. (1 HOUR = 1 CPD CREDIT, MAXIMUM 10 CPD CREDITS)	
<p>Total # of Development & Application of Research and Innovative Methodologies/Programs CPD Credits (max = 20)</p>	

Professional Leadership (1 hour = 1 CPD credit) (Maximum CPD credits for reporting period = 20)	CPD Credits (Credits Allowed for Area)
1. MANAGEMENT AND/OR ADMINISTRATION OF SERVICES RELATED TO THE SPECIALTY. (1 HOUR = 1 CPD CREDIT, MAXIMUM 10 CPD CREDITS)	
2. ACTIVITIES DIRECTED TOWARD THE PROMOTION OR ADOPTION OF EVIDENCE-BASED PRACTICE AND ASSURANCE OF QUALITY CARE. (1 HOUR = 1 CPD CREDIT, MAXIMUM 5 CPD CREDITS)	
3. HOLDING AN OFFICE OR OTHER RECOGNIZED LEADERSHIP POSITION WITHIN PROFESSIONAL PSYCHOLOGY. (1 HOUR = 1 CPD CREDIT, MAXIMUM 10 CPD CREDITS)	
4. SERVICE ON PROFESSIONAL PSYCHOLOGY ASSOCIATION BOARDS OR COMMITTEES. (1 HOUR = 1 CPD CREDIT, MAXIMUM 5 CPD CREDITS)	
5. PARTICIPATION IN GRANT REVIEW. (1 HOUR = 1 CPD CREDIT, MAXIMUM 5 CPD CREDITS)	
6. MEMBERSHIP ON REGULATORY OR INSTITUTIONAL REVIEW BOARDS. (1 HOUR = 1 CPD CREDIT, MAXIMUM 5 CPD CREDITS)	
Total # of Professional Leadership CPD Credits (max = 20)	

To obtain credits, please describe the specific activities you carried-out in each area:

Collaborative Consultation: _____

Teaching and Training: _____

Ongoing Education: _____

Development & Application of Research and Innovative Methodologies/Programs:

Professional Leadership: _____

