



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

Counseling Psychology E & T Taxonomy was approved by CoS Board of Directors on 12- 21 -2021. CoS will request an updated Taxonomy for CoS review and approval one year prior to Counseling Psychology’s next petition for renewal of specialty recognition by the Commission for Recognition of Specialties and Subsidiaries in Professional Psychology (CRSSPP). The updated Taxonomy will be due at the end of 2026.

Common Definitions and Criteria Across All Recognized Specialties
Clarifications to help recognized specialties use the APA-Taxonomy* in a consistent manner

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

* Taxonomy; www.apa.org/ed/graduate/specialize/taxonomy.pdf

Specialty Specific Definitions and Criteria

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

Footnotes

¹The Counseling Psychology Model Training Program delineates principles for Counseling Psychology programs, including but not limited to emphases on counseling psychology identity, developmental, preventive, and strengths-based approaches, multiculturalism, diversity and social justice, vocational development, and the integration of science and practice in health service psychology. Academic programs in Counseling Psychology aspire to these principles and introduce Board Certification in Counseling Psychology as a professional norm, including information on the early entry option. Courses must be clearly labeled as Counseling Psychology and/or clearly embody the principles of the Counseling Psychology Model Training Program (Scheel et al., 2018; <https://apa.org/education-career/ce/model-training-program.pdf>).

²Counseling Psychology supervised practice is by a licensed psychologist who attended a doctoral program in Counseling Psychology, is board certified in Counseling Psychology, or who functions as a Counseling Psychologist per the American Board of Counseling Psychology (ABCOP) definition (see <https://abpp.org/BlankSite/media/Counseling-Psychology-Documents/ABCOP-Brochure.pdf>).

³A dissertation project is an original quantitative study, qualitative or case study, program evaluation, theoretical paper, or literature review that makes a substantive contribution to the literature as required by the doctoral program. The dissertation project must clearly be within the specialty of Counseling Psychology.

⁴Supervised experience in Counseling Psychology must include at least 50% clinical service delivery within each level of opportunity and the remainder of the supervised experience can include seminar attendance, readings, research, teaching, and program development. At least 2 hours of professional development must be provided on board certification with at least 1.5 hours on board certification in Counseling Psychology and .5 hours in other related specialties. Professional development on board certification may be provided in formal presentations or during formal one-to-one or small group mentorship.

⁵At least 25% of the total internship is in clinical service delivery in Counseling Psychology.

⁶Supervised experience in Counseling Psychology must include at least 50% clinical service delivery and the remainder of the supervised experience can include seminar attendance, readings, research, teaching, and program development. At least 2 hours of professional development must be provided on board certification in Counseling Psychology, including on the early entry process. Professional development on board certification may be provided in formal presentations or during formal one-to-one or small group mentorship.

⁷The post-licensure level must include 100% supervised clinical service delivery for the supervised experience in Counseling Psychology.

⁸CE courses must be clearly labeled as Counseling Psychology and/or clearly embody the principles associated with the Counseling Psychology Model Training Program (Scheel et al., 2018; <https://apa.org/education-career/ce/model-training-program.pdf>).

Examples of Program Descriptors for Each Stage of Training

Doctoral

X University offers an APA-accredited doctoral program in Health Service Psychology with a *Major Area of Study* in the specialty of Counseling Psychology. Trainees in this program enroll in eight courses in Counseling Psychology, including Professional Issues in Counseling Psychology, Advanced Vocational Psychology, Personality, Personality Assessment, Intelligence Testing, Counseling Research, Supervision & Consultation, and Family Counseling. They also complete two academic year long practica in Counseling Psychology and an original quantitative or qualitative dissertation in the specialty. X University offers an *Exposure* to the specialty of Clinical Health Psychology via one required course, Psychosocial Aspects of Health. Finally, the program offers a focus in the area of urban issues by integrating these issues in Counseling Psychology courses and requiring a two credit hour course in Urban Education, as well as one practicum in an urban setting.

Doctoral internship

The APA-accredited internship in Health Service Psychology at X University Counseling Center offers a *Major Area of Study* in Counseling Psychology in which at least 50% of the interns' time is dedicated to training and providing services in the specialty. Interns provide psychological services to students using principles associated with Counseling Psychology, including emphases on 1) prevention and outreach to improve well-being and advance social justice; 2) evidence-based psychological services that are strengths-based, developmental, and culturally sensitive; and 3) career and vocational development of students at all levels. Interns are supervised by licensed psychologists trained in Counseling Psychology doctoral programs or who function as Counseling Psychologists.

Postdoctoral training

Example 1 (CP as a Major Area of Study)

The postdoctoral residency in Counseling Psychology at X University Counseling Center offers a *Major Area of Study* in Counseling Psychology in which 80% of the resident's time is dedicated to training and providing services in the specialty. Residents provide individual and group psychotherapy, crisis intervention, career counseling, and learning disability assessment to diverse university students. The residency offers a focus on outreach and prevention programming for students of Color. As a result of our co-located office within Health Services, the residency

offers an *Exposure* to Clinical Health Psychology in which residents spend 20% of their time working with patients presenting with migraines or other chronic pain.

Example 2 (CP as an Exposure in a Postdoctoral Program in Another Specialty)

The APA-accredited postdoctoral residency in Specialty X at Y hospital offers an *Exposure* to Counseling Psychology in which 20% of postdoctoral training activities and clinical service provision are in the specialty of Counseling Psychology with supervision being provided by Board Certified Counseling Psychologists or other Board Certified Psychologists who function as Counseling Psychologists.

Post- licensure training

University X offers an all-inclusive package of CE representing an *Emphasis* in the specialty of Counseling Psychology. For one price, attendees choose 10 two-hour online CE programs for a total of 20 continuing education credits. Select from 30 titles, including: Preventing Depression Using ACT Principles; Seamlessly Integrating Vocational Issues in Therapy, Helping Clients of Color Heal from Racial Trauma, How to Improve Your Therapy Skills with Sexual Minority Persons; Using Strengths-Based Interventions with Clients with Psychosis; and Enhancing Your Consultation Practice Using Counseling Psychology Values.