

Education and Training Guidelines for the Specialty of Police and Public Safety Psychology

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Police and public safety psychology (PPSP) has emerged as a new specialty in psychology. During the past 5 years, it has achieved recognition as a specialty by the American Psychological Association and affiliation as a specialty board of the American Board of Professional Psychology. This article provides the aspirational guidelines for education and training in this new specialty, with a focus on the foundational competencies necessary for a broad preparation in psychology and the additional functional competencies required for effective practice in this specialty. These guidelines cover education and training at the doctoral, postdoctoral, and postlicensure (continuing education) stages of preparation for specialty practice. They are intended for use by practicing police and public safety psychologists, educators, consumers, and accrediting organizations as guidance for developing and maintaining the requisite specialty competencies in the 4 domains of PPSP specialty practice: assessment, intervention, operational support, and organizational consulting.

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WE WOULD LIKE TO RECOGNIZE our coauthor, Lorraine W. Greene, who passed away on February 25, 2016 while the article was under review. Lorraine Greene's extensive contributions to the field of police and public safety psychology will be missed.

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This article provides aspirational guidelines for specialty education and training (E&T) in police and public safety psychology (PPSP) in the United States, consistent with the organizational structure and taxonomy articulated in *Education and Training Guidelines: A Taxonomy for Education and Training in Professional Psychology Health Service Specialties* (American Psychological Association [APA], 2012; see also Rozensky et al., 2015). These guidelines are recommendations prepared by a group of PPSP specialists to describe how E&T should ideally be organized to meet the needs of this specialty. They are intended for use by (a) psychologists who wish to serve law enforcement and public safety agencies and personnel, by identifying the practice competencies and the various pathways to achieve them; (b) educators who wish to develop doctoral, internship, postdoctoral, and postlicensure educational experiences designed to prepare individuals for PPSP practice; (c) consumers of psychological services in this specialty, by identifying the necessary E&T for PPSP service providers; and (d) accrediting bodies charged with evaluating the quality of programs designed to develop the skills necessary for specialty practice.

PPSP was recognized as a specialty by the APA in 2013. As a newly recognized specialty, there is a tremendous need to develop training opportunities for psychologists who will work directly with law enforcement and public safety professionals and agencies. These psychologists must possess the competencies that are foundational to all practice in psychology and the functional competencies required for effective practice in PPSP. Competence in a specialty often requires more in-depth knowledge than doctoral preparation alone (Institute of Medicine, 2010). Currently, the vast majority of police and public safety (PPS) psychologists are trained in clinical, counseling, educational, and/or industrial-organizational (I-O) psychology, which we consider the core PPSP disciplines. A variety of E&T opportunities are needed to augment the competencies of individuals who enter the specialty with varying levels of training and experience. Therefore, although these guidelines do include brief descriptions of the minimum E&T required for practice at the doctoral level, they are primarily framed in terms of the additional PPSP competencies required for practice as a PPSP specialist. These additional competencies may be developed in a variety of ways, including, but not limited to, specialty coursework within doctoral programs and specialized pre- and postdoctoral placements and internships, postdoctoral fellowships and residencies, and postdoctoral continuing education (CE) opportunities. Psychology has always been faced with the need to provide advanced training in specialized areas of practice to prove effectiveness to stakeholders (Webster, 1971) and has committed to competency-based training and development (Kaslow et al., 2009), as well as evidence-based CE (Neimeyer, Taylor, & Wear, 2009). The rapid rate of change in evidence-based practice creates a challenge for the doctoral program curriculum and for continuing professional development activities in our field. This requires us to continually enhance our educational infrastructure to ensure adequate development and maintenance of foundational and specialty-specific competence. Given the rapid growth of information within the health sciences and the diminishing durability of psychological knowledge, CE is essential (for a review, see Neimeyer & Taylor, 2010).

Although many PPS psychologists who are engaged in direct service activities were trained initially as clinical or counseling

psychologists, PPSP is a rapidly expanding specialty that includes the work of psychologists who contribute to the specialty through research, teaching, test development, nonclinical assessment procedures, organizational or operational consultation, and other nonclinical activities. PPSP relies on the work of these psychologists, as well as the work of psychologists who provide clinical and counseling services, for its credibility and continued growth. It is essential that psychologists practicing in PPSP remain cognizant of its breadth while limiting their practice to areas in which they have adequate training and expertise.

What Is PPSP?

As described on the APA/Commission for the Recognition of Specialties and Proficiencies in Professional Psychology (CRSPPP) website (<http://www.apa.org/ed/graduate/specialize/police.aspx>):

PPSP 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 consulting.

PPSP includes basic and applied research in each of the domains and also includes psychologists who work with organizations in other sectors that provide safety and security services, including government, military, and private contractors. Working within the broad population of public safety professionals and organizations, PPS psychologists typically focus on four primary subpopulations: (a) the functional work units within public safety agencies (e.g., patrol divisions, homicide divisions, hostage or crisis negotiation teams); (b) employees of public safety agencies and their families; (c) applicants to the various entry-level and specialty positions, candidates for sensitive and highly demanding assignments (e.g., undercover operations), and candidates being considered for promotion; and (d) administrative and command staff.

Brief History of PPSP

Psychologists have been working with PPS agencies for nearly a century. Reese (1995); Scrivner and Kurke (1995), and Trompeter (in press) described the history of police psychology as beginning with Terman's (1917) psychological evaluation of San Jose police applicants. The 1968 Law Enforcement Assistance Administration, which focused on the improvement of police effectiveness, spurred research in the field. In 1967, the President's Commission on Law Enforcement and Administration of Justice called for the use of psychological tests to identify and measure the characteristics needed for good police work. In the late 1960s, clinical and I-O psychologists began to engage in research and service delivery within PPS agencies (see Lefkowitz, 1977). These activities included selection of police officers, program planning, clinical intervention, and application of psychological knowledge to operations such as hostage negotiation and criminal profiling. Psychologists participated in federal law enforcement policy development, served as science officers to congressional committees dealing with law enforcement issues, and provided

congressional testimony on police human resource issues. In 1980, the Federal Bureau of Investigation (FBI) established the Behavioral Sciences Unit, which employed psychological principles to assist with operational tasks. As [Scrivner and Kurke \(1995\)](#) observed, “these traditions demonstrate the steady evolution of an expanding police psychology that has had a major influence on law enforcement” (p. 6).

Over time, there has been steady growth in the number of psychologists who provide services to PPS agencies and personnel. Beginning in the 1970s, the pioneers in the field recognized the need for collaboration, networking, and professional development, which ultimately resulted in the creation of three major national organizations of PPS psychologists: (a) the Society for Police and Criminal Psychology (SPCP), established in 1973; (b) APA Division 18, Police and Public Safety Section (Div. 18–PPSS), established in 1982; and (c) the International Association of Chiefs of Police, Police Psychological Services Section (IACP–PPSS), established in 1984. Although additional regional PPSP organizations exist, most of their members also belong to one or more of the three national organizations. It is impossible to know exactly how many psychologists provide services to PPS personnel and organizations due to considerable overlap in membership in the professional organizations and an unknown number of PPS psychologists who have not joined one of the professional organizations. It has been estimated that as many as 4,500 psychologists conduct PPS preemployment evaluations in the United States ([Corey, Cuttler, & Moss, 2009](#)).

In 2007, leaders of the national organizations defined four core domains (assessment, intervention, operational support, and organizational consultation) and a number of specific professional activities (i.e., proficiencies) in the practice of PPSP, thereby providing the first comprehensive definition and description of the specialty ([Aumiller et al., 2007](#)).

The APA recognized police psychology as a proficiency on August 13, 2008. That same year, the Council of Organizations in Police Psychology (COPP) was formed as the specialty council to advance the interests of PPSP through collaboration of the three major national organizations. The COPP also served as the petitioner both to seek recognition as a specialty from the APA and to obtain affiliation with the American Board of Professional Psychology (ABPP).

The specialty took a tremendous step forward on August 12, 2010, when the ABPP accepted PPSP as a provisionally affiliated specialty board. After the examination of 40 specialists, the ABPP Board of Trustees voted on October 21, 2011, to make the American Board of Police and Public Safety Psychology (ABPPSP) its 14th specialty board, thereby creating a fourth national organization that guides and supports the professional development of individuals working in PPSP. The educational arm of the ABPPSP, the American Academy of Police and Public Safety Psychology (AAPPSP), was also formed at that time, establishing the fifth national organization involved in the education, training, and support of individual specialists. Representatives from these two newly formed national organizations were added to the COPP.

On July 31, 2013, the APA Council of Representatives approved the recommendation of the APA Board of Directors and the CRSPPP to recognize PPSP as a specialty. That same year, the Council of Specialties in Professional Psychology (CoS)—repre-

sented all of psychology’s recognized specialties to the APA, to psychologists, and to the public—added PPSP as a specialty.

PPSP has achieved formal recognition by the governing organizations representing psychology in the United States, has established evaluation procedures for board certification, and actively participates in specialty governance at the national level. The next necessary step is the development of guidelines for E&T. This will expand training opportunities for students and psychologists seeking to develop or improve the requisite competencies, and it will assist in the maintenance of competence of current specialists.

Inasmuch as the COPP represents each of the five national PPSP organizations previously mentioned and is identified as the specialty council representing PPSP on the CoS, the COPP was tasked with developing these E&T guidelines for the specialty of PPSP. In order to be useful to APA-accredited doctoral programs, these guidelines are consistent with the E&T guidelines of the APA ([APA, 2012](#)). Although leadership for the development of these guidelines originated with COPP, nearly 40 PPS psychologists, representing all five national PPSP organizations, contributed to them (see the List of Contributors in the online supplemental material). While these guidelines have been developed and approved by the COPP, they have not been reviewed by the APA.

The Need for Integrated E&T Opportunities in PPSP

The majority of today’s PPS psychologists who have chosen to affiliate with one of the national professional organizations completed their doctoral training in one of the core PPSP disciplines or other practice-oriented psychology programs and began their careers in general practice related to their original discipline before finding their way to PPSP ([Brewster, 2013](#)). In the early days of the field, the only available PPSP training took place through self-study, on-the-job experiences, and supervision or mentorship. Following the formation of the three national PPSP organizations in the 1970s and 1980s, each organization began to hold annual conferences, providing additional CE opportunities for PPS psychologists. Regional groups, such as the Consortium of Police Psychological Services (COPPS) and the Law Enforcement Behavioral Sciences Association (LEBSA), also began to hold regular meetings. The FBI held occasional specialty conferences as early as 1984. In 1985, SPCP began publishing the *Journal of Police and Criminal Psychology*. Other journals and books were written to support the profession.

As of 2016, most of the training available in PPSP occurs at annual meetings and events sponsored by national and regional organizations. Several well-established PPS psychologists also offer workshops on specialized topics. More recently, the AAPPSP has begun to offer training, sometimes in collaboration with the American Academy of Forensic Psychology. State and provincial psychological associations and law enforcement agencies also offer occasional training. However, as of this writing, there are no formal academic programs specifically designed to provide doctoral-level training in PPSP, although graduate coursework and field and research experiences are beginning to emerge, and a few universities are in the process of developing programs offering PPSP as a major area of study. There are also very few pre- or postdoctoral PPSP internships. The publication of these guidelines is expected to encourage the development of well-integrated educational pathways into the specialty.

Principles for These Guidelines

These guidelines are intended to inform and guide the education, training, and continued professional development of PPS psychologists. They are also intended to be useful in a wide range of educational settings, including doctoral programs that provide E&T in one or more of the PPSP domains or comprehensive training for research psychologists, predoctoral internships, postdoctoral residencies and fellowships, and postdoctoral CE. No program is expected to provide extensive E&T in every activity or domain listed in this article, nor are PPS psychologists expected to demonstrate competence in every domain. The COPP has developed a “taxonomy” (Rozensky et al., 2015) of the types of coursework and/or experiences that define various levels of training (i.e., major area of study, emphasis, experience, or exposure) identified by the APA CRSPPP and how they can be provided by different types of educational experiences (Council of Specialties in Professional Psychology, 2015). Through formal education and various pre- and postdoctoral experiences, PPS psychologists can develop a general understanding of the full array of competencies included in this field and can develop the skills necessary to perform effectively within a subset of domains. In all domains, PPS psychologists strive to engage in evidence-based practice.

PPS psychologists are expected to develop the foundational competencies required of all psychologists (see Kaslow et al., 2009), and they should be licensed when it is jurisdictionally required for their practice. PPS psychologists who provide direct services should complete an APA-accredited doctoral program (or an equivalent program if not APA accredited), as well as a similarly accredited internship (or an equivalent internship if not accredited). Annual participation in APA-approved CE in PPSP domains (or equivalent CE if not APA approved) is recommended and is required for aspects of PPSP practice in some states (cf. California Peace Officer Standards and Training [POST] Commission Regulation 1955, 2016). PPS psychologists seeking the highest level of training and credentialing may choose to pursue ABPPSP board certification as a specialist.

General E&T Guidelines for PPSP

The PPS psychologist completes broad and general doctoral training, typically in a core PPSP discipline, before pursuing specialty training. In some cases, doctoral training may have focused on preparation to conduct research, instead of or in addition to applied training. Developing the competencies for doctoral-level work as a psychologist requires an intensive academic program, as well as predoctoral internship and postdoctoral residency experiences for those disciplines that lead to licensure. Even experienced psychologists are unprepared for specialty practice in PPSP if they have little or no academic training or supervised experiences working in the PPSP milieu. Therefore, it is recommended that E&T for PPSP be conceptualized as consisting of two levels: general (Level 1) and specialized (Level 2), with various pathways to specialization through a formal doctoral program and postdoctoral CE and experiences.

Level 1 training includes the experiences necessary for independent practice in one of the core disciplines or for conducting research. This includes formal academic coursework; research experiences; and practicum, internship, and residency experiences as required by the academic program and/or as required for inde-

pendent general practice in the discipline. Research or academic psychologists not involved in providing direct services will complete their training in an area of basic or applied psychological research. Training at Level 1 alone should be considered insufficient for specialty practice in PPSP.

Level 2 PPSP training builds on Level 1 E&T and prepares the psychologist to assist PPS agencies and/or personnel with activities in the four specialty domains. Level 2 training can be acquired through postdoctoral CE and other relevant experiences (e.g., postdoctoral residencies or fellowships or supervised work experiences). Until doctoral programs and/or internships offer a major area of study in PPSP, postdoctoral experiences will continue to be the primary pathway to PPSP practice and research. Ideally, future PPS psychologists will be able to obtain Level 2 training within their formal doctoral training experiences.

These two levels of training, and the pathways to accomplish Level 2 specialty training, are described in more detail in the following sections.

Level 1: Doctoral Preparation for Psychological Practice or Research

The first level of E&T for PPS psychologists is doctoral-level graduate training to provide the knowledge base and skills required to engage in the entry-level practice of psychology or to conduct basic or applied research. This body of knowledge may be acquired through a number of formal didactic methods, including, but not limited to, coursework; internships; practicum experiences; and research experiences, including thesis and dissertation projects. A doctoral program that specifically prepares individuals to provide clinical and/or counseling services should meet the criteria for doctoral graduate programs specified in the Standards of Accreditation for Health Service Psychology (SoA) published by the APA (2015b). This first level of E&T should be broad and general in its focus and should be based on the existing and evolving knowledge base, skills, and competencies of psychology. These educational experiences should include the theoretical and scientific bases of the current body of psychological knowledge as described in the SoA (APA, 2015b).

PPS psychologists whose work will involve the provision of direct clinical services will be expected to acquire the following additional types of Level 1 experiences.

Internship training. Clinical or counseling doctoral programs should include an internship that meets the general criteria specified in the SoA (APA, 2015b). Ideally, the internship will include supervised work with PPS agencies or employees. At this time, few opportunities exist for PPSP internships, so it is expected that most prospective PPS psychologists will complete internships focused on developing general clinical skills.

Postdoctoral supervised experience (fellowships and residencies). Supervised postdoctoral experience helps individuals attain a higher level of professional competence to prepare for independent practice and is required for licensure in most states. Postdoctoral residencies should meet the general criteria specified in the SoA. Whenever possible, the experience should include specialty preparation in PPSP. However, few such opportunities currently exist; it is expected that most prospective PPS psychologists will complete residencies that primarily prepare them to practice general clinical skills.

CE. All applied psychologists are expected to engage in CE designed to update or supplement their knowledge and skills. CE should be relevant to the specific area(s) of practice in which the psychologist is engaged. The E&T experiences discussed previously will prepare the psychologist to engage in general applied practice appropriate to his or her discipline or to conduct basic and/or applied research and for further Level 2 training in PPSP.

Level 2: PPSP Specialty Preparation

The second level of E&T requires the development of competence in the existing and evolving knowledge, skills, and competencies of the specialty. In addition to the foundational knowledge base described previously, PPS psychologists need specialized knowledge, including, but not limited to, the following areas as they apply to practice with PPS agencies and personnel.

Client milieu. PPS psychologists must understand the role of law enforcement and public safety agencies and personnel in the criminal justice system, including understanding how these agencies are organized and how they function. The PPS psychologist recognizes that law enforcement and other public safety personnel are a population with special needs and characteristics that present unique challenges to the provision of psychological services. Knowledge of organizational culture and how it affects PPS personnel is critical to developing and maintaining relationships with these organizations and personnel. A general understanding of how these characteristics can affect the interactions of PPS personnel with other groups within the general population is highly desirable.

Working in interdisciplinary systems. PPS psychologists must be able to understand and work effectively with professionals in disciplines that comprise the criminal justice system (law enforcement, the legal profession, the courts, and the correctional system). The values, belief systems, ethical codes, and cultural mores that guide these disciplines are sometimes quite different from those that guide psychology. The PPS psychologist must develop an understanding of these disciplines and their occupational cultures and must learn to work effectively with professionals who may have different goals and objectives, while maintaining a firm commitment to the practice guidelines, ethical principles, and standards of psychology.

Scientific literature relevant to PPSP. There is a rapidly growing body of both basic and applied research specifically relevant to the activities of PPS psychologists, particularly in the domains of assessment, intervention, and operations. In addition to being familiar with ongoing issues and new areas of inquiry, PPS psychologists should critically review the literature in their areas of specialization and related areas and should integrate relevant findings into their work. PPS psychologists should be familiar with the research done in each domain, even if they do not conduct research themselves. PPS psychologists should be able to communicate the results and implications of research to relevant constituencies, including, but not limited to, law enforcement, corrections, the legal profession, the courts, and the public.

Practice standards for activities performed by PPS psychologists. Guidelines for specific activities commonly performed by PPS psychologists have been developed by the IACP-PPSS (2011a, 2011b, 2013a, 2013b, 2014). In addition, the APA has drafted proposed practice guidelines for occupationally

mandated psychological evaluations, which cover both preemployment and fitness-for-duty evaluations of public safety applicants and incumbents, respectively (APA, 2015a). PPS psychologists who engage in these activities should be familiar with these guidelines.

Legal standards that apply to activities performed by PPS psychologists. Many PPSP activities are regulated by specific statutes, case law, and regulations established at both federal and state levels. PPS psychologists who engage in these activities must keep informed about changes to legal standards and must adhere to the standards required by the relevant jurisdiction.

Ethical standards as they apply to activities performed by PPS psychologists. The activities of PPS psychologists are guided by the *Ethical Principles of Psychologists and Code of Conduct* (APA, 2010). Many PPS-specific situations, particularly regarding confidentiality and dual relationships, present difficult ethical dilemmas due to the public safety functions and unique paramilitary nature of PPS organizations (cf. McCutcheon, 2011).

PPSP domains. For Level 2 training, applied PPS psychologists must also obtain knowledge relevant to the four domains of PPSP, each of which requires specific functional competencies (see the current version of the ABPPSP examination manual for specialty board certification in PPSP at <http://www.abpp.org/i4a/pages/index.cfm?pageid=3606> for a description of these competencies). It is expected that the practice of the vast majority of PPS psychologists will be focused on a limited number of domains and activities and that the psychologist will have more in-depth knowledge, skills, and abilities with regard to those activities. Nevertheless, all PPS psychologists should be able to demonstrate conversance¹ with all domains of PPSP. Functional competencies for each domain and specific practice domain activities are subject to periodic review and revision.

Level 2 competence may be attained in a variety of ways, including specialty training as part of a doctoral program or internship, a postdoctoral fellowship, or a residency; through specialty-specific CE; and/or through supervised experience. Each of these pathways is discussed in the following sections.

The Doctoral Program

These guidelines are intended to promote and facilitate the development of doctoral programs that include a major area of study in PPSP (see *Council of Specialties in Professional Psychology*, 2015), often previously referred to as a *concentration* in academic settings. These programs will include the basic foundational training described previously as appropriate to the core discipline, as well as training in PPSP that is adequate to enable the graduate to enter supervised postdoctoral practice in PPSP and to ultimately function as an independent practitioner or to conduct basic and/or applied PPSP research. It is likely that additional time will be required in the doctoral program to complete a major area of study in PPSP in addition to foundational training. For this reason, we expect that most programs will not choose to provide a major area of study but may instead elect to provide less comprehensive PPSP training that may meet the criteria for an *emphasis*,

¹ Basic or core legal, scientific, ethical, and practice knowledge of the domain that does not rise to the level expected of a specialist practicing in the domain.

an *experience*, or *exposure*. See the PPSP taxonomy table (Council of Specialties in Professional Psychology, 2015) for a description of the minimally acceptable curriculum designs that can provide these levels of training that are of a more limited scope. Such programs serve the valuable purpose of introducing students to the specialty. Students who complete these programs can go on to achieve higher levels of PPSP competency through postdoctoral experiences.

A doctoral program that prepares individuals to provide clinical services in PPSP should meet the criteria for doctoral programs specified in the SoA. Programs offering a major area of study in PPSP should meet the following additional criteria:

1. The program states an explicit philosophy of E&T that includes, as a significant curricular goal, the preparation of students for practice in PPSP. The stated goals of the program can include training for practice within the full range of PPSP functional domains, or the training goals may be limited to a clearly defined subset.
2. The program identifies specific PPSP competencies expected of graduates and clearly articulates the experiences that help students achieve these competencies.
3. Students are taught and/or supervised by instructors who have demonstrated PPSP functional competence. Ideally, some core faculty will be board certified in PPSP by the ABPPSP. At a minimum, the core faculty should have experience providing services in the four domains to PPS organizations and will be active members of one of the major PPSP professional organizations. A program may also include noncore PPSP faculty with the necessary competencies as long as they are consistent contributors to the program, they are included in PPSP curriculum design and program assessment decisions, and they are readily accessible and available to students.
4. Program self-assessment and quality enhancement efforts should include a focus on helping students develop competence in PPSP.
5. To provide a major area of study in PPSP, a doctoral program should include all of the following educational components:
 - (A) No fewer than four courses that together cover each of the four domains of PPSP. Each course must have its predominant course content specific to at least one domain and its related activities and functional competencies. Each course should be taken for 3 hr of credit.
 - (B) A practicum experience in PPSP that includes a minimum of 9 months of supervised training for at least 10 hr per week. At least 50% of the contact should be with police or other public safety applicants or personnel. Supervision should be provided by psychologists with demonstrated PPSP competency.
 - (C) A PPSP research project. The area of research may be related to any of the four PPSP domains. The research

question(s) should be relevant to PPSP, and the investigation should contribute to the body of PPSP knowledge. This component may be fulfilled by the thesis or dissertation or a separate research project.

Internships

Internships that prepare individuals for clinical practice in PPSP should meet the criteria for internships specified in the SoA. Internships that wish to provide a major area of study in PPSP should meet the following additional criteria:

1. The internship should explicitly state that a significant objective is to prepare students for practice in PPSP. The stated goals of the program can include training for practice within the full range of PPSP domains or may be limited to a clearly defined subset.
2. The internship includes substantial contact (50% of the internship hours) with PPS agencies and/or personnel and should be completed in PPS agencies or in the offices of psychologists who regularly provide services to such agencies or personnel.
3. The internship is an organized training program with the goal of providing participants with high-quality preparation for practice that includes PPSP. Supervision should be provided by psychologists who meet the requirements for having completed a major area of study in PPSP at the postdoctoral stage (100 hr of PPSP CE and/or supervised experience in PPSP) or who have the equivalent of no less than 5 years of full-time postdoctoral experience providing services in the specific area being supervised and who are conversant in all domains of PPSP.
4. Program self-assessment and quality enhancement efforts should include a focus on helping students develop competency in PPSP.
5. To provide a major area of study in PPSP, the internship must include all of the following components:
 - (A) Two thousand hours of supervised experience, including a minimum of 1,000 contact hours.
 - (B) At least 50% of the supervised contact hours must be with police or other public safety applicants and/or personnel and/or their families. The hours can pertain to any of the four domains of PPSP.
 - (C) Seminar attendance, interdisciplinary team participation, readings, research, and ride-alongs may be included as part of the supervised experiences.

Currently, there are very few internships that provide a major area of study in PPSP, although some internships provide less comprehensive PPSP training and experiences in the form of an emphasis, an experience, or exposure (Council of Specialties in Professional Psychology, 2015).

Postdoctoral Fellowships and Residencies

Postdoctoral fellowships and residencies that prepare doctoral-level psychologists for applied practice in PPSP should meet the criteria for postdoctoral residencies specified in the SoA. Residencies offering a major area of study in PPSP should meet the following additional criteria:

1. The residency should explicitly state that a significant objective is to prepare students for practice in PPSP. The goals of the program can include training for practice within the full range of PPSP domains or may be limited to a clearly defined subset.
2. The residency should include substantial contact (50% of residency hours) with PPS agencies and/or personnel and should be completed in PPS agencies or in the offices of psychologists who regularly provide services to such agencies or personnel.
3. The residency is an organized training program with the goal of providing high-quality preparation for PPSP practice. Supervision should be provided by psychologists who meet the requirements for a major area of study in PPSP at the postdoctoral stage (100 hr of PPSP CE and/or supervised experience in PPSP) or who have the equivalent of no less than 5 years of full-time postdoctoral experience providing services in the specific area being supervised and who are conversant in all domains of PPSP.
4. Program self-assessment and quality enhancement efforts should include a focus on helping students develop competency in PPSP.
5. To provide a major area of study in PPSP, the residency must include all of the following components:
 - (A) A minimum of 1,500 hr of supervised experience, including a minimum of 750 contact hours.
 - (B) At least 80% of supervised contact hours must be with police or public safety applicants or personnel and/or their families. The contact hours can pertain to any of the four domains of PPSP.
 - (C) Seminar attendance, interdisciplinary team participation, readings, research, and ride-alongs may be included as part of the supervised experience.

Postdoctoral CE

As noted previously, the majority of PPS psychologists did not obtain formal E&T experiences in PPSP as a part of their doctoral program. For the immediate future, most PPS psychologists will continue to obtain specialized E&T through postdoctoral CE and supervised experience.

To constitute the equivalent of a major area of study in PPSP, postdoctoral CE and/or supervised experience must include all of the following components:

1. One hundred hours of PPSP CE coursework and/or supervised experience.
2. CE coursework must be approved by the APA, the California Commission on Peace Officer Standards and Training, or another recognized professional organization. The predominant content of the CE must be specific to PPSP domains.
3. Supervision contact hours that are included in the 100 hr must be exclusively related to work with police or other public safety applicants and/or personnel.
4. Supervision must be provided by psychologists who, at minimum, meet the requirements for a major area of study in PPSP at the postdoctoral stage (100 hr of PPSP CE and/or supervised experience) or who have the equivalent of no less than 5 years of full-time postdoctoral experience providing services in the specific area being supervised and who are conversant in all domains of PPSP.

For continuing CE, a minimum of 12 CE hours biennially should include a focus on PPSP. This suggestion is based on current California regulations ([California POST Commission Regulation 1955, 2016](#)) that require psychologists who conduct pre-employment screening of police officer candidates to obtain 12 CE hours biennially (i.e., one third of the 36 hr of CE required by the state licensing board) on topics directly relevant to psychological evaluations of police officers.

Board Certification in PPSP

Eligibility for specialty certification by the ABPPSP occurs only at the postlicensure stage for psychologists who have completed a major area of study in PPSP through one of the pathways described previously. Currently, there is no opportunity for psychologists who do not hold a license to practice psychology to become board certified in PPSP. At this time, additional eligibility requirements include at least 3,000 hr of experience in PPSP obtained over no less than (a) 2 years of full-time, postdoctoral employment as a psychologist in a PPS agency or (b) 3 years, at least two of which are postdoctoral, if the services were provided outside of full-time employment as a psychologist in a PPS agency (e.g., in independent practice, part-time agency employment, or university employment).

Psychologists must complete documentation of all relevant PPSP coursework and experiences, successful preparation of a professional self-study statement and a work sample, and successful completion of an oral examination. See the current ABPPSP examination manual ([American Board of Police and Public Safety Psychology, 2016](#)) for a complete listing and explanation of all requirements for board certification in PPSP.

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