



**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.

Psychoanalysis E & T Taxonomy was approved by CoS Board of Directors on 11- 05-2021. CoS will request an updated Taxonomy for CoS review and approval one year prior to Psychoanalysis’ next petition for renewal of specialty recognition by the Commission for Recognition of Specialties and Subspecialties in Professional Psychology (CRSSPP). The updated Taxonomy will be due at date to be determined after 2022 petition for renewal of recognition is completed.

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

¹ All courses, practica, and supervised experience at the doctoral, internship, and postdoctoral levels refer to training in psychoanalytic and/or psychodynamic psychology. Specialty training is open to a range of modalities (e.g., individual, family, group, assessment) and practice settings (e.g., school, clinic, organizational, research). However, supervised experience in individual psychotherapy is a foundational educational and training requirement.

² For the designation at the **Major Area of Study** at the Doctoral stage of training, two 3-credit courses in Psychoanalytic/Psychodynamic Psychology are required (e.g., intervention, assessment, psychopathology, consultation). The other course (or remaining credit hours) can be a combination of material from other courses that would equate to a course equivalent (e.g., half of a semester of two separate intervention courses focused on psychoanalytic/psychodynamic material that combine to a course equivalent of a full semester). For the designation at the **Emphasis** level, 1 of the 2 courses must be a dedicated Psychoanalytic/Psychodynamic Psychology course in the area of treatment, assessment, and/or psychopathology. The other course (or remaining hours) can be a combination of material from other courses that would equate to a course equivalent (e.g., half of a semester of two separate intervention courses focused on psychoanalytic psychology material that combine to a course equivalent of a full semester). All Psychoanalytic/Psychodynamic Psychology requirements must be taught by faculty engaged in psychoanalytic/psychodynamic practice and/or research. For all levels (i.e., Major Area of Study, Emphasis, Experience, Exposure), course material from a discipline-specific knowledge course (e.g., the Integrative requirement for accreditation standards) does not count toward any of the course requirements at any level of education or training listed above.

³ Psychoanalytic/Psychodynamic Psychology Practicum is defined as a practicum experience (approximately 9 months) of supervised training, at least 8 hours per week or its equivalent (e.g., a minimum of 240 total hours) with at least 50% of supervised clinical service delivery in psychoanalytic/psychodynamic psychology knowledge, attitudes, and skills. Supervision will be conducted by a Psychoanalytic/Psychodynamic Psychologist.

⁴ Dissertation or equivalent research experience refers to the doctoral dissertation or research project in psychoanalytic/ psychodynamic psychology for which the trainee is primarily responsible and is the first author. This may include focused empirical research, extended case studies/small-N designs, literature reviews/analyses, or capstone projects.

⁵ Supervised experience of clinical contacts, delivering psychoanalytic/psychodynamic psychology services (e.g., assessment, intervention, consultation) to individual clients, families, couples, groups, and interprofessional teams. If offered at the training facility, seminar attendance, interdisciplinary team participation, readings, and research may count as part of the supervised experience at the internship and postdoctoral stages of training. Experience in personal psychoanalytic/psychodynamic psychotherapy and/ or psychoanalysis is strongly encouraged at all levels of opportunity and is a requirement at the **Major Area of Study** and Post-licensure levels. Primary supervisors of psychoanalytic psychology services and therapists delivering personal analysis to trainees as part of the supervised experience at the Doctoral, Internship, and Postdoctoral levels must have training, qualifications, or credentials as psychoanalytic/psychodynamic psychologists or psychoanalysts. Primary supervisors are strongly encouraged to have credentials (e.g. ABPP) and postdoctoral training in psychoanalytic/psychodynamic psychology or

psychoanalysis (e.g., graduation from a psychoanalytic institute that is a member of the American Psychoanalytic Association, International Psychoanalytic Association, and/ or accredited by the ACPEinc).

⁶ Courses at the Post-licensure level may include organized programs of coursework that are part of a formal psychoanalytic/psychodynamic psychology or psychoanalysis certificate program, continuing education (CE), or guided study in a structured mentorship program or consultation. CE must be from at least one of the following organized CE providers: American Psychological Association, State/Provincial Psychological Association, State/Provincial licensing board, Accredited Continuing Medical Education course, or from a professional organizational entity that maintains administrative control including responsibility for course design and contents, accountability, and record-keeping of course participation/attendance. Specialty training gained through CE workshops can contribute to an organized program of coursework that must meet the requirements of the specialty (e.g. history of psychoanalysis and psychoanalytic psychology, normative and pathological psychological development, psychoanalytic/ psychodynamic theories and techniques, case conferences).

⁷ Supervision and personal psychoanalysis at the **Post-licensure Major Area of Study** level must be provided by psychoanalysts (e.g., ABPP in Psychoanalysis, graduation from a psychoanalytic institute, or equivalent education and training at the Post-licensure **Major Area of Study level**).

Examples of Program Descriptors for Each Stage of Training

Doctoral

Since the mid-1960's, the APA-accredited doctoral program in clinical psychology at City College has been a leader in applying a psychoanalytic/psychodynamic understanding in the study of the human personality. The education and training is at the **Major Area of Study** level of opportunity. The Program is based on a scholar practitioner model. This model emphasizes the mutual and reciprocal influence of scholarship and practice and aims to generate integrative theories, research, and modes of clinical work. Our program has a strong commitment to psychodynamic thinking and social justice, although many other theoretical points of view are represented and studied carefully. We have our own Psychological Center, a community psychology training clinic that provides our students with a seamless link between scholarship and practice and where students are trained to work primarily psychodynamically with children, adolescents, and adults. We have become a cutting-edge psychodynamic psychotherapy research program as well, as all our patients, both child and adult, are rigorously assessed throughout the course of their treatment. Interdisciplinary thinking is valued in our program, and the faculty and students have notably broad and wide-ranging interests. We emphasize and value the selection of a diverse student body and are committed to accepting, retaining and graduating BIPOC, first generation and minoritized students. (Adapted from the Clinical Psychology Doctoral Program, City University of New York)

Internship

Our APA-accredited internship program has been primarily psychoanalytic/psychodynamic in perspective since its inception. We have since integrated alternate treatment modalities, so that we now consider ourselves an integrative psychodynamic program, with at least 50% of the internship dedicated to training in an **Major Area of Study** in Psychodynamic Psychology through clinical and didactic experiences. Many of our clinicians work from an integrative perspective, for instance incorporating relational psychodynamic work with third-wave behavioral approaches (e.g., mindfulness-based cognitive therapy, ACT, DBT), family systems, attachment theory, feminist therapy, and other theoretical perspectives in helping our clients achieve change. It is our goal to assist interns in honing their own individual clinical perspectives through exposure to a range of treatment perspectives that have empirical, scientific support. Our internship program gives particular attention to multicultural awareness, in concern for the diversity of the student population that we serve and in concern for our belief in the importance of training professionals who are well-equipped to provide services to all individuals. The internship training program functions with an explicit awareness of the importance of affirming the experiences of LGBTQ-identified students as well as individuals from racially- and religiously-persecuted groups. Interns participate in a number of experiential activities, including the provision of individual and group therapy, along with acute crisis management. Interns receive significant supervision and didactic training in support of these experiences. Interns have an opportunity to supervise a practicum student. (Adapted from the Counseling and Psychological Services Internship, Stoney Brook University)

Postdoctoral residency

The Cambridge Health Alliance, Harvard Medical School, PostDoctoral Program, 2-year Psychotherapy Fellowship Program's mission is to provide excellence in clinical service, specialized training in psychodynamic psychotherapy, and ongoing research in psychodynamic psychotherapy outcomes. This **Major Area of Study** residency is at least 80% in psychodynamic psychology, rendering accessible psychotherapy to a culturally diverse population in the community, to offer additional advanced education and training for clinicians who have completed their formal training, and to study the process and outcome of psychodynamic psychotherapy. Coordination with other caregivers within Cambridge Health Alliance, such as the Psychopharmacology Clinic, Family and Couples Program, and Behavioral Medicine. The Postdoctoral Fellowship at Cambridge Health Alliance is a full-time 2-year clinical fellowship. A high level of supervision and didactic training is paired with a flexible work environment meant to introduce the trainee to a variety of roles in consultation, assessment and therapy. The Clinical Psychology Training Program prepares Psychology Fellows in clinical psychodynamic psychology to understand and treat persons suffering with a broad spectrum of emotional distress. Using a scholar-practitioner model, our curriculum emphasizes a biopsychosocial approach to the understanding of people and values the use of psychotherapy and assessment. Our talented and multidisciplinary faculty teaches fellows in a variety of specialty areas through didactics and comprehensive individual and group supervision. With close faculty-trainee interaction, we provide a solid grounding in treatment and assessment that take into account ethnic and cultural influences. We also teach fellows to integrate a variety of treatment modalities while working with persons with an array of psychological problems, including persons diagnosed with major mental illness and severe personality disorders. All Fellows meet together weekly in a Professional Development Seminar, which includes such topics as providing supervision, teaching in both medical and academic settings, writing for publication, obtaining grants and conducting research, licensing procedures and legal and ethical issues for the psychologist. (From the Psychotherapy Fellowship Program, PostDoctoral Program, Cambridge Health Alliance, Harvard Medical School)

Post-licensure

At the post-licensure level, specialty training is available at all levels of opportunity in both Psychoanalytic/ psychodynamic Psychology and in Psychoanalysis (**Major Area of Study**). Division 39 of the American Psychological Association is an APA approved CE sponsor and provides **Exposure** experiences in Psychoanalytic Psychology and Psychoanalysis through continuing education webinars, workshops, and conferences. **Experience** are provided through the Division 39 Spring Meeting and Local Chapter study groups, meetings, symposia, conferences, and workshops (most of which offer APA approved **CE**).

The Chicago Center for Psychoanalysis Certificate in Psychoanalytic Psychotherapy Program provides a level of **emphasis** course of study in psychoanalytic theory and therapy for interested individuals who would like to deepen their knowledge of the field. The program has two tracks, a clinical track and an academic track for those who wish to strengthen their backgrounds in psychoanalytic theory but who are not practicing clinicians. Students in the academic track will follow the same program as students in the clinical track, although their focus will be determined through discussion with their individual consultants. The Certificate program involves 200 hours of coursework in clinical case conferences, culture and diversity, psychopathology, psychoanalytic technique, history and systems, development, ethics (APA **CE**); 75 hours of supervised psychoanalytic clinical experience; and 150 hours of personal psychoanalytic psychotherapy. (Adopted from the Chicago Center for Psychoanalysis Certificate in Psychoanalytic Psychotherapy)

Post-licensure stage of training as a **Major Area of Study** in Psychoanalysis takes place in a university-based or autonomous psychoanalytic institute or equivalent setting, including but not limited to psychoanalytic institutes recognized by the American Council of Psychoanalytic Education (ACPEinc), the American Psychoanalytic Association (APsaA), and the International Psychoanalytic Association (IPsaA). Training at this level is intended to be the final psychoanalytic training experience that will lead to eventual board certification in Psychoanalysis through the American Board of Professional Psychology. The candidate will engage in a minimum of 350 didactic course hours (typically APA approved CE), 150 hours of supervision by a psychoanalyst, and 300 hours of personal analysis by a psychoanalyst. Candidate are also required to engage in some for of community, organization, or scholarly work. (Adapted from the Psychoanalytic Institue of the Carolinas).