

ABPP/ABGERO MAINTENANCE OF CERTIFICATION (MOC)

Maintenance of Certification (MOC) involves a process of self-examination that is reflected in the documentation of a Specialist's professional development since his or her initial board certification or last MOC review. In the course of this self-examination, Specialists survey their professional activities during the two years prior to their MOC submission date and report/describe the means by which they have maintained the functional and foundational competencies initially demonstrated at the time of their board certification in Geropsychology.

I. MOC COMPONENTS

Specialists document their ongoing professional development using two structured methods: 1) the ABGERO Specialty Continuing Professional Development Grid and 2) a brief written narrative. Both MOC components must meet established ABPP and ABGERO criteria to maintain board certification.

A. ABGERO Specialty Continuing Professional Development (SCPD) Grid.

Detailed instructions for completing the ABGERO SCPD grid are presented in Appendix A. Briefly, specialists complete the grid by indicating the number of continuing professional development credits they have accumulated across 5 designated Categories over the two-year period immediately prior to their MOC submission date. The 5 Categories are: (1) Collaborative Consultation, (2) Teaching and Training, (3) Ongoing Education, (4) Research, Methodologies, and Programs, and (5) Professional Leadership. A wide variety of specific professional development activities may contribute to each of the SCPD grid categories. The grid contains common examples of activity domains that are appropriate for each category; however, Specialists may add other professional development activities to each category as needed.

1. Documenting Competencies on the SCPD Grid.

Professional development activities are the primary means by which Specialists demonstrate how they maintain competence. The ABPP/ABGERO competencies are listed across the top row of the SCPD grid and, for each professional development activity where credits are claimed, Specialists indicate with a simple check mark the competencies that were maintained as a result of that activity. *There is no need to subdivide credits across the Competence domains.*

- a. Foundational Competencies. ABPP requires that the combination of professional development activities reported for MOC address each of 8 Foundational Competencies. These include: (1) Scientific Knowledge and Methods, (2) Evidence Based Practice, (3) Individual and Cultural Diversity, (4) Ethical Legal Standards & Policy, (5) Professionalism, (6) Relationships, (7) Interdisciplinary Systems, & (8) Reflective Practice/Self-Assessment/Self-Care.
- b. Functional Competencies. ABGERO requires that professional development activities demonstrate maintenance of the 3 core ABGERO Functional Competencies of geropsychological practice: (1) Assessment, (2) Consultation, and (3) Intervention. ABGERO Specialists who engage in Research, Teaching, Supervision, Management-Administration, and Advocacy are encouraged to also document the means by which they have maintained competence in these non-core Functional Competencies, but this is not required to pass ABGERO MOC criteria.

Descriptions of competency expectations for ABGERO Specialists are provided in Appendix B: "*Functional and Foundational Competencies of the American Board of Geropsychology*".

2. Calculating Credits Toward Specialty MOC.

Specialists should document all professional development activities in the SCPD grid and claim appropriate credit values per activity reported. Descriptions and credit values assigned to specific grid activities are detailed in Appendix C: “*MOC Continuing Professional Development Grid Credit Values*”. The Specialist must use this guide to calculate activity values for all professional development activities claimed. A blank grid is provided in Appendix D and a sample of a completed grid demonstrating acceptable documentation meeting ABPP/ABGERO MOC criteria is provided in Appendix E.

- a. Total MOC Credits. ABPP criteria require that Specialists document a *minimum cumulative total of 40 professional development credits* on the SCPD grid. The grid allows Specialists to document and sum an unlimited number of activities and credits within each category; however, one can only apply a *maximum of 20 credits* from any single Category toward the 40 credit total required for MOC. To avoid receiving dual or multiple credits for the same activity, the Specialist should document an activity only once and only in one of the 5 Categories even though it may fit under several categories. For example, providing mentorship to a graduate student on the study design of his/her dissertation may be claimed under ‘Teaching’ or ‘Research’ Grid Categories, but not both. Specialists are encouraged to include all their professional development activities on the Grid, even if totals exceed the minimum 40 credits. Doing so will enhance reviewers’ understanding of the breadth of the Specialist’s professional activities as they relate to the foundational and functional competencies.
- b. Specialty MOC Credits. ABGERO requires a *minimum of 30 SCPD credits* specific to the science or practice of Geropsychology. The combination of specialty-specific activities should reflect maintenance of the core ABGERO Functional Competencies, as well as Foundational Competencies as they apply to geropsychological practice i.e., there should be at least one check mark for each of the Functional (Assessment, Intervention, Consultation) and Foundational Competencies.

B. ABGERO Narrative Statement

The Narrative Statement is a brief (750-word maximum), series of structured essay questions that provide Specialists an opportunity to describe their practice and the means by which they evaluate the effectiveness of their professional activities. The Narrative Statement also allows Specialists to elaborate the activities listed in their SCPD grid and describe other continuing professional development activities over the two years prior to their MOC submission date that may not fit into any of the 5 grid Category domains.

Responses to the Narrative Summary should provide information sufficient to evaluate how the Specialist’s continuing professional activities contribute to maintenance of the functional and foundational competencies that were demonstrated upon initial board certification or at the time of the last MOC review. At a minimum, responses to the SCPD grid and the Narrative Summary, taken together, must cover all 8 ABPP Foundational competencies and the 3 core ABGERO Functional competencies of geropsychological practice (Assessment, Consultation, and Intervention).

The questions comprising the Narrative Statement are presented in Appendix F. Please note that the 750-word limit is strictly enforced.

II. SCHEDULE OF MOC REVIEWS

MOC will be awarded in 10 year intervals, with review date determined by date of initial board certification.

A. Initial Certification *On or After 01/01/2015*

ABGERO Specialists who are awarded board certification on or after January 1, 2015 must complete and submit MOC requirements 9 years after the date of their certification (i.e., allowing one year for review and remediation, if needed). Specialists will be notified by ABPP Central Office of their pending MOC submission deadline two years in advance of their due date. This early notification will allow the Specialist to document their professional development activities proactively and will facilitate timely submission.

B. Initial Certification *Before 01/01/2015*

ABPP does not require ABGERO Specialists who were boarded before January 1, 2015 to participate in MOC; however, the ABGERO Board of Directors strongly encourages all specialists to “opt-in” and undergo MOC review. ABGERO recognizes that once MOC procedures are initiated, it may be advantageous for all Specialists to document maintenance of the competencies demonstrated by their initial certification, both for individual benefits (e.g., workplace reviews) as well as the benefit of our specialty (e.g., modeling for student trainees, demonstrating consistent standards to the public).

When ABGERO MOC reviews began in 2015, Specialists who were certified prior to January 1, 2015 were notified by ABPP Central Office and asked whether they chose to opt into the MOC process. A Specialist may opt-in at any time, but once they have done so they may not opt back out except under unusual circumstances. Specialists who opt-in to the MOC examination process will be invited to submit MOC documentation on a staggered basis and timeline to be determined by the ABGERO Board.

C. Retired ABGERO Specialists

Specialists who have retired from the practice of Geropsychology may apply for Retired Status through ABPP Central Office.

D. Extenuating Circumstance

In rare instances when extenuating circumstances prevent a Specialist from engaging in professional development activities to maintain competence in Geropsychology during the designated MOC window (e.g., due to time spent training/practicing in another specialty, military deployment, maternity leave, medical issues, etc.), the Specialist may request permission to document activities from a different continuous 2 year period within the 10-year MOC window. Such requests must be submitted prior to MOC submission deadline and will be reviewed by the ABGERO MOC Director on a case-by-case basis. If an exception is granted, the due date for the Specialist’s subsequent MOC submission will be adjusted accordingly.

Requests for accommodations due to disability will be reviewed by the ABGERO Board and discharged in a fashion consistent with the Americans with Disabilities Act.

III. MOC DOCUMENTATION

The ABGERO SCPD grid and Narrative Summary templates are accessed and completed online. Specialists are advised to retain continuing education certificates and other documentation of professional development activities beginning at least two years prior to their anticipated date of MOC review. Although these supporting documents will not be included in the application itself, the applicant may be asked to produce them in the event of an audit or if questions arise during review.

A random sample of MOC applications will be audited each year to verify the information reported in the MOC Grid and Narrative Summary. Specialists whose applications are audited will be contacted by the ABGERO MOC Committee to arrange for appropriate supporting documentation to be submitted (e.g., CE certificates, course syllabi, presentation materials, performance evaluations, publication reference list). Once the supporting documents are received and reviewed, the MOC auditor will send a letter of approval if 'passed'. However, if any problems are identified a telephone interview will be scheduled to discuss the review with the Specialist.

IV. SCORING AND REVIEW PROCESS

The MOC Director will be appointed by the ABGERO President with approval from the Board of Directors. The MOC Director, in consultation with the ABGERO Board, will select a committee to provide MOC reviews. Committee members will use the scoring guidelines for the SCPD Grid, Narrative Summary, and Overall MOC Ratings approved by ABGERO and the ABPP Board of Trustees. These guidelines are presented in Appendix G.

ABGERO will conduct MOC procedures with fair and reasonable criteria, with opportunity for remediation and appeal of unsatisfactory outcome. MOC reviews are conducted in a way that treats the Specialists in a constructive, respectful, and collegial manner. ABGERO MOC reviewers recuse themselves from review of Specialists with whom they have significant past or current personal or professional relationships that may risk the appearance of conflict of interest.

The Director will assign submissions to members of the MOC Committee. The MOC Reviewer will rate the Specialist's materials against the established ABGERO MOC standards.

A. MOC Award

If the materials meet established ABGERO criteria (Appendix G), the Reviewer will recommend to ABPP that the Specialist be awarded MOC for another 10 years.

B. MOC Failure

If the MOC materials do not meet criteria for MOC in the Specialty, the Reviewer will prepare a brief, balanced summary of deficiencies in meeting MOC criteria and forward the decision to the Director. The Director then designates a second Reviewer who will not be aware of the initial review or outcome decision.

1. If the second Reviewer rates the MOC material as not meeting a minimal standard of ongoing activity within the specialty, the Reviewer prepares a brief, balanced summary of deficiencies in meeting MOC criteria and forwards the outcome results to the Director. The ABGERO MOC Director will in turn notify ABPP Central Office that the Specialist has not passed MOC review.
2. If the second Reviewer rates the Specialist's materials as meeting a minimal standard of ongoing activity within the specialty, the Director forwards the materials to a third Reviewer who is blinded to the prior review decisions.
 - a. If the third Reviewer rates the material as meeting a minimal standard of ongoing activity within the specialty, the Reviewer will recommend to ABPP Central Office that the Specialist be awarded MOC for another 10 years.
 - b. If the third Reviewer rates the material as not meeting a minimal standard of ongoing activity within the specialty, the Reviewer prepares a brief, balanced summary of deficiencies in meeting MOC criteria and forwards the outcome

results to the Director. The Director in turn notifies ABPP Central Office that the Specialist has not passed the ABGERO MOC review.

C. Missing Information

If the MOC Reviewer determines that information required to make a decision is missing, incomplete, or unclear, the Reviewer may contact the Specialist to request clarification. The status of the MOC application during this time will be designated as “Pending” receipt of information. Specialists who receive an inquiry regarding missing or unclear information must supply the requested information within 90 days of the date of notification.

1. Once the requested information has been received, the MOC review will proceed as described above.
2. If the Specialist does not submit the requested information within the 90-day window, the status of the application will convert to “Not Passed” and will proceed as described in (2) above.

D. Remediation & Resubmission

The Specialist who does not successfully complete the process as defined above shall be provided feedback and allowed up to one year from the decision date to remedy deficiencies. Once the deficiencies are addressed, the Specialist may resubmit MOC materials to ABGERO for reconsideration without prejudice. The Specialist will retain their ABGERO certification status during the remediation/resubmission process. Resubmitted MOC applications follow the same review process as described above.

1. If the resubmitted materials clearly meet the criteria for MOC in the Specialty, the Reviewer will recommend to ABPP Central Office that the Specialist be awarded MOC for another 10 years.
2. Resubmissions that are judged to not meet MOC criteria by two Reviewers as described in (2) above shall fail the MOC review. The MOC Director will recommend to ABPP that board certification be revoked.
3. If MOC materials are not resubmitted by the deadline, the Specialist shall fail MOC review and the MOC Director will recommend to ABPP that board certification be revoked.

V. NOTIFICATION OF REVIEW DECISIONS

Specialists completing the MOC process will receive feedback regarding their MOC status from ABPP Central Office. Those who pass MOC review will be notified of this decision and of their next MOC submission due date. For those who do not pass, the ABGERO MOC Director will prepare a balanced summary of the decision based on MOC Reviewer feedback. The ABGERO MOC Director will forward the summary to the ABPP Executive Director, who will review, edit, and, if necessary, seek legal counsel prior to sending the decision letter to the Specialist. The feedback letter to the Specialist will contain a specific and concise summary of the deficiencies relative to MOC criteria and a deadline for remediation. In no instance may substantive changes be made to the ABGERO decision by the Executive Officer.

VI. APPEALS

Specialists who do not pass MOC review may submit an appeal to the ABGERO President within 30 days of receiving an appealable decision.

A. Grounds for Appeal

1. Acceptable grounds for appeal of MOC Decision:

- a. Failure on the part of ABGERO to comply with stated procedures for MOC.
- b. MOC Review does not pertain to the materials submitted by the Specialist.
- c. Some of the materials submitted by the Specialist inadvertently not forwarded or not reviewed by the ABGERO MOC reviewer.

2. Unacceptable grounds for appeal of MOC Decision:

- a. Disagreement with the MOC Reviewers' judgment.
- b. Testimony of performance or achievement in professional work not submitted as part of the MOC materials.
- c. Lack of unanimity in the MOC review decision.
- d. Perceived absence of match between the theoretical orientation of the Candidate and a MOC reviewer.

B. Score and Conduct of Appeal

Once received, the President forwards the appeal to the ABGERO MOC Committee Chair, who designates two committee members, not involved in the initial review, to assist in the Appeal review. The procedural issues addressed during appeal 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, ABPP legal counsel may be consulted.

The review process is based primarily upon information before the specialty board at the time of the original decision. The committee reviewing appeals may, however, seek further information from the MOC Director, members of the MOC Committee, the Specialist, or others as appropriate to the issues being raised. The process is not a *de novo* review of MOC materials, but a review of the challenge to procedures followed during the MOC review.

A decision regarding the appeal must be rendered to ABPP Central Office within 60 days of the ABGERO President's receipt of the appeal request. Failure to complete the review in the 60-day period shall move the appeal to the ABPP Board of Trustees for resolution.

C. Decision and Report of the Appeals Committee

If the Specialist demonstrates by clear and convincing evidence that there was a procedural error that may have affected a Reviewer's decision to fail the Specialist, the Appeals Committee shall provide a remedy. The remedy for not passing MOC shall be to provide a new MOC review within one year without loss of certification status in the interim. So, if an appeal is successful then another committee will review the content of the person's materials within a year based on whatever revisions may be needed because of the procedural errors made by the Board at no cost to the person. Alternatively, the matter may be referred back to the MOC or Board chair for consideration of other remedies. The Appeals Committee may not, however, overturn a prior decision and "pass" the Specialist.

The committee reviewing the appeal shall address and render a decision on each issue raised by the Specialist and explain the basis for that decision. The Appeals Committee Chair shall forward the Committee decision to the ABGERO President who, in turn, will forward the decision to the ABPP Executive Officer. The ABPP Executive Officer will review, consult, and edit as necessary before providing feedback to the Specialist.

The decision summary must be received by the ABPP President and forwarded to the ABPP Executive Officer within 60 days of the initial receipt of the appeal letter. Failure to complete the review in the 60 day period shall move the appeal from ABGERO to the ABPP Board of Trustees for resolution.

If an appeal is denied by the Appeals Committee and the candidate believes a procedural error has not been addressed or that the Appeals Committee did not follow ABGERO procedures, the candidate may appeal directly to the ABPP Board of Trustees within 60 days of the date on the appeal decision letter. The BOT will appoint a special appeals committee composed of trustees from other specialties. If a subject area issue is important, a non-voting member of the specialty will be appointed to consult with the committee. The ABPP Appeals Committee must complete their deliberation within 120 days. The ABPP Board of Trustee level decision is final.

APPENDIX A

ABGERO SPECIALTY CONTINUING PROFESSIONAL DEVELOPMENT (SCPD) GRID INSTRUCTIONS & CRITERIA

A. TO COMPLETE THE SCPD GRID

1. Review the professional development categories and “*MOC Continuing Professional Development Grid Credit Values*” (Appendix C) to identify activities in which you have engaged within the two years prior to your MOC submission date. Note that in each category Specialists can record “Other” professional development activities that are not listed in the grid. Specialists should use descriptive language when adding “Other” activities to their grid to ensure that the MOC reviewer understands how the activity relates to the Category. Activities that do not fit within the 5 grid category domains can be claimed and described in the Narrative Summary.
2. Calculate the credits associated with each professional development activity you wish to report. There is no limit to the number of professional activities/credits one can claim per activity type. For activities not listed in the credit values document, Specialists should claim judicious values by identifying activities from the grid with a similar scope, effort, or impact and assigning like credit totals. If no similar activities can be identified, one credit should be assigned to each hour of professional development activity.
3. Record the sum total of credits earned for each activity type in the “Overall Credits” column of the grid.
4. Determine the number of credits per activity that are specific to maintaining competence in functional and foundational competencies specific to the science or practice of Geropsychology and record that number in the “Specialty Specific” column.
5. For each activity row, indicate with a checkmark all of the foundational and functional competencies that were maintained through the activities for which credits were claimed.
6. Calculate the sums of credits within the “Overall” and “Specialty” columns and record each sum in the “Total Credits” row.
7. If the total “Overall Credits” in a given Category domain is less than 20, enter the exact number into the “Credits towards MOC total” field. If the total “Overall Credits” in a given Category domain equals or exceeds 20, enter “20” into the “Credits towards MOC total” field.
8. Specialists should use the space at the bottom of each Category grid to describe the nature of the activities in which credits were claimed. Descriptions should be concise (e.g., context for consultations, names of workshops/classes taken or taught, representative publications, names of programs developed, etc.). Further elaboration on claimed activities can be deferred to the narrative statement.
9. A blank grid is provided in Appendix D and sample of a completed grid is provided in Appendix E.

B. SUMMARY OF ABGERO SCPD GRID CRITERIA

1. The number of “Credits towards MOC total” summed across the 5 grid categories must be equal to or greater than 40 for the two years prior to submission of MOC documents.
2. A minimum of 30 credits must reflect activities specific to Geropsychology that address the core ABGERO Functional Competencies, as well as Foundational Competencies as they apply to geropsychological practice. The total number of credits per activity that meet these criteria should be noted in the “Specialty” column.
3. Specialists are advised to maintain their own files, as documentation is not required for submission with this form. However, a peer review or audit of this information may be conducted by the ABGERO Board, which may require you to provide additional documentation.

APPENDIX B

FUNCTIONAL AND FOUNDATIONAL COMPETENCIES OF THE AMERICAN BOARD OF GEROPSYCHOLOGY

- A. **FOUNDATIONAL COMPETENCIES.** Cutting across all functional competencies required for geropsychological practice are the foundational competencies of scientific knowledge and methods, evidence-based practice, individual and cultural diversity, ethical legal standards and policy, professionalism, relationships, interdisciplinary systems, and reflective practice/self-assessment/self-care. ABPP requires that all Specialists document the means by which all of these foundational competencies have been maintained.
1. **Scientific Knowledge & Methods.** Geropsychologists regularly update their scientific knowledge of the aging process and keep current with the latest developments in life span research methodology.
 2. **Evidence Based Practice.** Geropsychologists must be knowledgeable of the recent literature on lifespan development, assessment methods, and intervention strategies and must be able to apply this knowledge according to evidence-based practice concepts.
 3. **Individual and Cultural Diversity.** Geropsychologists recognize that cultural and individual diversity is a constant feature of aging; indeed some people believe older adults to be a minority group. Older adults are the most heterogenous age group on a variety of social and economic dimensions, and respect for the unique nature of the aging process is a necessity.
 4. **Ethical Legal Standards & Policy.** Given the existential issues of disability and death more frequently faced by older adults, Geropsychologists are acutely aware of the ethical issues and decision-making dilemmas triggered by the competing ethical principles of beneficence, autonomy, and justice.
 5. **Professionalism.** Given the varied attitudes, knowledge and skill set required of psychologists to work competently with older adults in a variety of activities across diverse settings, Geropsychologists articulate professional values and are careful to practice within their range of competence.
 6. **Relationships.** Geropsychologists continue to enhance their understanding of how best to foster relationships with older adults by confronting ageist myths based on outdated stereotypes rather than the latest demographic and gerontological research.
 7. **Interdisciplinary Systems.** Research strongly suggests that coordinated systems of interdisciplinary care yield more favorable health outcomes, especially for older adults. Geropsychologists are aware of the unique knowledge base of the different disciplines in health care settings, and as experts in human relationships take a leadership role and foster team development.
 8. **Reflective Practice/Self-Assessment/Self-Care.** Geropsychologists undergo ongoing reflective practice self-assessment. Given the continued advances of knowledge in the aging area, they constantly strive to evaluate their own

competencies in working with older adults across a variety of professional activities. They are aware of personal biases that might influence their behavior towards older adults, and seek consultation or education when necessary.

B. FUNCTIONAL COMPETENCIES. ABGERO requires evidence of activities that maintain competence in the core Functional domains of Assessment, Intervention, and Consultation. Specialists who engage in Research, Teaching, Supervision, Management-Administration, and Advocacy are encouraged to report activities that serve to maintain these non-core Functional Competencies, but this is not required.

1. **Assessment.** Geropsychologists use clinical interviewing, self-report measures, cognitive testing, direct behavioral observation, and psychophysiological techniques to assess the needs of older adults in clinical practice and in research. They must be aware of, or be able to develop, valid and reliable assessment devices standardized on older adults, and to know when standard assessment approaches will and will not work the same with older adults as they do with younger adults. A critical aspect of working with individuals in late life is understanding the need to assess change over time. Because of the settings in which older adults are found, and the complexity of their presenting problems, multidisciplinary assessment is frequently required to determine interrelationships among problems. Thus geropsychologists are aware of the appropriate disciplines to involve, and have knowledge of how best to work with these other disciplines.
2. **Intervention.** Geropsychologists are knowledgeable and skillful in implementing individual, group, couples, family, and environmental psychotherapeutic interventions that can be applied to problems presented by older adults, emphasizing those with established efficacy for older adults and including established age-specific adaptations of these approaches.
3. **Consultation.** Geropsychologists: 1. Consult to families, professionals, programs, health care facilities, legal systems, and other agencies/organizations that serve older adults. 2. Collaborate and coordinate in an interdisciplinary manner with other agencies and professionals that serve older adults and, as needed, communicate psychological conceptualizations to other professionals in a concise and useful manner. 3. Recognize and negotiate multiple roles in older adult consultation settings.
4. **Research*:** Geropsychologists are thoroughly grounded in research methods in psychology, especially in those methods related to the development of basic knowledge about psychopathology and those related to the development and evaluation of psychological tests and interventions. In addition, Geropsychologists are knowledgeable of the research methodologies associated with life span developmental psychology, including longitudinal research designs, sequential research designs and the associated analytic tools that permit the separation of aging effects from cohort and time of measurement effects. They also are aware of special recruitment issues related to incorporating older adults into research samples.
5. **Supervision*.** An essential part of training in Geropsychology is supervised clinical experience with older adults. The supervision must be by a specialist in geropsychology. Professional skills in rapport building, in assessment, in appropriate therapeutic technique, and in handling therapeutic relationship issues with older clients all require

direct clinical teaching through supervision. Appropriate settings for completion of this work include: psychiatric or medical hospitals, outpatient mental health clinics, private practice, programs serving older adults within their own homes, extended care, nursing homes, retirement communities, senior citizen centers, or other settings for delivery of services to older adults. Geropsychologists are prepared to offer specialized supervisory training in geropsychology to students at various levels from predoctoral trainees to professional colleagues who request consultation or peer supervision.

6. **Teaching***. Specialists who provide instruction must maintain knowledge and skill in Geropsychology sufficient to be an effective teacher. They should maintain awareness of the empirical support for the content of their instructional materials and techniques for outcome assessment of their instructional effectiveness.
7. **Management-Administration***. Geropsychologists who manage the direct delivery of professional services or the administration of aging organizations/programs/agencies must maintain the appropriate skills to implement programs and evaluate their effectiveness.
8. **Advocacy***. Geropsychologists engage in professional development activities that improve or maintain their skills to support empowerment of their patients and caregivers and/or enhance constructive change in institutional, social, or other venues that will advocate for their aging patient's best interests.
9. **Consumer Protection Competence***: Work with older adults involves adherence to ethical principles and consumer protection issues general to all adult populations and also involves special issues related to physical and cognitive frailty in later life which are more prevalent among older adults although not unique to them. These special issues include (but are not limited to: possible role conflict in nursing homes, competing interests between older adults and family members, and informed consent with cognitively impaired elders).
10. **Professional Development Competence***: Geropsychology involves a commitment to lifelong learning. While true of all specialties, it is perhaps especially urgent in a relatively new specialty in which the rate of increase of knowledge is very steep. Practicing Geropsychologists will need to pursue continuing education. Appropriate settings for completion of this work include: psychiatric or medical hospitals, outpatient mental health clinics, and programs associated with national, state, and local professional and scientific associations in psychology and gerontology.

** ABGERO does not require documentation of continuing professional development in these competencies to meet criteria for MOC.*

APPENDIX C
MOC CONTINUING PROFESSIONAL DEVELOPMENT GRID CREDIT VALUES

A. COLLABORATIVE CONSULTATION

1. Case consultation. Consulting or being consulted by a colleague to review case materials to obtain/offer an opinion.
Value: 5 consultations = 1 credit.
2. Multidisciplinary consultation. Cross-consultation as a part of multidisciplinary Professional or research teams providing collaborative patient care/research.
Value: 5 team meetings = 1 credit
3. Journal club – participation or presentation.
Value: 5 journal clubs = 1 credit.
4. Research group meetings – participation or presentation.
Value: 5 group meetings = 1 credit.
5. Mentorship. Providing or receiving formal mentorship in Professional, research, or professional development of a colleague. Mentorship of students or board candidates should be claimed under the “Teaching & Training” domain.
Value: 5 hours of mentoring = 1 credit.

B. TEACHING AND TRAINING

1. Teaching/supervising students/trainees in classroom, online, or professional settings through formal coursework, practica, internship training, residency or postdoctoral programs.
Values: 1 hour = 1 credit
1 semester course = 20 credits.
2. Thesis/dissertation committee participation.
Values: Committee Chair = 15 credits.
Committee Member = 10 credits
3. Board Preparation Mentorship. Providing mentorship to candidates for Board Certification through formal or informal mechanisms.
Values: Informal Mentorship = 5 credits per candidate
Formal ABGERO mentor = 10 credits per candidate.
4. Training, inservice, or presentation to other professionals or staff.
Value: 1 hour = 1 credit.
5. Workshop presentations to professional or consumer audiences.
Values: 1 hour = 1 credit.
Full day workshop = 10 credits.
6. Development of a new professional training program at the graduate, internship, or postdoctoral level. Program directors may earn credit per program. Faculty who assist in program development may earn credit per hour spent contributing to the process.
Values: 1 hour = 1 credit (10 credits max; faculty contributors)

1 program = 20 credits (program director)

7. Formal evaluation of an existing/ongoing professional training program at the graduate, internship, or postdoctoral level. Program directors may earn credit per program. Faculty who assist in program evaluation may earn credit per hour spent contributing to the process.

Values: 1 hour = 1 credit (5 credits max; faculty contributors)
1 program = 10 credits (program director)

C. ONGOING EDUCATION

1. Attending conference presentations or programs where CE is not offered.
Value: 1 attendance day = 1 credit.
2. Attending conference presentations or programs where CE is offered.
Value: 1 CE hour = 1 credit.
3. Completion of a graduate-level academic course related to psychology from a regionally accredited academic institution.
Value: 1 course = 20 credits
4. Completion of ABPP board certification in another specialty
Value: Each additional ABPP certification = 20 credits.
5. Self-Directed Learning. Participating in other self-directed professional activities (e.g., reading professional literature, journal-based CE programs, online professional tutorials, etc.).
Values: 1 hour of self-directed learning = 1 credit
1 journal article = 1 credit

D. RESEARCH AND METHODOLOGIES

1. Peer-reviewed Journal Publications
Values: First or Senior author = 10 credits per publication
Co-author = 5 credits per publication
2. Book chapter authorship.
Value: 1 chapter = 5 credits
3. Grantsmanship.
Values: Principal Investigator or Co-PI = 20 credits
Co-investigator = 10 credits
4. Development or implementation of innovative evidence-based professional programs
Value: 1 program = 5 credits
5. Activities directed toward patient advocacy and program quality assurance
Value: 1 hour = 1 credit
6. Monitoring Practice Outcomes. Performing systematic assessment of one's own Professional practice outcomes (e.g., engaging in client outcomes assessment, seeking

feedback from referral sources, involvement in institutional quality assurance monitoring, etc.).

Values: 1 hour of outcome assessment activity = 1 credit

1 cycle of institutional practice performance evaluation = 5 credits.

7. Editorial Responsibilities. Serving as editor, co-editor, associate editor, editorial board member, or ad-hoc reviewer of books or peer-reviewed journals.

Values: Editor, Associate Editor, Co-editor = 20 credits per book/journal

Editorial Board member = 10 credits per journal

Ad-Hoc Reviewer = 1 credit per publication reviewed.

E. PROFESSIONAL LEADERSHIP

1. Management/administration of professional services, e.g., practice manager, professional service director, program manager, etc.

Value: Each year of service = 10 credits

2. Management/administration of psychological service providers, e.g., Section Head, Division/Department Chair, other institutional leadership role

Value: Each year of service = 10 credits

3. Leadership in professional organizations, boards, etc. (e.g., Executive Officers, Board Members, Committee Chairs).

Value: 10 credits per office per year

4. Committee Work. Participation on professional committees, subcommittees, work groups, or task forces.

Value 5 credits per year

5. Board Examiner/Reviewer. Practice Sample Review Member, Oral Examination Member, MOC Reviewer.

Value: 10 credits per activity

6. Grant Review. Participation in grant study sections, scientific review groups, or other grant review panels.

Value: 1 review session = 5 credits

7. Membership on regulatory or institutional review boards.

Value: 10 credits per office per year

**APPENDIX D
SPECIALTY CONTINUING PROFESSIONAL DEVELOPMENT (SCPD) GRID**

<i>Collaborative Consultation</i>	CREDITS (See Grid Activity Values)		FOUNDATIONAL COMPETENCIES (Check All That Apply to Each Activity Reported)									FUNCTIONAL COMPETENCIES (Check All That Apply to Each Activity Reported)							
<i>Activities:</i>	OVERALL CREDITS	SPECIALTY SPECIFIC	Scientific Knowledge and Methods	Evidence Based Practice	Individual & Cultural Diversity	Ethical/Legal Standards	Relationships	Professionalism	Interdisciplinary Systems	Reflective Practice	Assessment	Intervention	Consultation	Research Evaluation	Supervision	Teaching	Management/Administration	Advocacy	
1. Case Consultation																			
2. Journal Club																			
3. Research Group Meetings																			
4. Mentoring																			
5. Other (please specify):																			
.....																			
.....																			
.....																			
.....																			
<i>Credits toward MOC total: (Note: a maximum of 20 credits from this section can be applied toward the total of 40 credits required for MOC)</i>																			
Please describe the specific activities in which you participated to obtain credits in <i>Collaborative Consultation</i>:																			

Teaching and Training	CREDITS (See Grid Activity Values)		FOUNDATIONAL COMPETENCIES (Check All That Apply to Each Activity Reported)								FUNCTIONAL COMPETENCIES (Check All That Apply to Each Activity Reported)								
<i>Activities:</i>	OVERALL CREDITS	SPECIALTY SPECIFIC	Scientific Knowledge and Methods	Evidence Based Practice	Individual & Cultural Diversity	Ethical/Legal Standards	Relationships	Professionalism	Interdisciplinary Systems	Reflective Practice	Assessment	Intervention	Consultation	Research Evaluation	Supervision	Teaching	Management/Administration	Advocacy	
1. Teaching/Supervision																			
2. Thesis/Dissertation Committee																			
3. Board Preparation Mentor																			
4. Professional/Staff Training/Education																			
5. Workshop Presentation																			
6. Training program development																			
7. Other (please specify):																			
Credits toward MOC total: (Note: a <u>maximum</u> of 20 credits from this section can be applied toward the total of 40 credits required for MOC)																			
Please describe the specific activities in which you participated to obtain credits in <i>Teaching and Training</i>:																			

Ongoing Education	CREDITS (See Grid Activity Values)		FOUNDATIONAL COMPETENCIES (Check All That Apply to Each Activity Reported)								FUNCTIONAL COMPETENCIES (Check All That Apply to Each Activity Reported)							
<i>Activities:</i>	OVERALL CREDITS	SPECIALTY SPECIFIC	Scientific Knowledge and Methods	Evidence Based Practice	Individual & Cultural Diversity	Ethical/Legal Standards	Relationships	Professionalism	Interdisciplinary Systems	Reflective Practice	Assessment	Intervention	Consultation	Research Evaluation	Supervision	Teaching	Management/Administration	Advocacy
1. Conference attendance (no CE).																		
2. CE from Professional Conferences																		
3. Completion of a graduate level psychology course.																		
4. Completion of ABPP Board Certification in another Specialty																		
5. Self-Directed Learning																		
6. Other (please specify):																		
<i>Credits toward MOC total: (Note: a <u>maximum</u> of 20 credits from this section can be applied toward the total of 40 credits required for MOC)</i>																		
Please describe the specific activities in which you participated to obtain credits in <i>Research and Methodologies</i>:																		

Research and Methodologies	CREDITS (See Grid Activity Values)		FOUNDATIONAL COMPETENCIES (Check All That Apply to Each Activity Reported)								FUNCTIONAL COMPETENCIES (Check All That Apply to Each Activity Reported)							
<i>Activities:</i>	OVERALL CREDITS	SPECIALTY SPECIFIC	Scientific Knowledge and Methods	Evidence Based Practice	Individual & Cultural Diversity	Ethical/Legal Standards	Relationships	Professionalism	Interdisciplinary Systems	Reflective Practice	Assessment	Intervention	Consultation	Research Evaluation	Supervision	Teaching	Management/Administration	Advocacy
1. Peer Reviewed Journal Publications																		
2. Book Chapters																		
3. Grantsmanship																		
4. Development/Implementation of Evidence Based Professional Programs																		
5. Patient advocacy/program QA																		
6. Monitoring Practice Outcomes																		
5. Editorial Responsibilities																		
7. Other (please specify):																		
<i>Credits toward MOC total: (Note: a <u>maximum</u> of 20 credits from this section can be applied toward the total of 40 credits required for MOC)</i>																		
Please describe the specific activities in which you participated to obtain credits in <i>Research and Methodologies</i>:																		

Professional Leadership	CREDITS (See Grid Activity Values)		FOUNDATIONAL COMPETENCIES (Check All That Apply to Each Activity Reported)								FUNCTIONAL COMPETENCIES (Check All That Apply to Each Activity Reported)							
<i>Activities:</i>	OVERALL CREDITS	SPECIALTY SPECIFIC	Scientific Knowledge and Methods	Evidence Based Practice	Individual & Cultural Diversity	Ethical/Legal Standards	Relationships	Professionalism	Interdisciplinary Systems	Reflective Practice	Assessment	Intervention	Consultation	Research Evaluation	Supervision	Teaching	Management/Administration	Advocacy
1. Management/Administration of Professional Services																		
2. Management/Administration of Service Providers																		
3. Leadership in Professional Organizations																		
4. Committee Work																		
5. Board Examiner/Reviewer																		
5. Grant Review																		
6. Regulatory/IRB membership																		
7. Other (please specify):																		
<i>Credits toward MOC total: (Note: a <u>maximum</u> of 20 credits from this section can be applied toward the total of 40 credits required for MOC)</i>																		
Please describe the specific activities in which you participated to obtain credits in <i>Professional Leadership</i>:																		

**APPENDIX E
SAMPLE ABGERO SCPD GRID**

Collaborative Consultation	CREDITS (See Grid Activity Values)		FOUNDATIONAL COMPETENCIES (Check All That Apply to Each Activity Reported)									FUNCTIONAL COMPETENCIES (Check All That Apply to Each Activity Reported)						
	OVERALL CREDITS	SPECIALTY SPECIFIC	Scientific Knowledge and Methods	Evidence Based Practice	Individual & Cultural Diversity	Ethical/Legal Standards	Relationships	Diversity Professionalism	Interdisciplinary Systems	Reflective Practice	Assessment	Intervention	Consultation	Research Evaluation	Supervision	Teaching	Management/Administration	Advocacy
<i>Activities:</i>																		
1. Case Consultation																		
2. Multidisciplinary Consultation																		
3. Journal Club																		
4. Research Group Meetings	1	1	x															
5. Mentoring																		
6. Other (please specify):																		
Consultation to Pediatric TBI group home on system programs and treatment																		
Total Consultation Credits Earned	1	1																
Credits toward MOC total (Note: a <u>maximum</u> of 20 credits from this section can be applied toward the total of 40 credits required for MOC)	1																	
Please describe the specific activities in which you participated to obtain credits in Collaborative Consultation: > Research group meetings - participant																		

Ongoing Education	CREDITS (See Grid Activity Values)		FOUNDATIONAL COMPETENCIES (Check All That Apply to Each Activity Reported)								FUNCTIONAL COMPETENCIES (Check All That Apply to Each Activity Reported)							
	OVERALL CREDITS	SPECIALTY SPECIFIC	Scientific Knowledge and Methods	Evidence Based Practice	Individual & Cultural Diversity	Ethical/Legal Standards	Relationships	Professionalism	Interdisciplinary Systems	Reflective Practice	Assessment	Intervention	Consultation	Research Evaluation	Supervision	Teaching	Management/Administration	Advocacy
<i>Activities:</i>																		
1. Conference attendance (no CE).	3	3	x	x		x					x	x	x	x				
2. CE from Professional Conferences	30		x	x	x	x		x	x		x	x						
3. Completion of a graduate level psychology course.																		
4. Completion of ABPP Board Certification in another Specialty	20	20	x	x	x	x	x	x	x	x	x	x	x					
5. Self-Directed Learning																		
6. Other (please specify):																		
Total Education Credits Earned	32	32																
Credits toward MOC total (Note: a <u>maximum</u> of 20 credits from this section can be applied toward the total of 40 credits required for MOC)	20																	
Please describe the specific activities in which you participated to obtain credits in Ongoing Education: APA, GSA, ASA attendance ABGERO certification																		

Teaching and Training	CREDITS (See Grid Activity Values)		FOUNDATIONAL COMPETENCIES (Check All That Apply to Each Activity Reported)								FUNCTIONAL COMPETENCIES (Check All That Apply to Each Activity Reported)						
	OVERALL CREDITS	SPECIALTY SPECIFIC	Scientific Knowledge and Methods	Evidence Based Practice	Individual & Cultural Diversity	Ethical/Legal Standards	Relationships	Professionalism	Interdisciplinary Systems	Reflective Practice	Assessment	Intervention	Consultation	Research Evaluation	Supervision	Teaching	Management/Administration
<i>Activities:</i>																	
1. Teaching/Supervision	20	20	x	x	x		x	x	x		x	x	x		x		
2. Thesis/Dissertation Committee	20	20	x	x										x			
3. Board Preparation Mentor	20	20	x					x		x							
4. Professional/Staff Training/Education																	
5. Workshop Presentation	5	5						x							x		x
6. Training program development																	
7. Training program evaluation	20		x	x	x	x		x			x	x					
8. Other (please specify):																	
Total Teaching Credits Earned	85	65															
<i>Credits toward MOC total (Note: a maximum of 20 credits from this section can be applied toward the total of 40 credits required for MOC)</i>	20																
<p>Please describe the specific activities in which you participated to obtain credits in <i>Teaching and Training</i>: Taught courses in Gerontological Case Management; Disruptive Behaviors in LTC settings; Gerontological Counseling; Mental Health in LTC settings 5 Dissertation committees; 1 Dissertation co-chair ABGERO mentoring 4 candidates LAN presentation; ABPP workshop presentation APA site visits – 2</p>																	

Research and Methodologies	CREDITS (See Grid Activity Values)		FOUNDATIONAL COMPETENCIES (Check All That Apply to Each Activity Reported)								FUNCTIONAL COMPETENCIES (Check All That Apply to Each Activity Reported)							
	OVERALL CREDITS	SPECIALTY SPECIFIC	Scientific Knowledge and Methods	Evidence Based Practice	Individual & Cultural Diversity	Ethical/Legal Standards	Relationships	Professionalism	Interdisciplinary Systems	Reflective Practice	Assessment	Intervention	Consultation	Research Evaluation	Supervision	Teaching	Management/Administration	Advocacy
<i>Activities:</i>																		
1. Peer Reviewed Journal Publications	55	55	x		x								x		x			x
2. Book Chapters	20	20	x					x										x
3. Grantsmanship																		
4. Development/Implementation of Evidence Based Professional Programs																		
5. Patient advocacy/program QA																		
6. Monitoring Practice Outcomes																		
5. Editorial Responsibilities	60	60	x	x														
7. Other (please specify):																		
Total Research Credits Earned	135	135																
<i>Credits toward MOC total (Note: a maximum of 20 credits from this section can be applied toward the total of 40 credits required for MOC)</i>	20																	
Please describe the specific activities in which you participated to obtain credits in Research and Methodologies: ➤ Co-authored 8 articles in peer-reviewed journals (3 first author) and 4 book chapters Associate Editor of Clinical Gerontologist; Editorial Board member (4 journals)																		

Professional Leadership	CREDITS (See Grid Activity Values)		FOUNDATIONAL COMPETENCIES (Check All That Apply to Each Activity Reported)								FUNCTIONAL COMPETENCIES (Check All That Apply to Each Activity Reported)							
	OVERALL CREDITS	SPECIALTY SPECIFIC	Scientific Knowledge and Methods	Evidence Based Practice	Individual & Cultural Diversity	Ethical/Legal Standards	Relationships	Professionalism	Interdisciplinary Systems	Reflective Practice	Assessment	Intervention	Consultation	Research Evaluation	Supervision	Teaching	Management/Administration	Advocacy
<i>Activities:</i>																		
1. Management/Administration of Professional Services																		
2. Management/Administration of Service Providers																		
3. Leadership in Professional Organizations	20	20																
4. Committee Work	15	15			X	X	X	X								X	X	
5. Board Examiner/Reviewer	420	420																
5. Grant Review																		
6. Regulatory/IRB membership																		
7. Other (please specify):																		
Total Leadership Credits Earned	455	455																
<i>Credits toward MOC total (Note: a maximum of 20 credits from this section can be applied toward the total of 40 credits required for MOC)</i>	20																	
Please describe the specific activities in which you participated to obtain credits in Professional Leadership: <ul style="list-style-type: none"> ➤ President of ABGERO Board; President-elect of CoPGTP; ➤ Member SMI Task Force; Taxonomy WorkGroup; PLTC awards committee ➤ ABGERO Board examiner (21 people) ABGERO Credential & Practice Sample Reviewer (21) 																		

APPENDIX F

ABGERO NARRATIVE STATEMENT QUESTIONS

Name: _____

Specialty/Date of

Certification: _____

MOC Materials

Due: _____

Anticipated MOC

Date: _____

Narrative Instructions:

The Renewal of Certification narrative is designed to elaborate on the professional activities that you reported on the Specialty Continuing Professional Development (SCPD) Grid. It is intended to help you describe your continued professional development over the past 10 years and may become the basis for discussion of your current professional work with a peer reviewer from ABGERO. Please respond to the following questions, focusing your responses on the provision of information specific to your demonstration of the functional and foundational competencies, which are listed below. In total, your narrative should not exceed 750 words.

All ABGERO Specialists must respond to Questions 1-4 of the Narrative Statement; respond to Questions 5&6 only if applicable.

1. Briefly describe your current professional geropsychological activities, including: (a) services provided, (b) setting(s) in which those services are rendered, (c) populations served, (d) a brief overview of the primary theoretical orientation that informs your professional activities, and (e) any other information you believe is important to assist reviewers in understanding your current practice.
2. Provide a one-paragraph vignette from your current professional activities that represents your typical geropsychological work. The vignette should highlight one or more of the core ABGERO functional competencies of Assessment, Intervention, and Consultation. Specialists who engage only in non-clinical activities may choose to provide a vignette highlighting their typical work in teaching, research, supervision, administrative leadership, or advocacy, highlighting the competencies demonstrated by their professional activity.

3. Provide a one-paragraph vignette describing EITHER: (a) an ethical dilemma OR, (b) an individual/cultural diversity issue you have encountered in your professional practice with older adults within the past two years. The vignette should include: (1) a description of the presenting problem, (2) the steps taken by the Specialist to understand and resolve the issue, and (3) the outcome (or current status) of the situation.
4. Describe the specific means by which you evaluate the effectiveness of your professional activities. These may include, but are not limited to: peer review mechanisms, patient satisfaction surveys, institutional performance reviews, formal outcome assessment measures, 360-degree assessments, student ratings, etc. Indicate which of these measures you have completed within the past two years. If you have not evaluated the effectiveness of your professional activities within the past two years, discuss the rationale and justification of this decision.
5. If you have engaged in professional development activities contributing to the maintenance of your competence in Geropsychology that are not reflected above or in your SCPD grid, please describe them and explain how they have contributed to the maintenance of foundational and functional competencies.
6. If, in the course of your professional evolution, you have "drifted" from work in Geropsychology, please explain how you warrant continued certification in ABGERO.

Name of MOC Applicant: _____

SECTION	Overall Credits Toward MOC <small>(maximum 20 credits in each section)</small>	Specialty Specific <small>(minimum of 30 SPCD credits specific to the science or practice of Geropsychology)</small>
Collaborative Consultation		
Teaching and Training		
Ongoing Education		
Research and Methodologies		
Professional Leadership		
Total MOC Credits Earned	40	30

NOTE: THE NUMBERS TO BE ENTERED INTO THIS GRID IS FROM THE MOC APPLICATION PAGE 8.

**APPENDIX G
(2)**

REVIEW GUIDELINES FOR THE SCPD GRID, NARRATIVE SUMMARY, AND OVERALL MOC RATINGS

SCPD GRID REVIEW GUIDELINES	Yes	No	Comment																																				
G1. At least 40 credits of continuing professional development activities within the two year period under review and no more than 20 credits were claimed toward the MOC total in any single Category.																																							
G2. Did the specialist provide evidence of maintaining all 8 of the foundational competencies on the SCPD Grid? If no, please review question #4 in the narrative for supplemental information.																																							
G3. Did the specialist provide evidence of maintaining a minimum of the 3 core specialty-specific functional competencies (at least Assessment, Intervention, & Consultation) on the SCPD Grid?																																							
<p>G4. Check all competencies demonstrated by SCPD activities.</p> <table border="1" data-bbox="388 881 928 1438"> <thead> <tr> <th colspan="2">FOUNDATIONAL COMPETENCIES</th> </tr> </thead> <tbody> <tr><td>Scientific Knowledge & Methods</td><td></td></tr> <tr><td>Evidence Based Practice</td><td></td></tr> <tr><td>Individual & Cultural Diversity</td><td></td></tr> <tr><td>Ethical and Legal Standards</td><td></td></tr> <tr><td>Relationships</td><td></td></tr> <tr><td>Professionalism</td><td></td></tr> <tr><td>Interdisciplinary Systems</td><td></td></tr> <tr><td>Reflective Practice</td><td></td></tr> </tbody> </table> <table border="1" data-bbox="1104 881 1623 1438"> <thead> <tr> <th colspan="2">FUNCTIONAL COMPETENCIES</th> </tr> </thead> <tbody> <tr><td>Assessment</td><td></td></tr> <tr><td>Intervention</td><td></td></tr> <tr><td>Consultation</td><td></td></tr> <tr><td>Research/Evaluation</td><td></td></tr> <tr><td>Supervision</td><td></td></tr> <tr><td>Teaching</td><td></td></tr> <tr><td>Administration-Management</td><td></td></tr> <tr><td>Advocacy</td><td></td></tr> </tbody> </table>				FOUNDATIONAL COMPETENCIES		Scientific Knowledge & Methods		Evidence Based Practice		Individual & Cultural Diversity		Ethical and Legal Standards		Relationships		Professionalism		Interdisciplinary Systems		Reflective Practice		FUNCTIONAL COMPETENCIES		Assessment		Intervention		Consultation		Research/Evaluation		Supervision		Teaching		Administration-Management		Advocacy	
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Supervision																																							
Teaching																																							
Administration-Management																																							
Advocacy																																							

NARRATIVE SUMMARY REVIEW GUIDELINES	Yes	No	Comment																		
N1. The narrative provides sufficient information to understand the Specialist's current professional responsibilities and activities.																					
N2. Evidence of appropriate ethical practice and/or practice with diverse others.																					
N3. Evidence of appropriate monitoring/evaluation of own professional ability.																					
N4. Check all competencies demonstrated by the Narrative Summary.																					
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; background-color: #d9ead3;">FOUNDATIONAL</th> <th style="width: 50%; background-color: #d9ead3;">FUNCTIONAL</th> </tr> </thead> <tbody> <tr> <td>Scientific Knowledge & Methods</td> <td>Assessment</td> </tr> <tr> <td>Evidence Based Practice</td> <td>Intervention</td> </tr> <tr> <td>Individual & Cultural Diversity</td> <td>Consultation</td> </tr> <tr> <td>Ethical and Legal Standards</td> <td>Research/Evaluation</td> </tr> <tr> <td>Relationships</td> <td>Supervision</td> </tr> <tr> <td>Professionalism</td> <td>Teaching</td> </tr> <tr> <td>Interdisciplinary Systems</td> <td>Administration-Management</td> </tr> <tr> <td>Reflective Practice</td> <td>Advocacy</td> </tr> </tbody> </table>				FOUNDATIONAL	FUNCTIONAL	Scientific Knowledge & Methods	Assessment	Evidence Based Practice	Intervention	Individual & Cultural Diversity	Consultation	Ethical and Legal Standards	Research/Evaluation	Relationships	Supervision	Professionalism	Teaching	Interdisciplinary Systems	Administration-Management	Reflective Practice	Advocacy
FOUNDATIONAL	FUNCTIONAL																				
Scientific Knowledge & Methods	Assessment																				
Evidence Based Practice	Intervention																				
Individual & Cultural Diversity	Consultation																				
Ethical and Legal Standards	Research/Evaluation																				
Relationships	Supervision																				
Professionalism	Teaching																				
Interdisciplinary Systems	Administration-Management																				
Reflective Practice	Advocacy																				

OVERALL MOC RATING	Yes	No	Comment
O1. SCPD Grid is Complete and Meets MOC Criteria			
O2. Narrative Summary is Complete and Meets MOC Criteria			
O3. Do the combined Grid and Narrative indicate that the specialist maintains foundational competencies (8 of 8) and at least 3 functional competencies?			
O4. Specialist Passes Specialty Board MOC Review			

Submitted by: _____

Date: _____

PLEASE SAVE TO YOUR DESKTOP AND EMAIL BACK TO THE MOC COORDINATOR OF YOUR SPECIALTY BOARD.