

PCSOT COMMITTEE OPERATIONAL POLICY

I. PURPOSE:

The purpose of this Operational Policy is to provide guidance, direction, accountability and responsibilities for the Committee associated with APA PCSOT activities, including requirements for and APA recognition of PCSOT Instructors, requirements for and the conduct of APA recognized 40 hour PCSOT training programs, the conduct and grading of the APA PCSOT written examination, and continuing education.

II. APA BOARD OF DIRECTORS:

- A. The Board of Directors (BOD) shall accept or deny, in writing based only on qualifications, applications for APA PCSOT Instructor status that have been referred by the PCSOT General Chair. Board members involved in conducting APA recognized 40-hour PCSOT training programs will recuse themselves from voting matters associated with recognition of PCSOT Instructors and APA recognized 40-hour PCSOT training programs only when advised by the APA General Counsel of a Conflict, or when self-reporting a conflict.
- B. The Board of Directors (BOD) shall in writing, suspend or revoke previously awarded APA recognition of a PCSOT 40-hour training program and APA PCSOT Instructor status, upon written recommendation of the PCSOT General Chair, or upon receipt of information justifying such action, and completion of other investigation deemed necessary and appropriate; or, authorize continuation of previously awarded recognitions.

III. PCSOT COMMITTEE COMPOSITION:

The PCSOT committee shall have a General Chair who shall be appointed by the APA President from the elected membership of the Board of Directors, a Chairperson who is a Full Member of the APA and appointed by the President following nomination by the General Chair; and, at least three other APA members recognized as APA PCSOT examiners, with additional APA members as deemed necessary; with all being appointed by the President after being nominated by the Chairperson.

IV. PCSOT COMMITTEE GENERAL CHAIR:

- A. The General Chair shall serve as the liaison between the Committee Chair and the Board of Directors, and shall provide direction to the Committee Chair for the furtherance of APA interests.
- B. The General Chair shall either grant requests for APA recognition of PCSOT 40-hour training programs and approved instructors for training delivery to APA members seeking such recognition in compliance with this Operational Policy, upon recommendation of the PCSOT Committee Chair and other investigation deemed necessary and appropriate, or shall forward said requests to the Board with justification as to why the request was not granted.

- C. The General Chair may recommend to the BOD, suspension or revocation of APA recognition of previously recognized PCSOT 40-hour training programs and approved instructor status upon recommendation of the Committee Chair or upon receipt of information justifying such action, and completion of other investigation deemed necessary and appropriate. The recommendation will be in writing which details justification for the recommended action.

V. PCSOT COMMITTEE CHAIR:

- A. The Committee Chair shall coordinate all activities of the Committee members and shall provide guidance to the Committee in order to accomplish specific tasks as directed by the General Chair and/or the Board of Directors.
- B. The Committee Chair shall assign duties and responsibilities to Committee members, and shall communicate regularly with all Committee members and the General Chair.
- C. The Committee Chair or their representative(s) shall provide a detailed report(s) to the General Chair of the PCSOT Committee, at least annually, on Committee activities to include:
 - 1) the number of APA approved 40 hour PCSOT Training Programs as presented by whom,
 - 2) APA members successfully completing the 40 hour PCSOT Training Program,
 - 3) the number of APA members taking and not successfully completing the 40 hour PCSOT Training Program,
 - 4) a listing of approved / disapproved / suspended and revoked instructors for the 40 hour PCSOT Training Program.
- D. The Committee Chair or their representative(s) shall recommend to the General Chair, approval of those qualified applicants seeking APA approved PCSOT Programs and APA recognized PCSOT instructor status; upon receipt and review of an Instructor Application and Program of Instruction packet from one or more APA members seeking said status.
- E. The Committee Chair shall present to the General Chair, the identity of and justification for recommended disapproval of a member seeking APA approved PCSOT Program and/or APA PCSOT Instructor status, following review of said application and proposed Program of Instruction materials, and the conduct of any necessary and appropriate investigation.
- F. The Committee Chair shall present to the General Chair, the identity of and justification for suspension or revocation of previously approved APA PCSOT 40-hour training programs and APA PCSOT Instructor status.
- G. The Committee Chair, in consultation with Committee Members, shall recommend to the Board of Directors, necessary and appropriate updates to the 40-hour PCSOT training Program of Instruction (POI) and examination.

VI. PCSOT COMMITTEE MEMBERS

- A. A committee member or other APA representative will administer the APA examination at the conclusion of recognized training programs not conducted by APA accredited schools that choose to administer a written examination that is designed by the course director in lieu of the APA examination. The completed examinations will be forwarded through the APA National Office to facilitate review by a member of the PCSOT Committee.
- B. When assigned, a committee member will monitor in part, or in its entirety, the conduct of one or more APA 40 hour PCSOT programs; either in person or via audiovisual recording.
- C. A Committee Member will review graded examinations, maintaining a record of questions mistakenly answered, to facilitate necessary changes to the examination documents and programs of instruction.

VII. REQUESTING APA RECOGNIZED PCSOT PROGRAM / INSTRUCTOR STATUS

- A. An APA member seeking APA recognition of a 40 hour PCSOT Training Program of Instruction shall submit an application packet consisting of:
 - 1) a letter requesting recognition as an APA PCSOT Instructor, that includes a statement reflecting that this Operational Policy has been read, is understood, is agreed to, and will be followed,
 - 2) an up-to-date CV detailing the qualifications of the (or all) Instructor applicant(s), and,
 - 3) an outline of the proposed Program of Instruction that includes a copy of a model training schedule consistent with requirements of this Operational Policy.
 - 4) any written examination designed by the course instructor that the instructor states will test the student's knowledge of the Model Policy for examiners and is to be given in lieu of the APA written examination.
- B. To obtain APA recognized Polygraph Examiner PCSOT Instructor status, each applicant must have as a minimum:
 - 1) 3 years membership in the APA,
 - 2) conducted at least 500 polygraph examinations,
 - 3) been an APA recognized PCSOT Examiner with at least three years experience,
 - 4) conducted at least fifty (50) PCSOT examinations,
 - 5) documented their most recent three3-year history of continuing education to reflect compliance with APA continuing education requirements; and,
 - 6) documented their most recent three (3) years experience in the conduct, review, and supervision of PCSOT related activities; or,
 - 7) items 1 through 5 above and documented teaching of APA recognized PCSOT related activities.
- C. For APA recognized PCSOT Specialty Instructors, each applicant must submit an up-to-date CV documenting their history of specialized training, education and knowledge concerning their area of expertise, as treatment provider, probation / parole officer; and their proposed Program of Instruction consistent with this Operational Policy. For APA recognized PCSOT treatment providers who are specialty instructors, each applicant must

meet minimum qualifications for clinical membership as a sex offender treatment specialist in ATSA.

- D. Said application packet shall be mailed to the APA National Office for disposition to the PCSOT Committee Chair for review and action, no later than 60 days before scheduling training.

VIII. APA PCSOT INSTRUCTOR STATUS & PROGRAM OF INSTRUCTOR APPROVAL / DISAPPROVAL

- A. Within 30 days of receipt of an application packet, a member of the PCSOT Committee will review the application packet to ensure it fulfills requirements of this Operational Policy.
- B. Upon review and acceptance by the Committee member; the General Chair will approve or disapprove the requested action. A contested denial of the request will be presented to the Board by the General Chair.
- C. Upon PCSOT Committee General Chair complete approval of PCSOT Instructor status and / APA PCSOT 40-hour training program of instruction, the General Chair will notify the APA National Office Manager and the applicant.
- D. In the event the application is not favorably approved, a Committee member will notify the responsible APA member seeking approval of APA PCSOT Instructor status or POI approval to conduct an APA recognized 40-hour training program, in writing, and provide a justification for that disapproval. In the event the application is approved, the responsible applicant will be notified in writing by the PCSOT Committee General Chair.
- E. Following initial approval of instructors and a Program of Instruction (POI), the entity seeking to conduct the APA recognized 40-hour training program will notify the APA Continuing Education Committee through the APA National Office of intent to conduct a training session, in writing at least 30 days in advance of conducting said Program of Instruction by providing the time, date and location of said training. This notification will include a statement that the training will consist of the previously approved POI being presented by the identified previously approved instructors, without substantial modifications to the POI, and without POI modifications that are not consistent with the requirements of this Operational Policy. Notification of intent to conduct a training session will identify those modifications made to the approved program of instruction.
- F. An APA member granted APA PCSOT Instructor status should not teach or otherwise present curriculum that is contrary to approved PCSOT curriculum or related standards of practice during the conduct of an APA PCSOT 40-hour training program unless compelled by law.

IX. APA PCSOT 40 HOUR TRAINING PROGRAM OF INSTRUCTION (POI)

- A. An APA approved PCSOT 40-hour program of instruction (curriculum) will total at least 40 hours and must be consistent with the APA Standards of Practice and the current APA Model Policy for examiners published by the APA.

X. CONDUCT OF TRAINING

- A. Attendees seeking APA recognition as a PCSOT Examiner shall attend all training hours or make up any missed training hours and complete all outside training requirements, as verified by a responsible instructor. Attendees present for less than the total training hours will be issued documentation by the responsible Instructor to confirm their attendance for continuing education hours; however, they will not be eligible for APA recognition as a PCSOT examiner. Following the training session, the responsible Instructor or their designated representative will inform the APA of student attendance hours.
- B. No content, verbally or in writing, that is clearly inconsistent with the approved program of instruction will be presented during the conduct of training.
- C. An APA member designated by the PCSOT Committee Chair may monitor the conduct of any or all aspects of the APA approved PCSOT program without paying any program fee(s).

XI. TRAINING PROGRAM EXAMINATION(S)

- A. Any written examination documents and grading keys will be controlled to prevent unauthorized disclosure.
- B. The PCSOT Course Director may administer the written examination designed by the APA, or may choose to give a written examination designed by the Course Director that the Course Director asserts is designed to test the student's knowledge of the training presented over the Model Policy.
- C. An APA examination and grading key will be electronically transmitted to an APA accredited school only upon APA approval of a Program of Instruction and the request of the Course Director to utilize the APA written examination. The examination and examination key will be maintained by the approved Instructor for purposes of scoring examinations.
- D. The APA examination or Course Director's examination must be completed within two hours, without benefit of notes or other materials except for writing instruments.
- E. Specific examination scoring instructions for examinations are as follows:
 - A minimum overall score of 75% is necessary to be recognized as successfully having completed any examination.
 - Subject to review by the APA Board of Directors, the PCSOT Committee Chair or their designated PCSOT Committee Member will resolve by decision, any disputed scoring / successful or not successful examination result which will be confirmed or refuted by the Committee General Chair. The issue will only be presented to the Board by the General Chair of the PCSOT Committee when it cannot be resolved between the PCSOT Committee General Chair and the Instructor having overall responsibility for the conduct of the training.

XII. RETRAINING

The APA member to whom authorization was granted to conduct an APA recognized 40-hour PCSOT program shall be responsible to develop a retraining (additional training) plan to assist an APA member or applicant for APA membership in better understanding the subject matter being taught.

- The retraining plan will consist of, at a minimum, the student completing ten (10) practical exercises in question list development from scenarios.
- Upon APA PCSOT Committee approval of the retraining plan, which will be a part of the approved program of instruction, the Instructor having overall responsibility for the program of instruction shall be responsible for implementing the retraining and arranging for the student to take a second APA approved PCSOT examination, if that student desires retraining and retesting.
- The retraining should occur within three months of the initial PCSOT program.
- The second examination should be taken within three months of the initial examination. The second examination must be administered and scored by an APA approved PCSOT Instructor or representative of the APA PCSOT Committee and will undergo the scoring verification process used for the first examination.

APPENDIX

- I. PCSOT committee review of submitted curriculums and written examinations will be to determine whether instruction will teach understanding and knowledge of the Model Policy to student attendees. A review should include information contained in this Appendix. This Appendix will be modified by the Committee General Chair as needed.

- A. An APA approved PCSOT 40 hour program of instruction (curriculum) will total at least 40 hours.

- B. At least 36 hours must be completed in the physical presence of the program instructional staff.

- C. At least eight (8) of the 40 hours will specifically relate to the understanding and treating of sex offenses, sexual deviant behaviors and treatment of sex offenders, to include information relatively consistent with the following:
 - Victimology
 - Offenders
 - Typologies
 - Rapists
 - Child molesters
 - Courtship / non-contact offenses
 - Internet luring
 - Child pornography
 - Risk assessment – the basics
 - Sex Offender recidivism
 - Psychopathy
 - Treatment
 - Theories
 - Cycles of Abuse
 - Offender normally plans in advance the abusive action.
 - Most offenders are not victims of prior sexual abuse themselves.
 - Most offenders victimize someone they know, like family, friends or someone they meet, groom, and build trust with.
 - Offenders follow the cycle of abuse because of their cognitive distortions (Thinking Errors) with deviant thoughts leading to deviant behavior and acting out crimes. Thinking errors routinely occur throughout the cycle of abuse.
 - No Cure
 - Addiction
 - Co-occurrence with other addictions
 - Harm Reduction
 - Role of pornography
 - Relapse Prevention
 - Paraphilia / Multiple paraphilias
 - Sample Treatment Rules / Conditions / Contracts

- D. At least 2 of the 40 hours will specifically relate to laws, polygraph standards, and probation / parole conditions related to sex offenders, to include the following:
- Information concerning “mandatory reporting” requirements related to child abuse.
 - Federal and State laws:
 - Probation / Parole Conditions:
 - Sample General Conditions
 - Sample Sex Offender Specific Conditions.
 - APA Standards
 - ASTM Standards
- E. At least 2 of the 40 hours will specifically relate to the Containment Approach (Treatment Triangle), its team members, and their roles and responsibilities, to include the following:
- History
 - Scope of the Problem
 - Importance of Sanctions
 - Communications / Information Sharing among Team Members
 - PCSOT Program Goals:
 - Polygraph tests results should not be used as the sole basis for revocation of any individual from court supervision or termination of sex offender specific treatment.
 - The Containment Team
- F. Remaining hours will focus on polygraph subject matter materials to include the following:
- Information documented in the APA Model Policy for PCSOT.
 - Examiners should not conduct more than a total of five examinations in the same day, and should not conduct more than three sexual history examinations in a single day.
 - Examiners should not plan to conduct a complete examination of less than 90 minutes duration.
 - Examiners should not conduct more than four separate examinations per year on the same examinee, except where unavoidable or required by law or local regulation. This does not include re-testing due to a lack of resolution during an initial or earlier examination.
 - Types of PCSOT Exams (Their Purpose, Time of Reference and Frame of Reference)
 - Instant Offense Exam (IO)
 - Instant Offense Investigative Exam (IOI)
 - Prior Alleged Investigative Exam (PAI)
 - Sexual History Exam I (SHE-I)
 - Sexual History Exam II (SHE-II)

- Sexual History Questionnaire
 - Maintenance Exam
 - Sex Offense Monitoring Exam (SOME)
- Target Selection for all exam types
 - Do not test FANTASY, test actual behavior / physical activity or sexual motive after admission to the act
 - Always try to test on most significant issue / allegation first.
 - Whenever possible, test denial of allegations before screening for the unknown
 - Do not mix / have multiple FORs (time barriers) within structure of same test
 - Addressing different offenses, issues or behaviors within the same time period is not mixing issues; it is multiple issue.
 - No Instant Offense relevant question on another type exam.
 - No denial of allegation relevant question on exam with screening relevant questions.
 - Instant Offense Exam (IO): Relevant target(s) selected from the circumstances of the allegation, which the examinee denies.
 - Instant Offense Investigative Exam (IOI): Relevant target(s) selected from Containment Team concerns regarding additional or unreported offense behaviors against the victim of the instant offense. At the discretion of the examiner and the other professional members of the community supervision team, examination targets may include:
 - Prior Alleged Investigative Exam: Relevant targets selected from the circumstances of all alleged sex offenses, excluding the instant Offense, that reportedly occurred prior to the conviction resulting in the current supervision and treatment, regardless of whether or not the examinee was charged with the allegation. Examiners should exercise caution to ensure they do not violate any examinee rights against self-incrimination.
 - Sexual History Exam I: Examiners, along with the other members of the community supervision team, should select investigation targets that provide operational relevance to actuarial and phenomenological risk/threat assessment protocols about recidivism, victim selection, and risk management decisions. Examples include:
 - Sexual History Exam II: Investigation targets for the General Sexual History exam II should bear operational relevance to actuarial and phenomenological risk/threat assessment protocols about sexual deviancy, sexual compulsivity, and sexual preoccupation behaviors. Investigation targets may include:
 - Maintenance Exam (ME): Investigation targets for the Maintenance Exam should bear operational relevance to examinee's stability of functioning and any changes in dynamic risk level, as indicated by compliance or non-compliance with the terms and conditions of the supervision and treatment contracts. Any

of the terms and conditions of the probation or treatment may be selected as examination targets. Investigation targets for Maintenance Exams should emphasize the development or verification of information that would add incremental validity to the early detection of an escalating level of threat or to the community or to potential Examination targets may include, but are not limited to:

- Sex Offense Monitoring Exam (SOME): Relevant targets that pertain to new sex crimes while under supervision, according to concerns expressed by the supervision and treatment team.
- Examiners should have the final authority and responsibility for the determination of test questions and question language, which must be reviewed with the examinee. Examiners should advise the supervision and treatment professionals to refrain from informing the examinee of the exact test questions and investigations targets, or coaching the examinee in the mechanics, principles or operations of the polygraph test. Technical questions about polygraph should be directed to the examiner at the time of the examination. Community supervision team members may inform the examinee of the purpose or type of each examination.
- Relevant Question Construction for all exam types
 - Terms used to describe behaviors of concern to the multi-disciplinary supervision and treatment team should be anchored by an operational definition that describes the behaviors of concern. Operational definitions should be common among all referring professionals, and should use language that is free of vague jargon. Each term should be easily understood by the examinee.
 - Examples of operational definitions should be included in training.
- Comparison Question Construction for all exam types.
- Approved Techniques
- [Successive hurdles approach](#). Examiners should use a successive hurdles approach to testing to maximize both the informational efficiency and sensitivity of multi-issue (mixed issue) screening polygraphs, and the diagnostic efficiency and specificity of event-specific single-issue exams. Follow-up examinations should employ a single-issue technique whenever increased validity is required to resolve an issue. Successive-hurdles may include following an unresolved mixed-issue polygraph test with additional attempts to resolve the issue/s, including posttest discussion, additional field or background investigation, or additional polygraph testing.
- [Multi-issue \(mixed issue\) exams](#). Examiners should use multi-issue polygraph techniques only in the absence of a known incident, known allegation, or any a particular reason to suspect wrongful behavior. Exploratory exams may at times be narrowed to a single target issue of concern. However, most exploratory exams involve multiple target issues in which it is conceivable that a person could lie about involvement in one or more issues while being truthful or uninvolved in the other issues of concern.

- [Single issue exams.](#) Examiners should use single issue polygraph techniques for follow-up exams, conducted in response to a previously unresolved exploratory exam. Event specific diagnostic/investigative exams, conducted in response to known allegations or known incidents, for which there is reason to suspect the involvement of the examinee, may be formulated as multi-facet tests with questions pertaining to several behavioral roles or aspects of a single known allegation.
- Practical exercises for student development of test questions and techniques.
- Interview techniques for all examination types.
- Testing procedures. Examiners who engage in PCSOT activities should adhere to all generally accepted polygraph testing protocols and validated principles.
- [In-test operations.](#) Examiners should adhere to all generally accepted standards and protocols for in-test operations.
- [Environment.](#) All examinations should be administered in an environment that is free from distractions that would interfere with the examinee's ability to adequately focus on the issues being addressed.
- [Instrumentation.](#) Examiners should use an instrument that is properly functioning in accordance with the manufacturer's specifications.
- [Data acquisition.](#) The conduct of testing should conform to all professional standards concerning the data quality and quantity.
- [Test data analysis.](#) The examiner should render an empirically-based interpretation of the examinee's responses to the relevant questions, based on all information gathered during the examination process.
- [Professional opinions and test results.](#) Examiners should render an opinion that the examinee was deceptive when the test results are SR or DI for any of the investigation targets. Examiners should render an opinion that the examinee was truthful when the test results are NSR or NDI for all of the investigation targets. Examiners should not render an opinion that the examinee was truthful when the test results are SR or DI for any of the investigation targets. Examiners should not conclude the examinee is deceptive in response to one or more investigation targets and non-deceptive in response to other investigation targets within the same examination.
- [Posttest Interviews.](#) The examiner should review the test results with the examinee, advise the examinee of any significant responses to any of the test questions, and provide the examinee an opportunity to explain or resolve any reactions or inconsistencies.
- [Examination reports.](#) Examiners should issue a written report containing factual and objective accounts of all pertinent information developed during the examination, including case background information, relevant test questions, answers, results, and statements made by the examinee during the pre-test and post-test interviews.

- Dissemination of test results and information. The polygraph examination report should be provided to the professional members of the community supervision team, who are involved in risk assessment, risk management, and treatment/intervention planning activities.
- Records retention. Examiners should retain all documentation, data, and recording of each examination for a period of at least three years, or as required by law.
- Quality assurance. An independent quality assurance peer-review of a portion of each examiner's work product should take place annually.
- Countermeasures
- APA Standards of Practice and Ethics
- Examiners conducting Post Conviction Sex Offender Testing (PCSOT) examinations while obtaining or maintaining professional recognition as PCSOT examiners should be licensed in the jurisdiction(s) in which they conduct examinations, where required by law, and should have completed a basic course of polygraph training at a polygraph school accredited by the APA or meet other training, experience and demonstrated competency requirements for professional membership in the APA.