

1 ASPPB

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3 Resources for the Regulation of Practicum Experience for  
4 Licensure Requirements

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6 Association of State and Provincial Psychology Boards

7

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24 **I. Introduction:**

25 The *ASPPB Guidelines on Practicum Experience for Licensure* was released in January 2009. These  
26 *Guidelines* were developed to provide guidance to ASPPB member boards that wished to consider the  
27 possibility of including experience gained during practicum training in their licensing regulations. The  
28 process by which these *Guidelines* were drafted can be found in Appendix C. ASPPB wishes to thank the  
29 many volunteers who helped draft those original *Guidelines*.

30  
31 Through the years, since the *Guidelines* were originally drafted, many jurisdictions have included  
32 practicum experiences as part of meeting the supervised experience required for licensure. In 2020, due  
33 to updated information and an increase in jurisdictional need, the ASPPB Board of Directors asked the  
34 ASPPB Publications Review Committee to review these *Guidelines* and develop a plan to update them to  
35 better reflect current training.

36  
37 The Publications Review Committee reviewed the *Guidelines* and thought a new format that provided  
38 resources rather than guidelines was in order. This resource document was created to assist jurisdictions  
39 in their efforts to develop regulations involving practicum experiences that can be counted toward  
40 licensure.\*

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51 \*The ASPPB Publications Review Committee would like to thank Dr. Erica Wise for her invaluable help  
52 and expertise in creating and finalizing this document.

53 **II. Purpose:**

54 This resource document was developed for those licensing boards that, due to changes in licensure  
55 requirements, are dealing with additional regulations involving practicum experiences that will meet  
56 specific requirements for licensure. This resource is *not* intended as a standard for training in graduate  
57 programs, over which ASPPB has no jurisdiction, but to assist ASPPB member jurisdictions in assessing  
58 practicum training as it relates to licensure requirements.

59 Developments in psychology training and the positive influence of the 2009 *ASPPB Guidelines on*  
60 *Practicum Experience for Licensure*, have resulted in enhanced accreditation standards for practicum  
61 experiences.

62 To assist member jurisdictions, we have gathered information from the American and Canadian  
63 Psychological Associations about required training elements for practicum experiences in accredited  
64 programs and have provided sample regulatory language from ASPPB jurisdictions that are currently  
65 allowing practicum experiences to count toward licensure. The Appendices at the end of this resource  
66 provide other elements we think will be useful for ASPPB jurisdictions considering allowing supervised  
67 experiences gained during practicum training to count toward licensure.

68 We hope the information included below will provide member jurisdictions with elements to consider as  
69 they develop regulations that include training obtained during practicum to count toward licensure.

70

71 **III. Accreditation Standards regarding Practicum**  
72 **Training Elements**

73 **A. American Psychological Association (APA)**

74 <https://www.apa.org/ed/accreditation/about/policies/standards-of-accreditation.pdf>

75 On page 17:

76 **Required Practicum Training Elements** (complete excerpt):

77 a. Practicum must include supervised experience working with diverse individuals with a variety of  
78 presenting problems, diagnoses, and issues. The purpose of practicum is to develop the requisite  
79 knowledge and skills for graduates to be able to demonstrate the competencies defined above. The  
80 doctoral program needs to demonstrate that it provides a training plan applied and documented at the  
81 individual level, appropriate to the student's current skills and ability, that ensures that by the time the  
82 student applies for internship the student has attained the requisite level of competency.

83 b. Programs must place students in settings that are committed to training, that provide experiences  
84 that are consistent with health service psychology and the program's aims, and that enable students to  
85 attain and demonstrate appropriate competencies.

86 c. Supervision must be provided by appropriately trained and credentialed individuals.

87 d. As part of a program's ongoing commitment to ensuring the quality of their graduates, each  
88 practicum evaluation must be based in part on direct observation of the practicum student and her/his  
89 developing skills (either live or electronically).

90

91 1. From the **IMPLEMENTING REGULATIONS**:

92 <https://www.apa.org/ed/accreditation/section-c-soa.pdf>

93 C-12D (pp. 25-26): **Practicum Guidelines for Doctoral Programs**

94 C-13D (pp. 27-28): **Telesupervision**

95 C-14D (pp. 29-30): **Direct Observation**

96

97 **B. Canadian Psychological Association (CPA)**

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99 [https://cpa.ca/docs/File/Accreditation/Accreditation\\_2011.pdf](https://cpa.ca/docs/File/Accreditation/Accreditation_2011.pdf)

100

101 **Training Standards VI Practicum** (summarized excerpt)

- 102
- Practicum training is integrated with didactic instruction via coursework and begins early in students' graduate training...
  - 103
  - The doctoral program helps students in locating and selecting practicum settings...
  - 104
  - Practicum settings are service provision environments with training as one of their core roles...
  - 105
  - Psychological services in the practicum settings conform to all relevant CPA standards and guidelines....
  - 106
  - Each student's practicum experience is coordinated by a core faculty member or by an adjunct professor associated with the practicum setting....
  - 107
  - Practicum training incorporates and covers learning aims based on the functional and foundational competencies outline in Standard V (Training Standards: Knowledge and Skills).
  - 108
  - 109
  - 110
  - 111

112 **Training Standards VI Practicum**

113 [https://cpa.ca/docs/File/Accreditation/Accreditation\\_2011.pdf](https://cpa.ca/docs/File/Accreditation/Accreditation_2011.pdf)

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115

## 116 IV. Sample Regulatory Language

117 The following samples from jurisdictional statutes and/or regulations are provided as examples  
118 regarding the use of practicum hours as part of the licensure application. They do not represent all the  
119 statutes and/or rules addressing practicum experience for licensure and may be subject to change.

### 120 Practicum

#### 121 Indiana - 868 IAC 1.1-13-3.1 Supervised Experience

122 (<http://iac.iga.in.gov/iac//iac title?iact=868>):

123 Sec. 3.1. (a) To obtain endorsement as a health service provider in psychology, applicants must complete  
124 not fewer than two (2) years of experience consisting of the following:

125 (1) A minimum of one thousand five hundred (1,500) hours of experience in a successfully completed  
126 internship that meets the requirements in subsection (b).

127 (2) A minimum of one thousand six hundred (1,600) hours of supervised experience, accrued in not less  
128 than twelve (12) months, including a minimum of nine hundred (900) hours of direct patient contact,  
129 that is obtained through:

130 (A) doctoral level practicum experiences that meet the requirements in subsection (c);

131 (B) post-internship experience that meets the requirements in subsection (d); or

132 (C) a combination of clauses (A) and (B).

133 (c) An approved doctoral level practicum experience shall as follows:

134 (1) Consist of sequential and organized experiences that occur outside of the classroom setting and  
135 involve the supervisee's direct delivery of supervised psychological services in:

136 (A) a practice;

137 (B) an agency;

138 (C) an institution;

139 (D) a counseling center;

140 (E) a graduate training clinic; or

141 (F) another setting approved by the director of training or designee.

142 (2) Be made or approved in advance by the director of training or designee.

143 (3) Have training objectives specified in terms of the competencies expected of the supervisee.

144 (4) Include at least fifty percent (50%) of the total hours of supervised experience in service-related  
145 activities, defined as:

146 (A) treatment/intervention;

- 147 (B) assessment;
- 148 (C) interviews;
- 149 (D) report-writing;
- 150 (E) case presentations; and
- 151 (F) consultations.

152 (5) Be appropriately supervised as follows:

153 (A) Not less than seventy-five percent (75%) of the required supervised hours shall be individual  
154 supervision provided by a supervisor as defined in section 1.1(i) of this rule.

155 (B) The remaining required supervised hours may be: (i) individual or group supervision provided  
156 by a licensed allied mental health professional as deemed appropriate by a supervisor as defined in  
157 section 1.1(i) of this rule or the director of training or designee; or (ii) individual supervision provided by  
158 either:

159 (AA) a postdoctoral supervisee eligible for licensure as a psychologist; or

160 (BB) an intern conducting supervision of the supervisee under an umbrella supervision  
161 arrangement with a health service provider in psychology.

162 (6) Have, on average, not less than twenty-five percent (25%) of the supervised professional experience  
163 devoted to face-to-face patient contact.

164 (7) On average, provide weekly face-to-face supervision devoted to the supervisee's cases at a ratio of  
165 not less than one (1) hour per ten (10) hours on-site and not less than one (1) hour per week.

166 (8) Have a clearly identifiable supervisor to provide individual supervision of the supervisee who:

167 (A) is available to the supervisee's clients and patients; and

168 (B) has responsibility for the cases being supervised.

169 (9) Count toward the experience required in this section only after the following prerequisites have been  
170 met:

171 (A) Completion of academic course work of a minimum of forty-eight (48) semester hours or  
172 seventy-two (72) quarter hours taken for academic credit in an applied (clinical, counseling, school, or  
173 other recognized training model in professional psychology) program. Credit from a master's or doctoral  
174 program in a related applied field evidenced by a graduate program transcript may count toward the  
175 minimum required course work, if approved by the director of training or designee.

176 (B) Completion of basic practicum experience in applied professional psychology or a related  
177 field of a minimum duration of four hundred (400) hours evidenced by a graduate transcript and  
178 approved by the director of training or designee.

179 (10) Adhere to the following guidelines:



180 (A) Psychological activities of the supervisee shall be subject to the supervisor's concurrence.  
181 When conflicts arise, these must be resolved to the satisfaction of the supervisor. The  
182 supervisee is responsible for providing sufficient and appropriate information to the supervisor  
183 regarding the supervisee's professional activities.

184 (B) The supervisor shall not be an employee of the supervisee or an independent contractor  
185 whose services are paid for by the supervisee.

186 (C) Supervision of others by the supervisee shall not count as direct patient contact.

187 (D) Teaching and research by the supervisee shall not count as direct patient contact.

188 (E) The supervisee's personal therapy shall not count toward the required hours of experience.

189 (d) An approved post-internship experience shall as follows:

190 (1) Be completed within a consecutive sixty (60) month period.

191 (2) Be conducted in: (A) the office of the supervisor; or (B) another suitable professional  
192 setting over which the supervisor has professional responsibility.

193 (3) Have a minimum of one (1) hour per week of individual face-to-face supervision  
194 provided on-site in:

195 (A) the office of the supervisor; or

196 (B) another suitable place within the professional setting over which the  
197 supervisor has professional responsibility.

198 (4) Adhere to the following guidelines:

199 (A) Psychological activities of the supervisee shall be subject to the supervisor's  
200 concurrence. When conflicts arise, these must be resolved to the satisfaction of the  
201 supervisor. The supervisee is responsible for providing sufficient and appropriate  
202 information to the supervisor regarding the supervisee's professional activities.

203 (B) The supervisor shall not be an employee of the supervisee or an  
204 independent contractor whose services are paid for by the supervisee.

205 (C) Supervision of others by the supervisee shall not count as direct patient  
206 contact. (

207 D) Teaching and research by the supervisee shall not count as direct patient  
208 contact.

209 (E) The supervisee's personal therapy shall not count toward the required hours  
210 of experience. (State Psychology Board; 868 IAC 1.1-13-3.1; filed Sep 8, 2010, 11:38  
211 a.m.: 20101006-IR-868090925FRA)

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214 **Kentucky - 201 KAR 26:190. Requirements for supervised professional experience**  
215 (<https://apps.legislature.ky.gov/law/kar/titles/201/026/190/>):

216 Section 1. Supervisory Requirements for an Applicant for Licensure as a Psychologist.

217 (1) The applicant for licensure as a psychologist with the authorization to provide psychological health  
218 care services shall have completed a minimum of 3,600 hours of supervised professional experience in  
219 accordance with this administrative regulation.

220 (2) A minimum of 1,800 hours of the supervised professional experience shall be a predoctoral  
221 internship of 1,800 hours with at least 100 hours of supervisory sessions.

222 (3) The remaining 1,800 hours of supervised experience shall be predoctoral, postdoctoral, or a  
223 combination of pre- and post-doctoral supervised professional experience acceptable to the board  
224 based upon the requirements of Sections 2 and 3 of this administrative regulation.

225 (4) Supervised experience shall consist of practica, field placement, or other professional experiences  
226 not including the beginning courses and accompanying practica in assessment and treatment  
227 techniques.

228 (5) At least fifty (50) percent of the supervised experience shall be in service-related activities.

229 **Maryland – 10.36.01.04-2 – Supervised Professional Experience**  
230 (<http://www.dsd.state.md.us/comar/comarhtml/10/10.36.01.04-2.htm>):

231 04-2 Supervised Professional Experience — Practice-Oriented Programs.

232 A. For applicants for licensure graduating from practice-oriented programs, supervised professional  
233 experience may be accrued through:

234 (1) Pre-internship;

235 (2) Internship;

236 (3) Pre-doctoral post-internship; or

237 (4) Post-doctoral experiences.

238 B. The academic training program director or the post-doctoral training supervisor shall attest to the  
239 hours accrued to meet the requirements of this regulation on a form required by the Board.

240 C. An applicant may utilize pre-internship and pre-doctoral post-internship experience:

241 (1) To accrue up to 1,500 hours toward the supervised professional experience required for  
242 licensure; and

243 (2) That occurs following the completion of the first year of the doctoral program.

244 D. Pre-internship and pre-doctoral post-internship experiences shall:

245 (1) Consist of an organized sequence of training that is of increasing complexity to prepare the  
246 student for internship;

247 (2) Follow appropriate academic preparation;

248 (3) Be overseen by the graduate training program;

249 (4) Be an extension of the student's academic coursework and within the scope of education  
250 received;

251 (5) Be in service-related activities such as treatment, assessment, interviews, report writing, case  
252 presentations, supervision, and consultation for at least 50 percent of the training experience; and

253 (6) Be devoted to face-to-face client contact for at least 25 percent of the training experience.

254 E. Pre-internship and pre-doctoral post-internship experiences shall contain a written training plan  
255 that:

256 (1) Includes the responsibilities of the student, training site, and graduate training program;

257 (2) Describes how the student's time will be allotted;

258 (3) Ensures the quality, breadth, and depth of the training experience by specifying the:

259 (a) Goals and objectives of the training experience;

260 (b) Methods of evaluation of the student's performance; and

261 (c) Rules governing the training experience;

262 (4) Specifies the requirements of supervision to include:

263 (a) The nature of supervision;

264 (b) The identities of supervisors; and

265 (c) The form and frequency of feedback from the agency supervisor to the training faculty;

266 (5) Provides rationale for the training experience based on previous academic preparation and  
267 previous training to ensure that the overall experience is organized and sequential; and

268 (6) May be provided to the Board with the application to document the pre-internship or pre-  
269 doctoral post-internship experience.

270 F. Pre-internship and Pre-doctoral Post-internship Supervision Requirements.

271 (1) Every 20 hours of pre-internship experience and pre-doctoral post-internship shall include the  
272 following:

273 (a) At least 2 hours of regularly scheduled, formal, face-to-face individual supervision that  
274 addresses the direct psychological services provided by the student; and

275 (b) At least 2 hours of other learning activities such as:

276 (i) Case conferences;

277 (ii) Seminars on applied issues;

278 (iii) Conducting co-therapy with a staff person including discussion of the case; or

279 (iv) Group supervision.

280 (2) In exceptional circumstances, the Board may waive the requirement for face-to-face supervision  
281 if the academic program director attests to the nature of the circumstances and assures the Board that  
282 the quality of supervision was not compromised.

283 **Massachusetts – 251 CMR 3: Registration of psychologists**

284 (<https://www.mass.gov/regulations/251-CMR-3-registration-of-psychologists>):

285 3.04: Professional Experience Requirement

286 (7) Advanced Practica

287 (a) Advanced practica shall be acceptable only after the student has completed a minimum of two full-  
288 time, post-bachelor's academic years of graduate education in psychology, at least one year of which is  
289 completed in the degree-granting doctoral program.

290 (b) The student must provide services that are within the scope of the education received in the doctoral  
291 program.

292 (c) There must be a written training plan among the student, the advanced practicum training site, and  
293 the graduate training program. The training plan for each advanced practicum experience shall describe  
294 how the trainee's time is allotted and shall assure the quality, breadth, and depth of the training  
295 experience through specification of the goals and objectives of the advanced practicum, and the  
296 methods of evaluation of the trainee's performance.

297 (d) Advanced practicum training plans shall also include the nature of supervision, the identities of the  
298 supervisors, and the form and frequency of feedback from the agency supervisor to the doctoral training  
299 program's faculty.

300 (e) The advanced practicum training plan shall also provide a rationale for the experience in light of  
301 previous academic preparation and previous practicum training, to ensure that the overall advanced  
302 practicum experience is organized, sequential, and meets the training needs of the trainee and the  
303 protection of the public.

304 f) At least 50% of the total hours of supervised experience shall be in service-related activities, defined  
305 as treatment/intervention, assessment, interviews, report writing, case presentations, and  
306 consultations.

307 (g) At least 25% of the supervised professional experience shall be face-to-face patient/client contact.

308 (h) The student must receive a minimum of two hours of individual supervision per week. A minimum of  
309 one hour of individual or group supervision must take place for each 16 hours of work. The group size  
310 may not exceed three.

311 **Washington - WAC 246-924-049: Practicum**

312 (<https://app.leg.wa.gov/WAC/default.aspx?cite=246-924-049>):

313 **Practicum.**

314 (1) Applied experience.

315 (a) Until June 30, 2021, the doctoral degree program required in WAC [246-924-046](#) must include  
316 a practicum of at least two semesters or three quarters and at least 300 hours of direct experience, 100  
317 hours of which must meet the requirements in subsection (3) of this section for supervision.

318 (b) Effective July 1, 2021, the doctoral degree program required in WAC [246-924-046](#) must  
319 include a practicum of at least nine months and 300 hours of direct experience, 100 hours of which must  
320 meet the requirements in subsection (3) of this section for supervision.

321 (2) No more than 300 practicum hours may count towards licensure requirements. Additional  
322 hours accrued following completion of the nine month practicum may count towards licensure  
323 requirements if the hours meet all preinternship requirements in WAC [246-924-053](#);

324 (3) Supervision must include the following:

325 (a) Discussion of services provided by the student;

326 (b) Selection of treatment plan for and review of each case or work unit of the student;

327 (4) Discussion of and instruction in theoretical concepts underlying the work;

328 (5) Discussion of the management of professional practice and other administrative or business  
329 issues;

330 (6) Evaluation of the supervisory process by the student and the supervisor;

331 (7) Discussion of coordination of services among the professionals involved in the particular  
332 cases or work units;

333 (8) Discussion of relevant state laws and rules;

334 (9) Discussion of ethical principles including principles applicable to the work;

335 (10) Review of standards for providers of psychological services; and

336 (11) Discussion of reading materials relevant to cases, ethical issues and the supervisory process.

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340 **PSY|Book**

341 To locate the most current regulatory language on practicum experience as well as other licensure  
342 requirements, please visit PSY|Book on the ASPPB website at <https://www.asppb.net/page/psybook>.  
343 PSY|Book is ASPPB's online reporting tool for licensure requirements. PSY|Book includes updated  
344 questions as well as new reporting features for licensure requirements of ASPPB's 65 member  
345 jurisdictions.

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438 **VI. Appendices**

439 A. ASPPB Model Act for Licensure and Registration of Psychologists and the ASPPB Model  
440 Regulations for Licensure and Registration of Psychologists.

441 B. Supervised Experience Requirements by Jurisdiction

442 C. History of the Guidelines on Practicum Experience for Licensure

443 D. COVID – 19 Modifications – Practicum Form

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447 Appendix A: ASPPB Model Act for Licensure and  
448 Registration of Psychologists and the ASPPB Model  
449 Regulations for Licensure and Registration of  
450 Psychologists

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452 The *ASPPB Model Act for Licensure and Registration of Psychologists* along with the *ASPPB Model*  
453 *Regulations for Licensure and Registration of Psychologists* provides a template for psychology licensing  
454 boards and colleges to utilize when drafting their governing laws/regulations. These documents are  
455 routinely updated to reflect changes in the profession of psychology. For the latest publications, please  
456 visit the ASPPB website at <https://www.asppb.net/page/Guidelines>.

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## 460 Appendix B: Supervised Experience by Jurisdiction

461 ASPPB recently established the Centre for Data and Analysis on Psychology Licensure. The Centre's  
462 website ([www.asppbcentre.org](http://www.asppbcentre.org)) houses the most up-to-date information of licensure requirements. The  
463 purpose of the Centre is three-fold:

- 464 1. Collect and analyze data for the regulation of the profession of psychology
- 465 2. Provide timely and relevant data to psychology licensing boards
- 466 3. Create publications and presentations focused on licensure portability and telehealth

467 Data surrounding supervised experience can be found at [https://asppbcentre.org/spotlight/supervised-](https://asppbcentre.org/spotlight/supervised-experience/)  
468 [experience/](https://asppbcentre.org/spotlight/supervised-experience/)

469 A breakdown of the supervised experience by jurisdiction can be found at  
470 <https://asppbcentre.org/additional-resources/survey-questions-and-answers/supervised-experience/>

471 A snapshot of each jurisdiction's licensure requirements can be found at  
472 <https://asppbcentre.org/snapshot/>

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482 The Centre for Data & Analysis on Psychology Licensure and ASPPB InFocus are supported by the Health Resources and  
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484 Licensure Portability Program. Any information, content, or conclusions in this publication are those of the authors and  
485 should not be construed as the official position or policy of, nor should any endorsements be inferred by, HRSA, HHS or  
486 the U.S. Government.

487

488 Appendix C: History of the ASPPB Guidelines on  
489 Practicum Experience for Licensure

490

491 In 2000, the American Psychological Association (APA) held two meetings of representatives of 30  
492 associations to examine the sequence of training leading to licensure. The following comments about  
493 the APA Commission recommendation are excerpted from the Commission's final report published in  
494 January 2001.

495

496 The Commission reviewed the process of training in relation to the twin goals of quality of  
497 education and training and relevance to the changing marketplace and emerging  
498 specialties. In essence, the Commission was charged with reviewing the current state of  
499 education and training in professional psychology for the purpose of determining at what  
500 point basic readiness for independent practice is achieved.

501

502 The Commission specifically and explicitly stated that two years of organized, sequential,  
503 supervised, professional training experience (in addition to completion of the doctorate)  
504 is necessary and sufficient for entry-level professional practice. The Commission  
505 affirmed a one-year, formal, predoctoral internship as a necessary component in the  
506 sequence of education and training and recommended that this be added as an explicit  
507 aspect of APA policies regarding licensure. Students currently receive a substantially  
508 increased amount of supervised professional training in practica prior to internship.  
509 Provided that this pre-internship practicum experience is organized, sequential, and well  
510 supervised, the Commission believed that this experience met the need for a second  
511 year of training in addition to the internship. However, the additional year could also be  
512 obtained after the predoctoral internship and the granting of the degree, through  
513 postdoctoral experience. Thus, the Commission did not recommend decreasing  
514 supervised experience for licensure, but rather recommended increased flexibility in the  
515 timing of these experiences.

516

517

518 After additional study and review, the APA Council of Representatives voted in 2006 to change the APA  
519 model licensing act as follows:

520

521 *The American Psychological Association recommends that for admission to licensure applicants*  
522 *demonstrate that they have completed two years of supervised experience, which can be*  
523 *completed prior or subsequent to the granting of the doctoral degree.*

524 The APA Model Licensure Act 2010 states the following:

525 *Section D.2 (Experience Requirements): "APA recommends that legislation requires the*  
526 *equivalent of two full-time years of sequential, organized, supervised, professional*

527 *experience prior to obtaining the license. This training may be completed prior or*  
528 *subsequent to the granting of the doctoral degree. For applicants prepared for practice*  
529 *in the health services domain of psychology, one of those two years of supervised*  
530 *professional experience shall be a predoctoral internship which may be completed as a*  
531 *part-time intern over a two-year period provided that the total experience is the*  
532 *equivalent of one year of full-time experience.”*  
533

534 **THE ASPPB PRACTICUM WORKGROUP:**

535 Without a common understanding about what constitutes acceptable practicum experiences, states and  
536 provinces seeking to implement the APA recommended change in licensure requirements will likely  
537 develop diverse and possibly inconsistent standards. If each jurisdiction develops independent  
538 regulations for practicum hours that count toward the supervised experience requirement, significant  
539 problems in consistency and mobility will result. ASPPB created a task force to develop model  
540 regulations that provide guidance to jurisdictions that choose to modify requirements in the sequence  
541 of training leading to licensure, resulting in consistency between jurisdictions.

542 Although different associations (Council of Chairs of Training Councils, Commission on Accreditation,  
543 Association of Directors of Psychology Training Clinics) have explored practicum competencies, ASPPB  
544 organized this workgroup to examine the current understanding of practicum and develop guidelines for  
545 practicum training if ASPPB member jurisdictions revise their regulations to include hours of supervised  
546 experience accrued during practicum training in lieu of the requirement for a postdoctoral year of  
547 supervised professional experience for licensure.

548 A primary goal of ASPPB is the development of consistent regulations across jurisdictions as a means of  
549 supporting mobility, enhancing ethical practice, and protecting the public. As a result, ASPPB believes  
550 that before additional confusion and difficulties in mobility result, the development of model regulations  
551 are essential.

552 To develop these guidelines, ASPPB held a meeting of the Task Force in July 2007 and also invited  
553 representatives from a variety of important stakeholder groups to attend as workgroup members. The  
554 attendees at this meeting included the five members of the ASPPB Practicum Taskforce (Drs. DeMers,  
555 Rodolfa, Ross, Torres-Saenz, Schaffer) and Drs., Jeff Baker, Karen Cohen, Kelly Ducheny, Nadya Fouad,  
556 Cathi Grus, Robert Hatcher, Steve McCutcheon, Lauren Wilson, and Shelia Woody. Also attending was  
557 Nadia Hasan, a doctoral student and APAGS Chair elect. Although these workgroup members are well  
558 known in their respective training and education associations, they were asked to attend as individuals  
559 with particular expertise in training, rather than as representatives of their associations.

560 The workgroup goals included:

- 561 1) Examine current knowledge about practicum competencies
- 562 2) Examine current knowledge about practicum standards
- 563 3) Develop recommendations for the ASPPB Practicum Task Force for the development of  
564 model regulations.

565  
566 The basic purpose of this workgroup was to apply current knowledge about competency to the  
567 regulatory process. Specifically, the workgroup reviewed previous literature regarding competency and

568 the developmental transition to independent practice (See the citations in the reference list). The  
569 workgroup made recommendations for practicum guidelines (regarding settings, services, supervision,  
570 competencies required, what hours count, assessment methodologies) to the ASPPB Practicum Task  
571 Force. These recommendations were based on the workgroups current understanding of practicum  
572 training. The workgroup members developed a number of specific recommendations for the ASPPB  
573 Practicum Task Force.

574 The ASPPB Task Force discussed the feedback and developed a number of specific recommendations.  
575 These recommendations were discussed with the leadership of a number of psychology training  
576 associations and then brought before the ASPPB membership.

577 The Task Force has continued to seek feedback from ASPPB member jurisdictions and numerous  
578 associations to develop these guidelines. The following guidelines for practicum training leading to  
579 licensure represent ASPPB's integration of the comments received from the many members and  
580 stakeholders participating in this process. The Task Force on Guidelines for Practicum Experience drafted  
581 the *Guidelines on Practicum Experience for Licensure* in 2009. The Task Force was co-chaired by Emil  
582 Rodolfa, Ph.D. and Jack Schaffer, Ph.D., staffed by Steve DeMers, Ed.D, and the members included: Jorge  
583 Torres-Saenz, Ph.D. and Ron Ross, Ph.D.

584  
585 In 2020, the ASPPB Board of Directors tasked the ASPPB Publications Review Committee in reviewing  
586 these guidelines and develop a plan to update these guidelines to better reflect current training.  
587

588  
589

590

591

## 592 Appendix D: COVID-19 Modifications – Practicum Form

593 *This form will serve as a standardized way for trainees and their supervisors, directors of training, and*  
594 *others who might be attesting to the information, to supply information to licensing boards/colleges*  
595 *about any accommodations or adjustments that were made during the COVID-19 pandemic. Please note*  
596 *that supplying the information in this format **does not guarantee** licensure in any particular jurisdiction,*  
597 *nor does this guarantee that an applicant has met a particular jurisdiction’s requirements for licensure.*

598 **Applicant Name & Title:** \_\_\_\_\_

599 Direct Supervising Psychologist Name: \_\_\_\_\_

600 Direct Supervisor Email: \_\_\_\_\_ Phone: \_\_\_\_\_

### 601 Practicum Site

602 Name of Practicum Site: \_\_\_\_\_

603 Address of Practicum Site: \_\_\_\_\_

604 Direct Supervising Psychologist Title: \_\_\_\_\_

605 Direct Supervising Psychologist License Number & Jurisdiction: \_\_\_\_\_

### 606 Academic Program Details

607 Academic Training Director Name: \_\_\_\_\_

608 Training Director Email: \_\_\_\_\_ Phone: \_\_\_\_\_

609 Institution Name: \_\_\_\_\_

610 Academic Program: \_\_\_\_\_

### 611 Practicum Details

612 Practicum Dates: \_\_\_\_\_ to \_\_\_\_\_ Academic

613 Term & Year: \_\_\_\_\_

614 Duties and Responsibilities:

615 \_\_\_\_\_

616 \_\_\_\_\_

617 What modifications, if any, were made in training due to the COVID-19 pandemic for the practicum  
618 student to accomplish these duties and responsibilities? (For example, did the practicum go from face-to-  
619 face psychotherapy to virtual psychotherapy, go from individual face-to-face supervision to virtual



620 supervision, utilize simulated patients, and/or utilize simulated testing or have practicum student review  
621 raw testing data in lieu of face-to-face assessment?)

622 \_\_\_\_\_  
623 \_\_\_\_\_  
624 \_\_\_\_\_  
625 \_\_\_\_\_

626 **Practicum Hours**

627 1. Total number of weeks of practicum (excluding all leave): \_\_\_\_\_ Did the number of weeks  
628 during this training year differ from a standard practicum year? \_\_\_\_\_

629 Please detail any modifications made to the weeks of practicum due to the pandemic.

630 \_\_\_\_\_  
631 \_\_\_\_\_  
632 \_\_\_\_\_

633 2. Average number of hours per week of practicum: \_\_\_\_\_ Did the number of hours per week  
634 during this training year differ from a standard practicum year? \_\_\_\_\_

635 Please detail any modifications made to the number of hours per week of practicum due to the  
636 pandemic.

637 \_\_\_\_\_  
638 \_\_\_\_\_  
639 \_\_\_\_\_

640 3. Total number of hours of practicum: \_\_\_\_\_ Did the total number of hours during this training year  
641 differ from a standard practicum year? \_\_\_\_\_

642 Please detail any modifications made to the total number of hours of practicum due to the pandemic.

643 \_\_\_\_\_  
644 \_\_\_\_\_  
645 \_\_\_\_\_

646 4. Total hours of individual supervision from all licensed psychologists: \_\_\_\_\_ Did the total hours of  
647 individual supervision during this training year differ from a standard practicum year?  
648 \_\_\_\_\_

649 Please detail any modifications made to the total hours of individual supervision due to the pandemic.

650 \_\_\_\_\_  
651 \_\_\_\_\_  
652 \_\_\_\_\_

653 5. Total hours of group supervision from all licensed psychologists: \_\_\_\_\_ Did the total hours of  
654 group supervision during this training year differ from a standard practicum year?  
655 \_\_\_\_\_

656 Please detail any modifications made to the total hours of group supervision due to the pandemic.

657 \_\_\_\_\_  
658 \_\_\_\_\_  
659 \_\_\_\_\_

660

661 6. Number of hours per week of individual and group supervision from all other licensed health care  
662 professionals: \_\_\_\_\_ Did these hours during this training year differ from a standard practicum  
663 year? \_\_\_\_\_

664 Please detail any modifications made to the number of hours per week of individual and group  
665 supervision from all other licensed health care professionals due to the pandemic.

666 \_\_\_\_\_  
667 \_\_\_\_\_  
668 \_\_\_\_\_

669 7. Number of hours/week of Direct Psychological Services/Face-to-Face Patient/Client Contact:  
670 \_\_\_\_\_

671 Please detail any modifications made to the number of hours per week of Direct Psychological  
672 Services/Face-to-Face Patient/Client Contact due to the pandemic. Please include any modifications  
673 made to how the practicum student acquired the hours of Direct Psychological Services/Face-to-Face  
674 Patient/Client Contact (e.g., use of virtual platforms to obtain direct client hours, and/or use of  
675 simulated patients or simulated assessments to meet direct clinical hours).

676 \_\_\_\_\_  
677 \_\_\_\_\_  
678 \_\_\_\_\_

679 8. Number of hours per week of Indirect Psychological Services: \_\_\_\_\_

680 Please detail any modifications made to the number of hours per week of Indirect Psychological Services  
681 due to the pandemic. Please include any modifications to how the practicum student acquired the hours  
682 of Indirect Psychological Services (e.g., scoring and interpreting raw data rather than direct test  
683 administration, and/or use of simulated patients).

684 \_\_\_\_\_  
685 \_\_\_\_\_  
686 \_\_\_\_\_

687 9. Total number of hours of General Psychological Services/Support Activities completed during this  
688 practicum: \_\_\_\_\_

689 Please detail any modifications made to the total number of hours of General Psychological  
690 Services/Support Activities due to the pandemic. Please include any modifications to how the practicum  
691 student acquired the hours of General Psychological Services/Support Activities (e.g., increased  
692 professional development training, virtual learning opportunities to replace didactics).

693 \_\_\_\_\_  
694 \_\_\_\_\_  
695 \_\_\_\_\_

696 10. Percentage of total supervision provided by licensed psychologists: \_\_\_\_\_

697 Please detail any modifications made to the percentage of total supervision provided by licensed  
698 psychologists due to the pandemic. Please include any modifications to how supervision was provided to  
699 the practicum student (e.g., virtual supervision).

700 \_\_\_\_\_  
701 \_\_\_\_\_  
702 \_\_\_\_\_

703 11. Percentage of total supervision provided by all other licensed healthcare professionals: \_\_\_\_\_

704 Please detail any modifications made to the percentage of total supervision provided by all other  
705 licensed healthcare professionals due to the pandemic. Please include any modifications to how  
706 supervision was provided to the practicum student (e.g., virtual supervision).

707 \_\_\_\_\_  
708 \_\_\_\_\_  
709 \_\_\_\_\_

710 12. Were any other modifications made to the program due to the pandemic that were not captured  
711 above? If so, what were they?

712 \_\_\_\_\_  
713 \_\_\_\_\_  
714 \_\_\_\_\_

715 13. In what ways did adjustment to COVID-19 afford the practicum student new learning opportunities?

716 \_\_\_\_\_  
717 \_\_\_\_\_  
718 \_\_\_\_\_

719 14. If modifications were made to the practicum program based on the pandemic, did the program  
720 provide sufficient opportunities for this individual to demonstrate all required competencies and for  
721 the training program to fully assess those competencies? In other words, do you have sufficient data  
722 on which to base an opinion about this individual's competency in all required domains?

723 \_\_\_\_\_ If "no," please detail what areas you were able to assess.

724 \_\_\_\_\_  
725 \_\_\_\_\_  
726 \_\_\_\_\_

727 **Practicum Questionnaire**

728 1. Did this setting have, as part of its organizational mission, a goal of training professional

729 psychologists? \_\_\_\_\_

- 730 2. Did this setting have a Licensed/Trained Psychologist identified as the person responsible for  
731 maintaining the integrity and quality of the experience of the practicum student? \_\_\_\_\_
- 732 3. Did the applicant's training program provide oversight for this practicum experience? \_\_\_\_\_
- 733 4. Was the practicum experience based on appropriate academic preparation of the student? \_\_\_\_\_
- 734 5. Was the practicum part of an organized, sequential series of supervised experiences of increasing  
735 complexity for the student? \_\_\_\_\_
- 736 6. Was there a written training plan between the student, the practicum training site and the graduate  
737 program? \_\_\_\_\_
- 738 7. Was the practicum training an extension of the applicant's academic coursework? \_\_\_\_\_
- 739 8. Did the student successfully complete the practicum? \_\_\_\_\_
- 740 9. If you answered "no" to any questions above, please explain.  
741 \_\_\_\_\_  
742 \_\_\_\_\_  
743 \_\_\_\_\_
- 744 10. What, if any, modifications were made between the practicum site and academic program due  
745 to the pandemic?  
746 \_\_\_\_\_  
747 \_\_\_\_\_  
748 \_\_\_\_\_
- 749 Applicant Signature: \_\_\_\_\_
- 750 Date: \_\_\_\_\_
- 751 Directing Supervising Psychologist Signature: \_\_\_\_\_
- 752 Date: \_\_\_\_\_
- 753 Director of Training Signature: \_\_\_\_\_
- 754 Date: \_\_\_\_\_

755

756