

**BEHAVIORAL SCIENCES REGULATORY BOARD
MASTER'S LEVEL PSYCHOLOGY ADVISORY COMMITTEE
WEDNESDAY, FEBRUARY 7, 2024**

The meeting will be conducted virtually on the Zoom platform. Advisory Committee members, BSRB staff, and anyone approved for public comment will utilize the Zoom platform while other remote attendees will be directed to the YouTube broadcast (or the conference call phone number), to ensure a secure and accessible meeting.

View the meeting on YouTube: <https://youtube.com/live/2UIJS3mHakE?feature=share>

To join the meeting by conference call: 877-278-8686 (Pin #327072).

If there are any technical issues during the meeting, you may call the Board office at 785-296-3240 or send an e-mail to BSRB@ks.gov. The Advisory Committee may take items out of order as necessary to accommodate the time restrictions of Advisory Committee members and visitors. Items subject to change.

Wednesday, February 7, 2024, 1:00 p.m.

- I. Call to Order and Roll Call**
- II. Approval of Agenda or Additions to the Agenda**
- III. Review and Approval of Minutes from Advisory Committee Meeting on December 11, 2023**
- IV. Executive Director's Report**
- V. Old Business**
 - A. Discussion on Applicants for Licensed Clinical Psychotherapist (LCP) License Taking the EPPP Prior to Completion of 3,000 Hours of Experience**
- VI. New Business**
 - A. Review K.A.R. 102-4-3a for Possible Updates and Edits**
 - B. Other Topics for 2024?**
- VII. Possible Additional Agenda Items**
- VIII. Next Meeting: Date to be Determined, April 3, 2024**
- IX. Adjournment**

**Behavioral Sciences Regulatory Board
Master's Level Psychology Advisory Committee Meeting
December 11, 2023**

DRAFT Minutes

- I. Call to Order.** The meeting was called to order by David Anderson, Chair of the Advisory Committee, at 1:00 p.m.

Master's Level Psychology Advisory Committee Members. Advisory Committee Members who participated by Zoom or phone were David Anderson, David Stevens, Travis Hamrick, Rebecca Jabara, Robert Pedroza, Jennifer Schreiner, and Joshua Tanguay. Bruce Johnson, Lauren Lucht, Iris Pauly, and Kari Wold were absent.

BSRB Staff. BSRB staff members who participated by Zoom included David Fye and Leslie Allen.
- II. Approval of the Agenda.** David Stevens moved to approve the agenda. Joshua Tanguay seconded. The motion passed.
- III. Review and Approval of Minutes from Advisory Committee Meeting on October 20, 2023.** David Stevens moved to approve the minutes from the Advisory Committee meeting on October 20, 2023. Jennifer Schreiner seconded. The motion passed.
- IV. Executive Director's Report.** David Fye, Executive Director for the BSRB, reported on agency operations, legislative updates, recent Board meetings, and upcoming meetings.
- V. Old Business.**

 - A. Continued Discussion on Recognizing APA Accreditation from LP Programs as Satisfying Accreditation Standard for Master's Level Psychology Applicants.** The master's level psychology profession does not currently recognize a national accrediting body. There are task forces currently looking to standardize recommended requirements for master's level psychology programs. Advisory Committee members expressed support for making the licensing process smoother. The consensus was to forward to the Board a recommendation to amend K.A.R. 102-4-3a(f) to add language that would allow individuals to satisfy program requirements if they received their education from an APA accredited program or meet the requirements that currently exist in the regulation.
- VI. New Business**

 - A. Discussion on Applicant's for LCP Taking EPPP Early.** A passing score for LMLPs is 400 and 500 for LCPs. If someone passes above the 400 level but not the 500 level, they currently cannot retake the EPPP until they have accrued the 3,000 supervision hours required to become an LCP. It has been brought to the

attention of the BSRB that individuals may be better able to pass the EPPP right out of school rather than having to wait two years to take the examination for a second time. Advisory Committee members expressed common approval in allowing individuals to take the EPPP early. The consensus was to forward this recommendation to the Board.

B. Review K.A.R. 102-4-3a for Possible Updates and Edits. When someone applies for licensure, the BSRB reviews their education to determine whether it meets the requirements listed in the regulations, primarily K.A.R. 102-4-3a. If their education does not meet necessary requirements, those individuals are deficient in meeting the standards for licensure. The Executive Director noted it has been several years since the Advisory Committee and the Board reviewed the educational program and coursework requirements for licensure and asked the Advisory Committee to review the requirements to see whether any items are outdated and/or whether anything needs to be added. Items (f) and (g) list different educational and program requirements for licensure. Advisory Committee members were asked to review these items to be prepared to discuss this topic at the next Advisory Committee meeting.

C. Update on Standard Time and Date for Meetings in 2024. After receiving feedback, the Executive Director announced that the standard day and time for Advisory Committee meetings in 2024 would be on the second Wednesday of the month from 1 p.m. to 3 p.m. (*Note: due to other conflicts, the standard day and time for meetings was later changed to the first Wednesday of the month from 1 p.m. to 3 p.m.*)

VII. Possible Additional Agenda Items. None

VIII. Next Meeting: Wednesday, February 7, 2024.

IX. Adjournment. David Stevens moved to adjourn the meeting. Joshua Tanguay seconded. The meeting was adjourned.

102-4-3a. Educational requirements. To academically qualify for licensure as a master's level psychologist or a clinical psychotherapist, the applicant's educational qualifications and background shall meet the applicable requirements specified in this regulation.

(a) Definitions.

(1) " Faculty member" means an individual who is part of the program's teaching staff and whose education, training, and experience are consistent with the individual's role within the program and are consistent with the published description of the goals, philosophy, and educational purpose of the program.

(2) "In residence," when used to describe a student, means that the student is present at the physical location of the institution for the purpose of completing coursework during which the student and one or more ~~one~~ faculty members are in physical proximity and face-to-face contact.

(b) Degree requirements. At the time of application, the applicant shall have met one of the following requirements:

(1) Received a master's degree in psychology based on a program of studies that is substantially equivalent to the coursework requirements in subsection (c) if the degree was earned before July 1, 2003 or in subsection (e) if the degree was earned on or after July 1, 2003;

(2) received a master's degree in psychology and has completed the coursework requirements in subsection (c) if the degree was earned before July 1, 2003 or in subsection (e) if the degree was earned on or after July 1, 2003; or

(3) The applicant passed comprehensive examinations or equivalent final examinations in a doctoral program in psychology and has completed the coursework requirements in subsection (c) if the program was completed before July 1, 2003 or in subsection (e) if the program was completed on or after July 1, 2003.

(c) Coursework requirements for applicants who earned a psychology degree before July 1, 2003.

(1) Each applicant shall have satisfactorily completed at least 36 discrete and unduplicated graduate semester credit hours, or the academic equivalent, of formal, didactic academic coursework that is distributed across the coursework areas as specified in this paragraph, subject to the restrictions ~~set out~~ in subsection (d). This coursework shall have been completed at the time of application as a part of or in addition to the coursework completed for the graduate degree requirements:

(A) At least six semester credit hours, or the academic equivalent, in psychotherapy that includes an in-depth study of the major theories, principles, and clinical methods and techniques of psychotherapy with individuals, groups, or families. These courses shall be completed while in residence;

(B) at least six semester credit hours, or the academic equivalent, in psychological testing that includes studies in the selection, administration, scoring, and interpretation of objective and projective diagnostic tests as indicators of intelligence and scholastic abilities or as screening devices for

organic pathologies, learning disabilities, and personality disturbances. These courses shall be completed while in residence;

(C) at least 12 semester credit hours, or the academic equivalent, in any of the following psychological foundation courses:

(i) The philosophy of psychology, which may include studies that introduce the fundamental philosophical, conceptual, theoretical, or applied processes of psychology and the issues central to professional orientation, role development, ethical and legal standards, and professional responsibility;

(ii) the psychology of perception, which may include studies of memory, language, speech, sensory functioning, motor functioning, reasoning, decision making, problem solving, and other cognitive processes;

(iii) learning theory, which may include studies pertaining to the fundamental theoretical assumptions about and applied principles of learning, conditioning, concept formation, and behavior;

(iv) the history of psychology, which may include studies that trace and analyze the historical development and contemporary evolution of the concepts and theories in psychology;

(v) motivation, which may include studies of the concepts, principles, and empirical findings concerning the innate, biological, and acquired factors that underlie human motivation; or

(vi) statistics, which may include studies in the theory, analysis, and interpretation of statistics, and the manual or computerized application of statistical measures; and

(D) at least 12 semester credit hours, or the academic equivalent, in professional core courses. The professional core courses shall include at least three semester credit hours, or the academic equivalent, in psychopathology, which may include studies that examine the theories, definitions, and dynamics of the diagnostic classifications, and differentiation among diagnostic classifications. This subcategory may also include studies in abnormal psychology or studies that examine the etiological factors, clinical course, and clinical and psychopharmacological approaches to the treatment of mental, behavioral, and personality disorders. The remaining nine semester credit hours, or the academic equivalent, may consist of any of the following professional core courses:

(i) Personality theories, which may include studies that seek to explain or to compare and contrast the major theories of normal and abnormal personality development, functioning, adaptation, and assessment;

(ii) developmental psychology, which may include psychological or biologically based studies that provide a comprehensive overview of the biopsychosocial factors, determinants, and stages that pertain to and impact the physical, emotional, intellectual, and social development and adaptation of humans from infancy through senescence;

(iii) research methods, which may include studies in the principles, techniques, and ethics of research and studies about the identification of research problems, selection of research designs, measurement strategies, sampling techniques, and methods of evaluating the results;

(iv) social psychology, which may include studies of the interactive and influencing effects of social, cultural, and ecological factors upon the emotions, beliefs, attitudes, expectations, roles, behaviors, and interactional dynamics of individuals, families, groups, organizations, and the larger society; or

(v) additional coursework in psychotherapy or psychological testing as specified in this subsection.

(2) In addition to or as a part of the 36 semester hours specified in paragraph (c)(1), each applicant for a clinical psychotherapist license shall have completed 15 graduate semester credit hours, or the academic equivalent, supporting diagnosis or treatment of mental disorders using the "diagnostic and statistical manual of mental disorders" as specified in K.A.R. 102-4-15. Three of the 15 semester credit hours, or the academic equivalent, shall consist of a discrete academic course with the primary and explicit focus of psychopathology and the diagnosis and treatment of mental disorders as classified in the "diagnostic and statistical manual of mental disorders." The remaining 12 semester credit hours, or the academic equivalent, shall consist of academic courses with the primary and explicit focus of diagnostic assessment, interdisciplinary referral and collaboration, treatment approaches, and

professional ethics or other coursework that specifically contains identifiable, equivalent instruction. The 15 semester credit hours shall be subject to the restrictions in subsection (d).

(d) The following activities shall not be substituted for or counted toward any of the educational coursework requirements in subsection (c):

(1) Academic courses that the applicant completed as a part of or in conjunction with the undergraduate degree requirements;

(2) independent study courses, whether or not ~~such~~ the coursework is taken for academic credit, unless the independent study course clearly occurred as a didactic course formally established and designed by the program to provide the student with specifically identified, organized, and integrated course content;

(3) thesis or independent research courses;

(4) academic courses that, by their experiential rather than didactic nature and content, are designed to precede, satisfy, or augment the practicum activities required for the graduate psychology degree;

(5) academic coursework that has been audited rather than graded;

(6) academic coursework for which the applicant received an incomplete or failing grade;

(7) graduate or postgraduate coursework or training provided by colleges, universities, institutes, or training programs that do not meet the requirements in subsections (f) and (g); and

(8) continuing education, in-service, or on-the-job training activities or experience.

(e) Coursework requirements for applicants who earn a psychology degree on or after July 1, 2003.

(1) As a part of or in addition to the coursework completed for the graduate degree requirements, each applicant shall have satisfactorily completed at least 60 discrete and unduplicated graduate semester credit hours, or the academic equivalent, of formal, didactic academic coursework in psychology or a related field.

(2) Thirty-six of the 60 required graduate semester credit hours, or the academic equivalent, shall be distributed across the coursework areas as specified in paragraph (c)(1). The coursework specified in paragraphs (c)(1)(A) and (c)(1)(B) shall be completed while the student is in residence.

(3) Of the remaining 24 required graduate semester credit hours, a maximum of six semester credit hours, or the academic equivalent, may be attained through independent study courses or independent research courses, and a maximum of 10 semester credit hours, or the academic equivalent, may be attained through thesis preparation.

(4) In addition to or as a part of the 60 semester hours specified in paragraph (e)(1), each applicant for a clinical psychotherapist license shall have completed 15 graduate semester credit hours, or the academic equivalent, supporting diagnosis or treatment of mental disorders using the "diagnostic and

statistical manual of mental disorders" as specified in K.A.R. 102-4-15. Three of the 15 semester credit hours, or the academic equivalent, shall consist of a discrete academic course with the primary and explicit focus of psychopathology and the diagnosis and treatment of mental disorders as classified in the "diagnostic and statistical manual of mental disorders." The remaining 12 semester credit hours, or the academic equivalent, shall consist of academic courses with the primary and explicit focus of diagnostic assessment, interdisciplinary referral and collaboration, treatment approaches, and professional ethics or other coursework that specifically contains identifiable, equivalent instruction. The 15 semester credit hours, or the academic equivalent, shall be subject to the restrictions in paragraph (e)(5).

(5) The following activities shall not be substituted for or counted toward any of the educational coursework requirements set out in this subsection:

(A) Academic courses that the applicant completed as a part of or in conjunction with the undergraduate degree requirements;

(B) academic coursework that has been audited rather than graded;

(C) academic coursework for which the applicant received an incomplete or failing grade;

(D) graduate or postgraduate coursework or training provided by colleges, universities, institutes, or training programs that do not meet the requirements in subsections (f) and (g); and

(E) continuing education, in-service, or on-the-job training activities or experience.

(f) Program requirements. In order for the applicant to qualify for licensure, the educational program completed by the applicant shall be accredited by the American psychological association or meet all of the following conditions:

(1) The program has formally established program admission requirements that are based upon objective measures.

(2) The program requires and provides an established curriculum that encompasses at least two years of graduate study and that includes two ~~contiguous~~ consecutive semesters of enrollment, or the academic equivalent, attended and completed by the student ~~in residence~~ at the same college or university granting the degree.

(3) The program has clear administrative authority and formal responsibility within the program for the core and specialty areas of training in psychology.

(4) The program has an established, organized, and comprehensive sequence of study that is planned by administrators who are responsible for providing an integrated educational experience in psychology.

(5) The program is chaired or directed by an identifiable person who holds a graduate degree that was earned from a regionally accredited college or university following that person's actual completion of a formal academic training program in psychology.

(6) The program has an identifiable, full-time, professional faculty whose members hold earned graduate degrees in psychology.

(7) The program has an identifiable and formally enrolled body of students.

(8) The ratio of students to ~~each~~ faculty members does not exceed 15 students to one ~~each~~ faculty member.

(9) The program conducts an ongoing, objective review and evaluation of each student's learning and progress, and the program reports this evaluation in the official student transcripts.

(g) College or university requirements. In order for the applicant to qualify for licensure, the college or university at which the applicant completed the degree requirements shall meet all of the following conditions.

(1) The college or university is institutionally accredited to award the graduate degree in psychology.

(2) The college or university is regionally accredited by an accrediting body substantially equivalent to those agencies that accredit the universities in Kansas.

(3) The college or university documents in its official publications, including course catalogs and announcements, the program description and standards and the admission requirements of the psychology education and training program.

(4) The college or university identifies and clearly describes in pertinent institutional catalogs the coursework, experiential, and other academic program requirements that must be satisfied before the conferral of the graduate degree in psychology.

(5) The college or university clearly identifies and specifies in pertinent institutional catalogs its intent to educate and train psychologists.

(6) The college or university has clearly established a psychology education and training program as a recognized, coherent organizational entity within the college or university that, when the applicant's degree requirements were satisfied, met the program standards in subsection (f).

(7) The college or university has conferred the graduate degree in psychology on the applicant, or has advanced the applicant to doctoral candidacy status, following the applicant's successful completion of an established and required formal program of studies. (Authorized by K.S.A. ~~2005 Supp.~~ 74-5370, and 74-7507; implementing K.S.A. 2023 Supp. 74-5363; effective Dec. 19, 1997; amended Aug. 13, 2004; amended Oct. 27, 2006; amended P-
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