

**Revised Draft Meeting Agenda
South Dakota Board of Examiners of Psychologists
Video Conference
May 2, 2025, at 8:30 a.m. MDT / 9:30 a.m. CDT**

The public is invited to attend the meeting via Microsoft Teams at the following link:

https://teams.microsoft.com/l/meetup-join/19%3ameeting_MTcxOTU2ODYtMjgxOC00NTgxLTkyMjgtM2M4ZjZlMWMwNjFm%40thread.v2/0?context=%7b%22Tid%22%3a%22e69efb98-56ef-4797-a76b-e1ec658a639c%22%2c%22Oid%22%3a%22ee0a24e7-6d2c-4495-ade5-4377098865d2%22%7d

If members of the public would like to be sent the Microsoft Teams invitation to the meeting instead of using the above link, please contact the Board office prior to the meeting at office@sdlicensing.com.

Member Listing:

1. Trisha Miller, Ph.D., President
2. Matthew Christiansen, Ph.D., Vice-President
3. Rosalie Ball, Ph.D., Secretary
4. Thomas Stanage, Ph.D., Member
5. Justine Ashokar, Ph.D.- Member
6. Terrance Dosch, Lay Member
7. Brian Roegiers, Lay Member

Purpose: The Board protects the health and safety of the consumer public by licensure of qualified persons, enforcement of the statutes, rules and regulations governing the practice of psychology, including the appropriate resolution of complaints.

1. Call to Order/Welcome and Introductions-Miller
2. Roll Call
3. Conflicts to declare
4. Corrections or additions to the agenda
5. Approval of the agenda
6. Public Testimony/Public Comment Period
7. Approval of the Minutes
 - a. January 17, 2025
 - b. April 4, 2025
8. FY Financial Update
9. ASPPB Mid-Year Meeting, April 24-27, 2025, Montreal, QC, Canada- Miller
10. Master's Level Licensure-ASPPB
11. ASPPB Service Award Nomination
12. Application Review Officer
13. Schedule Next Meeting
14. Executive Session-Pursuant to SDCL 1-25-2
 1. Complaints- if any
 2. Applicant Oral Examinations

a. Applicant #756

3. Request for Bid (RFP) Award/Executive Secretary Contract

15. Applicant Approval

16. Vote on RFP

17. Vote on FY26 Executive Secretary Contract

18. Any other business coming in between date of mailing and date of meeting

19. Adjourn

DRAFT

SOUTH DAKOTA BOARD OF EXAMINERS OF PSYCHOLOGISTS
BOARD MEETING MINUTES
Teleconference/Video Conference
January 17, 2025

Members Present: Thomas Stanage, Ph.D., (President); Matthew Christiansen, Ph.D. (Vice President); Trisha Miller, Ph.D., (Secretary); Rosalie Ball, Ph.D., Member; Justine Ashokar, Ph.D., Newly Appointed Psychologist Member (First Meeting); Terry Dosch, Newly Appointed Lay Member (First Meeting)

Members Absent: Brian Roegiers, Lay Member

Others Present: Brooke Tellinghuisen Geddes, Executive Administrator; Katie Funke, Executive Assistant; Greg Tishkoff, DSS Legal Services – Board Counsel; Tracy Mercer – DSS Special Projects Coordinator (Board Liaison to DSS)

Call to Order/Welcome and Introductions: Stanage called the meeting to order at 9:36am CDT. All present introduced themselves and their roles, given new members present.

Roll Call: Tellinghuisen Geddes called the roll. A quorum was present (Stanage, Christiansen, Miller, Ball, Ashokar, & Dosch). Roegiers was noted as absent.

Corrections or Additions to the Agenda: Tellinghuisen Geddes suggested that the list of board members be updated considering new board members appointed since the agenda was made.

Approval of the Agenda: Christiansen motioned to approve the agenda with the suggested corrections by Tellinghuisen Geddes; Ball seconded the motion. Motion carried on a unanimous vote of board members present; Roegiers absent.

Public Testimony/Public Comment Period (9:36am CDT / 8:36am MDT): None.

Approval of Minutes from September 6, 2024 Meeting: Ball motioned and Christiansen seconded, to approve meeting minutes as presented. Motion passed unanimously; Roegiers absent.

FY Financial Update: Tellinghuisen Geddes reported that as of November 30, 2024, year-to-date revenue was at \$10,115.71, year-to-date expenditures were at \$27,230.39, and cash balance was at \$119,604.54. Tellinghuisen Geddes reminded the board that the bulk of the board's income comes in during the spring months as the licensure renewal deadline is June 30 annually. Stanage made the board aware he'd asked Tellinghuisen Geddes to look into applicant numbers, per passing of legislation allowing SD's entry into the interstate compact (PSYPACT) which allows psychologists to apply for a license to provide telehealth services into any other PSYPACT state. The suspicion was that SD may lose licensees of those out-of-state psychologists as they would now be able to provide services into SD using their telehealth license. Tellinghuisen Geddes reported that SD had 15, 10, and 11 non-renewals of licensees in 2024, 2023, and 2022, respectively. Tellinghuisen Geddes reported it is likely too early to tell, as SD licensure renewal deadline had already passed when the legislation took effect in July 2024. Regarding new application numbers, Tellinghuisen Geddes reported SD had 15 new in FY 2022 (12 already licensed elsewhere), 13 new in FY 2023 (9 already licensed elsewhere), 11 new in FY 2024 (all already licensed elsewhere), and in the first half of FY 2025 there have been 8 new (6 already licensed elsewhere). Stanage stated perceived importance of tracking these numbers over time to be able to be aware of PSYPACT's impact. Ball mentioned 20 licensees from SD applied for the telehealth licensure and 13 declared SD as their "home state" in that process.

Board Member Appointment Update: Governor Noem approved Dr. Justine Ashokar to the board, as well as Terry Dosch to fill the open lay member position on the board.

Election of Officers: Stanage reported a slate of officers the Nominating Committee proposed wherein Miller would be President, Christensen would be Vice President, and Ball would be Secretary. Stanage explained Miller has been heavily involved in ASPBB proceedings so is aware of pertinent issues. Tellinghuisen Geddes inquired regarding interpretation of legislation passed last year regarding board member term limits, as Miller's term limit will end October 30, 2025. Tellinghuisen Geddes stated understanding from communications by the other departments, that if a member's term limit ends, their involvement ends immediately, not once they are replaced. Stanage requested Tishkoff's interpretation and initially, Tishkoff cited they have 120 days to remain in place but upon further review did state it is likely the board member cannot remain on board after term limit has expired. Stanage moved to accept the slate of officers proposed by the Nominating Committee and Ball seconded this; motion carried unanimously, Roegiers absent. Tellinghuisen Geddes inquired about clarification on whether there is a timeline, such as a year of absence, when a previous board member can again be reappointed to the board; Mercer agreed to review this. Given Miller's continued involvement with ASPBB, Christiansen and others inquired whether a special appointment or special representation, or even board contract, would be allowable to put into place to allow Miller's continued involvement and representation at the national level. At that time, Dosch inquired into term limit lengths and amounts and Tellinghuisen Geddes made him aware of the three limits, three consecutive years each statute limitations. Dosch mentioned interpretation may depend on whether someone is completing a single term limit or whether completing the full allowance of consecutive term limits.

EPPP Part 2 Update from ASPBB: Tellinghuisen Geddes reminded board members that the board had previously taken the position that if an applicant seeking SD licensure was already licensed elsewhere and were in good standing, the orals examination would not be required for SD licensure ("licensure by endorsement"), but that new applicants without prior licensure would still continue to be required to pass the orals examination as part of licensure. This was to be the plan until we were going to adopt EPPP Part 2 in addition to the EPPP, at which time the incorporation of EPPP Part 2 (Skills portion) would replace the orals examination requirement completely. This was to be an Administrative Rules change. However, Miller explained that since the board's last meeting, ASPBB has now decided to incorporate the Skills portion addressed via the EPPP – Part 2 into the EPPP to require one robust examination to eliminate multiple complications that were presented by states in response to the two-part examination requirement being announced. Stanage stated this unexpected change in examination formats and SD's patience rather than hurried implementation reiterates the advantage of not being one of the first states to make the change. For now, the board will continue with the current position, aforementioned, until a newly proposed all-in-one EPPP is decided.

PsyPACT Update: Ball, SD's PsyPACT Commissioner, reported that she did attend the first in-person PsyPACT national meeting held November 18-19, 2024, in Washington, D.C. Ball stated there were 28 of the 48 U.S. States represented at the meeting. She reported PsyPACT Commissioners were made aware ASPBB has provided 14,600 Authority to Practice Interjurisdictional Telepsychology (APIT) licenses thus far nationwide and they are working to provide a "Digital Badge" which will contain a QR code each licensee can show as verification they are licensed with an APIT, for authenticity and public protection purposes as there are concerns with how people are advertising their telepsychology practice. Ball explained there was discussion regarding providing a provision for seasoned psychologists (licensed psychologists who've held licenses for 15 years or more and are in good standing), but this was tabled as there was some opposition to this. There was also clarification at the meeting that any supervisee to a licensed psychologist would also need an APIT to provide telehealth services outside their home state (meaning, a supervisee cannot simply provide telehealth services to patients outside their state of residence under their supervising psychologist's APIT). There was also discussion to clarify that if there is an ethical complaint made in an interjurisdictional case, it is the obligation

of the “home state” (as designated on that licensee’s APIT) to investigate the complaint – the “home state” has the authority. Ball also reported it was confirmed that no APIT allows international telehealth services.

ASPPB Annual Meeting – October 30-November 3, 2024 (Dallas, TX): Miller attended this meeting. Primary topics to be discussed at the meeting included concerns re: some states’ opposition to the EPPP-2 as was being offered due to difficulties changing their statutes to accommodate, call for administrative changes within ASPPB governance decision-making and states’ role, considerations re: potential issues and considerations related to Artificial Intelligence (AI) utilization in the field, Master’s level licensing, and program equivalency considerations. Miller explained, as aforementioned in the current meeting minutes, that ASPPB stated intent to discontinue offering the EPPP-Part 2 (Skills Exam) as a stand-alone second test, but instead are now likely to pursue a single combination test evaluating both Knowledge and Skills but details, including cost, are yet to be determined or disclosed. Miller explained advances in technology are prompting APA and ASPPB to make changes to their ethical codes to incorporate language advising ethical decisions about the use of technology and AI and that the Draft of the APA Revised Ethical Principles of Psychologists and Code of Conduct is currently open for public comment and recommended board members read the document. With regard to program equivalency, Miller was made aware at the meeting that numerous states’ licensure requirements simply require applicants to have graduated from APA-approved degree programs and they do not review any particulars. Thus, as APA is now approving courses to meet more than one area of our statute requirements, it puts us in a decision of determining whether or not we “count” a single course as meeting more than one statute requirement (i.e., we require 3 course credits in Cognitive Psychology and 3 course credits in Social Psychology, so if an applicant has just one course that APA has approved in their program to cover both, are we to allow it to cover for both of our statute requirements?). Future discussion may be needed for Rules notation. Given these topics presented by Miller, Stanage reiterated the importance of our presence in staying aware of the discussions on these topics at ASPPB conferences; Miller agreed and stated desire and intention to continue to stay involved with ASPPB.

ASPPB Mid-Year Meeting – April 24-27, 2025 (Montreal, Quebec, Canada): Miller stated intent to attend this conference as discussion regarding states’ input with regard to future decision-making authority within ASPPB will be involved and she has been part of that discussion the last several ASPPB meetings. Board members agreed this will be important. Miller questioned whether state will approve out-of-country travel for this; Mercer stated perception there is an opportunity for this and will review this but suggested submitting the requests necessary. Dosch motioned to approve Miller to attend to represent the SD Board, Matt Christiansen seconded; motion carried unanimously, Roegiers absent.

Schedule Next Meeting: After group discussion, the next board meeting was tentatively set for 8:30am MDT via teleconference on MS Teams on May 2, 2025.

Executive Session – Pursuant to SDCL 1 – 25 – 2:

As there were no current active complaints needing discussion and no applicants requiring the Oral Examination scheduled to do so at today’s meeting and all board members declined a need for executive session for Request for Bid (RFP) Approval discussion/vote, Stanage declared no need for Executive Session as presented on the agenda.

Vote on RFP Approval to Issue: Miller made a motion to approve the presented RFP for issuance for the Executive Secretary contract and Ball seconded the motion; motion passed unanimously, Roegiers absent.

Applicant Approval: None.

Other Business: None.

Adjourn: Motion to adjourn was made by Ball; seconded by Christiansen. Stanage adjourned meeting at 10:47am CDT / 9:47am MDT following unanimous vote to do so (Roegiers absent).

Respectfully submitted,

Trisha T. Miller, Ph.D.
Secretary

1-27-1.17. Draft minutes of public meeting to be available--Exceptions--Violation as misdemeanor. The unapproved, draft minutes of any public meeting held pursuant to § 1-25-1 that are required to be kept by law shall be available for inspection by any person within ten business days after the meeting. However, this section does not apply if an audio or video recording of the meeting is available to the public on the governing body's website within five business days after the meeting. A violation of this section is a Class 2 misdemeanor. However, the provisions of this section do not apply to draft minutes of contested case proceedings held in accordance with the provisions of chapter 1-26.

SOUTH DAKOTA BOARD OF EXAMINERS OF PSYCHOLOGISTS
BOARD MEETING MINUTES
Teleconference/Video Conference
April 4, 2025

Members Present: Trisha Miller, Ph.D., (President); Matthew Christiansen, Ph.D. (Vice President); Rosalie Ball, Ph.D., (Secretary); Thomas Stanage, Ph.D., Member; Justine Ashokar, Ph.D.(joined at 8:32am CDT), Member; Terry Dosch, Lay Member; Brian Roegiers, Lay Member.

Members Absent: None.

Others Present: Brooke Tellinghuisen Geddes, Executive Administrator; Renee Stellagher, Assistant Attorney General, AG's Office; Greg Tishkoff, Legal Counsel, DSS; Tracy Mercer, Special Projects Coordinator, DSS.

Call to Order/Welcome and Introductions: Miller called the meeting to order at 8:30am CDT.

Roll Call: Tellinghuisen Geddes called the roll. Miller, yes; Christiansen, yes; Ball, yes; Stanage, yes; Ashokar, absent; Dosch, yes; Roegiers, yes. A quorum was present. Ashokar joined at 8:32am CDT.

Corrections or Additions to the Agenda: None.

Approval of the Agenda: Dosch made a motion to approve the agenda. Christiansen seconded the motion. MOTION PASSED by unanimous voice vote.

Public Testimony/Public Comment Period: None.

Executive Session Pursuant to SDCL 1-25-2: Stanage made a motion to enter executive session at 8:32am CDT. Dosch seconded the motion. MOTION PASSED by unanimous voice vote. All others exited the meeting. The board exited executive session at 8:54 am CDT.

Vote on Complaint #230: Stanage recommended the board accept the surrender of the license related to complaint #230 with the language to be reported that they "surrendered license while under investigation for inappropriate relationships with a client". Christiansen made a motion to adopt the recommendation of Stanage. Dosch seconded the motion. MOTION PASSED by roll call vote: Miller, yes; Christianson, yes; Ball, yes; Ashokar, yes; Stanage, abstain; Dosch, yes; Roegiers, yes. It is noted that this motion will result in the adopted surrender the license of Dr. Stephen Greene, Psychologist license number 513.

Adjourn: Stanage made a motion to adjourn at 8:57 a.m. CDT. Dosch seconded the motion. MOTION PASSED by unanimous voice vote.

Respectfully submitted,

Rosalie Ball, Ph.D.
Secretary

1-27-1.17. Draft minutes of public meeting to be available--Exceptions--Violation as misdemeanor. The unapproved, draft minutes of any public meeting held pursuant to § 1-25-1 that are required to be kept by law shall be available for inspection by any person within ten business days after the meeting. However, this section does not apply if an audio or video recording of the meeting is available to the public on the governing body's website within five business days after the meeting. A violation of this section is a Class 2 misdemeanor. However, the provisions of this section do not apply to draft minutes of contested case proceedings held in accordance with the provisions of chapter 1-26.

**BOARD OF PSYCHOLOGY EXAMINERS
REVENUE SUMMARY
FOR MONTH ENDING 03/31/25**

COMP ACCOUNT		BDGT GRANT		FUND		SUB		FISCAL		YTD		MTD	
	YEAR	YEAR	CENTER	SRC	FUND	YEAR	MONTH	AMOUNT					
6503	4920045		0892000	654		2025	09	\$ 4,565.71	\$		-		
6503	4293000	0	0892000	654		2025	09	\$ 9,250.00	\$		1,000.00		
								\$ 13,815.71	\$		1,000.00		

**BOARD OF PSYCHOLOGY EXAMINERS
EXPENDITURE SUMMARY REPORT
FOR MONTH ENDING 03/31/25**

COMP	ACCOUNT	BDGT GRANT		ACCOUNT DESCRIPTION	CENTER	FUND		FISCAL YEAR	FISCAL MONTH	YTD		MTD
		YEAR	YEAR			SRC	SUB FUND			AMOUNT		AMOUNT
6503	5101030	0	0	BOARD & COMM MBRS FEES	0892000	654		2025	09	\$ 1,992.00	\$	332.00
6503	5102010	0	0	OASH-EMPLOYER'S SHARE	0892000	654		2025	09	\$ 152.40	\$	25.40
6503	5203120	0	0	INCIDENTALS-TRAVEL-IN ST.	0892000	654		2025	09	\$ 48.00	\$	-
6503	5203260	0	0	AIR-COMM-OUT-OF-STATE	0892000	654		2025	09	\$ 428.95	\$	-
6503	5203280	0	0	OTHER-PUBLIC-OUT-OF-STATE	0892000	654		2025	09	\$ 106.12	\$	-
6503	5203300	0	0	LODGING/OUT-OF-STATE	0892000	654		2025	09	\$ 880.83	\$	-
6503	5203350	0	0	NON-TAXABLE MEALS/OUT-ST	0892000	654		2025	09	\$ 102.00	\$	-
6503	5204020	0	0	DUES & MEMBERSHIP FEES	0892000	654		2025	09	\$ 1,113.00	\$	1,113.00
6503	5204090	0	0	MANAGEMENT CONSULTANT	0892000	654		2025	09	\$ 38,940.84	\$	3,945.74
6503	5204130	0	0	OTHER CONSULTING	0892000	654		2025	09	\$ 1,325.00	\$	120.00
6503	5204201	0	0	BFM CENTRAL SERVICES	0892000	654		2025	09	\$ 1,557.77	\$	245.08
6503	5204204	0	0	RECORDS MGMT SERVICES	0892000	654		2025	09	\$ 238.80	\$	-
6503	5204207	0	0	HUMAN RESOURCES SERVICES	0892000	654		2025	09	\$ 118.34	\$	-
6503	5204510	0	0	RENTS-OTHER	0892000	654		2025	09	\$ 2,000.00	\$	200.00
6503	5204740	0	0	BANK FEES AND CHARGES	0892000	654		2025	09	\$ 1.37	\$	-
										\$ 49,005.42	\$	5,981.22

[illegible]

	BUDGET	GRANT	FUND	SUB	FISCAL	FISCAL	CASH
COMP ACCOUNT YEAR	YEAR	CENTER SRC FUND	YEAR	MONTH	BALANCE		
6503 1140000	0892000	654	2025	09	\$ 101,529.51		\$ 101,529.51



ASPPB

Association of State and
Provincial Psychology Boards

Supporting member jurisdictions in fulfilling their responsibility of public protection

President

Hugh D. Moore, PhD, MBA

Chief Executive Officer

Mariann Burnetti-Atwell, PsyD

Past President

Michelle G. Paul, PhD

President-Elect

Jennifer C. Laforce, PhD, CPsych

Secretary-Treasurer

Cindy Olvey, PsyD

Members at Large

Ramona N. Mellott, PhD

Stacy Waldron, PhD

Whitney Koch Owens, PsyD

February 10, 2025

Dear Colleagues,

Enclosed are documents developed by ASPPB's Potential Regulatory Implications of Licensing Master's-Trained Individuals Task Force (PRI-LM). The PRI-LM was convened in 2023 in response to the APA's decision to accredit graduate programs leading to a terminal master's degree in Health Service Psychology and its ongoing efforts to determine the title and scope of practice for such individuals. Both the Board Administrators/Registrars Committee (BARC) and the Board and College Chairs Committee (BCCC) recognized that defining title and scope of practice falls within the purview of regulatory bodies in psychology. The ASPPB Board of Directors agreed and charged the PRI-LM with the following:

1. Survey the regulatory community about their licensing of individuals with master's-level education and training in psychology, including if they license at the master's level, and if so, the title, scope of practice, and rationales for what is done.
2. Using the information gathered from member jurisdictions, develop, define, and propose to the ASPPB Board of Directors an appropriate title and scope of practice for people with master's training.
3. After review and approval by the ASPPB Board of Directors, convey a statement regarding its findings to the APA Working Group dealing with title and scope of practice.

Following a survey of the psychology regulatory community, the PRI-LM developed an initial version of these documents, which were then distributed for public comment. The PRI-LM received over 170 responses from psychology regulators, educators, practitioners in specialty areas, and other stakeholders invested in the potential implications of licensing master's-level practitioners in psychology. The attached documents reflect modifications made based on this valuable feedback.

These materials are intended for psychology regulatory bodies that either currently license master's-level Health Service Psychology practitioners or are considering doing so. By using these documents as guidelines or adopting them in part or in full, jurisdictions can help establish greater consistency in qualifications, thereby facilitating mobility for licensed master's-level psychology practitioners. These documents will be incorporated into the ASPPB Model Act and Model Regulations to assist regulatory bodies as they see fit, in developing or revising language related to master's-level psychology licensure.

The work of PRI-LM is ongoing. The next phase will focus on developing sample forms to assist regulatory bodies in reviewing master's-level licensure candidates credentials, including a Post-Degree Verification Form, Supervision Contract, and Supervisor Report/Verification Form.

We appreciate your continued engagement in this important discussion and welcome further input as this work continues.

Sincerely,

The ASPPB Board of Directors



ASPPB

Association of State and
Provincial Psychology Boards

Supporting member jurisdictions in fulfilling their responsibility of public protection

The purposes of the Potential Regulatory Implications of Licensing Masters trained individuals Task Force (PRI-LM) include:

- Surveying the regulatory community specific to licensing of individuals with master's-level education and training in psychology; and
- Using the information gathered to develop, define, and propose to the Association of State and Provincial Psychology Boards (ASPPB) Board of Directors an appropriate title and scope of practice for people with master's training in psychology.

Informed by both the data and information collected from the regulatory community, and with consideration of the work of the Master's Accreditation Work Group of the American Psychological Association (APA), the members of PRI-LM prepared draft proposed statute and regulation/rule language. That draft was shared with an extensive list of stakeholders in order to gather public comments and feedback. This yielded 179 comments from various individuals and organized groups. The PRI-LM Task Force reviewed and discussed the comments and feedback received which compelled the group to make several modifications to the draft that are summarized in the bulleted statements below.

During this time, the ASPPB Board of Directors made the decision to move forward with the EPPP as one examination that comprises both knowledge and skills. As a result, the Task Force updated the examination requirements to be consistent with current ASPPB policy.

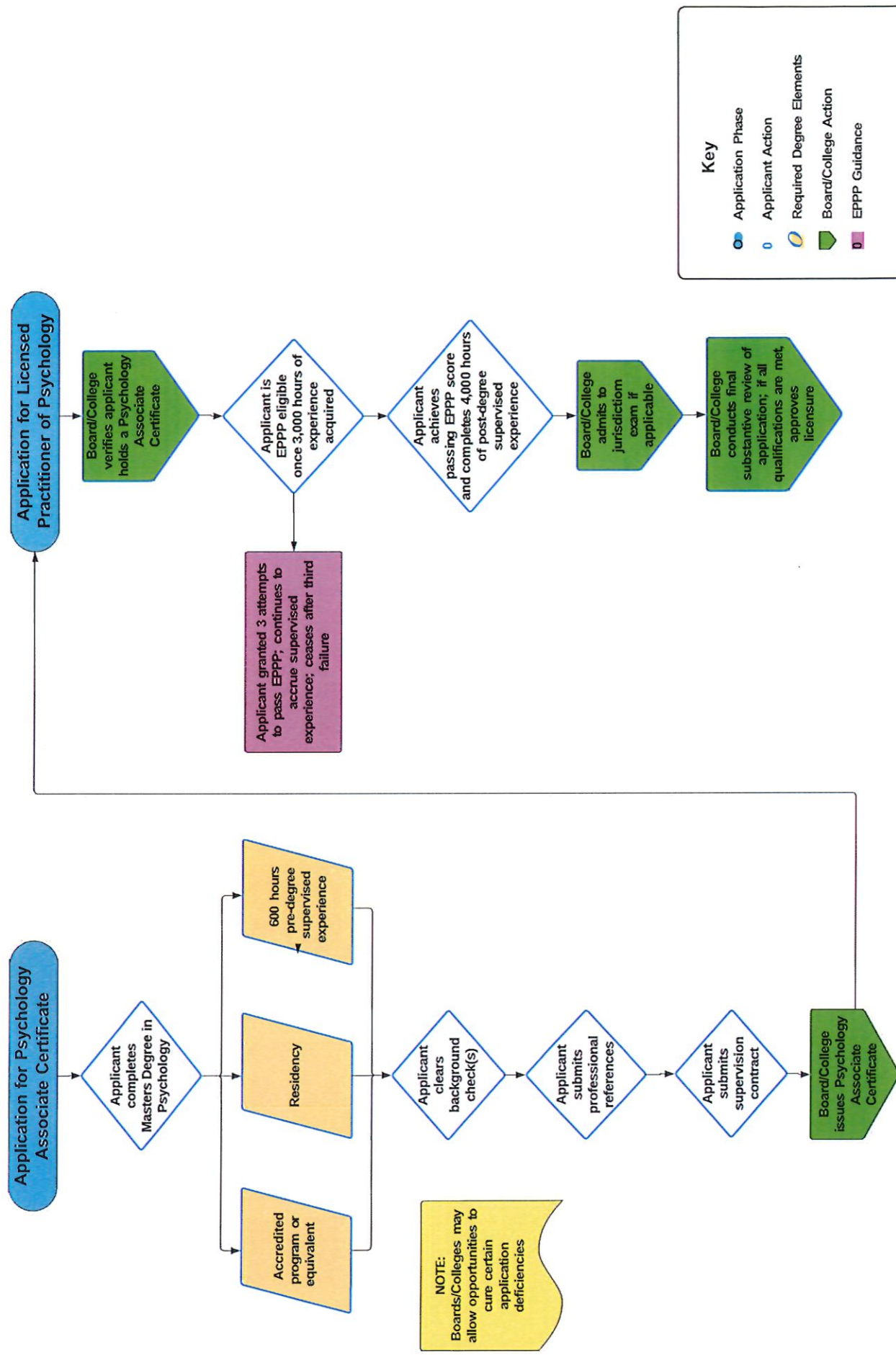
Once the language is ultimately finalized by ASPPB for consideration and possible implementation by U.S. and Canadian regulatory boards and colleges, it will reflect a competency-based model recognizing that competencies may evolve with changes to the science and body of evidence comprising the practice of health service psychology. Intentionally, the model regulatory language does not address school psychology practice at the master's level as that scope of practice is established by the National Association of School Psychologists.

The PRI-LM Task Force hopes this document will constitute a model for licensing those with master's degrees in health service psychology and will provide a set of regulations that Boards/Colleges will find useful. We hope this will assist psychology regulatory bodies should they choose to license at the master's level and will also help with mobility and portability of licensure for those jurisdictions that license master's-level practitioners of psychology

- Eliminated the tracks
 - All Master's level trainees in health service psychology will be exposed to both assessment and intervention
 - Increased required supervised experience hours from 3,000 to 4,000
- Modified the title
 - Provisional licensure removed
 - Provisionally Licensed Practitioner is now Psychology Associate
 - Licensed Psychology Practitioner is now Licensed Practitioner of Psychology
- Addressed DEI with language regarding equitable treatment of trainees

- Consistent with ASPPB policy, the EPPP will be one exam that is competency based, includes both knowledge and skills, and uses the recommended passing score for master's level practice. The EPPP will be taken upon completion of education, training, and supervised experience.
- Clarified scope and boundaries of practice
- Addressed grandparenting/legacy considerations by incorporating language for jurisdictions to consider
- Clarified exemptions to licensure (e.g. school psychologists, technical support staff)
- Addressed regulators' concerns with respect to the burdens associated with evaluating requirements and qualifications for licensure
 - Clarified education and training requirements
 - Clarified supervision requirements
 - Created sample forms for boards/colleges
- Increased number of days from 14 to 30 to cease practice after third failure to pass the EPPP to better ensure continuity of care.
- Clarified in more detail the scope of practice for Testing and Assessment

Association of State and Provincial Psychology Boards Masters-Level Licensed Practitioner of Psychology Process



Part Two

Model Statutory Language

I. Definitions

- A. Psychology Associate: An individual who is authorized to practice psychology under the supervision of a Licensed Psychologist while attaining further requirements for licensure, as described further in the rules of this Board/College.
- B. Licensed Practitioner of Psychology: An individual licensed under this Act and thereby authorized to independently practice psychology at the master's level of education.

II. Practice of Psychology at the Master's Level

A. Intervention:

- 1. The following provisions regarding scope of practice apply to intervention activities performed by those individuals authorized to practice with a master's degree, regardless of application or licensure status, and regardless of the requirement of supervision.
- 2. Intervention includes observation, description, diagnosis, interpretation, prediction, and modification of human behavior by the application of psychological principles, methods, and procedures, for the purposes of:
 - a. preventing, eliminating, or predicting symptomatic, maladaptive, or undesired behaviors
 - b. facilitating the enhancement of individuals or groups of individuals including personal effectiveness, adaptive behavior, interpersonal relationships, and work and life adjustment.
- 3. Scope of Practice for Intervention:
 - a. An initial assessment intake shall be conducted on individuals, couples, families, or individual members of a group for treatment planning. It includes assessments for clients of the psychology practitioner or for a group practice or organization to which the psychology practitioner belongs. Referrals for

assessments for other purposes, or under other referral circumstances, are included in Testing and Assessment.

- b. An initial assessment intake includes interviewing and screening methods for the purpose of case formulation, diagnosis, and treatment planning. An initial assessment intake does not include personality measures, neuropsychological assessment, or forensic assessment measures.
- c. Continuing assessment for treatment planning includes the use of screening measures for patient status within the scope of a continuing therapeutic relationship.

B. Testing and Assessment:

- 1. The following provisions regarding scope of practice apply to all Testing and Assessment activities performed by those individuals authorized to practice with a master's degree, regardless of application or licensure status, and regardless of the requirement of supervision.
- 2. Scope of practice in Testing and Assessment includes and is limited to those practices which inform:
 - a. mental health treatment planning for treatment planning for patients/clients of other mental health professionals.
 - b. educational planning and placement.
- 3. Scope of practice is both determined by, and limited by, three types of considerations:
 - a. The purpose of the referral or request for assessment.
 - b. The source of the referral.
 - c. The types of measures that may be utilized to respond to the referral.
- 4. Scope of practice does not include indirectly related purposes, such as determining liability and extent of damages in litigation, appropriateness of medical and surgical interventions, or determining fitness for duty. These types of assessments do not directly serve the purposes of treatment planning or occupational planning and placement.
- 5. The scope of practice includes assessments of individuals only, and does not include evaluations of families, groups, or organizations.
- 6. Nothing in this Act is intended to undermine or contradict standards of practice which have been established for specialty or sub-specialty areas of practice. For example:
 - a. individuals authorized to practice psychology with a master's degree shall not identify themselves as neuropsychologists, accept referrals for neuropsychological evaluations, or perform neuropsychological evaluations.

- b. Individuals authorized to practice psychology with a master's degree in psychology shall not identify themselves as forensic psychologists, accept referrals for forensic evaluations, or perform forensic evaluations. Psychological specialties are defined at the doctoral degree.
 - c. Individuals authorized to practice psychology with a master's degree in psychology shall not identify themselves as specialists in other specialty areas of psychology which are defined at the doctoral level.
- 7. Nothing in this Act is meant to preclude individuals authorized to practice psychology with a master's degree from utilizing screening instruments, questionnaires, rating scales, or interview guides, which are generally available to all mental health professionals. Examples include brief screening instruments of orientation and current mental status, repeated measures of symptoms related to depression and anxiety, and general measures of aptitude and interest.
- 8. Regardless of the nature or source of a referral for psychological testing or assessment, individuals authorized to practice psychology with a master's degree shall not engage in the interpretation of personality assessment or projective measures. This Act does not preclude the administration or scoring of such measures, where the psychology practitioner serves on a team of, or under the supervision of, a licensed professional who is authorized to interpret such measures.

III. Supervised Experience:

- A. Pre-degree supervised experience: As further described and limited by the rules of the Board/College, pre-degree supervised experience includes a minimum of 600 hours of supervised psychology practice which occurs while an individual is enrolled in a graduate course of study in a master's degree psychology program.
- B. Post-degree supervised experience: As further described and limited by the rules of the Board/College, post-degree supervised experience consists of a minimum of 4,000 hours of supervised psychology practice pursuant to a supervision contract approved by the Board/College. Post-degree supervised experience must include an integrated course of didactic education.

IV. Examinations:

- A. The Examination for Professional Practice in Psychology (EPPP)
- B. Other examinations as determined by the Board or College

V. Requirements for Licensure:

- A. Application for Psychology Associate Certificate:

1. Education: An Initial Application must demonstrate that the applicant has received a master's degree from a psychology training program.

- a. The Board/College shall adopt rules implementing and defining these provisions, including, but not limited to, such factors as residence in the program, internship and related field experiences, number of

course credits, course content, numbers and qualifications of faculty, and program identification and identity.

- b. Internationally Trained Graduates: Applicants trained in institutions outside the United States or Canada must show satisfactory evidence of training and degrees substantially equivalent to those required of applicants trained within the United States and/or Canada, pursuant to the rules of the Board/College.

2. Verification of pre-degree supervised experience
3. Professional references
4. Disciplinary and background checks and other requirements by Board/College
5. Post-degree supervised experience contract

B. Application for Licensed Psychology Practitioner

1. When an applicant has met the requirements in Paragraph A above and has accrued 3,000 of the total 4,000 hours of required post-degree supervised experience, the applicant may apply to the Board or College for admission to take the Examination for Professional Practice in Psychology (EPPP).
2. An applicant for Licensed Practitioner of Psychology must receive a passing score* on the EPPP within three attempts. The Board/College shall promulgate rules for the timing of admission to the examination.
 - a. If an applicant for Licensed Practitioner of Psychology does not receive a passing score on the initial attempt of the EPPP, the applicant must submit a supervisor's report of the applicant's status and progress during post-degree supervised experience.
 - b. When a Psychology Associate continues to accrue post-degree supervision hours while attempting to obtain a passing score on the EPPP, upon accrual of 4,000 hours, the applicant shall submit a new supervision contract to the Board/College for the accrual of further post-degree supervision hours.
 - c. The Board/College shall promulgate rules describing the requirements for items a. and b., above.
3. After three attempts at the EPPP without a passing score, or after four years since the initiation of post-degree supervised experience, whichever occurs first, a Psychology Associate must cease practice.

VI. Cessation of the Practice of Psychology

A. After three attempts at the EPPP without a passing score*, or after four years since the initiation of post-degree supervised experience, whichever occurs first, a Psychology Associate must cease practice within 30 days of the official receipt of the last EPPP score, consistent with further requirements set forth in the rules of the Board/College.

B. An applicant who was required to cease the practice of psychology may reapply for licensure after 12 months since the date the applicant was required to cease practice. All rules and regulations in effect at the time of re-application will apply to the reapplication process. An applicant who has been required to cease practice may not practice psychology, including under supervision, until authorized by the Board/College after reapplication. Cessation of practice under these terms does not constitute a disciplinary action.

VII. Representation

A. Psychology Associate: A person represents themselves to be a Psychology Associate if that person uses the title Psychology Associate in a description of services offered or provided, or in any description of services incorporating the practice of psychology. An individual practicing psychology as a Psychology Associate shall not use the term “independent” nor imply the status of independence regarding the offer or provision of psychological services.

B. Licensed Practitioner of Psychology: A person represents themselves to be a Licensed Practitioner of Psychology if that person uses the title Licensed Practitioner of Psychology in a description of services offered or provided, or in any description of services incorporating the practice of psychology. No person other than those authorized under this Act shall represent themselves to be a Licensed Practitioner of Psychology.

VIII. Exemptions

A. Other licensed professionals: Nothing in this Act shall be construed to prevent members of other recognized professions that are licensed, certified, or regulated under the laws of the jurisdiction from rendering services consistent with their professional training and code of ethics, if they do not represent themselves to be psychology associates, licensed practitioners of psychology, psychologists, or describe their services as including the practice of psychology.

B. Clergy: Nothing in this Act shall be construed to prevent duly recognized members of the clergy from functioning in their ministerial capacities, provided that they do not represent themselves to be psychology associates, licensed practitioners of psychology, psychologists, or describe their services as including the practice of psychology.

C. School Psychologists:

1. School psychologists who are appropriately credentialed by state/provincial education agencies or an appropriate regulatory body (“state/provincial education regulatory body”) shall be able to provide the range of school psychological services under the title described by the credentialing/regulatory body and within the practice settings authorized by the state/provincial education regulatory body. Such individuals may use the title “School Psychologist” or another title including the term “psychology” or “psychological,” but shall not use the titles “Psychology Associate,” “Licensed Practitioner of Psychology,” “Licensed Psychologist,” or any other equivalent term.
2. Nothing in this Act shall be construed to permit the practice of psychology outside the scope of practice or outside the settings described by the state/provincial education regulatory body by any individual who is not licensed under the provisions of this Act.
3. Nothing in this Act shall be construed to permit individuals who are not credentialed by the state education regulatory body to practice psychology within the scope of practice or within the settings described by the state/provincial education regulatory body.

4. It shall remain within the discretion of the state/provincial education regulatory body to establish requirements for credentialing by such body. For example, the education regulatory body's inclusion of independent contractors, whether local or interjurisdictionally, shall determine whether those individuals are exempt from licensure under this Act, to practice psychology within the scope of practice and within the settings described by the state/provincial education regulatory body.
5. Nothing in this Act shall be construed to affect the requirements or acceptability of psychological assessments for those uses described by the state/provincial education regulatory body within the settings described by the state education regulatory body. Nor shall this Act be construed to affect students' rights to independent evaluations described in state or federal regulations as specifically applicable to uses within public education settings.

D. Graduate Students and Interns: Nothing in this Act shall be construed to prevent persons from engaging in activities defined as the practice of psychology, provided that they are supervised in accordance with the rules and regulations of this Board/College. Such persons shall not represent themselves by the titles "Licensed Practitioner of Psychology" or "Psychologist." Individuals training to be psychologists or psychology practitioners may use the terms "psychological trainee," "psychological intern," "psychological resident," or other term denoting their training status, provided that such persons perform their activities under the supervision and responsibility of a licensed psychologist in accordance with the rules and regulations of this Board/College. This section applies to the following graduate students and interns:

1. A matriculated graduate student whose activities constitute a part of the course of study for a graduate degree in psychology at an institution of higher education.
2. An unlicensed individual pursuing postdoctoral training or experience in professional psychology, to fulfill the requirements for licensure under the provisions of this Act.
3. Individuals who hold a Psychology Associate certificate or a Licensed Practitioner of Psychology credential can use that title while working under the supervision of a licensed psychologist in areas of practice outside the scope of their credentials.

E. Business Consultants and Human Resource Professionals: This Act is for the regulation of the practice of psychology only and does not prevent human resource professionals, business consultants, and other such persons from providing advice and counseling in their organizations or affiliated groups, or to their companies or employees of their companies, or from engaging in activities performed in the course of their employment.

F. Master's-Level Practitioners in Psychology who are already licensed to practice psychology: Jurisdictions will need to address potential exemptions and/or other provisions for master's-level practitioners in psychology who are already licensed in their jurisdiction (i.e., grandparenting).

G. Nothing in this Act prevents a licensed Psychologist or a Licensed Practitioner of Psychology from employing unlicensed individuals, who are appropriately trained and qualified, to perform the following services under the supervision of the licensee:

1. transcribing psychological reports
2. inputting and/or transferring patient or client test responses or scores
3. administering and scoring standardized objective tests where the supervisor is immediately available

* The recommended passing score for the EPPP was determined by a sample of psychology practitioners working both independently and under supervision. The recommended passing score for Licensed Practitioner of Psychology is currently the passing score for supervised practice.



ASPPB

Association of State and
Provincial Psychology Boards

Supporting member jurisdictions in fulfilling their responsibility of public protection

Part Three

Model Regulatory Language

I. Application for Psychology Associate

Upon completion of education, training and granting of the degree, applicants shall apply to the Board/College for a Psychology Associate certificate which will enable the applicant to acquire post-master's supervised experience. Applicants have four (4) years to complete their supervised experience and take the Examination for Professional Practice in Psychology (EPPP).

An application for Psychology Associate must include documentation that the following requirements have been met:

A. Education

1. A master's degree in psychology shall be obtained from an institution of higher education that was, at the time the degree was awarded, regionally accredited by bodies approved by the United States Department of Education; or recognized by Universities Canada, formerly known as the Association of Universities and Colleges of Canada; or, alternatively, one of the following:
 - a. A university recognized by the designated provincial or territorial authority.
 - b. An international college or university deemed to be equivalent by an international credential evaluation service that is a member of the National Association of Credential Evaluation Services.
2. The psychology master's program was, at the time the degree was awarded, accredited by the APA Commission on Accreditation (CoA).
3. The master's program includes a minimum of two academic years of graduate-level study (includes credits or competencies needed).
4. The graduate program may have included distance education, but a minimum of one (1) continuous year of the program shall have consisted of residency. This residency requirement is not met by:
 - a. programs that use physical presence, including face-to-face contact for durations of less than one (1) continuous academic year (e.g., multiple long weekends and/or summer intensive sessions).

b. programs that use video conferencing or other electronic means as a substitute for physical presence.

5. At least 50% of the credit toward the master's degree was earned in the graduate program awarding the master's degree. No more than two courses may be transferred from the undergraduate level, and under no circumstances may undergraduate courses in assessment, intervention, or ethics be counted.

6. If not accredited, the psychology master's program must have met equivalent standards by demonstrating that, in addition to the above, it contained the following elements:

a. All training included the Integration of psychological science and practice.

b. Training was sequential, cumulative, increasing in complexity, and designed to prepare students for practice at the master's level.

c. The program engages in actions that indicate respect for and understanding of cultural and individual differences and diversity.

7. If the program was not accredited, applicants are required to obtain a base of general knowledge in the field of psychology, broadly construed, to serve as a foundation for further training in the practice of health service psychology from the following core competency areas, but that knowledge does not have to be a course-by-course requirement, and may be satisfied by courses that integrate several knowledge areas:

a. Affective Aspects of Behavior, including topics such as affect, mood, and emotion.

Although courses in psychopathology or specific disorders may be included in this category, they and mood disorders do not by themselves fulfill this category.

b. Biological Aspects of Behavior, including multiple biological underpinnings of behavior, such as neural, physiological, anatomical, and genetic aspects of behavior. Although neuropsychological assessment and psychopharmacology may be included in this category, they do not, by themselves, fulfill this category.

c. Cognitive Aspects of Behavior, including topics such as learning, memory, thought processes, and decision-making. Although cognitive testing and cognitive therapy may be included in this category, they do not, by themselves, fulfill this category.

d. Developmental Aspects of Behavior, including transitions, growth, and development across an individual's life. Coverage limited to one developmental period (e.g., infancy, childhood, adolescence, adulthood, or late life) is not sufficient.

e. Social Aspects of Behavior, including topics such as group processes, attributions, discrimination, and attitudes. Individual and cultural diversity and group or family therapy do not, by themselves, fulfill this category.

f. Consumption of Research, including the reading and interpretation of primary source literature, attending to trustworthiness in qualitative and validity in quantitative research with an under-

standing of sampling issues, parametric assumptions, design confounds, basic inferential statistics, and meta-analyses.

g. Psychometrics, including topics such as theory and techniques of psychological measurement, scale and inventory construction, reliability, validity, evaluation of measurement quality, classical and contemporary measurement theory, and standardization.

h. Psychotherapy and Psychological Interventions, including a variety of evidence-based treatments used to help identify and change individuals' negative emotions, thoughts, and behaviors.

i. Ethics and Professional Responsibility

B. Pre-degree Supervised Experience:

The pre-degree supervised experience shall:

1. be planned by the educational program faculty and by staff of the supervised training experience, rather than by the student.

2. be a planned and directed program of training for the practice of psychology, in contrast to on-the-job training, and shall provide the trainee with a planned and directed sequence of training that is integrated with the educational program in which the student is enrolled.

3. have had a written description of the program of training, or a written agreement, developed prior to the time of the training, between the student's educational program and the supervised training experience site, detailing the responsibilities of the student and the supervised training experience site. The agreement shall be approved by the student's educational program prior to the beginning of the supervised training experience.

4. have designated a licensed psychologist as a primary supervisor, who remains responsible for the supervised training experience and who arranges incidental or temporary delegation of supervisory responsibility to another licensed mental health professional as necessary.

5. apply any of the following terms to the trainee: an "intern," "extern," or "practicum student," or a title that denotes a training status for the practice of psychology

6. provide a minimum of 12 weeks, consisting of at least 600 hours of supervised training. At least 400 hours of the training shall be in the direct practice of psychology.

7. be completed within a period of 12 consecutive months at not more than two supervised training experience sites.

C. Professional References provided to the Board/College

1. One reference must be from the primary supervisor of the applicant's pre-degree supervised experience.

2. One reference must be from a faculty member from the applicant's degree program who is familiar with the applicant's education, training, and experience.

D. Criminal and disciplinary background checks and any other background checks as required by the Board/College.

E. A signed supervision contract for post-degree experience that is acceptable to the Board/College and includes the following elements:

1. Supervisor:

a. is a licensed psychologist.

b. has a relationship with the site that provides for the supervisor's significant presence and ability to be responsive to the trainee when needed.

c. has access to all client records.

d. has had training in clinical supervision, as evidenced by graduate coursework, continuing education, or continuing professional development experiences, within five years of the date of the supervisor's first supervision contract and at intervals of every five years thereafter.

e. has competence to supervise trainees for their post-degree supervised experience, as evidenced by the primary supervisor's education, training, and experience.

f. establishes the parameters of supervision and articulates the supervisor's and trainee's responsibilities, including the primary supervisor's legal, professional, and ethical responsibility for the work performed by the trainee under supervision.

g. provides a minimum of one (1) hour per week of individual supervision per 20 hours of psychology experience, at least one hour of which is provided by the primary supervisor, with assurance that when an additional hour(s) is delegated for clinical purposes, or when an hour(s) must be delegated incidentally and temporarily, the primary supervisor shall retain oversight responsibility for the trainee's supervision.

h. arranges for the didactic portion of the post-degree supervised experience to enhance the competence of the supervisee. The didactic portion of the post-degree supervised experience shall consist of educational activities, such as continuing education and continuing professional development activities, which provide relevant additional information and training related to the practice of psychology.

i. does not supervise more than four (4) supervisees at any one time.

j. is responsible for ensuring that the terms of the supervision contract are maintained and address any circumstances that may arise which impede that, and for protecting the trainee from exploitation or harm by anyone involved in the setting.

k. has no active disciplinary status with any jurisdiction. If the supervisor has had a previous disciplinary status or action but is no longer under such status, the supervisor must report that to the Board/College.

2. Elements of the Contract:

- a. identify the site where the supervised experience will take place and include a brief description of the client populations, and the services typically provided.
- b. designate the primary supervisor, including the supervisor's licensure status, and relationship with the site.
- c. provide for didactic experiences at an average rate of three (3) hours per week for a 40-hour week, prorated for the actual hours the trainee accrues psychology experience.
- d. provide that the primary supervisor will direct, oversee, and integrate the didactic experience with the trainee's clinical experience.
- e. indicate that the supervised experience will provide the supervisor the opportunity to review the trainee's performance through means such as direct observation of the trainee's clinical work, written materials, and video and audio recordings.
- f. indicate that direct supervision and other interactions will include a discussion of clients' cases, oversight, and guidance regarding service to clients, and evaluation of clients' progress with periodic evaluation of whether treatment goals are being met and if changes in direction are needed.
- g. indicate that direct supervision and other interactions will include legal, ethical, social, and cultural dimensions related to clinical practice and the supervision relationship.
- h. indicate that the trainee's supervised experience will occur at a rate of no more than 40 hours per week and no less than 16 hours per week.
- i. indicate that the primary supervisor and the trainee do not have a multiple relationship, such as a family relationship, significant social relationship, or other relationship outside of their roles in the post-degree supervision setting.
- j. ensure that the trainee is provided an appropriate experience and is protected from mistreatment or exploitation including the following:
 - i. Trainees shall not be charged a fee for supervision.

- ii. Preference is for trainees to be provided a formal internship that includes supervision and didactic instruction.
 - iii. Trainees shall be compensated according to a pre-agreed upon contract that shall not be based on productivity and that may be in the form of a stipend or employment.
Trainees shall carry no more than 60% of the clinical caseload expected of licensed staff, and their clinical schedule should accommodate their didactic schedule.
 - k. goals, expectations, and methods of evaluation for the experience are identified and shared with the supervisee and attested to by signing the Supervision Contract.
- *The Board/College has the authority to accept or reject a supervisor or any elements of the Contract.

II. Application for Licensed Practitioner of Psychology:

A. An application for Licensed Practitioner of Psychology shall demonstrate to the Board/College's satisfaction that the applicant has:

1. previously been certified as a Psychology Associate
2. completed any additional jurisdictional examinations or other requirements.
3. demonstrated through submission of a Supervision Verification Form provided by the Board/College and completed by the primary supervisor of the post-degree supervised experience that:
 - a. the applicant has completed a minimum of 4000 hours of post-degree supervised experience.
 - b. the post-degree supervised experience was completed in a minimum of 24 months and a maximum of 48 months.
 - c. more than 50% of the post-degree supervised experience was spent in direct service activities that prepare the trainee for licensure as a Licensed Practitioner of Psychology.
 - d. individual supervision occurred face-to-face, at least 60% of the time in person, with any tele-supervision for the remaining 40% of the time being conducted through interactive, synchronous means.
 - e. individual supervision occurred at a rate of one hour per 20 hours of psychology experience, with at least one hour per week being provided by the primary supervisor and the remaining hour(s), if delegated to another licensed healthcare professional(s), occurred under the oversight of the primary supervisor.
 - f. within the total hours of post-degree supervised experience, the applicant received didactic education and training at an average of three hours per week for a 40-hour week, prorated to the hours per week the applicant engaged in supervised experience.
 - g. the applicant has received satisfactory ratings from the primary supervisor on the Supervisor Report Form provided by the Board/College.

4. submitted two professional references, based on observations of the applicant during their recent post-degree experience.
5. received Board/College approval of an updated criminal and disciplinary background check and any other background requirements by the Board/College.
6. provided any other information requested by the Board/College.
7. received the recommended passing score on the EPPP*.

B. The Examination for Professional Practice in Psychology (EPPP):

1. To apply to take the EPPP, the applicant must submit to the Board/College documentation that they have completed at least 3000 of the 4000 required hours of post-degree supervision and is in good standing with the Board/College with their supervision contract.
2. Upon receipt, acceptance, and approval of all materials described in Section A (i- xii) above, the Board/College shall authorize the applicant to take the EPPP.
 - a. The EPPP shall be administered by ASPPB or by its designee in accordance with its established policies.
 - b. Upon authorization, the candidate for the EPPP shall schedule a test date with the test vendor according to Board/College and test vendor policies within the recommended time frame.
3. Candidates seeking accommodation(s) for the EPPP based on identified conditions under the Americans with Disabilities Act (ADA) in the United States or the Human Rights Legislation or Accessible Canada Act (ACA) in Canada, shall submit a form provided by the Board/College and have the accommodations approved before the testing appointment is made.
4. ASPPB reserves the right to reject any accommodation request that, in the sole opinion of ASPPB, would jeopardize the integrity, validity, and/or security of the examination. In such situations, ASPPB reserves the right to deny access to the examination.
5. If ASPPB denies access to the examination, the Board/College may offer a suitable alternate method of examination appropriate for the applicant.
6. The passing score on the EPPP shall be the ASPPB recommended passing score for master's-level practice. *
7. Candidates who pass the EPPP prior to completing the required 4000 hours of supervised experience shall continue to practice under supervision as a Psychology Associate and are not otherwise authorized to practice psychology.

8. If the candidate does not receive a score at the recommended pass point on the EPPP, the candidate shall seek authorization from the Board/College to retake the exam within 90 days of notification of the candidate's score on the exam.

a. At the discretion of the Board/College, the candidate shall submit a supervisor's report of the status and progress of the post-degree supervised experience, including a general description of the applicant's performance, any specific concerns noted by the supervisor, and the supervisor's recommendations for remediating the concerns.

b. While the Board/College review of the supervisor's report is pending, and while the candidate awaits re-admittance to the EPPP, the candidate may continue accruing post-degree supervised experience.

c. Upon receipt of the supervisor's report, the Board/College, in its discretion, may require the candidate to pause the accrual of post-degree supervised experience until the candidate has passed the EPPP or until other concerns raised by the supervisor's report have been remediated. All hours accrued before the pause may be counted toward the total hours required.

9. Candidates who can document that they have met the required 4000 hours of supervised experience but have not passed the EPPP may continue to practice under a supervision and a new Supervision Contract until they either pass the EPPP and are issued an independent license or fail to meet that requirement, and their supervised license is terminated according to the requirements of this statute.

10. A candidate who does not receive the recommended passing score* on the EPPP after three attempts, or after two (2) years since the date of initial authorization to take the EPPP, whichever happens first, must cease their post-degree supervised experience. The cessation of practice for this reason does not constitute disciplinary action.

a. If a candidate has failed to achieve the recommended passing score* on the EPPP in three (3) attempts, the Board/College shall notify the candidate's primary supervisor of that fact.

b. The candidate must cease the practice of psychology within 30 days of official notification of the score for the third attempt at the EPPP or on the date that marks two (2) years since the candidate was first admitted to the EPPP.

c. A candidate required to cease practice under this subsection shall:

i. provide immediate notice to their primary supervisor at the post-degree supervised experience that they are required to cease practice within 30 days of having received notification of their EPPP score.

ii. assist the supervisor and the training site in the transfer of client care.

III Scope of Practice

The scope of practice for psychological services authorized for applicants, Psychology Associates, and Licensed Practitioners of Psychology shall apply regardless of whether payment is received or whether the services are rendered in person or via electronic means.

Licensees shall only initiate services when they determine by information available to them that the services required to maintain standards of practice are within their scope of competence. If, during the course of providing professional services, the licensee determines that the services required to maintain standards of practice, or the needs of the individual(s) receiving services, are beyond the licensee's boundaries of competence, the licensee shall be responsible for seeking supervision, training, or referring the individual(s) to an appropriate service provider. If a Board/College determines that a licensee knows or should have known that they were not competent to provide the services needed by the client(s), a board/college may take disciplinary action.

A. Intervention:

1. includes the observation, description, diagnosis, interpretation, prediction, and modification of human behavior by the application of psychological principles, methods, and procedures, for the purposes of:

a. preventing, eliminating, or predicting symptomatic, maladaptive, or undesired behaviors.

b. facilitating the enhancement of individuals or groups of individuals including personal effectiveness, adaptive behavior, interpersonal relationships.

2. An initial assessment intake shall be conducted on individuals, couples, families, or individual members of a group for treatment planning. It includes assessments for clients of the psychology practitioner or for a group practice or organization to which the psychology practitioner belongs. Referrals for assessments for other purposes, or under other referral circumstances, are included in the scope of practice for Testing and Assessment.

B. Testing and Assessment:

1. Treatment Planning:

a. The scope of practice includes testing and assessment to inform mental health treatment planning by other professionals, such as psychologists and psychology practitioners, medical or other healthcare professionals, psychiatrists, and counselors in professions other than psychology.

b. Testing and assessment for mental health treatment planning by other health professionals is limited to mental health treatment planning by those professionals.

c. The scope of practice does not include treatment planning in domains other than mental health treatment planning, such as risk assessment or appropriateness of organ transplant or other surgical interventions.

2. Educational Planning and Placement:

a. The scope of practice includes testing and assessment that is requested by educational institutions where the individual being assessed receives services or is enrolled. The purposes of the assessment may include eligibility for services, clarification of educational needs, remediation planning, and disability manifestation determinations related to school-based discipline.

b. The scope of practice includes testing and assessment requested by individuals and organizations other than educational institutions where the referral and the assessment serve the purposes of educational planning and placement for the individual being assessed.

c. The scope of practice is limited to measures of cognitive ability and potential, adaptive functioning, academic achievement, and data from parent and teacher reports of behavioral and school functioning. Parent and teacher reports may be obtained by standardized measurement or structured or unstructured interview.

d. The scope of practice does not include testing and assessment for determinations other than educational planning and placement, such as institutional liability for failure to meet a student's needs.

3. Occupational Planning and Placement:

a. The scope of practice includes referrals from individuals or educational institutions to assess an individual's interest in or goodness of fit for occupational fields or career paths.

b. The scope of practice does not include referrals from employers, licensing boards, or other sources of privileges to determine an individual's fitness for duty, fitness for practice, fitness for tenure, or fitness for continued service.

c. Scope of practice does not generally include evaluation of an individual's eligibility for disability, based on the individual's scope of abilities and limitations in the workplace, including the individual's needs for accommodations in the workplace. Notwithstanding this general limitation, individuals authorized to practice psychology as a Licensed Practitioner of Psychology may apply for credentialing by public agencies where those agencies provide their own requirements for credentialing, which include practice with a master's degree, and where the Licensed Practitioner of Psychology practices within the scope provided by the public agency. Examples may include contributions to determination of an individual's eligibility for Social Security disability benefits or an individual's eligibility for veteran's benefits. Individuals authorized to practice psychology as a Licensed Practitioner of Psychology or Psychology Associate may not provide second opinions or other consultations outside the purview of credentialing provided by the public agency.

d. The scope of practice does not include referrals for assessments related to wrongful termination, compensation and damages, failure to provide accommodations, discrimination, or other personal injury, regardless of the referral source.

*The passing scores for the EPPP were developed using a sample consisting of individuals practicing independently and those practicing under supervision. The recommended passing scores for provisionally licensed and licensed psychology practitioners are the passing scores for supervised practice.