

# Resources for the Regulation of Practicum Experience for Licensure Requirements



# ASPPB

Association of State and  
Provincial Psychology Boards

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215 Market Road • Tyrone, GA 30290  
P.O. Box 849 • Tyrone, GA 30290  
Phone: (678) 216-1175 or (800) 448-4069  
Fax: (678) 216-1176

[www.asppb.net](http://www.asppb.net)



## Introduction

- I. Purpose
- II. Accreditation Standards regarding Practicum Training Elements
  - a. American Psychological Association (APA)
  - b. Canadian Psychological Association (CPA)
- III. Sample regulatory language
- IV. References/Reading List
- V. Appendices
  - a. *ASPPB Model Act for Licensure and Registration of Psychologists and the ASPPB Model Regulations for Licensure and Registration of Psychologists.*
  - b. Supervised Experience Requirements by jurisdiction
  - c. History
  - d. COVID – 19 Modifications – Practicum Form

# I. Introduction:

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

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

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

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

## II. Purpose:

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

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

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

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

# III. Accreditation Standards regarding Practicum Training Elements

## A. American Psychological Association (APA)

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

On page 17:

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

- a. Practicum must include supervised experience working with diverse individuals with a variety of presenting problems, diagnoses, and issues. The purpose of practicum is to develop the requisite knowledge and skills for graduates to be able to demonstrate the competencies defined above. The doctoral program needs to demonstrate that it provides a training plan applied and documented at the individual level, appropriate to the student's current skills and ability, that ensures that by the time the student applies for internship the student has attained the requisite level of competency.
- b. Programs must place students in settings that are committed to training, that provide experiences that are consistent with health service psychology and the program's aims, and that enable students to attain and demonstrate appropriate competencies.
- c. Supervision must be provided by appropriately trained and credentialed individuals.
- d. As part of a program's ongoing commitment to ensuring the quality of their graduates, each practicum evaluation must be based in part on direct observation of the practicum student and her/his developing skills (either live or electronically).

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

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

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

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

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

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

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

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

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

### **Training Standards VI Practicum**

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

## IV. Sample Regulatory Language

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

### **Practicum**

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

**([http://iac.iga.in.gov/iac//iac\\_title?iact=868](http://iac.iga.in.gov/iac//iac_title?iact=868)):**

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

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

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

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

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

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

Sec 3.1 (c) An approved doctoral level practicum experience shall as follows:

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

(A) a practice;

(B) an agency;

(C) an institution;

(D) a counseling center;

(E) a graduate training clinic; or

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

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

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

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

(A) treatment/intervention;

- (B) assessment;
- (C) interviews;
- (D) report-writing;
- (E) case presentations; and
- (F) consultations.

(5) Be appropriately supervised as follows:

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

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

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

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

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

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

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

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

(B) has responsibility for the cases being supervised.

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

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

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

(10) Adhere to the following guidelines:



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

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

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

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

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

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

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

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

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

(A) the office of the supervisor; or

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

(4) Adhere to the following guidelines:

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

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

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

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

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

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

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

- (1) The applicant for licensure as a psychologist with the authorization to provide psychological health care services shall have completed a minimum of 3,600 hours of supervised professional experience in accordance with this administrative regulation.
- (2) A minimum of 1,800 hours of the supervised professional experience shall be a predoctoral internship of 1,800 hours with at least 100 hours of supervisory sessions.
- (3) The remaining 1,800 hours of supervised experience shall be predoctoral, postdoctoral, or a combination of pre- and post-doctoral supervised professional experience acceptable to the board based upon the requirements of Sections 2 and 3 of this administrative regulation.
- (4) Supervised experience shall consist of practica, field placement, or other professional experiences not including the beginning courses and accompanying practica in assessment and treatment techniques.
- (5) At least fifty (50) percent of the supervised experience shall be in service-related activities.

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

Regulations 10.36.01.04-2 Supervised Professional Experience — Practice-Oriented Programs.

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

- (1) Pre-internship;
- (2) Internship;
- (3) Pre-doctoral post-internship; or
- (4) Post-doctoral experiences.

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

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

- (1) To accrue up to 1,500 hours toward the supervised professional experience required for licensure; and
- (2) That occurs following the completion of the first year of the doctoral program.

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

- (1) Consist of an organized sequence of training that is of increasing complexity to prepare the student for internship;
- (2) Follow appropriate academic preparation;
- (3) Be overseen by the graduate training program;
- (4) Be an extension of the student's academic coursework and within the scope of education received;
- (5) Be in service-related activities such as treatment, assessment, interviews, report writing, case presentations, supervision, and consultation for at least 50 percent of the training experience; and
- (6) Be devoted to face-to-face client contact for at least 25 percent of the training experience.

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

- (1) Includes the responsibilities of the student, training site, and graduate training program;
- (2) Describes how the student's time will be allotted;
- (3) Ensures the quality, breadth, and depth of the training experience by specifying the:
  - (a) Goals and objectives of the training experience;
  - (b) Methods of evaluation of the student's performance; and
  - (c) Rules governing the training experience;
- (4) Specifies the requirements of supervision to include:
  - (a) The nature of supervision;
  - (b) The identities of supervisors; and
  - (c) The form and frequency of feedback from the agency supervisor to the training faculty;
- (5) Provides rationale for the training experience based on previous academic preparation and previous training to ensure that the overall experience is organized and sequential; and
- (6) May be provided to the Board with the application to document the pre-internship or pre-doctoral post-internship experience.

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

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

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

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

(i) Case conferences;

(ii) Seminars on applied issues;

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

(iv) Group supervision.

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

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

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

3.04: Professional Experience Requirement

(7) Advanced Practica

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

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

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

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

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

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

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

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

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

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

**Practicum.**

(1) Applied experience.

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

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

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

(3) Supervision must include the following:

(a) Discussion of services provided by the student;

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

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

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

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

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

(8) Discussion of relevant state laws and rules;

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

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

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

### **PSY|Book**

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

## V. References/Reading List

[APA Model Licensure Act \(2010\)](#) (PDF, 110KB)

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## **VI. Appendices**

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

B. Supervised Experience Requirements by Jurisdiction

C. History of the Guidelines on Practicum Experience for Licensure

D. COVID – 19 Modifications – Practicum Form

# Appendix A: ASPPB Model Act for Licensure and Registration of Psychologists and the ASPPB Model Regulations for Licensure and Registration of Psychologists

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

## Appendix B: Supervised Experience by Jurisdiction

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

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

Data surrounding supervised experience can be found at <https://asppbcentre.org/spotlight/supervised-experience/>

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

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

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

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

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

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

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

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

The APA Model Licensure Act 2010 states the following:

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

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

#### **THE ASPPB PRACTICUM WORKGROUP:**

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

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

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

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

The workgroup goals included:

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

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

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

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

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

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

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

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

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

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

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

### Practicum Site

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

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

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

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

### Academic Program Details

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

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

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

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

### Practicum Details

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

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

Duties and Responsibilities:

\_\_\_\_\_

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



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

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### Practicum Hours

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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14. If modifications were made to the practicum program based on the pandemic, did the program provide sufficient opportunities for this individual to demonstrate all required competencies and for the training program to fully assess those competencies? In other words, do you have sufficient data on which to base an opinion about this individual's competency in all required domains?  
\_\_\_\_\_ If "no," please detail what areas you were able to assess.

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### **Practicum Questionnaire**

1. Did this setting have, as part of its organizational mission, a goal of training professional psychologists? \_\_\_\_\_

2. Did this setting have a Licensed/Trained Psychologist identified as the person responsible for maintaining the integrity and quality of the experience of the practicum student? \_\_\_\_\_
3. Did the applicant's training program provide oversight for this practicum experience? \_\_\_\_\_
4. Was the practicum experience based on appropriate academic preparation of the student? \_\_\_\_\_
5. Was the practicum part of an organized, sequential series of supervised experiences of increasing complexity for the student? \_\_\_\_\_
6. Was there a written training plan between the student, the practicum training site and the graduate program? \_\_\_\_\_
7. Was the practicum training an extension of the applicant's academic coursework? \_\_\_\_\_
8. Did the student successfully complete the practicum? \_\_\_\_\_
9. If you answered "no" to any questions above, please explain.

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10. What, if any, modifications were made between the practicum site and academic program due to the pandemic?

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Applicant Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Directing Supervising Psychologist Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Director of Training Signature: \_\_\_\_\_

Date: \_\_\_\_\_

