

WAC 246-924-010 Definitions.

The definitions in this section apply throughout this chapter unless the context clearly states otherwise.

(1) "Acquired immunodeficiency syndrome" or "AIDS" means the clinical syndrome of HIV-related illness as defined by the board of health by rule.

(2) "APA" means American Psychological Association.

(3) "APPIC" means Association of Psychology Postdoctoral and Internship Centers.

(4) "CPA" means Canadian Psychological Association.

(5) "Endorsement" means licensing of applicants who are licensed as psychologists outside of Washington state and meet applicable requirements.

(6) "Face to face" means in-person contact in the same physical space not assisted by technology.

(7) "Office on AIDS" means that section within the department of social and health services or any successor department with jurisdiction over public health matters as defined in chapter 70.24 RCW.

(8) "Out-of-state" means any state or territory of the United States.

(9) "PCSAS" means Psychological Clinical Science Accreditation System.

(10) "Probationary license" means a temporary license issued to out-of-state applicants qualifying for licensure reciprocity in Washington state based on

substantial equivalence in scope of practice under the restrictions and conditions of RCW 18.225.140 and this chapter.

(11) "Reciprocity" means licensure of out-of-state licensed psychologists based on substantial equivalence between Washington state scope of practice and the scope of practice of the other state or territory, subject to a probationary licensure period to complete outstanding Washington state licensure requirements as determined necessary to gain full licensure.

WAC 246-924-046 Doctoral degree program.

To meet the education requirements of RCW 18.83.070, an applicant must possess a doctoral degree from a regionally accredited institution.

(1) The doctoral degree program must encompass a minimum of three academic years of full-time graduate study or the equivalent and must include:

(a) At least fifty-one semester credits, or eighty-five quarter credits, of graduate courses in curriculum areas described in subsection (2) of this section.

(i) Courses must be clearly identified by title and course content as being part of an integrated psychology program.

(ii) Master's and doctoral level graduate courses taken prior to the conferral of the doctoral degree may be accepted if:

(A) they were completed at a regionally accredited graduate program in psychology,

(B) are reflected on a transcript, and

(C) align with the requirements in WAC 246-924-046(2).

(iii) Up to two graduate courses taken after the doctoral degree program may be accepted if:

(A) they were completed at a regionally accredited graduate program in psychology,

(B) are reflected on a transcript, and

(C) align with the requirements in WAC 246-924-046(2).

(iv) If more than two courses are needed to meet the requirements in WAC 246-924-046(2), they must be part of a respecialization program.

(b) One of the following:

(i) Academic residency that meets the requirements under WAC 246-924-048;

or

(ii) Educational meetings that meet the requirements under WAC 246-924-0481.

(c) Submission of an original dissertation which is psychological in nature and endorsed by the program; and

(d) An organized, sequential and coordinated practicum and internship experience as described in WAC 246-924-049 and 246-924-056.

(2) The applicant must complete the curriculum content areas described in

Table 1 – Curriculum Content Areas:

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<p>Unless otherwise indicated, applicant must complete three or more semester credits, or five or more quarter credits, of core study in each of the content areas.</p>	
<p><i>Category 1 – History of Systems of Psychology</i></p>	
<p>a. History and Systems of Psychology (this is the only content area that may be completed at the undergraduate-level)</p>	<p>Includes the origins and development of major ideas in the discipline of psychology.</p>
<p><i>Category 2 - Basic Content Areas in Scientific Psychology</i></p>	
<p>b. Affective Aspects of Behavior</p>	<p>Includes topics such as affect, mood, and emotion. Psychopathology and mood disorders do not by themselves fulfill this category.</p>

<p>c. Biological Aspects of Behavior</p>	<p>Includes multiple biological underpinnings of behavior, such as neural, physiological, anatomical, and genetic aspects of behavior. Although neuropsychological assessment and psychopharmacology can be included in this category, they do not, by themselves, fulfill this category</p>
<p>d. Cognitive Aspects of Behavior</p>	<p>Includes topics such as learning, memory, thought processes, and decision-making. Cognitive testing and cognitive therapy do not, by themselves, fulfill this category.</p>
<p>e. Developmental Aspects of Behavior</p>	<p>Includes transitions, growth, and development across an individual's life. A coverage limited to one developmental period (e.g., infancy, childhood, adolescence, adulthood, or late life) is not sufficient.</p>
<p>f. Social Aspects of Behavior</p>	<p>Includes 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.</p>

Category 3 - Advanced Integrative Knowledge in Scientific Psychology

<p>g. Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas (minimum of two courses)</p>	<p>Includes graduate-level scientific knowledge that entails integration of multiple basic discipline-specific content areas identified in Category 2 (i.e., integration of at least two of: affective, biological, cognitive, social, or developmental aspects of behavior).</p>
<p><i>Category 4 - Research Methods, Statistical Analysis, and Psychometrics</i></p>	
<p>h. Research Methods</p>	<p>Includes topics such as strengths, limitations, interpretation, and technical aspects of rigorous case study; correlational, experimental, and other quantitative research designs; measurement techniques; sampling; replication; theory testing; qualitative methods; mixed methods; meta-analysis; and quasi-experimentation.</p>
<p>i. Statistical Analysis</p>	<p>Includes topics such as quantitative, mathematical modeling and analysis of psychological data, statistical description and inference, univariate and multivariate analysis, null hypothesis testing and its alternatives, power, and estimation.</p>

<p>j. Psychometrics</p>	<p>Includes 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.</p>
<p><i>Category 5 – Profession-Wide Competencies</i></p>	
<p>k. Psychological Assessment (minimum of two courses)</p>	<p>Evidence based assessment consistent with the scope of health service psychology. This includes applying empirically supported assessment methods, interpreting assessment results following current research and professional standards and guidelines, case conceptualization, classification, and recommendations.</p>
<p>l. Psychological Interventions (minimum of two courses)</p>	<p>Evidence based interventions consistent with the scope of health service psychology. Intervention is being defined broadly to include but not be limited to psychotherapy. Interventions may be derived from a variety of theoretical orientations or approaches. The level of intervention may include those directed at an</p>

	individual, a family, a group, an organization, a community, a population, or other systems.
m. Ethical and Legal Standards	Current ethical and legal standards of the field, relevant laws; regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and relevant professional standards and guidelines.
n. Special population issues (accessibility; disability; diversity; health equity, socio-economic, cultural, and linguistic differences)	Includes courses that involve: awareness of history/culture/attitudes/ biases; current theory and science as it relates to addressing diversity in psychological practice; applying a framework for effective psychological practice with diversity not previously encountered or which might create conflict with one's own worldview.

(4) Doctoral degree programs accredited by the American Psychological Association, the Canadian Psychological Association, or the Psychological Clinical Science Accreditation System are recognized as having met the minimum education requirements.

NEW SECTION. WAC 246-924-048 Academic residency

To meet the doctoral degree program requirements in WAC 246-924-046(1)(b), an applicant may choose to complete academic residency. An “academic residency” is a residency that exists for the purpose of acculturation in the profession involves the full participation and integration of the individual in the educational and training experience and includes faculty-student interaction.

An applicant who chooses to complete an academic residency must complete at least a one-year continuous full-time academic residency at the institution that grants the doctoral degree. The applicant must be physically present, in-person at the educational institution providing the residency and granting the doctoral degree.

“Continuous” means full-time enrollment over the course of the defined academic year. Multiple long weekends or summer intensive sessions do not meet the definition of continuous.

NEW SECTION. WAC 246-924-0481 Educational meetings

To meet the doctoral degree program requirement in WAC 246-924-046(1)(b) an applicant may choose to complete educational meetings. Educational meetings are graduate-level classes, courses, seminars, or symposia that are substantially related to acquiring academic knowledge and clinical skills related to psychology.

(1) An applicant who chooses to complete educational meetings must complete a minimum of five-hundred hours of educational meetings involving student-faculty contact and face-to-face individual or group interaction.

(2) In order to qualify, an educational meeting must:

(a) Include both faculty-student and student-student interaction;

(b) Be conducted by the psychology faculty of the institution at least seventy-five percent of the time. Faculty means direct employees of the institution, contractors, guest speakers or lecturers authorized by a faculty member.

(c) Be fully documented by the institution and the applicant;

(d) Relate substantially to the program components specified;

(e) Be substantially related to acquiring the academic knowledge and clinical skills essential to successfully practicing clinical psychology after graduation; and

(f) Be documented on an academic transcript including graduate-level classes, courses, seminars, or symposia.

(3) The doctoral program must provide directly to the board on the program's letterhead the following information about every component of each educational meeting:

(a) Date(s) (month, day, year);

(b) Start and end time;

(c) Name and title of faculty teaching or leading the educational meeting;

(d) Name of educational meeting, including class name and number on transcript;

(e) For multi-day educational meetings, a daily agenda for each day of the event with the above detail.

(4) Meetings that are conducted remotely, are non-educational, or do not substantially relate to a doctoral psychology curriculum do not qualify as educational meetings. This includes conferences, networking activities, receptions, non-psychology trainings, professional association events and any other activities that do not meet the requirements of WAC 264-924-0481(2).

WAC 246-924-095 Failure of the Examination for Professional Practice in

Psychology An applicant who fails the Examination for Professional Practice in Psychology (EPPP) required under WAC 246-924-070 may sit for reexamination as follows:

- (1) First reexamination: At any following examination administration date;
- (2) Second or subsequent reexamination: A minimum waiting period of one month after the failure of the previous examination.
- (3) Third or subsequent reexamination: Applicant must submit an action plan for board review in order to take the exam again. The action plan must include how the applicant plans to prepare for future retakes. The applicant must receive board approval of the action plan before taking the exam again.

WAC 246-924-100 Endorsement – Applying for licensure for non-Washington licensed and nationally-certified applicants

An individual may apply for licensure by endorsement if the individual:

- (1)(a) Is licensed in another state whose licensing requirements are deemed by the board to be substantially equivalent to Washington's;
- (b) Has been licensed for at least two years immediately preceding their application without interruption in licensure lasting more than ninety days; and
- (c) Otherwise meets the requirements of RCW 18.130.077, or

(2) (a) Is licensed in another state or country whose licensing requirements are deemed by the board to be essentially equivalent to Washington's;

(b) Has been licensed for a period of at least two years; and

(c) Otherwise meets the requirements of RCW 18.83.170(1)(a) and (b)(i).

(3) The board shall recognize psychologists as having met the requirements of this chapter who, at the time of application, provide documentation of current membership in any of the following professional organizations:

(a) Health service psychologist credentialed by the National Register of Health Service Psychologists;

(b) Diplomate from the American Board of Examiners in Professional Psychology;

(c) Certificate of Professional Qualification in Psychology from the Association of State and Provincial Psychology Boards; or

(d) Diplomate of the American Board of Professional Neuropsychology.

(4) Applicants seeking licensure by endorsement under subsection (2) and (3) must successfully pass the jurisprudence exam.

(5) If the board determines that the applicant's other state or country's credentialing requirements are not essentially equivalent under subsection (2), the applicant must:

(a) Provide documentation of meeting Washington state's credentialing requirements in the area(s) the board has determined a state or country of endorsement's requirements are not essentially equivalent.

(b) Ensure documents submitted in a foreign language are accompanied by an accurate translation of those documents into English. Translated documents shall bear a notarized affidavit certifying that the translator is competent in both the language of the document and the English language and that the translation is a true and complete translation of the foreign language original. Costs of all documents shall be at the expense of the applicant.

(c) If the board determines that the applicant's state or country of endorsement's credentialing requirements are not essentially equivalent, the applicant will be provided due process under RCW 18.130.055.