

4732-9-01

**Requirements for admission to the examination for a psychologist license.**

The requirements for admission to the examination for a psychologist license, which are generally set forth under division (B) of section 4732.10 of the Revised Code, include that the applicant be at least twenty-one years of age and of good moral character. In addition, he/she shall have received from an accredited (see paragraphs (E) and (F) of rule 4732-3-01 of the Administrative Code) educational institution an earned doctoral degree in psychology or school psychology or a doctoral degree deemed by the board to be the equivalent thereof. Pursuant to rule 4732-9-01.1 of the Administrative Code, persons with doctoral degrees in a field other than psychology or school psychology shall be eligible for an equivalent degree review by the board relative to the indicia of equivalence specified in paragraphs (A) to (F) of this rule, if application is made, including evidence of an earned doctoral degree, by May 1, 2010. In addition, all applicants shall have had at least two years (thirty-six hundred hours total) of supervised professional experience in psychological work of a type satisfactory to the board. Applicants seeking admission to examination under division (B)(4)(a) of section 4732.10 of the Revised Code shall provide evidence of an earned doctoral degree from a program holding accreditation or designation from an entity listed in divisions (B)(4)(a)(i) to (B)(4)(a)(iv) of section 4732.10 of the Revised Code, and one of the two years of supervised experience shall be a pre-doctoral internship. Applicants with a doctoral degree in a non-applied branch of psychology from a regionally accredited institution who subsequently earn a certificate of specialty retraining from a clinical, counseling, or school psychology program holding program accreditation from the American psychological association, office of program consultation and accreditation, or the Canadian psychological association office of accreditation at the time the certificate is earned shall also be deemed in possession of a qualifying academic degree under this rule. For applicants seeking admission to examination under division (B)(4)(b) or (B)(4)(d) of section 4732.10 of the Revised Code, at least one year of the two years of supervised experience shall be post-doctoral. In addition, graduates of doctoral programs accredited by one of the entities listed in divisions (B)(4)(a)(i) to (B)(4)(a)(iv) of section 4732.10 of the Revised Code within two years of when the applicant was awarded the doctoral degree shall be considered graduates of an accredited or designated program. With regard to such requirements, the board hereby further prescribes that:

(A) In order for a doctoral degree completed after September 1, 1982, in a field other than psychology or school psychology from an educational institution holding full accreditation status at the time the degree was awarded to be deemed equivalent to a doctoral degree in psychology from such an educational institution, such degree shall include only graduate coursework completed prior to award of the doctorate and, in addition, shall:

- (1) Be from a program accredited by the "American Psychological Association, Committee on Accreditation" or listed in the directory "Doctoral Psychology Programs Meeting Designation Criteria" published and/or made available to the public at [www.nationalregister.org](http://www.nationalregister.org) under the auspices of the "Association

of State and provincial Psychology Boards"; or

(2) Comply with the following indicia of equivalence:

(a) The applicant supplies the board with his/her dissertation title, abstract, bibliography and the names and professional qualifications of the dissertation committee members, at least one of whom must be a psychologist or other qualified faculty member according to criteria available from the board office. The board examiner shall determine whether the dissertation is psychological in nature; and

(b) The curriculum shall encompass a minimum of the university's standard of full-time graduate study for three academic years or the equivalent. This curriculum shall involve at least one academic year of full-time enrollment in residence at the university from which the degree was granted. The curriculum shall include credit for at least sixty-three quarter hours or forty-two semester hours of formal graduate study, excluding thesis, dissertation and internship credit, relevant to the study of psychology. At least fourteen quarter hours or nine semester hours shall be taken in the psychology department of the educational institution granting the doctoral degree. Acceptable academic work shall include examination and grading procedures designed to evaluate the degree of mastery of the subject matter by the student. The curriculum shall include instruction in paragraphs (A)(2)(b)(i) to (A)(2)(b)(iv) of this rule, and the applicant's transcript(s) shall include a minimum of five graduate quarter hours or three graduate semester hours in foundation courses providing a broad base of knowledge in each of four of the five substantive content areas named in paragraphs (A)(2)(b)(v) to (A)(2)(b)(ix) of this rule. For courses taken after July 15, 2002, the applicant's transcript(s) shall include five graduate quarter hours or three graduate semester hours in each of the content areas named in paragraphs (A)(2)(b)(i) to (A)(2)(b)(iv) of this rule and must also include five graduate quarter hours or three semester graduate semester hours in each of four of the five substantive content areas named in paragraphs (A)(2)(b)(v) to (A)(2)(b)(ix) of this rule.

(i) Scientific and professional ethics and standards of psychology

(ii) History and systems of psychology

(iii) Research design and methodology

(iv) Statistics and psychometrics

- (v) Biological bases of behavior, e.g., physiological psychology, comparative psychology, neuropsychology, sensation and perception, psychopharmacology
  - (vi) Cognitive-affective bases of behavior, e.g., learning, thinking, motivation, emotion, and related higher intellectual functions
  - (vii) Social bases of behavior, e.g., social psychology, theory of group processes, socio-moral development
  - (viii) Individual differences, e.g., personality theory, human development, abnormal psychology, assessment methodology
  - (ix) Industrial/organizational behavior, e.g., personnel training/selection, labor relations, consumer behavior, work motivation, organizational and systems theory; and
- (c) The doctoral program shall include training and experience in applied professional psychology:
- (i) The training shall include didactic and practica experiences in skills related to the professional work such as psychological assessment (use of group and individual psychological tests) and interventional procedures which may include, but not be limited to, counseling and psychotherapy, behavior modification, and psychological consultation. Appropriate training experiences may be considered toward meeting requirements of paragraph (H) of this rule; and
  - (ii) The psychological services offered in these training experiences shall be consistent with guidelines such as those proposed in the "General Guidelines for Providers of Psychological Services" as adopted and published by the "American Psychological Association"; and
- (d) Coursework taken in a department other than the psychology department shall be evaluated by the board examiner to determine whether it is psychological in nature, using the following criteria in such evaluation:
- (i) The content of the course was psychological in nature as evidenced by the course syllabi including textbook(s) with authors, a

notarized statement from the professor verifying course content, or a written statement from the professor verifying course content, or a written statement, verifying the psychological content of the course, from the university or college offering the course; and

- (ii) The instructor of the course was a licensed psychologist or licensed school psychologist, or possessed a diploma from the "American Board of Professional Psychology," or held a doctoral degree from the psychology department or in a school psychology program of an accredited educational institution or could otherwise demonstrate competency in the subject area of the course; or
- (3) Be from a program approved by this board as a specific degree program that is recognized as meeting academic requirements for admission to the examination for a psychologist license. (Information about such programs is available by writing or calling the board office.)
- (B) In order for a doctoral degree awarded on or before September 1, 1982, in a field other than psychology or school psychology from an educational institution holding full accreditation status at the time the degree was awarded to be deemed equivalent to a doctoral degree in psychology from a fully accredited educational institution, the degree shall include only graduate coursework, excluding thesis, dissertation and internship credit, completed prior to award of the doctorate and, in addition, shall:
- (1) Be from a program accredited by the "American Psychological Association, Committee on Accreditation"; or
  - (2) Comply with the following indicia of equivalence:
    - (a) The applicant supplies the board with his/her dissertation title, abstract, bibliography, and the names and professional qualifications of the dissertation committee members. The board examiner shall determine whether the dissertation is psychological in nature; and
    - (b) The applicant's official transcript(s) of graduate credits demonstrates that the applicant achieved, in addition to credit awarded for any internship or thesis or dissertation, ninety quarter hours or sixty semester hours at the graduate level; sixty-three of the quarter hours or forty-two of the semester hours shall consist of courses designated by the educational institution as psychology courses or courses deemed to be equivalent thereto by the board. A course shall be deemed equivalent to a

psychology course if:

- (i) The content of the course was psychological in nature as evidenced by the course syllabi including textbook(s) with authors, a notarized statement from the professor verifying course content, or a written statement, verifying the psychological content of the course, from the university or college offering the course; and
    - (ii) The instructor of the course was a licensed psychological or licensed school psychologist, or possessed a diploma from the "American Board of Professional Psychology," or held a doctoral degree from the psychology department or in a school psychology program of an accredited educational institution, or could otherwise demonstrate competency in the subject area of the course; or
  - (3) Be from a program approved by this board as a specific degree program that was recognized as meeting academic requirements for admission to the examination for a psychologist license. (Information about such programs is available by writing or calling the board office.)
- (C) A doctoral degree in psychology or any other field from an educational institution in the United States holding "candidate for accreditation" status at the time the degree was awarded shall be evaluated for equivalence to a doctoral degree in psychology from an educational institution holding full accreditation status. Any consideration under this paragraph shall be limited to a doctoral degree awarded within six years after the date on which the educational institution achieved "candidate for accreditation" status and awarded within three years of the effective date of this rule. .
- (D) In order for a doctoral degree completed after September 1, 1982, in a field other than psychology or school psychology from an educational institution holding full accreditation status at the time the degree was awarded to be deemed equivalent to a doctoral degree in school psychology from a fully accredited educational institution, the degree shall include only graduate course work, excluding thesis, dissertation and internship credit, completed prior to award of the doctorate, and, in addition, shall:
- (1) Be from a program accredited as a school psychology program by the "American Psychological Association, Committee on Accreditation," or be from a school psychology program approved by the "National Council for Accreditation of Teacher Education"; or

(2) Comply with the following indicia of equivalence:

- (a) The applicant supplies the board with his/her dissertation title, abstract, bibliography and the names and professional qualifications of the dissertation committee members. The board examiner shall determine whether the dissertation is school psychological in nature; and
- (b) The applicant's official transcript(s) of graduate coursework shall demonstrate that the applicant achieved, in addition to credit awarded for any internship or thesis or dissertation, sixty-three quarter hours or forty-two semester hours of formal graduate study relevant to the study of school psychology; and
- (c) The graduate coursework relevant to the study of school psychology shall include at least three graduate quarter hours or two graduate semester hours in ten of the following eleven areas:
  - (i) Psychology of human development (includes cognitive development and skills)
  - (ii) Psychology of learning
  - (iii) Psychology of personality
  - (iv) Standardized group measurement and evaluation
  - (v) Statistics and research design
  - (vi) The psychoeducational evaluation of children using individual testing techniques including practicum experiences
  - (vii) The educational implications and remedial techniques based on psychoeducational evaluation
  - (viii) Counseling and interviewing techniques
  - (ix) Family functioning and therapy
  - (x) Biological bases of behavior, e.g., physiological psychology, comparative psychology, neuropsychology, sensation and

perception, psychopharmacology

- (xi) Ethics of school psychology and laws related to the practice; and
- (d) The coursework relevant to the study of school psychology shall include at least three graduate quarter hours or two graduate semester hours in three of the following five areas:
  - (i) The role and function of the school psychologist
  - (ii) Curriculum in the schools
  - (iii) The purposes and organizations of schools
  - (iv) Educational administration
  - (v) Remedial instruction in educational disability; and
- (e) Coursework shall be evaluated by the board examiner to determine whether it is school psychological in nature, using the following criteria in such evaluation:
  - (i) The content of the course was school psychological in nature as evidenced by the course syllabi including textbook(s) with authors, a notarized statement from the professor verifying course content, or a written statement, verifying the school psychological content of the course, from the university or college offering the course; and
  - (ii) The instructor of the course was a licensed psychologist or licensed school psychologist or possessed a diploma from the "American Board of Professional Psychology" or held a doctoral degree from the psychology department or in a school psychology program of an accredited educational institution, or could otherwise demonstrate competency in the subject area of the course; and
- (f) The training shall include one academic year of internship training experiences, which total at least nine months' work with a minimum of thirty-five hours per week, or an equivalent amount of experience in part-time work.

- (i) These supervised experiences shall include relevant training in the application of skills related to the specialty of school psychology in areas such as psychological assessment (use of group and individual psychological tests) and interventional procedures which may include, but not be limited to, counseling and psychotherapy, behavior modification, and school psychological consultation; and
  - (ii) The psychological services offered in these training experiences shall be consistent with guidelines such as those proposed in the "General Guidelines for Providers of Psychological Services" as adopted and published by the "American Psychological Association"; and
  - (iii) The above internship may be considered toward meeting requirements of paragraph (H) of this rule.
- (E) In order for a doctoral degree completed on or before September 1, 1982, in a field other than psychology or school psychology from an educational institution holding full accreditation status at the time the degree was awarded to be deemed equivalent to a doctoral degree in school psychology from a fully accredited educational institution, the degree shall include only graduate coursework completed prior to award of the doctorate and, in addition, shall:
  - (1) Be from a program accredited as a school psychology program by the "American Psychological Association, Committee on Accreditation," or be from a school psychology program approved by the "National Council for Accreditation of Teacher Education"; or
  - (2) Comply with the following indicia of equivalence:
    - (a) The applicant supplies the board with his/her dissertation title, abstract, bibliography, and the names and professional qualifications of the dissertation committee members. The board examiner shall determine whether the dissertation is psychological in nature; and
    - (b) The applicant's official transcript(s) of graduate coursework shall demonstrate that the applicant achieved, in addition to credit awarded for any internship or thesis or dissertation, ninety quarter hours or sixty semester hours at the graduate level, sixty-three of the quarter hours or forty-two of the semester hours shall consist of courses designated by the educational institution as school psychology courses or courses



deemed to be equivalent by the board, and those courses shall include courses in the areas as required in paragraphs (B)(1) and (B)(2) of rule 4732-9-02 of the Administrative Code. A course shall be deemed equivalent to a school psychology course where the applicant demonstrates that it meets the requirements described in paragraph (D)(2)(e) of this rule.

- (F) A doctoral degree in school psychology or any other field from an educational institution holding "candidate for accreditation" status at the time the degree was awarded is evaluated for equivalence to a doctoral degree in school psychology from an educational institution holding full accreditation status. Consideration under this paragraph shall be limited to a doctoral degree awarded within six years after the date on which the educational institution achieved "candidate for accreditation" status and awarded within three years of the effective date of this rule. In order to be deemed equivalent, the doctoral degree shall include only graduate coursework completed prior to award of the doctorate and, in addition, shall comply with:
- (1) The same indicia of equivalence as described in paragraph (D)(2) of this rule if the doctoral degree was completed after September 1, 1982; or
  - (2) The same indicia of equivalence as described in paragraph (E)(2) of this rule if the doctoral degree was completed on or before September 1, 1982.
- (G) Consideration is also given under paragraphs (A) to (F) of this rule for graduate coursework completed or any graduate degree earned at an educational institution during the twenty-four months immediately preceding:
- (1) Accreditation of the educational institution as described in paragraphs (E) and (F) of rule 4732-3-01 of the Administrative Code;
  - (2) Accreditation of the doctoral program by the "American Psychological Association, Committee on Accreditation" or as a school psychology program by the "National Council for Accreditation of Teacher Education"; or
  - (3) The listing of the doctoral program in "Doctoral Psychology Programs Meeting Designation Criteria," published under the auspices of the "Association of State and provincial Psychology Boards."
- (H) The two years of supervised professional experience in psychological work of a type satisfactory to the board, at least one year of which shall be subsequent to attainment of the doctoral degree required by this rule, shall comply with all of the

following requirements:

- (1) Psychological training supervision shall provide a sequence of experiences to enhance professional attitudes, responsibility, communication skills, critical judgment and technical skills. These training experiences shall follow appropriate educational preparation, including both didactic and practica coursework.
- (2) The training experience for the required two years (each to include at least eighteen hundred hours of work in psychology) may occur in more than one setting but must include each year a minimum of fifteen hundred hours in the trainee's applied area(s). In order to qualify for this requirement, the training experience shall follow adequate didactic and practicum preparation.
- (3) Work in the applied area(s) must include at least three hundred seventy-five hours of the trainee's time in direct client contact for each of the required two years.
- (4) The professional experience shall come under the supervision of a supervisor who is either:
  - (a) A psychologist or a school psychologist licensed by this board; or
  - (b) A psychologist or a school psychologist licensed by another state, territory, the District of Columbia, or Canada when the supervised experience took/takes place in that other jurisdiction or the psychologist or the school psychologist is/was practicing legally in Ohio; or
  - (c) A person eligible for licensure as a psychologist or a school psychologist:
    - (i) If the person has filed an official application for licensure with the state board of psychology, the application has been approved by the board examiner, passing the oral examination is the only remaining requirement, and the person is under umbrella supervision of an Ohio psychologist or school psychologist;
    - (ii) When the supervisee is/was (during the supervised period):
      - (a) Working in a state with no licensing requirements; or
      - (b) An employee of the federal government and, therefore,

exempt from licensing requirements.

- (5) The individual face-to-face supervision of such professional training experience shall be no less than five per cent of the weekly client contact time and shall meet all the supervision requirements described in rules 4732-13-01, 4732-13-02, 4732-13-03, and 4732-13-04 of the Administrative Code.
  - (6) The supervised professional experience shall be such that it occurs in the applied branch of one of the recognized areas of psychology. Teaching and research involving the professional practice of psychology in which client welfare is directly affected shall be acceptable under this rule.
    - (a) The teaching of graduate courses and research components at the graduate level should relate to courses or investigations concerning the professional practice of psychology or school psychology. Credit for teaching any one course shall be limited to three terms.
    - (b) The teaching and research components shall not exceed thirty per cent of the required eighteen hundred hours each year.
    - (c) The teaching and research shall not count as a substitute for the direct client contact hours as described in paragraph (H)(3) of this rule.
  - (7) Applicants who have fully or partially completed the required two years of supervised professional experience in psychological work of a type satisfactory to the board, prior to April 1, 1991, shall be credited with the time completed as shown on supervisor's notarized statement(s) to the board. Any experience completed after that date shall comply with all other requirements in paragraph (H) of this rule.
- (I) Persons making application for licensure as a psychologist under division (B)(4)(a) of section 4732.10 of the Revised Code shall complete a minimum of two years (a total of thirty six hundred hours) of supervised psychological experience of a type satisfactory to the board. Psychological training supervision shall provide sequential and increasingly complex and independent experiences to assure an organized and planned development of: attitudes and identity as a professional psychologist; professional, ethical, and legal responsibilities; communication skills; critical judgment; and, competencies in the broad areas of interpersonal skills, psychological assessment, psychological interventions, and ethical decision making. Training experiences shall follow developmentally appropriate academic and technical preparation. In addition, persons making application for licensure under division (B)(4)(a) of section 4732.10 of the Revised Code shall comply with the following requirements:

- (1) Pre-doctoral internship. The experience required herein shall be a pre-doctoral internship deemed satisfactory by the board as evidenced by:
  - (a) Successful completion of an internship program holding accreditation from the American psychological association (APA) commission on accreditation or a program holding membership in the association of psychology postdoctoral and internship centers (APPIC), or accredited by the Canadian psychological association, as evidenced by documentation in a manner prescribed by the board; or,
  - (b) Successful completion of an internship similar in structure and substance to an internship described in paragraph (I)(1)(a) of this rule, which shall be pre-approved by the doctoral program director of training or designee, documented in a manner prescribed by the board, and judged by the board to satisfy the following requirements:
    - (i) The internship shall be a minimum of fifteen hundred hours and a maximum of two thousand hours completed in no less than twelve months (or nine months for school psychology internships) and no more than twenty four months;
    - (ii) The internship experience provides a planned, structured, and programmed sequence of professionally supervised experiences that are characterized by greater depth, breadth, and intensity than pre-internship graduate program-based training;
    - (iii) The internship has a clearly designated doctoral level psychologist, or a school psychologist, licensed by the psychology board in the jurisdiction in which the internship exists who is responsible for the integrity and quality of the internship and who has an obvious presence in one (or more) of the training site(s);
    - (iv) No less than twenty-five per cent of the intern's time shall be documented as face-to-face psychological services to patients/clients;
    - (v) Regularly scheduled individual weekly face-to-face supervision is provided at a ratio of no less than one hour for every twenty internship hours; no less than seventy-five per cent of the supervision required in this paragraph shall be provided by a supervisor who is either: a licensed psychologist or school psychologist licensed by this board; or, a psychologist or school

psychologist licensed by the psychology licensing board in another state, territory, the District of Columbia, or Canadian province when the supervised experience took/takes place in that other jurisdiction or the psychologist or school psychologist is/was practicing legally in Ohio; no more than twenty-five per cent of the individual supervision required in this paragraph may be provided by licensed allied mental health professionals as deemed appropriate by the psychologist specified in paragraph (I)(1)(b)(iii) of this rule, such as but not limited to psychiatrists, professional clinical counselors, or clinical social workers; or, a post-doctoral trainee eligible for licensure as a psychologist and conducting supervision of the intern under an umbrella supervision arrangement with a licensed psychologist or licensed school psychologist;

- (vi) Supplemental individual or group supervision in excess of the minimum ratio required is encouraged, and may be provided by a psychologist, licensed school psychologist, other appropriate licensed mental health professional, or a psychology trainee under an umbrella supervision arrangement. Supplemental supervision under this paragraph is not subject to the percentage requirements, and may not replace the individual face-to-face supervision requirements, in paragraph (I)(1)(b)(v) of this rule;
- (vii) The responsible use of secure technologies affording the ability to clearly disguise client/patient identities, such as telephone, internet, or web-based video is allowable as a supplemental training and consultation aid and for supervision in excess of the minimum ratio required, although it may not replace the minimum weekly face-to-face individual supervision requirement in paragraph (I)(1)(b)(v) of this rule;
- (viii) The internship provides an average minimum of two hours per week in didactic activities such as case presentations, seminars, in-service training, guided readings in professional psychology, or additional individual or group supervision in excess of the minimum ratio described in paragraph (I)(1)(b)(v) of this rule;
- (ix) In internship settings at which there is only one intern, the psychologist or school psychologist specified in paragraph (I)(1)(b)(iii) of this rule is responsible for ensuring that the intern has a sufficient breadth of experiences and role models through scheduled and planned professional interactions with other psychological trainees, psychologists, school psychologists,

and/or allied mental health professionals; these experiences may include, but shall not necessarily be limited to, participation in grand rounds or other didactic experiences in local health care settings, structured interactions with peer groups in local internships, and case consultations.

- (2) In addition to the required pre-doctoral internship, a second sequence of supervised training experience(s) to complete the required thirty six hundred hour sequence shall be met through: full-time or part-time post-internship (including post-doctoral) training; a combination of qualifying doctoral program training placements; or, a combination of doctoral program placements and post-internship experiences, as evidenced by compliance with the following:
  - (a) Successful completion of a postdoctoral psychology training program accredited by the APA commission on accreditation or holding membership in APPIC, as evidenced by documentation in a manner prescribed by the board; and/or,
  - (b) Successful completion of a training experience subsequent to the internship, and consistent with the internship criteria listed in paragraphs (I)(1)(b)(i) to (I)(1)(b)(ix) of this rule; this experience may occur at the same site as the qualifying internship or at a different site; and/or,
  - (c) Successful completion of a sequence of doctoral program training placements which shall comply with the following:
    - (i) Doctoral program training placements that will serve in partial fulfillment of a minimum ~~eighteen~~sixteen hundred hour training sequence shall:
      - (a) Follow academic coursework of a minimum of forty eight semester hours or seventy two quarter hours taken for academic credit with an evaluation of satisfactory or better; students having credit from a master's or doctoral program in applied psychology or school psychology and evidenced on graduate program transcript(s) may have said credit count toward the minimum coursework required in this paragraph, so that the pre-internship training sequence may commence, if approved by the director of training or designee; and,

- (b) Follow introductory practicum experience(s) in applied professional psychology of a minimum duration of four hundred hours to be evidenced on graduate transcript(s), approved by the director of training or designee, and documented in a manner prescribed by the board; said practicum hours may include, but are not necessarily limited to intervention, assessment, supervision, didactic and support hours; doctoral students having graduate degree credits from a master's or other doctoral program in applied professional psychology or school psychology, and evidenced on graduate transcript(s) may have said practicum experience serve in full or partial fulfillment of the four hundred hours required in this paragraph, so that the pre-licensure training sequence may commence; and,
- (ii) Doctoral program training placements that will serve in partial fulfillment of a minimum ~~eighteen~~sixteen hundred hour training sequence are planned, structured, and programmed experiences, which occur outside of the classroom setting and involve the trainee's direct delivery of supervised psychological services in a practice, agency, institution, counseling center, graduate training clinic, or other setting approved by the director of training or designee;
- (iii) Training placements are made and/or approved in advance by the doctoral program director of training or designee;
- (iv) A clearly designated licensed psychologist or board-licensed school psychologist is directly responsible for the integrity and quality of the training experience, and specifies training objectives in terms of the competencies expected of the trainee;
- (v) There is a clearly identifiable licensed psychologist or board-licensed school psychologist who serves as the primary supervisor of the trainee, with clear availability to the trainee's clients/patients, and responsibility for the cases being supervised;
- (vi) To ensure adequate intensity and continuity of training experiences, doctoral training placements generally reflect a defined placement of no less than thirty weeks with a weekly on site presence of no less than fifteen hours; training placements or assignments of shorter or longer duration, including but not limited to psychotherapy cases and time-limited assessments or

consultations, under the direction of the director of training or designee, can serve as components of a planned, sequenced training program;

- (vii) On average, no less than twenty five per cent of the weekly training placement time shall be face-to-face patient/client contact;
- (viii) On average, weekly face-to-face supervision devoted to the trainee's cases shall be provided at a ratio of no less than one hour per ten hours on site; no less than one hour per week, and no less than fifty per cent of the supervision required in this paragraph, shall be individual supervision provided by a supervisor who is either: a psychologist or school psychologist licensed by this board; or, a psychologist or school psychologist licensed by the psychology licensing board in another state, territory, the District of Columbia, or Canadian province when the supervised experience took/takes place in that other jurisdiction or the psychologist is/was practicing legally in Ohio; the remaining face-to-face supervision required in this paragraph may be individual or group supervision provided by a psychologist or school psychologist as defined above, or provided by licensed allied mental health professionals as deemed appropriate by the psychologist or school psychologist specified in paragraph (I)(2)(c)(iii) of this rule, such as but not limited to psychiatrists, professional clinical counselors, or clinical social workers; or, individual supervision provided by a pre-doctoral intern or post-doctoral trainee eligible for licensure as a psychologist and conducting supervision of the trainee under an umbrella supervision arrangement with a licensed psychologist or licensed school psychologist.
- (ix) Supplemental individual or group supervision in excess of the minimum ratio required is encouraged, and may be provided by a psychologist, licensed school psychologist, other appropriate mental health professional, or a psychology trainee under an umbrella supervision arrangement. Supplemental supervision under this paragraph is not subject to the per cent requirements, and may not replace the face-to-face supervision requirements, in paragraph (I)(2)(c)(viii) of this rule;
- (x) The responsible use of secure technologies such as telephone, internet, or web-based video is allowable as a supplemental training and consultation aid and for supervision in excess of the



minimum ratio required, although it may not replace the minimum weekly face-to-face individual supervision requirement in paragraph (I)(2)(c)(viii) of this rule;

- (xi) There shall be on average at least one additional hour per week in learning activities such as: additional face-to-face individual supervision; group supervision; case conferences or grand rounds; didactic consultations with psychologists or other appropriate licensed mental health professionals; guided professional readings; seminars; or, co-therapy with a licensed psychologist or other appropriate professional;
  - (xii) Training placements include regularly scheduled and documented interaction concerning the trainee's progress between primary psychologist or licensed school psychologist supervisor and the director of training at the graduate program or designee; or,
- (d) Persons completing the internship but not completing the remainder of the thirty six hundred hour requirement by complying with paragraph (I)(1)(a), (I)(1)(b), or (I)(1)(c) of this rule shall complete one or more post-internship (including but not limited to post-doctoral) training experience(s), which shall comply with the following:
- (i) A post-internship (including post-doctoral) training experience of an abbreviated duration when prescribed, planned, and administered by a licensed psychologist or school psychologist licensed by the psychology board in the jurisdiction where the experience occurs, is an allowable component of a license-preparatory sequence of part-time experiences;
  - (ii) The post-internship training occurs in a practice, agency, institution, or other setting which has among its functions the provision of psychological or school psychological services;
  - (iii) The post-internship training is a planned, structured, and programmed sequence of professionally supervised experiences during which: the primary training method is experiential (supervised psychological service delivery); the training includes socialization into the profession; and, the training is augmented by modalities such as mentoring, didactic exposure, role-modeling, and observational learning;
  - (iv) A clearly designated licensed psychologist or school psychologist

at the placement site is directly responsible for the integrity and quality of the training experience, and specifies training objectives in terms of the competencies expected of those completing a training placement;

- (v) The training site has at least one licensed psychologist or school psychologist who serves as the primary supervisor of the trainee, with an obvious presence in the agency, clear availability to the trainee's clients/patients, and responsibility for the cases being supervised;
- (vi) On average, no less than twenty five per cent of the weekly placement time shall be scheduled as face-to-face patient/client contact;
- (vii) On average, weekly individual face-to-face supervision devoted to the trainee's cases shall be provided at a ratio of no less than one hour per twenty hours on site.
- (viii) A minimum of seventy-five per cent of the supervision shall be provided by a supervisor who is either: a psychologist or school psychologist licensed by this board; or, a psychologist or school psychologist licensed by another state, territory, the District of Columbia, or Canadian province when the supervised experience took/takes place in that other jurisdiction or the psychologist or school psychologist is/was practicing legally in Ohio; no more than twenty five per cent of the individual supervision may be provided by licensed allied mental health professionals, such as but not limited to psychiatrists, professional clinical counselors, or clinical social workers; or, a post-doctoral trainee eligible for licensure as a psychologist and conducting supervision of the trainee under an umbrella supervision arrangement with a licensed psychologist or licensed school psychologist;
- (ix) There shall be on average at least one additional hour per week in learning activities such as: additional face-to-face individual supervision; group supervision; case conferences or grand rounds; didactic consultations with psychologists, school psychologists, or other appropriate mental health professionals; guided professional readings; seminars; or, co-therapy with a licensed psychologist or school psychologist, or other appropriate professional;

- (x) For psychological trainees employed as faculty members and others in post-internship academic and research settings, graduate-level teaching and research involving the professional practice of psychology in which client welfare is directly affected shall be acceptable under this rule if specified as part of a written training plan administered by a licensed psychologist or board licensed school psychologist supervisor and if in compliance with the following:
  - (a) Research projects and the teaching of graduate courses shall relate to courses or investigations concerning the professional practice of psychology or school psychology;
  - (b) The teaching and research shall be part of a planned and organized post-internship training experience under the supervision of a licensed psychologist or school psychologist;
  - (c) The teaching and research shall not count as a substitute for the required direct client contact hours.
- (J) Senior psychologists. Persons making application for licensure under division (B)(4)(c) of section 4732.10 of the Revised Code shall, in order to be exempt from supervised experience rules of the board and requirements to evidence a passing score on the examination for professional practice in psychology, shall demonstrate to the satisfaction of the board:
  - (1) Evidence of active, current, unrestricted independent licensure as a psychologist from a United States or Canadian psychologist licensing board and evidence of unrestricted psychologist licensure for a minimum total of ten years prior to the application being filed with the board;
  - (2) Receipt of an earned doctoral degree in psychology or school psychology from an academic institution recognized by national or regional accrediting agencies as maintaining satisfactory academic standards, which served as the academic degree on which a current, active psychologist license was issued by a U.S. or Canadian psychology licensing board; or,
  - (3) Receipt of an earned masters degree in psychology from an academic institution recognized by national or regional accrediting agencies as maintaining satisfactory academic standards, which served as the academic degree on which a current, active psychologist license was issued by a United States or

Canadian psychology licensing board under a "grandfather" statute, which is generally in force during the first several years of the issuing board's being granted legislative authority to regulate the profession of psychology;

- (4) Evidence, in a manner prescribed by the board, that there has been no disciplinary action taken by any state or provincial psychology board limiting, suspending or revoking the right to practice psychology, or evidence of license surrender in lieu of disciplinary proceedings or action;
- (5) Up to five written professional letters of reference, at the discretion of the board, from licensed psychologists or other mental health professionals deemed appropriate by the board, attesting to and documenting the applicant's work as a psychologist, spanning a minimum of ten years, and the applicant's areas of expertise, interest, and/or professional psychological competence;
- (6) Once the candidate is deemed to meet these requirements by the entrance examiner, the candidate shall earn a passing score on the oral examination required pursuant to paragraph (E) of rule 4732-11-01 of the Administrative Code before a license will be issued.

Effective:

R.C. 119.032 review dates: 07/29/2013

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Certification

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Date

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