



**Virginia Board of Psychology  
Regulatory Committee Meeting Minutes  
Monday, September 26, 2022 at 1:00 p.m.  
9960 Mayland Drive, Henrico, VA 23233  
Board Room 3**

**PRESIDING OFFICER:** J.D. Ball, Ph.D., ABPP, Regulatory Committee Chair

**COMMITTEE MEMBERS  
PRESENT:** Christine Payne, BSN, MBA  
Kathryn Zeanah, Ph.D.

**BOARD MEMBERS  
PRESENT:** Susan Wallace, Ph.D.

**BOARD STAFF PRESENT** Deborah Harris, Licensing Manager  
Jaime Hoyle, JD, Executive Director  
Jennifer Lang, Deputy Executive Director  
Charlotte Lenart, Deputy Executive Director  
Cheyanne Upshaw, Administrative Assistant

**DHP STAFF PRESENT:** Erin Barrett, JD, Sr. Senior Policy Analyst

**CALL TO ORDER:** Dr. Ball called the meeting to order at 1:01 p.m.

Ms. Hoyle read the mission statement of the Department of Health Professions, which is also the mission statement of the Board. Following a roll call of Board members and staff, Ms. Harris indicated a quorum was established.

**APPROVAL OF MINUTES:** Ms. Payne made a motion to approve the June 26, 2022 Regulatory Committee Meeting minutes as written. The motion was seconded and carried unanimously.

**ORDERING OF AGENDA:** The agenda was adopted as presented.

**PUBLIC COMMENT:** A letter from Joshua C. DeSilva, who is the Vice Chair, of Virginia Latino Advisory Board, was reviewed and discussed. Mr. DeSilva recommended that the Boards of Psychology, Social Work and Counseling consider adding regulations to require that licensed providers in each profession complete continuing education credits in working with diverse populations annually in order to renew their licenses. This would be in addition to the required ethics credits that the Board currently require by regulation.

The Committee decided to take no action at this time as changes to the continuing education requirements would require a statutory change.

**CHAIR REPORT:** Dr. Ball reported that he attended an ASPPB Chair Committee zoom meeting and reported that Boards around the country are all contending with the same issues as this Board. Ms. Hoyle and Dr. Wallace will represent the Board at the fall ASPPB conference.

Dr. Ball presented suggestions for regulatory and Code changes related to school, applied psychologist and master's level psychologists.

**UNFINISHED BUSINESS: School Psychologist with a Doctoral Degree**

The Committee discussed the need to reduce barriers to licensure by amending the regulations for licensure as a clinical psychologist to allow for doctoral level school psychologists to have doctoral degree training from a program that has approval from the American Psychological Association (APA), Canadian Psychological Association (CPA), or an accrediting body acceptable to the board. (Attachment A)

***Motion:***

Dr. Zeanah made a motion, which was properly seconded, to recommend to the full Board that it consider the proposed regulations changes (Attachment A) related to doctoral level school psychologist as a FastTrack action. The motion passed unanimously.

**Education Requirements for Applied Psychologists**

Dr. Ball presented hypothetical changes to the Applied Psychologists section of the regulations to include master's level psychologists as Applied Psychologists. The Committee discussed the proposed changes in depth, including some ideas about scope of practice and educational requirements for this change. Ms. Barrett indicated that any such changes would require statutory changes. Dr. Ball noted that the purpose of this discussion was to air these ideas to give Board members a chance to think about them before going further with them. Dr. Ball also intends to present these ideas to the Virginia Academy of Clinical Psychologists. Of course, the Regulatory Committee will continue to track developments within the American Psychological Association (APA) and the Association of State and Provincial Psychology Boards (ASPPB), as both of these organizations continue to address these same issues. The Committee will discuss this issue further at future Committee meetings.

**Update on EPPP Part 2**

Ms. Hoyle reported that there were no ASPPB updates on the EPPP Part 2 pass rate. With no new updates, the Committee took no further action regarding the inclusion of EPPP Part 2 at this time.

**Update on Master's Level Psychologists**

Ms. Hoyle continues to research tiered model master's level psychology licensing in neighboring states to help create a model practice act and to determine a scope of practice and level of autonomy. Ms. Hoyle gave examples of Maser's level licensure from Maryland, North Carolina and West Virginia. The Committee will continue to discuss this item at its next Committee meeting.

**NEW BUSINESS:**

**Review of Guidance Document:**

**Guidance Document 125-3.9 Confidential Consent Agreements**

Ms. Barrett provided proposed changes to the guidance document for review. The Committee discussed all the proposed changes.

***Motion:***

Dr. Zeanah made a motion, which was properly seconded, to recommend that the full Board approve this document as presented. The motion passed unanimously.

**Guidance Document 125-7 Guidance on Electronic Communication and Telepsychology**

Ms. Barrett provided proposed changes to the guidance document for review. The Committee discussed all the proposed changes.

***Motion:***

Dr. Zeanah made a motion, which was properly seconded, to recommend that the full Board approve this document with discussed changes. The motion passed unanimously.

**Guidance Document 125-8 Guidance on Use of Assessment Titles and Signatures**

Ms. Barrett provided proposed changes to the guidance document for review. The Committee discussed all the proposed changes.

***Motion:***

Ms. Payne made a motion, which was properly seconded, to recommend that the full Board approve this document with discussed changes. The motion passed unanimously.

**Guidance Document 125-9 Guidance Document on the Practice of Conversion Therapy**

Ms. Barrett provided proposed changes to the guidance document for review.

***Motion:***

Ms. Payne made a motion, which was properly seconded, to recommend that the full Board rescind this document as this information is in statute. The motion passed unanimously.

**Recommended Regulatory Reductions:**

Ms. Barrett provide proposed change to meet the Governor's initiative to reduce unnecessary regulations by 25%, which was reiterated in Executive Order 19.

Dr. Ball asked staff to add wording to the website to outline the requirements for mental health provider's duty to inform and minimum period for reinstatement after revocation.

After a lengthy discussion, Ms. Barrett stated that she will incorporate the recommended changes from the Committee and have a new document available for the full Board to consider.

**NEXT MEETING:**

The next Regulatory Committee meeting scheduled for December 5, 2022.

**ADJOURNMENT:**

The meeting adjourned at 3:20 p.m.

DocuSigned by:

*J.D. Ball*

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J.D. Ball, Ph.D., ABPP, Chair

5/22/2023

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Date

DocuSigned by:

*Jaime Hoyle*

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Jaime Hoyle, J.D., Executive Director

5/22/2023

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Date

## Attachment A

### **18VAC125-20-54 Education requirements for clinical psychologists**

A. Beginning June 23, 2028, an applicant shall hold a doctorate in clinical, ~~or~~ counseling, or school psychology from a professional psychology program in a regionally accredited university that was accredited at the time the applicant graduated from the program by the APA, CPA or an accrediting body acceptable to the board. Graduates of programs that are not within the United States or Canada shall provide documentation from an acceptable credential evaluation service that provides information verifying that the program is substantially equivalent to an APA-accredited program.

B. Prior to June 23, 2028, an applicant shall either hold a doctorate from an accredited program, as specified in subsection A of this section, or shall hold a doctorate from a professional psychology program that documents that the program offers education and training that prepares individuals for the practice of clinical psychology as defined in § 54.1-3600 of the Code of Virginia and meets the following criteria:

1. The program is within an institution of higher education accredited by an accrediting agency recognized by the U.S. Department of Education or publicly recognized by the Association of Universities and Colleges of Canada as a member in good standing. Graduates of programs that are not within the United States or Canada must provide documentation from an acceptable credential evaluation service that provides information that allows the board to determine if the program meets the requirements set forth in this chapter.
2. The program shall be recognizable as an organized entity within the institution.
3. The program shall be an integrated, organized sequence of study with an identifiable psychology faculty and a psychologist directly responsible for the program and shall have an identifiable body of students who are matriculated in that program for a degree. The faculty shall be accessible to students and provide them with guidance and supervision. The faculty shall provide appropriate professional role models and engage in actions that promote the student's acquisition of knowledge, skills, and competencies consistent with the program's training goals.
4. The program shall encompass a minimum of three academic years of full-time graduate study or the equivalent thereof.
5. The program shall include a general core curriculum containing a minimum of three or more graduate semester hours or five or more graduate quarter hours in each of the following substantive content areas:
  - a. Biological bases of behavior (e.g., physiological psychology, comparative psychology, neuropsychology, sensation and perception, health psychology, pharmacology, neuroanatomy).
  - b. Cognitive-affective bases of behavior (e.g., learning theory, cognition, motivation, emotion).
  - c. Social bases of behavior (e.g., social psychology, group processes, organizational and systems theory, community and preventive psychology, multicultural issues).
  - d. Psychological measurement.

e. Research methodology.

f. Techniques of data analysis.

g. Professional standards and ethics.

6. The program shall include a minimum of at least three or more graduate semester credit hours or five or more graduate quarter hours in each of the following clinical psychology content areas:

a. Individual differences in behavior (e.g., personality theory, cultural difference and diversity).

b. Human development (e.g., child, adolescent, geriatric psychology).

c. Dysfunctional behavior, abnormal behavior, or psychopathology.

d. Theories and methods of intellectual assessment and diagnosis.

e. Theories and methods of personality assessment and diagnosis including its practical application.

f. Effective interventions and evaluating the efficacy of interventions.

C. Applicants shall submit documentation of having successfully completed practicum experiences involving assessment, diagnosis, and psychological interventions. The practicum experiences shall include a minimum of nine graduate semester hours or 15 or more graduate quarter hours or equivalent in appropriate settings to ensure a wide range of supervised training and educational experiences.

D. An applicant shall graduate from an educational program in clinical, counseling, or school psychology that includes an appropriate emphasis on and experience in the diagnosis and treatment of persons with moderate to severe mental disorders.

E. Candidates for clinical psychologist licensure shall have successfully completed an internship in a program that is either accredited by APA or CPA, or is a member of APPIC, or the Association of State and Provincial Psychology Boards/National Register of Health Service Psychologists, or one that meets equivalent standards. If the internship was obtained in an educational program outside of the United States or Canada, a credentialing service approved by the board shall verify equivalency to an internship in an APA-accredited program.

F. An applicant for a clinical license may fulfill the residency requirement of 1,500 hours, or some part thereof, as required for licensure in 18VAC125-20-65, in the doctoral practicum supervised experience, which occurs prior to the internship, and that meets the following standards:

1. The supervised professional experience shall be part of an organized sequence of training within the applicant's doctoral program that meets the criteria specified in this section.

2. The supervised experience shall include face-to-face direct client services, service-related activities, and supporting activities.

a. "Face-to-face direct client services" means treatment or intervention, assessment, and interviewing of clients.

b. "Service-related activities" means scoring, reporting or treatment note writing, and consultation related to face-to-face direct services.

- c. "Supporting activities" means time spent under supervision of face-to-face direct services and service-related activities provided onsite or in the trainee's academic department, as well as didactic experiences, such as laboratories or seminars, directly related to such services or activities.
3. In order for pre-doctoral practicum hours to fulfill all or part of the residency requirement, the following shall apply:
- a. Not less than one-quarter of the hours shall be spent in providing face-to-face direct client services;
  - b. Not less than one-half of the hours shall be in a combination of face-to-face direct service hours and hours spent in service-related activities; and
  - c. The remainder of the hours may be spent in a combination of face-to-face direct services, service-related activities, and supporting activities.
4. A minimum of one hour of individual face-to-face supervision shall be provided for every eight hours of supervised professional experience spent in direct client contact and service-related activities.
5. Two hours of group supervision with up to five practicum students may be substituted for one hour of individual supervision. In no case shall the hours of individual supervision be less than one-half of the total hours of supervision.
6. The hours of pre-doctoral supervised experience reported by an applicant shall be certified by the program's director of clinical training on a form provided by the board.
7. If the supervised experience hours completed in a series of practicum experiences do not total 1,500 hours or if a candidate is deficient in any of the categories of hours, a candidate shall fulfill the remainder of the hours by meeting requirements specified in 18VAC125-20-65.