



**Virginia Board of Psychology
Regulatory Committee Meeting
Minutes
Department of Health Professions
Board Room 1
9960 Mayland Drive, Henrico, VA 23233
Monday, December 02, 2024, at 1:00 p.m.**

PRESIDING OFFICER: Aliya Chapman, Ph.D., LCP

COMMITTEE MEMBERS PRESENT: William Hathaway, Ph.D., LCP
Gary Sibcy, Ph.D., LCP

BOARD STAFF PRESENT: Krystal Blanton, Discipline & Compliance Specialist
Jaime Hoyle, Executive Director
Jennifer Lang, Deputy Executive Director
Charlotte Lenart, Deputy Executive Director
Dalyce Logan, Licensing Specialist
Meagan Ohlsson, Licensing Supervisor

DHP STAFF PRESENT: Erin Barrett, Director of Legislative Affairs and Policy, DHP
Matt Novak, Policy & Economic Analyst, DHP

CALL TO ORDER: Dr. Chapman called the meeting to order at 1:03 p.m.

MISSION STATEMENT: Dr. Chapman read the mission statement of the Department of Health Professions and the emergency egress procedures.

ESTABLISHMENT OF A QUORUM: With three Committee members present a quorum was established.

APPROVAL OF MINUTES: The Committee reviewed the minutes from the last meeting held on May 13, 2024.

Motion: Dr. Hathaway made a motion, which was seconded by Dr. Sibcy, to adopt the minutes from the May 13, 2024, Regulatory Committee as presented. The motion passed unanimously.

ADOPTION OF AGENDA: The agenda was adopted as presented.

PUBLIC ATTENDEES: Tiffany Anderson, Psy.D.
Jennifer Morgan, Psy.D., Virginia Academy of Clinical Psychologists (VACP)

PUBLIC COMMENT: Dr. Morgan reminded the Committee of the upcoming VACP 2025 Spring Conference April 4 - 5, 2025 in Williamsburg, Virginia. Dr. Morgan requested that the Board inform her of the most convenient date and time so she can reserve a slot for the Board Conversation Hour. Dr. Chapman explained the importance of the conference and encouraged Committee members to attend.

UNFINISHED BUSINESS: Draft Guidance Document on Equivalency Requirements

Ms. Barrett provided a detailed overview of the new psychological practitioner Guidance Document 125-3. After a lengthy discussion, the Committee made amendments to the proposed Guidance Document 125-3.

Motion: Dr. Hathaway made a motion, which was properly seconded by Dr. Sibcy, to recommend to the full Board to adopt the education requirement for psychological practitioners in Guidance Document 125-3 as discussed and amended. The motion passed unanimously. (Attachment A)

RECESS: The Board recessed at 2:35 p.m.

RECONVENTION: The Board reconvened at 2:49 p.m.

NEW BUSINESS: Verification of Education Form

The Committee had a brief discussion on the coursework requirements for the psychological practitioner. Ms. Lenart stated she would provide a draft of the areas of graduate study for psychological practitioners' form for the Committee's review.

Draft Guidance Document on Supervision Requirements

The Committee discussed the possibility of creating a guidance document to outline the supervision requirements. The Committee agreed that the language outlined in 18VAC125-20-59 adequately outlined the requirements and concluded that there was no need for a guidance document on this issue.

Sample Supervisory Contract

The Committee reviewed the supervision guidelines from The Association of State and Provincial Psychology Boards (ASPPB). The Committee discussed what should be included in the supervisory agreement. Ms. Lenart will provide a draft of the supervisory agreement for the Committee's review.

Draft Guidance Document on Scope of Practice

Dr. Chapman opened the discussion regarding scope of practice for doctoral verses master's level psychologist. Dr. Hathaway provided the Committee with the Proposed Titles and Draft Scope of Practice for Master's Trained Professionals in Health Service Psychology document from the American Psychological Association (APA) which is currently under public comment. The Committee will continue to follow the progress of the APA's scope of practice document and APA equivalency. The Committee will continue discussions on each of these issues for possible recommendations to the Board.

RECESS: The Board recessed at 4:20 p.m.

RECONVENTION: The Board reconvened at 4:27 p.m.

The Committee briefly discussed the competency questions that need to be answered by the supervising psychologist on the verification of post-degree supervision form to verify that psychological practitioners are competent to practice autonomously. Ms. Lenart will draft the form for the Committee's review.

NEXT MEETING DATE:

The next Regulatory Committee meeting is scheduled for January 27, 2024.

ADJOURNMENT:

Dr. Chapman adjourned the meeting at 4:49 p.m.

Signed by:
Dr. Aliya Chapman 1/28/2025
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Aliya Chapman, Ph.D., Committee Chair Chairperson

DocuSigned by:
Jaime Hoyle 1/28/2025
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Jaime Hoyle, JD, Executive Director

Board of Psychology Education for Psychological Practitioner Applicants

Pursuant to Virginia Code § 54.1-3606.3 and 18VAC125-57, an applicant for licensure as a psychological practitioner must have received a master's degree in clinical, counseling, or school psychology from a program accredited by the American Psychological Association ("APA"), from a program equivalent to those accredited by the APA as determined by the Board, or from a program accredited by another national accrediting body approved by the Board.

As of the effective date of this Guidance Document, the Board has not approved a national accrediting body for master's degree programs in clinical, counseling, or school psychology other than the APA.

Educational programs that meet the following guidelines are deemed equivalent to those accredited by the APA for master's degree programs in clinical, counseling, or school psychology.

1. The program offers a training which prepares individuals for practice as a psychological practitioner as defined in Virginia Code § 54.1-3600.
2. 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.
3. Graduates of programs that are not within the United States or Canada may provide documentation from a credential evaluation service that provides information that allows the board to determine if the program is comparable to those recognized by the U.S. Department of Education or the Association of Universities and Colleges of Canada.
4. The program is an integrated, organized sequence of study with an identifiable program of study and psychology faculty and a psychologist directly responsible for the program and educates an identifiable body of students who are matriculated in that program for a degree. The faculty of the program provides professional role models and engages in actions that promotes students' acquisition of knowledge, skills, and competencies consistent with the program's training goals.
5. The program encompasses at least two academic years of full-time graduate study or the equivalent thereof.
6. The program requires that all students have acquired a general knowledge in the discipline of psychology prior to graduation in the knowledge areas listed below.

- a. Affective bases of behavior (e.g., the psychology of affect, emotion and mood including topics such as the neuroscience of emotion or emotional regulation);
 - b. Biological bases of behavior (e.g., physiological psychology, comparative psychology, neuropsychology, sensation and perception, health psychology, pharmacology, neuroanatomy);
 - c. Cognitive bases of behavior (e.g., learning theory, cognition, memory, decision making);
 - d. Developmental bases of behavior (e.g., the psychology of development across the life span with a focus on two or more distinct developmental periods); and
 - e. Social bases of behavior (e.g., social psychology, group processes, organizational and systems theory, discrimination multicultural issues).
7. The program requires the following knowledge areas are mastered at the graduate level prior to graduation.
- a. Research Methodology (e.g., research design, quantitative and qualitative methods, data analysis, sampling procedures sufficient to allow consumption and application of psychological research); and
 - b. Psychometrics (e.g., techniques of psychological measurement, issues of reliability and validity of psychological measures).
8. The program's clinical training requires the following master's level practice competencies:
- a. Integrating psychological science and practice;
 - b. Ethical practice;
 - c. Individual and cultural diversity;
 - d. Professional values and behavior;
 - e. Communication and interpersonal skills;
 - f. Psychological assessment;
 - g. Psychological intervention;
 - h. Knowledge of supervision approaches and theories; and

- i. Consultation and interprofessional skills.
9. The program requires students to complete supervised experiences providing direct psychological practice services to a diverse population of clients as part of an organized sequence of training and under the supervision of a trained and credentialed professional that has direct responsibility for the clients receiving the student's services. The program ensures these supervised experiences allow for students to demonstrate practice competencies described in this guidance document.