

**PROPOSED REGULATION OF THE
BOARD OF PSYCHOLOGICAL EXAMINERS OF NEVADA**

LCB File No. R038-16

Psychological internship supervisor licensure for 3 years

NAC 641.1563 Psychological assistants: Qualifications of supervisor. (NRS 641.100, 641.170)

1. A psychologist who wishes to serve as a supervisor must:

(a) Except as otherwise approved by the Board, be licensed by the Board to practice psychology;

(b) Except as otherwise approved by the Board, have been licensed by the Board to practice psychology for 3 years or more; and

(c) Have had training in clinical supervision, including, without limitation, the completion of continuing education courses, other courses or courses of independent study relating to clinical supervision.

2. A supervisor shall maintain, and provide to the Board upon request, documentation substantiating that he or she satisfies the requirements set forth in subsection 1.

Add “*Should be limited to the qualifications for a supervisor of a psychological assistant.*”

(Qualifications for psychological intern supervisor should be listed in NAC 641.080(4) – see proposed changes to 641.080 below).

NAC 641.156 Psychological assistants: Presence of supervisor. (NRS 641.100, 641.170)

Unless otherwise approved by the Board, a supervisor shall be physically present on the premises where qualifying professional activities are undertaken by a psychological assistant at least one-half of the time during which the activities are performed.

Add: “*A Supervisor should be substantially engaged in the program and have clinical responsibility for the cases. A licensed mental health provider must be available on the premises at all times when trainee is providing services.*”

Number of postdocs and interns one person is allowed to supervise

Change NAC 641.158 from rewrite in R111-13

Sec. 10. NAC 641.158 is hereby amended to read as follows:

641.158 1. A psychologist may not serve as a supervisor to ~~more than three:~~

~~(a) More than three psychological assistants;~~

~~(b) More than two psychological interns; or~~

~~(c) Any combination of five or more psychological assistants and psychological interns;~~

~~□ at the same time.~~

~~2. A psychological assistant or psychological intern may not be employed by more than two supervisors at the same time.~~

The current language is confusing. Currently read it would allow up to five supervisees, 3 psychological assistants and 2 psychological interns. The intention of the law was to limit it to a combination of 4.

NAC 641.158 change.

A. No more than 3 psychological assistant,

B. No more than two psychological interns

C. Or a combination of 3 psychological assistants and 1 psychological intern

D. Or a combination of 2 psychological assistants and 2 psychological interns”

All below regulations require dramatic changes due to changes made by the American Psychological Association and accepted by the Board.

NAC 641.061 Educational requirements for psychologists: Submission of proof that unaccredited program is equivalent to accredited program. (NRS 641.100, 641.110, 641.170)

~~1. [An applicant for licensure as a psychologist who has completed a training program not accredited by the American Psychological Association must establish to the satisfaction of the Board that the program is equivalent to a program accredited by the Association.~~

~~—2. The applicant must present to the Board:~~

~~—(a) Transcripts, a description of the training program, letters from the directors of the departments of the institution where the program is conducted or other suitable documents showing that the program substantially complies with the accreditation standards of the American Psychological Association.~~

~~—(b) Proof of doctoral training at an institution which is considered by the Board to be an accredited educational institution pursuant to subsection 3 of NAC 641.050.~~

~~—(c) Proof that the primary purpose of the training program is the professional training of psychologists. Catalogs and brochures advertising the program must indicate that the program is intended to educate and train professional psychologists.~~

~~—(d) Proof that the program:~~

~~——(1) Is a recognizable, coherent organizational entity within the institution where the program is conducted.~~

~~——(2) Is an integrated, organized sequence of study.~~

~~——(3) Has an identifiable faculty composed primarily of psychologists and a psychologist who is responsible for the program.~~

~~——(4) Has an identifiable body of students who are matriculated in the program for a degree.~~

~~——(5) Includes supervised practical, internship, field or laboratory training appropriate to the practice of psychology.~~

~~—(e) Proof that the curriculum encompasses at least 3 academic years of full-time graduate study, not including any internships. The Board will count only 12 semester hours or 18 quarter hours of preparation of a dissertation toward the 3 academic years of full-time graduate study.~~

~~—(f) Proof that the program requires at least 60 semester hours or 90 quarter hours of credit in courses in substantive psychology. Dissertation hours may be counted toward the minimum hours required.~~

~~—(g) Proof that the applicant, while in the program, completed the equivalent of courses consisting of 3 semester hours in the following areas:~~

~~——(1) Scientific and professional ethics and standards.~~

~~——(2) Research design and methodology.~~

~~——(3) Statistics.~~

~~——(4) Psychometrics.~~

~~——(5) Biological bases of behavior, which may be satisfied by at least one of the following courses:~~

~~——(I) Physiological psychology;~~

~~——(II) Comparative psychology;~~

~~——(III) Neuropsychology;~~

~~——(IV) Psychopharmacology; or~~

~~——(V) Human sexuality.~~

~~——(6) Cognitive-affective bases of behavior, which may be satisfied by at least one of the following courses:~~

~~——(I) Learning;~~

~~——(II) Memory;~~

~~——(III) Perception;~~

~~——(IV) Cognition;~~

~~——(V) Thinking;~~

~~——(VI) Motivation; or~~

~~——(VII) Emotion.~~

~~——(7) Social bases of behavior, which may be satisfied by at least one of the following courses:~~

~~——(I) Social psychology;~~

~~——(II) Cultural, ethnic and group processes;~~

~~——(III) Sex roles; or~~

~~——(IV) Organizational and systems theory.~~

~~——(8) Individual differences, which may be satisfied by at least one of the following courses:~~

~~——(I) Personality theory;~~

~~——(II) Human development;~~

~~——(III) Abnormal psychology; or~~

~~——(IV) Psychology of persons with disabilities.~~

~~—(h) A description of each course completed pursuant to paragraph (g), accompanied by a statement which attests that the course is equivalent in content, focus and all other relevant standards to a similar course offered by a program accredited by the American Psychological Association. The statement must be submitted by the instructor of a substantially similar course or the chair of the department or program accredited by the American Psychological Association. If there is a program accredited by the American Psychological Association at the institution where the applicant's course is taken, the statements must come from appropriate members of the faculty of that institution. If there is no such program, the applicant must establish for the Board the basis upon which the attesting member of the faculty has knowledge upon which to judge the equivalency of the programs.]~~

Replace : Effective for graduates on or after January 1, 2018

1. An applicant for licensure as a psychologist who has completed a training program not accredited by the American Psychological Association must establish to the satisfaction of the Board that the program is equivalent to a program accredited by the Association.

2. The applicant must present to the Board:

- a) Transcripts, syllabi, university catalog descriptions, a description of the training program, professional competency evaluations, letters from the directors of the departments of the institution where the program is conducted or other suitable documents showing that the program's aims and outcomes substantially comply with the American Psychological Association's Standards of Accreditation in Health Service Psychology and accompanying Implementing Regulations (<http://www.apa.org/ed/accreditation/index.aspx>)*
- b) Proof of doctoral training at an institution which is considered by the Board to be an accredited educational institution pursuant to subsection 3 of NAC 641.050.*
- c) Proof that the primary purpose of the training program is broad and general training in scientific psychology and in the foundations of practice in health service psychology. Program materials must demonstrate integration of empirical evidence and practice, training that is sequential, cumulative, graded in complexity, and designed to prepare students for practice or further organized training, and actions indicating respect for and understanding of cultural and individual differences and diversity.*
- d) Proof that the program:*
 - 1. Is a recognizable, coherent organizational entity within the institution where the program is conducted.*
 - 2. Is an integrated, organized sequence of study.*
 - 3. Has stable leadership by one or more designated doctoral-level psychologist(s) who are members of an identifiable core faculty and together with program core faculty have primary responsibility for the program's design, implementation, evaluation and quality.*
 - 4. Has an identifiable body of students who are matriculated in the program for a degree.*
 - 5. Includes supervised practicum with the following required training elements:*
 - a) Supervised experience working with diverse individuals with a variety of presenting problems, diagnoses and issues.*
 - b) Supervised experience in settings committed to training and providing experiences consistent with health service psychology competencies.*
 - c) Supervision by appropriately trained and credentialed individuals.*
 - d) Each practicum evaluation must be based in part on direct observation (either live or electronically).*

e) *The program must require that each student successfully complete a minimum of 3 full-time academic years of graduate study (or the equivalent thereof) plus an internship prior to receiving the doctoral degree; at least 2 of the 3 academic training years (or the equivalent thereof) within the program from which the doctoral degree is granted and at least 1 year of which must be in full-time residence (or the equivalent thereof) at that same program. Programs seeking to satisfy the requirement of one year of full-time residency based on “the equivalent thereof” must demonstrate how the proposed equivalence achieves all the purposes of the residency requirement including but not limited to mentoring, supervision, and evaluation regarding professional competence development. These obligations cannot be met in programs that are substantially or completely online.*

f) *Proof that the applicant, while in the program, acquired and demonstrated substantial graduate-level understanding and competence in discipline-specific knowledge in the following areas as defined by the American Psychological Association’s Standards of Accreditation for Health Service Psychology and accompanying Implementing Regulations <http://www.apa.org/ed/accreditation/index.aspx>*

1. *History and Systems of Psychology*
2. *Affective Aspects of Behavior*
3. *Biological Aspects of Behavior*
4. *Cognitive Aspects of Behavior*
5. *Social Aspects of Behavior*
6. *Developmental Aspects of Behavior Across the Lifespan*
7. *Research Methods*
8. *Quantitative Methods*
9. *Psychometrics*
10. *Advanced Integrative Knowledge of Discipline-Specific Content Areas*

g) *Proof that the applicant while in the program achieved and demonstrated each required profession-wide competency listed below as defined by the American Psychological Association’s Standards of Accreditation for Health Service Psychology and supporting Implementing Regulations <http://www.apa.org/ed/accreditation/index.aspx>*

1. *Research*
2. *Ethical and Legal Standards*
3. *Individual and Cultural Diversity*
4. *Professional Values, Attitudes and Behaviors*
5. *Communication and Interpersonal Skills*
6. *Assessment*
7. *Intervention*
8. *Supervision*
9. *Consultation and Interprofessional/Interdisciplinary Skills*

3. To determine whether the course of study taken by an applicant is equivalent to the requirements pursuant to paragraphs (c) to (g) of subsection 2, the applicant must have his or her academic credentials and materials pursuant to paragraph (a) of subsection 2 evaluated by the Association of State and Provincial Psychology Boards and approved by the Board of Psychological Examiners. In determining whether to approve the academic credentials of an applicant, the Board shall consider the recommendation of the Association of State and Provincial Psychology Boards.

(underlined portion denote changes being completed with R131-15)

NAC 641.080 Supervised experience: Applicant for licensure as psychologist.

~~4. For the purposes of paragraph (b) of subsection 2 and paragraph (b) of subsection 3, 1 year of supervised experience must be satisfactorily completed in:~~

~~— (a) A predoctoral internship program approved by the American Psychological Association; or~~

~~— (b) A predoctoral internship that:~~

~~— (1) Is completed in an interdisciplinary setting that is appropriate for the training of a psychological intern;~~

~~— (2) Serves a group of persons which is sufficient in number and variability to provide a broad range of training experiences, including, without limitation, work with culturally diverse or underserved populations;~~

~~— (3) Includes supervision that addresses intercultural issues in diagnosis;~~

~~— (4) Is completed in not less than 10 months but not more than 24 months, unless otherwise approved by the Board;~~

~~— (5) Operates pursuant to nondiscriminatory policies and under nondiscriminatory conditions;~~

~~— (6) Operates pursuant to training objectives which are based on:~~

~~— (I) The science and practice of psychology; and~~

~~— (II) A model that is sequential, cumulative and graded in complexity;~~

~~— (7) Includes experiential training with regularly scheduled supervision by at least two psychologists, at least one of whom is always physically present on the premises where the experiential training occurs, unless otherwise approved by the Board, and both of whom are licensed in the jurisdiction in which the internship occurs and whose primary responsibility is the provision of services;~~

~~— (8) Requires a minimum of 2 of the internship hours per week to be spent receiving individual supervision;~~

~~— (9) Requires at least 3 hours of individual supervision to be spent focused on cultural, ethnic and group processes as social bases of behavior;~~

~~— (10) Requires at least 40 hours of the supervised experience to be spent receiving training in cultural, ethnic and group processes as social bases of behavior or providing treatment to culturally diverse or underserved populations;~~

~~— (11) Has a training program which:~~

~~— (I) Includes theories and methods of assessment, diagnosis and intervention;~~

~~— (II) Includes discussions concerning the practice of psychology in a legal and ethical manner;~~

~~— (III) Includes theories and methods of consultation and evaluation; and~~

- ~~———— (IV) Encourages the use of professional literature to provide guidance for treatment activities;~~
- ~~———— (12) Is provided in a setting in which training takes precedence over raising revenue;~~
- ~~———— (13) Includes exposure to a sufficient number of professionals to ensure meaningful peer interactions, support and socialization;~~
- ~~———— (14) Provides each intern, at least semiannually, with a written performance evaluation of his or her:~~
- ~~———— (I) Professional conduct;~~
- ~~———— (II) Psychological knowledge and skills; and~~
- ~~———— (III) Competence in psychological assessment, intervention and consultation; and~~
- ~~———— (15) Provides for written documentation of completion of the program.]~~

Replace

4. For the purposes of paragraph (b) of subsection 2 and paragraph (b) of subsection 3, 1 year of supervised experience must be satisfactorily completed in:

(a) a predoctoral internship program approved by the American Psychological Association; or

(b) A predoctoral internship that is consistent with the requirements set forth in the APA Standards of Accreditation for Health Service Psychology. The applicant and proposed internship site and supervisors must submit to the board documentation outlining plans to meet APA SOA requirements, including documents showing that the program's aims and outcomes substantially comply with the American Psychological Association's Standards of Accreditation in Health Service Psychology and accompanying Implementing Regulations (<http://www.apa.org/ed/accreditation/index.aspx>). A qualifying internship experience includes:

(1) Completion in an agency or institution that provides services to a population sufficient in number and variability to give interns adequate experiential exposure to meet training purposes, aims and competencies.

(2) Requires the equivalent of 1 year of full-time training to be completed in no fewer than 12 months or part-time training to be completed in no fewer than 24 months. A minimum of 2000 hours is required.

(3) Programs can be single-sites or multiple sites.

a.) The setting must offer internship education and training in psychology that prepares interns for the practice of health service psychology. The training program must be an integral part of the mission of the institution in which it resides, with administrative and structural processes that facilitate systematic coordination, control, direction and organization of the training activities and resources.

(4) The program recognizes the importance of cultural and individual differences and diversity in the training of psychologists.

(5) Interns are provided financial support. The program must have financial support for faculty/staff and sufficient and dependable training activities for the duration of the year or years of the contract with interns.

(6) The program must demonstrate adequacy of its educational and training resources including: clerical and technical support; training materials, equipment, and access to the current knowledge base in the profession; and physical facilities that are appropriate for confidential interactions, including facilities that are compliant with the American Disabilities Act.

(7) The program has policies and procedures consistent with those described in the APA Standards of Accreditation and includes policies relevant to intern recruitment and selection; required prior doctoral preparation and experiences; administrative and financial assistance; requirements for successful internship performance; evaluation, feedback, retention and termination decisions; identification and remediation of insufficient competence and/or problematic behavior; grievance procedures for due process; supervision requirements; maintenance of records; documentation of non-discrimination policies.

(8) All policies and procedures used by the program must be consistent with the profession's current ethics code and must adhere to the sponsor institution's regulations and local, state and federal statutes regarding due process and fair treatment.

(9) The program must keep records on intern performance, complaints and grievances.

(10) The program ensures a welcoming, supportive, and encouraging learning environment for all interns, including interns from diverse and underrepresented communities.

(11) The program recognizes the right of interns and faculty/staff to be treated with courtesy and respect.

(12) The program must meet the required profession-wide competencies as outlined in the APA Standards of Accreditation. The role of the internship is to build upon a trainee's competencies in all the competency areas. Because science is at the core of health service psychology, programs must demonstrate that they rely on the current evidence base when training and assessing interns in the competency areas. At minimum, interns must demonstrate competence in:

- a) Research*
- b) Ethical and legal standards*
- c) Individual and cultural diversity*
- d) Professional values, attitudes and behaviors*
- e) Communication and interpersonal skills*
- f) Assessment*
- g) Intervention*
- h) Supervision*

- i) Consultation and interprofessional/interdisciplinary skills.*
- (13) Programs may also elect to offer training in additional program-specific competencies.*
- a.) Internship programs must demonstrate a clear and coherent plan for educational activities that support interns' achievement of both profession-wide and any program-specific competencies.*
- (14) The program's primary training method must be experiential (i.e., service delivery in direct contact with service recipients) and includes sufficient observation and supervision by psychologists to facilitate interns' readiness to enter into general practice of psychology on training completion.*
- a.) The program must follow a logical training sequence that builds on the skills and competencies acquired during doctoral training.*
- (15) Training for practice must be sequential, cumulative, and graded in complexity in a manner consistent with the program's training structure.*
- (16) The program must demonstrate that intern service delivery tasks and duties are primarily learning-oriented and training considerations take precedence over service delivery and revenue generation.*
- (17) Supervision is regularly scheduled and interns receive at least four hours of supervision per week.*
- a.) One or more doctoral level psychologists, who are appropriately trained and licensed, are involved in ongoing supervisory relationships with an intern and have primary professional responsibility for the cases on which supervision is provided.*
- b.) The supervisor(s) must conduct a total of at least 2 hours per week of individual supervision with the intern during the course of the year.*
- c.) Supervisory hours beyond the 2 hours of individual supervision must be consistent with the definition of supervision provided in the APA Standards of Accreditation, and must be supervised by health care professionals who are appropriately credentialed for their role/contribution to the program. These interactive experiences can be in a group or individual format.*
- d.) Interns should have access to consultation and supervision during times they are providing clinical services.*
- e.) The doctoral-level licensed psychologist supervisors maintain overall responsibility for all supervision, including oversight and integration of supervision provided by other professionals.*
- (18) The program maintains appropriate and transparent communication practices, demonstrates commitment to public disclosure, and articulates its commitment to attracting and training diverse clients.*
- a.) The program provides its status with regard to accreditation, including the specific training program covered by that status. All communications with potential and current interns should be informative, accurate, and transparent. Throughout the year, there*

should be regular communication between the doctoral program and the internship program.