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DiLillo, David; DeGue, Sarah; Cohen, Lee M.; and Morgan, Robert D., "The Path to Licensure for Academic Psychologists: How Tough Is the Road?" (2006). *Faculty Publications, Department of Psychology*. 119.
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The Path to Licensure for Academic Psychologists: How Tough Is the Road?

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Abstract: What obstacles are faced by academic psychologists seeking professional licensure? Data presented here from all U.S. jurisdictions suggests that licensure requirements vary greatly across states and in some areas may be quite difficult to fulfill within the context of an academic position. Results of a survey of training directors of clinical and counseling doctoral programs accredited by the American Psychological Association indicated that, although licensure is expected of most faculty, a number of challenges may impede this goal. Programmatic efforts to facilitate licensure of new faculty, as well as implications of our findings, possible remedies, and recommendations to new faculty, are presented.

Keywords: professional licensure, academic psychologist, psychology licensing board, rules and regulations

Since 1985, the number of states requiring supervised postdoctoral training for psychology licensure has increased from just over half to nearly 100% (see Stewart & Stewart, 1998). Although the nature of postdoctoral requirements varies from state to state, nearly all jurisdictions call for (a) a minimum number of supervised training hours, (b) successful completion of the national Exam for the Professional Practice of Psychology (EPPP), and (c) the passing of additional state-specific oral and/or written exams. Regardless of the career path chosen, graduates may

struggle to find postdoctoral experiences that will allow them to meet licensure requirements (Olvey, Hogg, & Counts, 2002; Ryan & Chan, 1999). However, those seeking tenure-track positions in clinical or counseling psychology doctoral programs accredited by the American Psychological Association (APA) may encounter unique challenges in the pursuit of licensure. In the present article, we shed light on these issues.

Why Should Academic Psychologists Be Licensed?

From a legal perspective, academicians who supervise and train graduate students are in a position of responsibility regarding public welfare. Indeed, the principle of vicarious liability holds that psychologists acting as clinical supervisors are ultimately responsible for the actions of trainees (Knapp & Vandecreek, 1997). In effect, then, unlicensed professionals in many jurisdictions may face restrictions against supervising therapeutic services provided by graduate student trainees. Moreover, because licensure signifies that one has attained the requisite knowledge and clinical experiences to function as an independent professional, faculty with this credential serve as particularly strong role models for graduate students. Consistent with this notion, the APA's guidelines for accreditation stress that faculty should obtain the "recognized credentials in those areas which are at the core of the program's objectives and goals" (APA Committee on Accreditation, 2005). Licensure also aids graduate training by permitting faculty who choose to engage in independent clinical practice to draw upon those experiences in the instruction and supervision of students.

Challenges Along the Path

Clearly, there are compelling reasons for academic psychologists to seek licensure. But what does the path to licensure hold for those who are academically bound? Specifically, can faculty satisfy the demands of licensure while simultaneously managing the rigors and responsibilities of a new tenure-track position?

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Olvey and colleagues (2002) documented the relatively high demands of psychology licensure in comparison to other professions. For instance, test preparation services recommend that candidates study for 200 to 300 hr in order to pass the EPPP (Academic Review, 2005). Additional time must also be spent preparing for state written and oral exams. The financial costs associated with licensure, including various exam and licensure fees, can also be substantial. Aside from these challenges, the most significant hurdle for academics may be the widespread stipulation that postdoctoral experiences include a minimum number of client contact hours that must be accrued within a specific time frame during the prelicensure period. Such requirements can represent a serious obstacle for faculty, whose priorities revolve around research, teaching, and service activities and do not include the provision of direct clinical services (Cohen, Morgan, DiLillo, & Flores, 2003). Although there has been general recognition of these issues (e.g., Association of State and Provincial Psychology Boards [ASPPB], 2003), one of our goals in the present study is to further illuminate these challenges by providing detailed information regarding the nature of postdoctoral licensing requirements across jurisdictions and how those requirements may impact the pursuit of licensure by entry-level faculty.

In addition to examining licensing criteria per se, a second goal of this study is to consider aspects of the academic environment (i.e., one's department and program) that may also have a bearing on achieving licensure (Cohen et al., 2003). For example, in spite of the advantages of licensure, it is unclear whether most APA-accredited training programs require or even encourage new faculty to become licensed. If licensure is expected, in what ways do programs facilitate this process for new faculty? On a related note, to what degree do training directors (TDs) perceive challenges faced by new faculty along the path to licensure? Finally, how often and to what extent is progress toward licensure figured into annual faculty evaluations? In this study, we addressed these questions through a survey of TDs, and in doing so, we shed light on unique issues and obstacles—and some advantages—faced by academic psychologists pursuing licensure.

Criteria for Professional Licensure Across States

To assess the variations in licensure requirements across the 50 states and District of Columbia, we gathered information from each jurisdiction detailing: (a) the amount (in hours) of postdoctoral experience required, (b) the time frame for completing postdoctoral training, (c) types of qualifying clinical activities, (d) the existence of any exemptions relevant to academic psychologists, and (e) the financial costs associated with licensure (see Appendix). The majority of this information was obtained from materials accessed via state board and legislative Web sites. We frequently used a Web site maintained by the University of Kentucky, College of Education (2005) and the Association of State and Provincial Psychology Boards (ASPPB, 2006), which contains links to individual state licensing boards, associations, and relevant statutes in the United States. We also conducted independent searches of state government sites when needed to obtain direct access to state rules, regulations, and laws governing licensure. Finally, when statutes or regulations were unclear, we used direct e-mail or telephone calls with state boards for clarification. We conducted these searches between

June 2004 and August 2005; all data in the Appendix are current as of January 2006.

Postdoctoral Hours Required and Time Frame

As shown in the Appendix, 48 states and Washington, DC, require some type of postdoctoral training experiences prior to licensure, with Alabama and Washington State being the exceptions. The modal number of hours is 1,500 ($n = 19$ states), with 43 states requiring between 1,500 and 2,000 hr. Of the remaining jurisdictions, two (Washington, DC, and Michigan) require 4,000 hr, and four (Minnesota, Montana, South Dakota, and Texas) require that candidates acquire 1 year of postdoctoral experience but do not specify a minimum number of total hours.

The time frame permitted to accrue postdoctoral experiences varies across states. Several states specify that hours may not be acquired in less than a certain time period, presumably to prevent accrual of an inordinate number of hours in a short time frame. It is also common for states to specify a maximum allowable time for the accrual of hours. Almost half the jurisdictions allow a maximum of 2 ($n = 12$) or 3 ($n = 11$) years to obtain the required hours. On the high end of this category is Delaware, which permits a maximum of 6 years for university faculty to attain the needed hours. Many states ($n = 18$) indicated a minimum and maximum time period within which hours must be accrued, and a few ($n = 3$) stipulated that the training experiences must occur in consecutive months. Several states (Hawaii, Kansas, Maryland, Montana, New Jersey, North Dakota, Rhode Island, South Carolina, South Dakota, Vermont, and Wisconsin) specify minimum hour requirements but do not stipulate a time frame in which hours must be attained.

Nature of Postdoctoral Activities

Examination of the Appendix reveals that states differ widely in the degree to which they delineate the nature of the postdoctoral activities required. Several states ($n = 18$) specify a minimum number of hours or a proportion of total work time that must be devoted to direct client contact or service activities during the postdoctoral training period. Minimum hours requirements for states with this requirement range from 375 in Ohio and Arkansas to 1,000 in Nebraska and New Jersey. Among the states specifying activities as a proportion of work time is Alaska, which requires that at least 50% of the 1,500 mandated hours be "direct services" and that 50% of these "direct services" (375 hr) consist of face-to-face contact with clients. Similarly, Pennsylvania mandates that 50% of the required 1,500 hr consist of diagnosis, assessment, therapy, other interventions, or consultation. Other states indicate a minimum number of client contact hours that must be obtained on a weekly basis. For example, Missouri mandates that 10 hr per week be devoted to direct clinical services. By contrast, several states provide relatively nonspecific guidelines for the types of activities required. Representative of this approach is Oklahoma, which requires that "postdoctoral experience shall be compatible with the knowledge and skills . . . relevant to the intended area of practice" (Psychologists Licensing 1965/2004, p.7).

A total of 26 states specifically address whether typical academic activities may be counted toward licensure. Of these, several states (e.g., Arkansas, Connecticut, Illinois, Maine, Mary-

land, Minnesota, Oklahoma, New York, South Dakota, Texas, and West Virginia) seem to place few or no limits on the amount of academically oriented activities that may be applied to licensure. Some of these states simply require postdoctoral activities to be commensurate with one's intended area of practice, whereas others make specific allowances for a large proportion of the postdoctoral hours to consist of research, teaching, and supervision. On the other hand, a smaller number of states specifically prohibit certain academic duties from counting toward licensure. Tennessee, for example, prohibits teaching and the provision of clinical services in the context of research from counting toward licensure at the health services provider level. Likewise, Oregon, South Carolina, and Utah are quite strict in that they prohibit time spent in research, teaching, or supervision from counting toward licensure. The remaining states place various limits on the type and/or quantity of academic duties that are permissible. For example, Kentucky stipulates that for those in academic settings, at least 400 of the 1,800 total hours must consist of "direct or indirect supervised client involvement, including supervising student clinical work, diagnosis and interviewing as part of clinical research projects, and clinical work in the context of teaching psychotherapy, interviewing, or testing" (Kentucky Administrative Regulations, n.d., p. 36). Similarly, Ohio allows up to 30% of the required 1,800 hr to consist of teaching and/or research if the activities have a direct effect on client welfare or involve client contact. Colorado allows research and teaching to each be counted for 500 hr of the required 1,500 postdoctoral hours, with supervision of graduate student research and/or clinical work counting toward the allotted 500 hr of teaching. Finally, regulations in three states (California, Louisiana, and North Dakota) mention the possibility of special provisions regarding acceptable postdoctoral activities for academic psychologists but do not specifically spell these out. California regulations, for instance, state that "trainees accruing hours in areas of psychology that do not include direct mental health services may establish an 'alternate plan' for the supervised professional experience" (Regulations Relating to the Practice of Psychology, 2005, p. 62).

Supervision Requirements

The Appendix also depicts variations in supervision requirements across states. Most states ($n = 39$) state that some or all of the supervision received must be "face-to-face," with the most common requirement being that candidates receive at least 1 hr of individual in-person supervision per week. One state (Nebraska) permits either face-to-face or interactive video supervision. Several jurisdictions specify a more stringent ratio of supervision per time worked. For example, 14 states (Arizona, Florida, Idaho, Kansas, Minnesota, Mississippi, New York, North Dakota, Oregon, Pennsylvania, Vermont, Virginia, West Virginia, and Wyoming) require on the order of 1 hr of supervision per 20 hr worked. Among the states with the most stringent requirements are Connecticut, which requires either 3 or 4 hr of weekly supervision (depending on employment setting), and Maine, which mandates 3 hr of supervision per week, 1 hr of which must be individual face-to-face; Delaware requires 1 supervision hr for every 1 to 10 hr worked per week, whereas New Jersey stipulates 4 hr of supervision for every 20 client contact hours, half of which must be face-to-face.

Exemptions

The second-to-last column in the Appendix summarizes licensure exemptions relevant to academic psychologists. Although the precise wording varies, these exemptions fall into three main categories. First, from a total of the 45 jurisdictions (44 states and Washington, DC) providing relevant exemptions, 28 indicate that academic psychologists need not be licensed in order to perform their usual job duties, provided that these activities occur within the confines of their institution. Thus, in a large number of cases, licensure is not needed to perform typical teaching, research, and training duties, presumably including the clinical supervision and training of graduate students. By contrast, 14 states specifically exempt research and teaching but not clinical supervision or direct services, indicating that licensure is required to perform these latter duties. Finally, three jurisdictions (New Hampshire, Virginia, and Washington, DC) permit unlicensed individuals in academic settings to supervise clinical work provided that they are themselves supervised by a licensed psychologist.

Financial Costs

As with other criteria, the costs associated with licensure vary significantly across states. The final column in the Appendix reflects the sum of any application fees, state oral and written exam fees, and license or processing fees required at the time of first licensure. Additional costs unique to certain states are also included in this figure (e.g., Nevada charges a \$25 license printing fee). These figures do not include costs associated with the EPPP, which range from \$350 in New Jersey to \$532 in California. Wyoming costs include the actual exam fee payable to the Professional Examination Service plus a 20% administrative fee.

Programmatic Factors Related to Licensure: Survey of TDs

We developed a questionnaire to gather information from TDs regarding programmatic factors that may impact the licensure process for tenure-track faculty. TDs were selected because as the directors of professional programs, they are well aware of licensure issues, are typically licensed themselves, and are responsible for programmatic issues related to APA accreditation. Furthermore, as experienced faculty, they are aware of departmental policies and expectations for junior faculty. We used the questionnaire to assess programmatic expectations that faculty become licensed, reasons for requiring faculty licensure (if applicable), perceptions regarding the feasibility and challenges associated with faculty pursuit of licensure, departmental facilitation of the licensure process, and whether progress toward licensure is figured into faculty evaluations.

TDs at each of the 294 APA-accredited clinical ($n = 219$) and counseling ($n = 75$) psychology doctoral programs in the United States and Canada were invited to complete the survey described above via a personalized e-mail containing a direct hyperlink to the study Web site. Approximately 1 week after initial contact, we sent a second e-mail invitation to participate to those who had not responded. We mailed a single postcard invitation 1 to 2 weeks after that to TDs who had not yet completed the survey. Finally, we also posted solicitations to participate on three training director listservs.

The above procedures yielded responses from a total of 147 TDs of APA-accredited programs, for a total response rate of 50%. This overall rate included TDs from 112 clinical and 35 counseling psychology training programs in the United States. This level of participation is comparable to that reported in other surveys of TDs (e.g., Vacha-Haase, Davenport, & Kerewsky, 2004). Response rates were similar for clinical versus counseling (51% vs. 46.7%) and PhD versus PsyD (49% vs. 55.6%) TDs. Examination of response patterns revealed no obvious biases, either geographical or by type of institution (i.e., university, professional school), among the responding programs.

Results of TD Survey

TD responses regarding programmatic expectations, challenges, and facilitation for new faculty seeking licensure are described below and presented in Table 1. This table presents the combined results for all responding programs as well as percentages broken down by program type, with chi-square comparisons presented between clinical and counseling PhD programs and between PhD and PsyD programs.

Expectations for Licensure

To assess variations in expectations for new faculty licensure, we asked TDs whether obtaining licensure was encouraged, required, or not expected within their training program. Results indicated that 85% of the training programs either encouraged ($n = 69$, 46.9%) or required ($n = 56$, 38.1%) new faculty to become licensed once employed. PsyD programs were more likely than PhD programs to require licensure prior to employment (23.3% vs. 1.7%) or once hired (53.3% vs. 34.2%), whereas PhD programs were more likely than PsyD programs to encourage licensure (53% vs. 23.3%) or have no expectation for licensure (11.1% vs. none), $\chi^2(3, N=147) = 28.34, p < .01$.

The most common reasons provided by TDs for encouraging or requiring licensure by new faculty were related to the supervision and training of graduate students (83.7%). In addition, TDs indicated that retaining APA accreditation (61.2%), being consistent with the scientist-practitioner model (55.1%), and improving their program's reputation (39.5%) were also important factors. Reasons provided by TDs for encouraging or requiring licensure varied by program type. For example, in comparison to clinical TDs, counseling TDs more often cited retaining APA accreditation (78.8% vs. 52.4%), $\chi^2(1, N = 117) = 6.87, p < .05$, and improving their program's reputation (63.6% vs. 26.2%), $\chi^2(1, N = 117) = 14.29, p < .01$, as reasons for encouraging or requiring licensure. Furthermore, PsyD programs were more likely than PhD programs to encourage or require faculty licensure in order to serve as better role models for students (18.2% vs. 1.7%), $\chi^2(1, N = 138) = 12.04, p < .01$; to pursue clinical work or independent practice (16.7% vs. .9%), $\chi^2(1, N = 140) = 14.42, p < .01$; or to maintain their professional identity and credibility (10% vs. 0.9%) $\chi^2(1, N = 147) = 7.54, p < .05$.

Challenges to Obtaining Licensure

TDs were asked to report whether professional licensure was attainable for full-time faculty in their program. Less than

a fourth of respondents (22.9%) indicated that obtaining licensure was easily possible for new full-time faculty, whereas 68.6% indicated that it was possible with difficulty. A few TDs reported that licensure was not possible for faculty in their program (6.1%), and a small number were not sure (4.8%). No significant differences were found between program types in terms of expectations for licensure.

TDs cited several specific obstacles facing new faculty in their programs that may make licensure difficult or impossible to achieve. These included the inconsistency of this task with their current job duties (62.6%), limited time for studying (43.5%), financial difficulties (19.7%), and a lack of resources (e.g., study materials; 7.5%). Although a large majority of TDs from PhD programs (70.1%) indicated that licensure requirements are inconsistent with their job duties, only a third from PsyD programs (33.3%) reported this as an issue, $\chi^2(1, N = 147) = 13.8, p < .01$. Results also showed a perception by TDs that faculty in counseling PhD programs, compared with clinical PhD programs, have more difficulty finding time to study (69.7% vs. 34.5%), $\chi^2(1, N = 117) = 11.87, p < .01$, and obtaining the resources necessary to prepare for the licensure exam (30.3% vs. none), $\chi^2(1, N = 117) = 27.83, p < .01$.

Program Facilitation of Licensure

Training programs varied in the type and amount of assistance provided to new faculty seeking licensure. In the majority of cases, supervision of clinical activities was provided by licensed faculty in the department (55.8%). In fact, ready access to supervision may be an advantage of seeking licensure within an academic setting. Many programs (40.1%) also permitted the use of a departmental clinic to acquire needed clinical hours. However, this was more common in clinical PhD (48.8%) than counseling PhD (27.3%) training programs, $\chi^2(1, N = 117) = 4.5, p < .05$. Some programs also provided course releases (12.9%) and financial assistance for licensure-related costs (18.4%) in order to facilitate new faculty licensure.

Although supervision was more often provided by departmental faculty, the use of outside supervisors was not unusual (31.3%). When licensed faculty provided supervision, 89.9% of the time the unlicensed faculty members were not expected to pay for this service. Finally, less than a third (29.3%) of training programs overall considered progress toward licensure in annual evaluations for junior faculty. However, this figure was considerably higher for PsyD than for PhD programs (56.7% vs. 22.2%), $\chi^2(1, N = 117) = 13.69, p < .01$.

Summary of Training Director Comments

One third of participating TDs ($n = 49$) provided general comments following completion of the questionnaire. The majority seemed to feel that the survey raised important questions regarding the licensure of academics. Many TDs commented on licensure laws in specific jurisdictions and/or how their programs had dealt with the issue of faculty licensure. For example, some TDs noted that requirements in their state permit the duties associated with a full-time academic position (e.g., research, teaching, and so forth) to count toward licensure hours, thereby resolving many of these issues for new faculty. On the other hand, a few respondents indicated that the licensure re-

Table 1
Responses by Type of Training Program

Item	Type of training program					Program type comparison				
	Clinical PhD (n = 84)	Counseling PhD (n = 33)	All PhD (n = 117)	All PsyD ^a (n = 30)	All programs (n = 147)	Clinical vs. counseling PhD.		All PhD vs. all PsD		
	%	%	%	%	%	χ^2	df	χ^2	df	N
Expectations for faculty licensure						3.03	1	28.34**	3	147
Required prior to employment	2.4		1.7	23.3	6.1					
Encouraged once hired	48.8	63.6	53.0	23.3	46.9					
Required once hired	35.7	30.3	34.2	53.3	38.1					
No expectation for licensure	13.1	6.1	11.1		8.8					
Reasons licensure is encouraged/required										
Student supervision/training	83.3	84.8	83.8	83.3	83.7	0.40	1	0.01	1	147
APA/CPA accreditation	52.4	78.8	59.8	66.7	61.2	6.87*	1	0.47	1	147
Improve program reputation	26.2	63.6	36.8	50.0	39.5	14.29**	1	1.75	1	147
Scientist-practitioner model	54.8	69.7	59.0	40.0	55.1	2.18	1	3.48	1	147
Billing/insurance reimbursement ^b	2.4		1.7		1.4	0.81	1	0.39	1	138
Role model for graduate students ^b	2.4		1.7	18.2	4.3	0.81	1	12.04**	1	138
Pursue clinical work/private practice ^b	1.2		0.9	16.7	3.6	0.40	1	14.42**	1	140
Professional identity/credibility issues ^b		3.0	0.9	10.0	2.7	2.57	1	7.54*	1	147
Is licensure possible for full-time faculty?						4.88	3	0.28	3	147
Yes, easily	31.0	24.2	29.1	26.7	28.6					
Yes, with difficulty	57.1	66.7	59.8	63.3	60.5					
No, requirements cannot be met in a full-time academic position	8.3	—	6.0	6.7	6.1					
Not sure	3.6	9.1	5.1	3.3	4.8					
Obstacles for new faculty attempting to fulfill licensure requirement										
Financial difficulties	16.7	33.3	21.4	13.3	19.7	3.92	1	0.97	1	147
Finding time to study	34.5	69.7	44.4	40.0	43.5	11.87**	1	0.19	1	147
Requirements are inconsistent with current job duties	69.0	72.7	70.1	33.3	62.6	0.15	1	13.8**	1	147
Lack of resources (e.g., study materials)		30.3	8.5	3.3	7.5	27.83**	1	0.94	1	147
Lack of time/resources for clinical hour ^b	4.8	6.1	5.2	9.1	5.4	0.07	1	0.52	1	138
Access to clients/supervision ^b	1.2	3.0	1.7		2.0	0.46	1	0.39	1	138
Range of accepted clinical activities is too narrow or unclear ^b	2.4	3.0	2.6		1.4	0.04	1	0.58	1	138
Department facilitation of licensure activities										
Course release	11.9	18.2	13.7	10.0	12.9	0.79	1	0.29	1	147
Tenure clock is "frozen"	1.2		0.9		4.8	0.40	1	0.26	1	147
Licensed faculty provide supervision	63.1	51.5	59.8	46.7	55.8	1.32	1	1.69	1	147
Licensure-related costs are covered	15.5	21.2	17.1	26.7	18.4	0.55	1	1.40	1	147
Use of departmental or university clinic	48.8	27.3	42.7	36.7	40.1	4.50*	1	0.36	1	147
Worked with state board to make licensure easier for academics ^b	2.4	—	1.7	—	1.4	0.80	1	0.52	1	147
Professional development/leave time ^b				6.7	1.4			7.91	1	147
Assigned to teach practicum courses that count for clinical hours ^b	1.2	3.0	1.7		1.4	0.48	1	0.52	1	147
Typical source of supervision for new faculty						3.83	3	0.57	3	136
Departmental faculty	65.5	54.5	65.2	62.5	59.9					
Other university faculty	1.2		0.9		0.7					
Outside supervisors	26.2	45.5	33.0	37.5	31.3					
Expected to pay for supervision received from licensed faculty	13.1	9.7	12.5	8.7	10.9	0.72	3	0.49	1	135
Licensure progress considered in annual evaluations for junior faculty	20.2	27.3	22.2	56.7	29.3	0.68	3	13.69**	1	147

Note. APA = American Psychological Association; CPA = Canadian Psychological Association.

^a Clinical and counseling psychology PsyD programs were combined, as only two counseling PsyD programs responded. ^b These items represent the combined responses provided by training directors in the "other" text box. Thus, these options were not presented to all participants.

* $p < .05$. ** $p < .01$.

quirements in their state were such that obtaining the necessary hours as a tenure-track faculty member was “overwhelming” or “not possible.” A total of 10 TDs commented that their programs only hire faculty who are already licensed or “license-eligible.” A TD from one clinical PsyD program indicated that this stance toward licensure developed recently in response to the difficulties faced by past hires who found it difficult to obtain the necessary clinical hours, find affordable supervision, and study for the licensure exam while in their full-time position. A clinical PhD program TD noted that the strongest candidates for academic positions have often had research-focused postdoctoral experiences and are lacking the clinical hours necessary for licensure. This TD suggested the possibility that a policy of favoring licensed or license-eligible applicants may result in the program’s loss of qualified individuals.

A number of TDs suggested possible solutions to the challenge of licensure for academic psychologists. One respondent stated that several faculty members approached the state licensing board with these issues and requested an extension of the time limit for obtaining postdoctoral clinical hours from 12 to 36 months. This extension was granted, and since that time, the TD reported that new faculty members have not had problems obtaining licensure. Another clinical PhD program TD alluded to recent efforts on the part of the Council of University Directors of Clinical Psychology to encourage APA to recommend dropping the requirements for supervised postdoctoral hours prior to licensure. This TD also voiced support for legislation to make licensure contingent upon total supervised clinical hours, such that students who have accumulated sufficient hours during their graduate training and predoctoral internship would be eligible to take examinations for licensure without additional postdoctoral work.

Discussion and Recommendations

Impact of State Regulations on the Licensure of Academics

Clearly, licensure requirements vary considerably across states (see the Appendix), resulting in differing levels of complexity associated with obtaining professional licensure. At one end of the continuum are those states with regulations that seem compatible with typical academic duties. Regulations in these states reflect an assumption that the practice of psychology includes teaching, research, and supervision, and that postdoctoral experiences should coincide with one’s eventual area of professional work. On the other end of the spectrum are jurisdictions that mandate substantial amounts of direct client services. Although the specific amounts vary, the increased levels of client contact hours required in these states represent a larger hurdle to licensure for academics. The cumulative time needed to meet requirements in these states could amount to a day or more per week—a potentially insurmountable challenge for new faculty, whose progress toward tenure is dependent upon other types of activities. Thus, in a number of jurisdictions, the path to licensure appears to be quite a tough road indeed.

Programmatic Factors Related to Licensure

Results of the TD survey shed light on the professional environments in which the various state licensure requirements

must be met. Although the vast majority of training programs (85%) either encourage or require new faculty to obtain professional licensure once hired, relatively few programs require the credential prior to starting employment (6.1 %) or have no expectation that licensure be pursued (8.8%). With the exception of PsyD programs, which more often require licensure prior to employment, these findings were fairly consistent across program type and support the notion that new academics often find themselves in the position of pursuing licensure while simultaneously meeting the demands of a tenure-track position. Although the most common reason noted by TDs for encouraging or requiring licensure was related to the supervision and training of graduate students, differences in program types suggest that counseling programs are more concerned with how others will view their training program (e.g., overall reputation, APA accreditation) than are clinical TDs. PsyD programs appear to focus more on having faculty who represent professionally balanced role models.

Despite the consistent expectation that faculty become licensed, less than 30% of TDs believed that obtaining licensure was easily possible. A similar percentage of PhD and PsyD TDs felt that obtaining licensure was easily possible (29% vs. 27%), which may reflect comparable challenges for program types in various jurisdictions. However, the majority of TDs across program type (61%) believed obtaining licensure as a new faculty member to be possible with difficulty. The main reasons reported for this difficulty revolved around new faculty not having the time to fulfill requirements while in the midst of their academic responsibilities. PhD programs were more likely to note time constraints and cost issues than were their PsyD counterparts; however, PsyD TDs were more likely than their PhD colleagues to mention lack of resources for clinical hours as a deterrent. This finding is surprising given the earlier indication that PsyD programs more often emphasize a professional balance compared with their PhD counterparts.

The most common programmatic means of facilitating licensure are the use of departmental clinics for clinical activities and the availability of postdoctoral supervision by licensed faculty. In fact, ready access to clients and supervision appears to be an advantage of seeking licensure within an academic setting. Clinical PhD programs more often allow faculty the use of departmental clinics to acquire hours toward licensure. At first glance this may seem counterintuitive given the more supportive stance taken by counseling PhD programs noted above. However, this difference may be because counseling programs more often rely on university counseling centers rather than in-house clinics as a source of client contact. Regarding other types of assistance, course releases and financial support for licensure expenses are relatively uncommon, although counseling PhD programs are more likely to provide such resources. Finally, even though TDs consistently reported that new faculty are expected to become licensed and acknowledged the difficulty in doing so, with the exception of PsyD programs, relatively few departments (approximately 25%) officially consider progress toward licensure as part of annual faculty evaluations. This suggests that many pretenure faculty must meet expectations that they complete the time-consuming licensure process (perhaps at the expense of research and teaching duties) yet are not able to receive formal “credit” for these efforts.

Training Implications

If, as suggested here, academic psychologists in several jurisdictions face nearly insurmountable hurdles to licensure, then it is important to consider the implications of these findings for graduate student training. In scientist-practitioner programs, lack of faculty licensure may sharpen the divide between research and practice, for example, by necessitating the farming out of clinical supervision to outside professionals. The resulting division is inconsistent with the scientist-practitioner ideal of training by professionals who embody the integration of empirical and clinical perspectives. Licensure seems equally critical to programs operating from a practitioner-scholar perspective, which places even more emphasis on the clinical aspects of the profession. Within this model, lack of faculty licensure runs counter to the crucial programmatic goal of training clinicians. Finally, although the clinical-scientist model places relatively greater emphasis on the research aspects of the profession, faculty licensure nevertheless facilitates student training in the use of empirically informed interventions, which remains an integral component of this training model.

Impact of Exemptions

Before discussing ways to alleviate the licensure dilemmas highlighted here, it seems important to consider the impact of exemptions. Most notable are the 28 states that offer exemptions for typical academic job duties. Faculty may benefit from these exemptions because they are able to engage in clinically related teaching, research, and training activities without being licensed. However, a potential downside of releasing faculty from the need for licensure is that this may discourage them from pursuing activities not covered by exemptions, such as outside clinical work or contracts that require licensure and could ultimately enhance student training experiences. On a related note, to the extent that licensure conveys professional competence and a comprehensive, integrated training background, faculty without this credential may be seen as less capable role models by graduate student trainees.

Possible Remedies and Recommendations to New Faculty

In response to broader concerns about the impact of postdoctoral licensing requirements on the profession, APA's Commission on Education and Training Leading to Licensure was charged with evaluating the nature and quality of training in psychology (Williams-Nickelson, n.d.). This group determined that 2 years of supervised clinical training can be sufficient to develop the competencies needed by entry-level psychologists. It is important to note that the group concluded that one of these years could consist of predoctoral practicum-related activities, provided such experiences are sequential, organized, and well supervised; the second year would consist of the usual predoctoral internship. Thus, under certain conditions, the commission recommended eliminating altogether the requirement for formal postdoctoral training. One rationale for this recommendation was an assertion that the quality and quantity of preinternship clinical training has increased substantially in recent years, thereby reducing the need for formalized postdoctoral training. Consistent with this notion, the APA Council of Representatives re-

cently adopted a policy change that would alter the 1987 Model Act for State Licensure of Psychologists (APA, 1987) in order to allow the 2-year supervised clinical experience to be completed as part of graduate training. This modification was opposed by most member jurisdictions of the ASPPB (S. DeMers, personal communication, March 8, 2006) as well as by the Association of Psychology Postdoctoral and Internship Centers (S. McCutcheon, personal communication, March 8, 2006). Among other objections, these organizations questioned whether practicum experiences currently provide the type and amount of training needed for licensure. To date, only Washington State has made changes to eliminate postdoctoral requirements. Thus, although the revised APA policy may eventually be an impetus for advocating change at the state level, it is too early to tell what the implications of these recommendations will be. Regardless, any push to eliminate postdoctoral requirements through regulatory action at the state level could impact other issues important to the field. For example, if such initiatives are viewed by lawmakers as an attempt to relax training standards, this could open unwanted debate on a host of related issues, including scope of practice, hospital privileges, third-party reimbursement, and qualifications for prescriptive authority.

A less drastic alternative that could benefit academic psychologists would be to promote regulations that make the attainment of postdoctoral supervised experiences feasible for faculty in all locations. As demonstrated by the present data, faculty in a number of jurisdictions face potentially insurmountable obstacles to licensure. In recognizing this dilemma, the ASPPB's Guidelines for Supervision of Doctoral Level Candidates for Licensure (ASPPB, 2003) recommend that academic psychologists be permitted to spend up to 80% of a proposed 1,500 hr postdoctoral training period in research and/or teaching activities, with the remaining 20% devoted to direct clinical services or clinical supervision. This requirement not only seems attainable, but also is based on the logical notion that the purpose of licensure—to protect consumers of psychological services—is best served when postdoctoral training activities are commensurate with one's intended area of practice (ASPPB, 2003). Widespread adoption of this recommendation could go a long way toward alleviating the challenges to licensure faced by academics in a number of states.

Until such time that broader systemic changes are implemented, individual faculty and departments will be left to address licensing issues within the bounds of existing regulations. For new faculty, this necessitates having a clear understanding of departmental expectations for licensure as well as the licensing requirements in any state of potential employment. The feasibility of meeting requirements while maintaining other academic responsibilities should be explicitly discussed with departmental leadership prior to hiring. The current findings show that most departments expect faculty to become licensed but may also be willing to support this process in various ways. Hence, job candidates should inquire about the possibility of departmental assistance, including the use of training clinics, supervision from senior faculty, course releases, and financial assistance to cover licensure expenses. If licensure is expected, new faculty should clarify—and perhaps negotiate—whether their progress will be included as a formal component of annual evaluations. Part of this process might include educating the hiring department about the challenges associated with the licensure process. After all, depart-

ments and programs that recognize not only the advantages of having licensed faculty, but also the burdens of the process will be most likely to support junior colleagues along the path. Finally, once hired, academic psychologists should stay apprised of licensure-related issues in their respective jurisdictions. Regulations can change quickly, and by staying informed, faculty will be in the best position to affect matters that are most pertinent to their professional well-being.

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Appendix

Current Licensure Requirements in the United States

State	Number of postdoctoral hours required for licensure	Time frame to complete postdoctoral training	Type of clinical activity required	Supervision requirements	Relevant exemptions	State fee ^a
Alabama	None required				Licensure is not required for university employees "to perform their job duties and responsibilities related to their position... within their entities"	\$250
Alaska	1,500 hr	10-24 consecutive months; 20-40 hr per week	At least 50% of experience must be "direct services," which includes therapy, consultation, test interpretation, report writing; at least 50% of "direct services" must be face-to-face contact with patients	1 hr per week of individual supervision	An employee of an educational institution is exempt if supervised by employer and does not "render psychological services to the public... for compensation in addition to salary"	\$175
Arizona	1,500 hr	36 consecutive months	At least 600 hr must be in direct services with clients; the additional 900 hr may include academic duties, such as teaching, supervision of graduate student clinical work and research, and provision of psychological services for research purposes	1 hr face-to-face supervision per 20 hr experience	Licensure is not required for "a person in the employ of Arizona State University, Northern Arizona University or the University of Arizona if the services are a part of the faculty duties of that person's salaried position"	\$350 and a prorated \$400 initial license fee
Arkansas	2,000 hr	4 years	Teaching, supervision of graduate students, research in psychology, and mental health related administration may be counted toward postdoctoral hours	1 hr face-to-face supervision per week	License is not required for "teachers" in "recognized public and private schools" to perform their "professional duties"	\$250
California	1,500 hr	30 consecutive months; max. of 44 hr per week, including supervision	"An organized program of... professionally supervised clinical training experiences"; "trainees preparing for practice, once licensed, in the non-mental health areas of the profession of psychology" may establish an "alternate plan" for the supervised professional experience to be approved on a case-by-case basis	10% of hours per week must be supervised; at least 1 hr of face-to-face individual supervision per week	Research activities by university employees are exempt; employees of academic institutions are exempt provided they "do not provide direct health or mental health services"	\$569 plus \$56 fingerprint card fee

(Appendix continues)

Appendix (continued)

State	Number of postdoctoral hours required for licensure	Time frame to complete postdoctoral training	Type of clinical activity required	Supervision requirements	Relevant exemptions	State fee ^a
Colorado	1,500 hr	No less than 12 months	Research and teaching in the field of psychology may each be counted for 500 hr of postdoctoral experience (1,000 total) as well as up to 25 hr of supervision for each type of experience; supervision of graduate student research and/or clinical work is counted under the allotted 500 hr of teaching	Approximately 6.75 hr per month to meet 75 hr total supervision requirement; 50 hr must be face-to-face individual supervision	Teaching and research are exempt if they do not involve the delivery or supervision of direct psychological services	\$160
Connecticut	A minimum of 35 hr per week for 46 weeks for full time or 2,000 hours in 2 years for part time	1 year if full time or 2 years if part time	Postdoctoral experience must involve direct clinical work and related activities appropriate to the "intended area of practice"	3-4 hr supervision per 40 hr of experience (depending on employment setting); 1 hr of which must be individual, face-to-face; max. 3 supervisees per supervisor	Employees of educational institutions are exempt "when acting within the person's own organization"	\$450
Delaware	1,500 hr	1 year min.; 3 years max. for full time; 6 years max. for full-time university faculty employed in doctoral clinical training programs	This experience shall consist of at least 25% and not more than 60% of the time devoted to direct service per week. "Direct service" consists of any activity defined as the practice of psychology or the direct supervision of graduate students engaging in the practice of psychology.	1 hr for every 1-10 hr of work; 7 supervisees per supervisor	Full-time faculty members in doctoral-level clinical training programs who are not licensed may engage in "the practice of psychology (including the supervision of graduate students) only in the context of a clinical training program" and "may conduct any research and teaching activities related to the activities of such a program"	A prorated licensure fee ranging from \$83 to \$147, depending on month of application
District of Columbia	4,000 hr	2 years min.; 3 years max.	200 of the required hours are met through supervision requirements; psychological services provided in the context of a research project may be counted; however, teaching may not be included	150 hr must be under individual supervision and a max. of 50 hr under group supervision	Employees of governmental agencies are exempt provided they are supervised by a licensed or clinical psychologist	\$247
Florida	2,000 hr	1 year if full time; 2 years if part time	At least 900 hr must be in activities related to "direct client contact"	2 hr of supervision per week, 1 hr of which must be face-to-face	Employees of accredited academic institutions or research institutions are exempt provided they perform their job duties solely within the confines of the institution and are held out to the public as a psychologist	\$985

Appendix (continued)

State	Number of postdoctoral hours required for licensure	Time frame to complete postdoctoral training	Type of clinical activity required	Supervision requirements	Relevant exemptions	State fee ^a
Georgia	1,500 hr	11 months min.; 24 months max.	500 hr of direct patient involvement, including direct contact, document review, test scoring, note/report writing, or other professional activity relating to patient treatment; 950 hr can include teaching, supervision of graduate student clinical work and clinical research, clinical service provision for research purposes, and other academic duties (e.g., administration, service to university or profession)	1 hr face-to-face supervision per 30 hr	Teaching and research are exempt if they do not involve the delivery or supervision of direct psychological services	\$150, plus \$50 for a decorative wall certificate (optional)
Hawaii	1,900 hr	Not specified	"One year of supervised experience in health service in psychology"; a portion of this time may be spent in teaching and supervision of graduate student clinical and research work; therapy in the context of research is considered research activity	Not specified	Teaching and research are exempt provided the person does not engage in the practice of psychology outside the responsibilities of his or her employment	\$50 application fee plus licensure fees based on a prorated schedule
Idaho	2,000 total hr, at least 1,000 must be postdoctoral; the other 1,000 hr can consist of predoctoral, noninternship experience	At least 2 years in addition to internship, each defined as consisting of 1,000 hr of experience within a 12-36 month period; 1,000 hr can be predoctoral but cannot be fulfilled by the internship	Postdoctoral hours must consist of "supervised service provision"; supervision of graduate student clinical work and research activity involving the direct provision of services can be counted; teaching may not be counted	1 hr face-to-face supervision per week per 20 hr of experience	Employees of educational institutions as administrators, teachers, or researchers are exempt "in the discharge of those duties"	\$225
Illinois	1,750 hr	50 week min.; 36 month max.	Experience involves the "practice of clinical psychology," such as assessing, diagnosing, and treating individuals with . . . disorders; tasks may include, but may not be limited to, "administering and scoring structured tests, conducting standardized interviews, collecting data, academic guidance counseling, and assisting in a laboratory or teaching situation"	1 hr face-to-face supervision per week	Employees of government agencies are exempt in so far as the "duties are a part of his or her salaried position" and "performed solely on the behalf of his or her employer"	\$50

(Appendix continues)

Appendix (continued)

State	Number of postdoctoral hours required for licensure	Time frame to complete postdoctoral training	Type of clinical activity required	Supervision requirements	Relevant exemptions	State fee ^a
Indiana	1,600 hr	12 month min.; 60 month max.	At least 900 hr must consist of direct patient contact by the applicant in a health service setting; however, supervision of others, research, and teaching may be included in the remaining 700 hr of experience	1 hr face-to-face supervision per week	None relevant	\$100
Iowa	1,500 hr	12 months full time or 36 months part time	Includes direct client contact and indirect related services, including supervision of student clinical work and clinical services provided in conjunction with clinical research	1 hr face-to-face supervision per week	Employees of accredited academic institutions are exempt "while performing the employee's teaching, training, or research duties"	\$100
Kansas	1,800 hr	Not specified	At least 900 hr of supervised experience per year must be spent providing clinical psychological services; at least 180 hr must be spent providing general or non-clinical psychological services, which can include teaching, supervision of graduate students' clinical services or research, and provision of services for research purposes	1 hr of individual clinical supervision for every 20 hr of direct client contact	Teaching and research are exempt "if such person does not represent such person's services in any manner prohibited" (e.g., representing oneself as a clinical psychologist)	\$225
Kentucky	1,800 hr	1 year	If postdoctoral experience occurs at a university, it must include 400 hr of direct and indirect supervised client involvement, including supervising student clinical work or clinical research, diagnostic interviewing as part of clinical research projects, and clinical work in the context of teaching psychotherapy, interviewing, or testing	1 hr face-to-face supervision per week	Teaching and research are exempt if they do not involve the delivery or supervision of direct psychological services	\$250

Appendix (continued)

State	Number of postdoctoral hours required for licensure	Time frame to complete postdoctoral training	Type of clinical activity required	Supervision requirements	Relevant exemptions	State fee*
Louisiana	2,000 hr	5 years max.	Supervised experience must be conducted in a clinical setting; however, occasionally teaching activities are approved for a portion of the necessary hours if the submitted practice plan indicates that the primary area of professional work will not include clinical practice (i.e., academic or research positions); provision of clinical services for research purposes can be included in experience	1 hr face-to-face supervision per week	None relevant	\$300
Maine	1,500 hr	2 years	The type of supervised activities must equate with what type of work the applicant expects to be doing once licensed (e.g., private practice, consulting, teaching, and so forth)	3 hr of supervision per week, 1 hr of which must be individual supervision	The "professional pursuits of teachers...in recognized public and private schools" are exempt	\$465
Maryland	1,750 hr	Not specified	Experience shall be "professional work in psychology" and can include, but is not limited to, "teaching, counseling, clinical practice, research, and industrial consultation"	1 hr face-to-face supervision per week; max. 7 supervisees per supervisor	None relevant	\$220
Massachusetts	1,600 hr	10 month min.; 36 month max.	Two levels of licensure: 1. Licensure without HSP certification does not permit clinical practice or clinical supervision but allows the inclusion of research and teaching in the required postdoctoral hours 2. Licensure with HSP certification permits clinical practice and supervision of others and requires experience in a "health service setting" in which candidate is providing health services with a min. of 25% direct client contact	1 hr of supervision (individual or groups smaller than 3) per 16 hr of work	Teaching and research are exempt if they do not involve the delivery or supervision of direct psychological services	\$150

(Appendix continues)

Appendix (continued)

State	Number of postdoctoral hours required for licensure	Time frame to complete postdoctoral training	Type of clinical activity required	Supervision requirements	Relevant exemptions	State fee*
Michigan	4,000 hr	2 year min., 2,080 hr per year max.	Assessment, evaluation, and treatment in "an organized health care setting (or other arrangement receiving approval of the Board)"	Regular weekly face- to-face supervision	University employees "involved in research or the teaching of psychology" are exempt and may perform "those duties for which he or she was employed in that institution"	\$150
Minnesota	1 year full time	May be prorated for part time	"Hours spent in supervision, research, charting, report writing, staff meetings, patient care conferences, and required training sessions, as well as hours spent in direct client contact, count as hours of employment"; "practice of psychology includes. . . psychological research and teaching of psychology"	2 hr face-to-face supervision per week for full time (may be prorated for part time)	The "occupational pursuits. . . of teachers in recognized public and private schools" are exempt	\$650
Mississippi	2,000 hr	2 years	Direct provision of psychological services to individuals or groups of clients/patients; does not include supervision of others	2 hr face-to-face supervision per week	Employees of any educational institution are exempt provided the "activities or services are part of the duties of his or her position"	\$450
Missouri	1,500 hr (20-50 hr per week)	1 year min.; 24 months max.	Experience must include 10 hr per week of direct client contact, 1 hr per week of supervision, and 5 hr per month of in-service training (e.g., seminars, grand rounds); additional hours can be met by any psychology-related activity, including research, teaching, and supervision of student clinical work; experience can be obtained in a university setting if all the requirements for supervision can be met in that setting	1 hr individual face-to- face supervision per week; max. 4 supervisees per supervisor	Teaching and research are exempt if they do not involve the delivery or supervision of direct psychological services	\$350
Montana	1 year	Not specified	Cannot include more than 6 months of research, teaching, or combination of those activities; supervision of graduate students is permitted if supervised and part of postdoctoral duties	1 hr face-to-face supervision per week; max. 3 supervisees per supervisor	Employees of academic institutions are exempt if performing duties "of a psychological nature" for which they were employed within the confines of the organization	\$300

Appendix (continued)

State	Number of postdoctoral hours required for licensure	Time frame to complete postdoctoral training	Type of clinical activity required	Supervision requirements	Relevant exemptions	State fee ^a
Nebraska	1,500 hr	1 year min.; 24 months max.	Must include 1,000 or more hours of direct service and be compatible with the knowledge and skills obtained during education and relevant to the intended area of practice	1 hr weekly face-to- face or by interactive video	Teaching and research are exempt if they do not involve the delivery or supervision of direct psychological services	\$50
Nevada	1,750 hr	10 months min.; 2 years max. (unless approved by the examining board)	At least 60% of the postdoctoral hours per week must be spent in direct service activities (i.e., psychotherapy, testing, report writing, record keeping, supervision), unless otherwise approved by the board as in cases of licensure for academic faculty; supervision of graduate students or interns can count for no more than 4 hr per week of direct service activities; remaining hours may be spent in teaching, research, and other psychology-related activities	1 hr face-to-face supervision per week	Teaching and research are exempt if they do not involve the delivery or supervision of direct psychological services	\$365
New Hampshire	1,500 hr	12 months min.; 24 months max.	Direct health service in psychology provided to individuals or groups of patients/clients	1 hr face-to-face supervision per week; max. 1 supervisee per supervisor	The "psychotherapy activities and services of any . . . person providing mental health services" as an employee of an educational institution. . . are exempt provided the activities and services are a part of the person's duties in that salaried position and the employer provides clinical supervision of its staff and assumes professional, ethical, and legal responsibility	\$270
New Jersey	1,750 hr	Not specified	Must include 1,000 hr of client contact, 200 hr of supervision, and 550 hr in other work-related activities (e.g., recordkeeping, consultations, report writing)	1 hr supervision per 5 hr client contact per week; 100 hr of the required 200 hr of supervision must be face-to-face; max. 3 supervisees per supervisor	None relevant	\$625

(Appendix continues)

Appendix (continued)

State	Number of postdoctoral hours required for licensure	Time frame to complete postdoctoral training	Type of clinical activity required	Supervision requirements	Relevant exemptions	State fee ^a
New Mexico	1,500 hr	3 year max.	Supervision of graduate students' clinical work can be included if supervised; supervision of graduate student research can also be included for up to 10% of total hours; teaching and provision of clinical services for research purposes cannot be included	1 hr face-to-face supervision per week	Employees of educational institutions are exempt provided their "activities and services are a part of the duties of his position"	\$300
New York	1,750 hr	1 year (or part-time equivalent)	One year of postdoctoral supervised research or teaching experience may be accepted if it integrates psychological knowledge and application; in academic settings, experience must consist of at least 1 semester of continuous experience, and teaching must consist of 6 credit hours per semester; supervision of graduate student clinical work and research and the provision of clinical services for research purposes may be counted	2 hr supervision weekly if full time (no more than 45 hr per week), 1 hr of which must be face-to-face; 2 hr supervision every other week if part time (16-34 hr per week), 1 of which must be face-to-face	Employees of educational institutions are exempt provided their "activities and services are a part of the duties of his salaried position"	\$270, plus \$155 license fee for 3 years
North Carolina	1,500 hr	1 year min.; 4 years max.	Two levels of licensure: 1. To obtain generic licensure as a psychologist, experience can include supervising graduate students' clinical work or clinical research, providing clinical services as part of research, and teaching that directly involves the practice of psychology (i.e., some practicum or internship courses) 2. To obtain certification as a HSP, which is required to provide health services, experience must consist of providing health services (i.e., direct client contact, supervision, collateral contacts); teaching and supervision of graduate students does not count toward HSP licensure; therapy delivered as part of research may count	1 hr face-to-face individual supervision per week	Teaching and research are exempt if they do not involve the delivery or supervision of direct psychological services	\$200

Appendix (continued)

State	Number of postdoctoral hours required for licensure	Time frame to complete postdoctoral training	Type of clinical activity required	Supervision requirements	Relevant exemptions	State fee ^a
North Dakota	2,000 hr	Not specified	Postdoctoral supervised experience should correspond to the nature of the applicant's intended area(s) of practice; nonclinical supervised experiences are considered by the board on a case-by-case basis for applicants who intend to practice in an academic setting involving graduate student supervision, teaching, research, and so forth.	2 hr per week, 1 hr of which must be individual supervision	None relevant	\$525
Ohio	1,800 hr	3 years	At least 375 of the required hours must be obtained in direct client contact; up to 540 hr (30% of 1,800) may consist of teaching and/or research if it has a direct effect on client welfare or concerns the professional practice of psychology	5% of weekly client contact time in individual face-to-face supervision	Teaching and research are exempt provided they do not involve the professional practice of psychology in which patient or client welfare is directly affected	\$125, plus \$350 license fee biennially
Oklahoma	2,000 hr	3 years	"Postdoctoral experience shall be compatible with the knowledge and skills acquired during formal doctoral and post-doctoral education . . . and relevant to the intended area of practice"	75 hr (1.5 per week) face-to-face supervision	Teaching and research are exempt if they do not involve the delivery or supervision of direct psychological services	\$400
Oregon	1,500 hr	12 months min.; 3 years max.	Experience should include "direct client services"; teaching, research, or the supervision of student clinical work cannot be counted toward the hours needed	2 hr per week, 1 of which must be individual	Teaching and research are exempt if they do not involve the delivery or supervision of direct psychological services	\$450
Pennsylvania	1,500 hr	At least half of experience must have occurred in the last 5 years before applying for licensure	At least 50% of experience shall consist of diagnosis, assessment, therapy, other interventions, or consultation	Average of 2 hr face-to-face supervision per week	Research by university faculty is exempt; the "practice of psychology" by university faculty is exempt provided it is "part of the normal function of his position or is performed . . . according to the usual expectations of his employer"	\$105, plus \$120 license fee biennially
Rhode Island	1,800 hr or full time (35 hr per week) for 1 year	Not specified	"Practical application of principles, methods, and procedures of the science of psychology"	1 hr face-to-face supervision per week	"Full performance of duties" by teachers in public or private schools is exempt	\$312.50

(Appendix continues)

Appendix (continued)

State	Number of postdoctoral hours required for licensure	Time frame to complete postdoctoral training	Type of clinical activity required	Supervision requirements	Relevant exemptions	State fee*
South Carolina	1,500 hr	Not specified	Postdoctoral hours include "direct service, training, and supervision"; provision of clinical services in conjunction with research may be counted; teaching and supervision of graduate students does not count	1 hr face-to-face supervision	Government employees "providing services of a psychological nature within the scope of employment" are exempt	\$650
South Dakota	1 year	Not specified	Postdoctoral employment experience in a university setting (e.g., teaching, research, supervision of graduate student clinical work and research) is typically accepted by the board with the understanding that some direct clinical services will be included as an element of the academic appointment	2 hr face-to-face supervision per month	Employees of academic institutions are exempt "while performing their teaching, training, or research duties"	\$500
Tennessee	1,900 hr for HSP licensure	1 year min.; 2 years max.	Two levels of licensure: 1. Licensure without HSP designation does not permit clinical practice or supervision and does not require any postdoctoral experience 2. Licensure with HSP certification permits clinical practice and supervision of others; academic psychologists may count supervision of students or interns toward the required hours; clinical services provided for research purposes may be counted if supervised; teaching and supervision of graduate student research cannot be counted	1 hr face-to-face supervision per week	None relevant	\$575
Texas	1 year full time (35 hr per week for at least 12 months) or 2 years part time (20 hr per week for at least 24 months)	If full time, the pre-doctoral internship and postdoctoral experience must be completed in 3 years	Supervised experience must be "in the field of psychological services." Thus, currently there are no restrictions on activities that may be counted; however, Texas board is considering changes that after June 1, 2006, would no longer permit teaching to count	Not specified; arranged between supervisor and applicant	Employees of institutions of higher learning are exempt if the person performs duties he or she is employed by the institution to perform within the confines of the institution	\$705

Appendix (continued)

State	Number of postdoctoral hours required for licensure	Time frame to complete postdoctoral training	Type of clinical activity required	Supervision requirements	Relevant exemptions	State fee ^a
Utah	2,000 hr	The pre- and postdoctoral experience (4,000 hr total) must be completed in between 2 and 4 years	"If planning to practice mental health therapy, 1,000 of the 4,000 required hours must be in mental health therapy . . . obtained after completion of a master's level of education"; research study may be counted if board determines they are clinical; regardless of intended area of practice, academic activities (research, teaching, and so forth) cannot be counted toward postdoctoral hours	1 hr face-to-face supervision for each 40 hr of supervised training	Teaching and research are exempt if they do not involve the delivery or supervision of regulated professional services	\$200
Vermont	2,000 hr	Not specified	Accepted activities typically include those associated with a part- or full-time position as a practicing clinical psychologist, such as recordkeeping, business telephone calls, correspondence, other supervision, reading, client-specific research, and other related activities	2 hr supervision in each 40 hr of practice; at least 1 hr per week individual face-to-face supervision; max. 500 hr of experience must be supervised independently by two supervisors; only time spent in clinical (not administrative) supervision may be counted	Employees of academic institutions "in the discharge of [their] duties as a psychologist" are exempt	\$175 plus \$275 license fee biennially
Virginia	1,500 hr	1 year min.; 3 years max.	Hours should include "appropriate emphasis and experience in the diagnosis and treatment of persons with moderate to severe mental illness"; clinical services provided for research purposes can be counted; teaching and research may be included in some cases	2 hr face-to-face supervision per week or 1 hr face-to-face supervision and 2 hr group supervision per week	Government employees are exempt "except that any such person who renders psychological services" must be supervised by a licensed or clinical psychologist; "psychological services" include supervision of graduate students	\$200 plus \$225 license fee biennially
Washington ^b	None required				Teaching and research are exempt for university faculty	\$895

(Appendix continues)

Appendix (continued)

State	Number of postdoctoral hours required for licensure	Time frame to complete postdoctoral training	Type of clinical activity required	Supervision requirements	Relevant exemptions	State fee ^a
West Virginia	Equivalent of 1 year for academic employment; <i>year</i> means the number of months normally associated with full-time employment in that institution	1 to 2 years	Experience must be "relevant to the intended area of practice" as determined by the board; "Satisfactory professional experience includes . . . designing original research projects, analyzing and reporting research data, or teaching a psychology course"	1 hr individual face-to- face supervision per 20 hr experience	Teaching, research, and supervision are not defined as the "practice of psychology"	\$225
Wisconsin	1,500 hr (16-40 hr per week are allowed)	Not specified	Experience must be in a training setting with "activities appropriate to the intended area of practice" as demonstrated by the applicant; at least 25% face- to-face client contact and at least 40% direct service for the purpose of providing psychological service	2 hr face-to-face supervision per 40 hr	University employees are exempt if "performing activities" for which he or she is employed within the confines of the institution	\$125
Wyoming	1,500 hr	12 months min.; 24 months max.	A postdoctoral training program accredited by the Association of Psychology and Internship Centers, or work experience "practicing psychology." The practice of psychology is defined as including activities related to the provision of psychological services (i.e., testing, diagnosis, therapy, and so forth)	2 hr face-to-face supervision per 40 hr of work	Teaching and research are exempt if they do not involve the delivery or supervision of direct psychological services	\$500 plus 20% of actual cost of EPPP for administration fees

Note. This appendix is current as of January 2006. However, because statutes and regulations change frequently, it is best to consult state psychology board Web sites for the most recent and comprehensive information. Links to all U.S. psychology boards, including relevant licensure laws and regulations, can be found on the Web site of the Association of State and Provincial Psychology Boards (ASPPB) at: <http://www.asppb.org/about/boardContactStatic.aspx>. HSP = health service provider; EPPP = Exam for the Professional Practice of Psychology; min. = minimum; max. = maximum.

^a Includes application fees, state licensure exam (written and oral) fees, and initial license costs; does not include costs associated with the EPPP, temporary/provisional licensure, or license renewal fees.

^b In June 2004, Washington State passed legislation that permits psychological licensure without postdoctoral experience.