

## CHAPTER 66-02-02 GUIDELINES FOR ESTABLISHING EQUIVALENCY

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**66-02-02-01. General equivalency requirements.** If the applicant has received a doctorate degree in a program of studies other than psychology, the degree may be substantially psychological in nature if the program meets all provisions of this chapter as judged by the board. The substantial portion of the applicant's doctorate program must be in an organized program within the department deemed equivalent to a department of psychology and deemed equivalent to coursework in a psychology program, as judged by the board.

**History:** Amended effective April 1, 1988; September 1, 2000; April 1, 2007.

**General Authority:** NDCC 43-32-08

**Law Implemented:** NDCC 43-32-20

**66-02-02-02. Letter from department chairperson.** If the school or college of which the degree is obtained also has a department of psychology at a graduate level offering a doctorate in psychology, the applicant shall present a letter from that department and the applicant's own department chairperson attesting to the fact that the coursework in the candidate's program is substantially psychological in nature. The letter will be given great evidentiary weight by the board in judging the candidate's program.

**History:** Amended effective March 1, 1985; September 1, 2000.

**General Authority:** NDCC 43-32-08

**Law Implemented:** NDCC 43-32-20

**66-02-02-03. Documentation of training and coursework.** There must be documented evidence, in the form illustrated in the appendix to this chapter, of the following:

1. The doctoral training must be sponsored by an institution of higher education accredited by a nationally recognized regional accrediting body in the United States or, in the case of Canadian programs, the institution must be publicly recognized by the association of universities and colleges of Canada as a member in good standing.
2. The program must be an integral part of the mission of the academic department, college, school, or institution in which it resides. It must be represented in the institution's operating budget and plans in a manner designed to enable the program to achieve its goals and objectives.

3. There must be a clear authority and primary responsibility for the core and specialty areas whether or not the program cuts across administrative lines.
4. The program must be an integrated, organized sequence of study that is sequential, cumulative, and grading in complexity and designed to prepare students for further organized training.
5. There must be an identifiable core (i.e., full-time faculty with a director, chair, or head whom is clearly administratively responsible for the functioning of the program).
6. The program must have an identifiable body of students who are matriculated in the program for a degree. There must be a sufficient number of such students and the facilities necessary to ensure meaningful peer interaction, support, and socialization.
7. The program must include supervised practicum, internship, field, or laboratory training appropriate to the practice of psychology. To this end the program should:
  - a. Place students in settings that are clearly committed to training, supervise students using an adequate number of appropriate professionals, and provide a wide range of training and educational experiences through applications of empirically supported intervention procedures;
  - b. Integrate the practicum component of the students' education and training with the other elements of the program and provide adequate forums for the discussion of practicum experience; and
  - c. Ensure that the sequencing, duration, nature, and content of these experiences are both appropriate for and consistent with the program's immediate and long-term training goals and objectives.
8. The curriculum must encompass a minimum of three academic years of graduate study, at least one academic year of which must be in residence at the degree-granting institution. The academic year in residence must include twenty-four semester hours taken on a full-time or part-time basis at the institution or a minimum of three hundred hours of student-faculty contact that involves face-to-face educational meetings conducted by the institution's psychology faculty and fully documented by the institution and the student. These meetings must include interaction between the student and faculty and the student and other students and must relate to program content areas. These meetings must be in addition to the practicum, clerkship, or externship supervision hours or dissertation hours. On request by the applicant or the board, the institution shall provide documentation showing how the applicant's performance was assessed and documented. The

program must specify education and training goals in terms of the competencies expected of its graduates. Those competencies must be consistent with the program's philosophy and training model, the substantive areas of professional psychology for which the program prepares students, and an understanding of professional issues, including ethical, legal, and quality assurance principles.

9. In achieving its objectives, the program has and implements a clear and coherent curriculum plan that provides the means whereby all students can acquire and demonstrate substantial understanding of and competence in the following areas:
  - a. The breadth of scientific psychology, its history of thought and development, its research methods, and its applications. To achieve this end, the students shall be exposed to the current body of knowledge in at least the following areas:
    - (1) Biological aspects of behavior;
    - (2) Cognitive and affective aspects of behavior;
    - (3) Social aspects of behavior;
    - (4) History and systems of psychology;
    - (5) Psychological measurement;
    - (6) Research methodology; and
    - (7) Techniques of data analysis;
  - b. The scientific, methodological, and theoretical foundations of practice in the substantive areas in which the program has its training emphasis. To achieve this end, the students shall be exposed to the current body of knowledge in at least the following areas:
    - (1) Individual differences in behavior;
    - (2) Human development;
    - (3) Dysfunctional behavior or psychopathology; and
    - (4) Professional standards and ethics;
  - c. Diagnosing and defining problems through psychological assessment and measurement and formulating and implementing intervention strategies, including training in empirically supported

procedures. To achieve this end, the students shall be exposed to the current body of knowledge in at least the following areas:

- (1) Theories and methods of assessment and diagnosis;
  - (2) Effective intervention;
  - (3) Consultation and supervision; and
  - (4) Evaluating the efficiency of interventions;
- d. Issues of cultural and individual diversity that are relevant to all of the above; and
- e. Attitudes essential for lifelong learning, scholarly inquiry, and professional problem-solving in the context of an evolving body of scientific and professional knowledge.

**History:** Amended effective March 1, 1985; April 1, 1988; September 1, 2000; April 1, 2007.

**General Authority:** NDCC 43-32-08

**Law Implemented:** NDCC 43-32-20

**66-02-02-04. Supervised professional experience for equivalency.** The applicant must have completed all supervised professional experience required by subsection 1 of section 66-02-01-11.1.

**History:** Amended effective September 1, 2000; April 1, 2007.

**General Authority:** NDCC 43-32-08

**Law Implemented:** NDCC 43-32-20

**OUTLINE FOR DOCUMENTING COURSEWORK**

The applicant must document the aforementioned coursework by specifying the following information for each:

COLLEGE	DEPARTMENT	COURSE TITLE	CATALOG DESCRIPTION	TEXT NAME & AUTHOR	*INSTRUCTOR	**ACADEMIC AREA

\* Full name and highest degree.

\*\* Academic area as listed in section 66-02-02-03(9).