

**NOTICE OF INTENT TO ADOPT PROPOSED AMENDMENTS TO THE  
RULES OF THE GEORGIA STATE BOARD OF EXAMINERS OF  
PSYCHOLOGISTS:**

**BOARD RULE CHAPTER 510-2. LICENSURE BY EXAMINATION  
RULE 510-2-.01 APPLICATION FOR LICENSURE  
RULE 510-2-.04 EDUCATION**

**BOARD RULE CHAPTER 510-3. LICENSURE BY ENDORSEMENT  
RULE 510-3-.02 QUALIFICATION OF APPLICANTS**

**BOARD RULE CHAPTER 510-5. SUPPLEMENTAL CODE OF CONDUCT  
RULE 510-5-.07 REPRESENTATION OF SERVICES  
RULE 510-5-.10 AIDING ILLEGAL PRACTICE**

**AND NOTICE OF PUBLIC HEARING**

**RULES: 510-2-.01 Application for Licensure  
510-2-.04 Education  
510-3-.02 Qualifications of Applicants  
510-5-.07 Representation of Services  
510-5-.10 Aiding Illegal Practice**

**TO ALL INTERESTED PARTIES:**

Notice is hereby given that pursuant to the authority set forth below, the Georgia State Board of Examiners of Psychologists (hereinafter “Board”) proposes amendments to 510-2-.01 Application for Licensure, 510-2-.04 Education, 510-3-.02 Qualifications of Applicants, 510-5-.07 Representation of Services and 510-5-.10 Aiding Illegal Practice (herein after “proposed rules”).

This notice, an exact copy of the proposed rules, and a synopsis of the proposed rules are being sent to all persons who have requested, in writing, to be included on a notification list. This notice, an exact copy of the proposed rules, and a synopsis of the proposed rules may also be reviewed during normal business hours of 8:00 a.m. to 4:30 p.m., Monday through Friday, except official State holidays, at the Office of the Secretary of State, Professional Licensing Boards Division, 237 Coliseum Drive, Macon, Georgia 31217. The documents will also be available for review on the Board’s website at <https://sos.ga.gov/georgia-state-board-examiners-psychologists>. Copies may also be requested by contacting the Board office at (404) 424-9966.

The public will have an opportunity to comment upon and provide input into the proposed rule amendments at a public hearing to be held at **9:00 a.m., Friday, May 24, 2024**, in the Office of the Secretary of State, Professional Licensing Boards Division, 237 Coliseum Drive, Macon, Georgia 31217. If the Board office remains closed due to the public health emergency

(COVID-19), the hearing will be held via teleconference. Please see Board's website for information on how to join the meeting via teleconference.

Interested parties affected by the rules may submit written comments to the Board no later than the close of business on **May 17, 2024**. Written comments must be legible, signed, contain contact information from the maker (address, telephone number, email address), and addressed to Gabriel Sterling, Interim Division Director, Secretary of State, Professional Licensing Boards Division, Georgia State Board of Examiners of Psychologists, 237 Coliseum Drive, Macon, Georgia 31217.

During the public hearing, anyone may present data, make a statement, comment, or offer a viewpoint or argument, whether orally or in writing. Lengthy statements or statements of a considerable technical or economic nature, as well as previously recorded messages, must be submitted for the official record. Oral statements will be limited to five (5) minutes per person.

The Board voted to post this Notice of Intent at its meetings on **July 28, 2023; August 25, 2023; or November 17, 2023**. The Board also voted that the formulation and adoption of this rule amendments does not impose an excessive regulatory cost on any licensee, and any cost to comply with the proposed rule amendment cannot be reduced by a less expensive alternative that fully accomplishes the objectives of

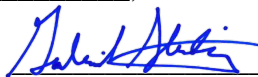
Additionally, the Board voted that it was neither legal nor feasible in meeting the objectives of O.C.G.A. §§ 43-1-2, 43-1-7, 43-1-19, 43-1-25, 43-1-34, 43-1-35, 43-34-8(b)(4), 43-34-9, 43-34-10, 43-34-13, 43-39-1, 43-39-2, 43-39-5(d), 43-39-5, 43-39-6, 43-39-8, 43-39-9, 43-39-10, and 43-39-13 to adopt or implement differing actions for businesses as listed in O.C.G.A. § 50-13-4(a)(3)(A), (B), (C) and (D). The formulation and adoption of these rules will impact every licensee in the same manner and each licensee is independently licensed in the field of psychology.

According to the Department of Law of the State of Georgia, the Georgia State Board of Examiners of Psychologists has the authority to adopt proposed Rules 510-2-.01, 510-2-.04, 510-3-.02, 510-5-.07, 510-5-.10, pursuant to authority contained in O.C.G.A. §§ 43-1-2, 43-1-7, 43-1-19, 43-1-25, 43-1-34, 43-1-35, 43-34-8(b)(4), 43-34-9, 43-34-10, 43-34-13, 43-39-1, 43-39-2, 43-39-5(d), 43-39-5, 43-39-6, 43-39-8, 43-39-9, 43-39-10, and 43-39-13.

For further information, contact the Board office at (844)-753-7825.

This notice is given in compliance with O.C.G.A. § 50-13-4.

This the 3rd day of April, 2024.



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Gabriel Sterling  
Interim Division Director  
Professional Licensing Boards Division

Posted: April 3, 2024

## **SYNOPSIS OF PROPOSED CHANGES TO THE GEORGIA BOARD OF EXAMINERS OF PSYCHOLOGISTS BOARD RULE**

### **Rule 510-2-.01. Application for Licensure Effective November 1, 2020**

#### (1) Application.

The following requirements must be met ~~in order~~ to be licensed as a psychologist in this jurisdiction.

(a) A doctoral degree from an American Psychological Association (APA) or Canadian Psychological Association (CPA) accredited doctoral program in applied psychology (as defined below under Education) or from an I/O or international program (as defined below under Education).

(b) Successful completion of an APA or CPA accredited or Association of Psychology and Internship Centers (APPIC) member internship, or its equivalent (as defined below under Education).

1. An applicant who was enrolled in a APA or CPA approved program prior to May of 2003, and who was a student in good standing, will be deemed to have met the above noted internship requirement, provided the applicant completed/graduated from the program within a seven (7) year period from the date of enrollment.

(c) Successful completion of a 1500-hour postdoctoral supervised work (SWE) experience (as defined in Board Rule 510-2-.04 Education).

(d) Completed Application Initiation Form including all supporting documents and the fee made payable to the Georgia Board.

(e) Completed registration as required by the Board to cause the submission of a criminal background check as required by O.C.G.A. §§ 43-39-6 and 43-39-8(b)(6). The applicant shall be responsible for all fees associated with the performance of such background check (see instructions on how to register and complete the fingerprint check posted on the Board website, Application/Form Downloads link).

(~~e~~ f) Once registered with the Georgia Board, the Association of State and Provincial Psychology Boards (ASPPB) will notify applicants to register for participation in their Psychology Licensure Universal System (PLUS) program application process. Instructions on the PLUS program titled "General Instructions for Application by Examination or Endorsement" may be found on the Board website on the Application/Forms Downloads webpage.

(~~f~~ g) Once your application is completed and submitted for approval to the Georgia Board by ASPPB, and approval is granted by the Georgia Board, applicants will be

notified to begin the examination process. Georgia Board approved applicants will be required to take and pass the following examinations, in the following order:

1. The first examination is a two-part national licensing exam developed and owned by the Association of State and Provincial Psychology Boards (ASPPB) designed to measure knowledge and skills of psychology relevant to practice. The Board will accept the standard passing score set by ASPPB for each administration of the Examination for the Professional Practice of Psychology (EPPP). This examination is administered online, and procedural information is available from the office of the State Board of Examiners of Psychologists.

A person must apply for licensure and be approved by the Board as a licensure candidate in order to take the national licensing exam. EPPP Part 1 is a computer-based examination that assesses the knowledge needed for entry level licensure. Part 1 may be taken after all course work has been completed (prior to internship and post-doctoral supervised work experience). EPPP Part 2 is a computer-based examination that assesses the skills needed for entry level licensure. Part 2 may be taken after all requirements for the doctoral degree including the internship have been completed.

(i) After three unsuccessful attempts to pass either part of the two-part national examination, the applicant will be required to earn, in person, a minimum of ~~three~~ 3 semester hours of Board approved graduate level coursework in psychology at a regionally accredited institution, or 15 hours of Board approved APA, CPA or GPA approved continuing education prior to retaking the failed examinations. Documentation of attendance must be by letter from the instructor or by official APA, CPA or GPA certificate. These 3 semester hours or 15 hours of continuing education must be obtained prior to each retake for the fourth, fifth or sixth exam.

(ii) After six unsuccessful attempts to pass either part of the two-part national examination, the applicant will be required to earn, in person, a minimum of 9 semester hours of Board approved graduate level course work in psychology at a regionally accredited institution or 45 hours of Board approved APA, CPA or GPA approved continuing education prior to retaking the failed examinations. Documentation of attendance must be by letter from the instructor or by APA, CPA or GPA official certificate. These 9 semester hours or 45 hours of continuing education must be obtained prior to each retake of the failed examinations starting with the seventh attempt.

2. The second examination, prepared by the Georgia Board of Examiners of Psychologists, consists of a timed, multiple choice, closed book Jurisprudence Examination covering current law, rules and regulations, and general provisions. A licensure candidate can be scheduled to take this exam after the

two-part national licensing exam has been passed and while the SWE is being completed. This information is available at the web site at [www.sos.state.ga.us](http://www.sos.state.ga.us). The Board shall set a passing score for this examination. Exam candidates who fail the Jurisprudence Examination must wait 30 days before they can register to retake the exam again.

3. The third examination is the oral exam given by the Georgia Board of Examiners or their representatives. The licensure candidate may be scheduled to take the oral exam after the licensure candidate has passed all examinations, and is within 2 months of satisfactorily completing the SWE. ~~The licensure candidate may be granted a license to practice psychology only after having successfully completed and obtained Board approval of the SWE and after having passed the oral examination.~~ The Board reserves the right to re-administer the oral exam to individuals who do not satisfactorily complete the SWE.

(i) The licensure candidate must personally appear before a subcommittee of the Board for an oral examination which will be based on a work sample of material from their intended area of practice provided by the licensure candidate. The work sample must have been generated within six months preceding the oral examination or within six months of the most recent professional practice. Licensure candidates ~~must~~ may be required to either provide a copy of their post-doctoral supervised work experience log ("SWE log") to the Board in advance of the oral exam, or to bring the SWE log to the oral exam (see below under Education Board Rule 510-2-.05(5)(a)(5) and (7) for exceptions).

(ii) The licensure candidate who fails the subcommittee-administered oral examination will be scheduled for a Full Board Exam. A Full Board oral examination is defined as an oral exam in which the majority of Board members are present.

(iii) The licensure candidate who fails the Full Board oral examination may take a second Full Board Exam after the expiration of a six-month period following the date on which the licensure candidate failed the Full Board oral examination.

(iv) The licensure candidate who fails the second Full Board oral examination will be denied licensure. Any consideration for subsequent licensure will require submission of a new application, fees and documentation. The applicant must meet all requirements that are in effect on the date on which the Board receives the new application.

(v) The licensure candidate who passes the subcommittee-administered oral examination and has successfully completed the SWE will be granted a license to practice psychology in the State of Georgia.

(2) Time and Place of Examinations.

(a) The Office of the Division Director, Professional Licensing Boards Division, designates the specific time and location where examinations are administered. The applicant will be notified in writing of the exact time and place of the examination. The applicant must appear in person for the examinations and bring government issued picture identification.

(3) Americans with Disabilities Act.

(a) The Board will provide reasonable accommodation to the qualified applicant with a disability in accordance with the Americans with Disabilities Act. The request for an accommodation by an individual with a disability must be made in writing on a form provided by the Board and received in the Board office by the application deadline along with the appropriate documentation, as indicated in the Request for Disability Guidelines.

(4) Application for Non-Renewable Provisional License.

(a) ~~The Board may issue a non-renewable provisional license to an applicant A licensure candidate who has passed the written examinations and who has completed all other requirements for licensure except the post-doctoral supervised work experience requirement and the oral examination may apply for a provisional license. The applicant for provisional license must submit shall:~~

1. ~~Choose the additional license type of "Provisional License" on the same Completed Application Initiation Form the applicant is submitting to apply for their two (2) year license to practice psychology, including all supporting Documents and the fee made payable to the Georgia Board.~~

2. ~~Once registered with the Georgia Board, the Association of State and Provincial Psychology Boards (ASPPB) will notify applicants to register for participation in their Psychology Licensure Universal System (PLUS) program application process. Instructions on the PLUS program titled "General Instructions for Application by Examination or Endorsement" may be found on the Board website on the Application/Forms Downloads webpage. The non-renewable provisional license is valid for up to two (2) years from date of issuance. An additional fee is required – see fee schedule.~~

(b) Denial of Provisional License Application.

1. If the applicant for provisional license is denied, the applicant may petition the Board, within 60 days of the date of the letter of denial, to reconsider the application. After 60 days the file will be closed; ~~to reapply the applicant must~~

~~submit a new application, a non-refundable application fee, and all required documentation.~~

2. If the Board requests additional information from the applicant, the applicant has 30 days to respond. Failure to respond will result in denial of the application and closing of the applicant's file. ~~The applicant who re-applies for licensure at a later date must submit a new application, an on-refundable application fee, and all required documentation.~~

3. A provisional license is subject to revocation if the Board determines that the requirements of the supervised work experience are not being satisfactorily met.

4. Revocation of a provisional license shall not be considered a contested case within the meaning of Chapter 13 of Title 50, the Georgia Administrative Procedure Act, but a holder of a provisional license shall have the right to appear before the Board for appeal.

(c) Scope of Provisional License. A Provisional license carries all the weight and privileges of licensure except for the requirement of continued supervision for all professional activities throughout the experience (See supervised work experience). A provisional license is non-renewable and will expire in 24 months unless the Board grants an exception.

(5) Denial of Application.

(a) The applicant will be informed in writing of the Board's decision regarding ~~approval or~~ denial of an application for licensure.

(b) If the Board requests additional information from the applicant, the applicant has 30 days to respond.

(c) Denied applicants may subsequently re-apply for licensure by submitting a new application, a non-refundable application fee, and all required documentation. Only official educational transcripts and official score reports are transferrable to the new application file.

(6) Fees.

(a) Licensure application and processing fees are non-refundable. Fees are designated on a separate Fee Schedule. Fees may be reviewed and changed at the discretion of the Board. Indebtedness to the Board caused by a returned check will be handled in accordance with Code Section 16-9-20 of the Criminal Code of Georgia.

**Authority: O.C.G.A. §§ 43-1-2, 43-1-7, 43-1-19, 43-1-25, 43-39-5(d), 43-34-8(b)(4), 43-34-9, 43-34-10, and 43-34-13.**

## **Rule 510-2-.04 Education**

(1) Training Program Requirements. All applicants, with the exception of international and I/O applicants, must present official documentation that they have completed earned doctoral degree requirements from a regionally accredited professional training program in applied psychology that is also accredited by the American Psychological Association (APA) or Canadian Psychological Association (CPA) at the time the doctoral requirements were completed and that meets the basic psychology course requirements of the APA or CPA Commission on Accreditation and the Georgia Board residency rule.

(2) Curricula Requirements. Licensure requirements are consistent with APA or CPA Accreditation requirements in that APA or CPA Accredited programs include and implement a congruent and coherent curriculum design that provides for and enables all students to acquire and demonstrate competences in the required areas 1. Transcripts or curriculum plans of applicants for licensure must reflect competence in the following areas:

(a) The breadth of scientific psychology as evidenced through knowledge in 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 of professional psychology as demonstrated through knowledge in the following areas:

1. individual differences in behavior;
2. human development;
3. dysfunctional behavior or psychopathology; and
4. ethics and professional standards.

(c) Diagnosing or defining problems through psychological assessment and measurements well as formulating and implementing treatment and intervention strategies (such as training in empirically supported procedures). This competency should be evidenced through knowledge in the following areas:

1. theories and methods of assessment and diagnosis;



2. effective treatment and intervention;
3. consultation and supervision; and
4. evaluating the efficacy of treatments and interventions.

(d) Competence in understanding issues of cultural and individual diversity that are significant to the above curriculum requirements and the fostering of attitudes essential for life-long learning in scholarly inquiry and professional problem-solving.

(e) Adequate and appropriate practicum experiences are required through:

1. providing settings that are
  - (a) committed to training,
  - (b) assure an adequate number of professionals in supervisory roles, and
  - (c) include a breadth of training and educational experiences;
2. integrate the practicum experience with the context of the overall training experience;
3. ensure that the sequencing, duration, nature, and content of the practicum experience is appropriate for the programmatic goals; and
4. document the sufficiency and adequacy of the practicum experience in the context of internship preparation.

### (3) Supervision Requirements for Predoctoral Practicum.

(a) Supervisors of doctoral practicum students must hold a current psychology license that is in good standing in the state in which the training is taking place.

1. A person holding a provisional psychology license in the State of Georgia is qualified to supervise predoctoral training students under ~~that~~ the condition that such supervision is part of the provisional licensee's supervised work experience and therefore under the supervision of the provisional licensee's supervisor.

b) The requirements for supervision of a doctoral practicum must occur in regularly scheduled in person or remote meetings to review psychological services rendered by the student supervisee. Telesupervision is permitted if it is consistent with the APA Commission on Accreditation Standards (COA) and Implementation Regulations (<https://www.accreditation.apa.org>) unless a federal or state declaration of emergency is declared which would then take precedence.

(c) The Board expects that the APA or CPA accredited graduate program will determine the standards for predoctoral practicum supervision (e.g. ratio of

supervisees to supervisor, on site presence of supervisor, telesupervision, fee collection policies).

(d) The Board upholds the standards for adequate and appropriate practicum experiences promulgated by the APA or CPA Committee on Accreditation (510-2-.05(e)).

(4) Time Requirements for Training. The Licensure requirements are consistent with the APA or CPA Accreditation requirements in that applicants for licensure should be able to demonstrate three full-time academic years of graduate study and additionally the completion of an internship prior to the attainment of the doctoral degree. Two of the three academic training years must be fulfilled at the doctoral degree granting institution and one year must be matriculated in continuous full-time residence or "equivalent thereof" at that same institution.

(a) Residency means continuous physical presence, in person, at the educational institution in a manner that facilitates acculturation in the profession, the full participation and integration of the individual in the educational and training experience, and includes faculty student interaction. Models that use face-to-face contact for shorter durations throughout a year or models that use video teleconferencing or other electronic means to meet the residency requirement are not acceptable.

(b) Length of Degree and Residency means the program has policies regarding program length and residency that permit faculty, training staff, supervisors, and administrators to execute their professional, ethical, and potentially legal obligations to promote student development, socialization and peer interaction, faculty role modeling and the development and assessment of student competencies. Residency provides students with mentoring and supervision regarding their development and socialization into the profession, as well as continuous monitoring and assessment of student development through live face-to-face, in-person interaction with faculty and students. These obligations cannot be met in programs that are substantially or completely online. At a minimum, the program must require that each student successfully complete:

1. A minimum of 3 full-time academic years of graduate study (or the equivalent thereof) plus an internship prior to receiving the doctoral degree.
2. At least 2 of the 3 academic training years (or the equivalent thereof) within the program from which the doctoral degree is granted.
3. 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 fulltime residency based on "the equivalent thereof" must demonstrate how the proposed equivalence achieves all the purposes of the residency requirement.

(c) As adopted from the Commission On Accreditation (COA) Standards of Accreditation for Health Service Psychology (effective January 1, 2017): Residency has two primary purposes: student development and socialization and student assessment.

1. With regard to student development, residency allows students

(i) To concentrate on course work, professional training, and scholarship.

(ii) To work closely with professors, supervisors and other students; and

(iii) To acquire the attitudes, values, habits, skills, and insights necessary for attaining a doctoral degree in psychology. Full-time residence provides students other opportunities, including obtaining fluency in the language and vocabulary of psychology as enhanced by frequent and close association with, apprenticing to, and role modeling by faculty members and other students; obtaining valuable experience by attending and participating in both formal and informal seminars: colloquia; discussions led by visiting specialist from other campuses, laboratories, or governmental research and/or practice organizations; and, obtaining support in thesis, dissertation, or doctoral project work through frequent consultation with advisors.

2. An equally important purpose of the residency requirement is to permit faculty, training staff, supervisors, and administrators to execute their professional, ethical, and potentially legal obligations to assess all elements of student competence. Executing these obligations is an essential aspect of assuring quality and protecting the public. These elements include not only student-trainees' knowledge and skills, but also their emotional stability and well-being, interpersonal competence professional development, and personal fitness for practice. Through such student assessment, accredited programs can ensure - insofar as possible - that their graduates are competent to manage relationships (e.g., client, collegial, professional, public, scholarly, supervisory, and teaching) in an effective and appropriate manner. This capacity for managing relationships represents one of the competencies that define professional expertise.

(d) Programs seeking to satisfy the requirement of one year of full-time residency based in "**the equivalent thereof**" must demonstrate a minimum of 540 hours of in-person course work and how the proposed equivalence achieves all of the purposes of the residency requirement, as articulated above. In evaluating whether the residency requirement is satisfied, the Board will consider processes and indicators related to the elements of student development and socialization and student assessment detailed in paragraph (c) of this implementing regulation. For the Board to evaluate whether the

residency requirement is satisfied, applicants shall supply the following documentation:

1. An affidavit from the doctoral program's training director verifying that:

(i) The applicant has attained all elements of student competence as defined in Board Rule 510-2-.04(4)(c)(2); and

(ii) The applicant's proposed equivalence achieves all of the purposes of the residency requirement in terms of its goals, content, and method of in-person interaction with the student, other than coursework, in order to meet the equivalency of the one-year residency requirement. Examples may include seminars, student colloquiums, etc.

(5) Matriculation Outside the United States. If a university outside the United States awarded the doctoral degree, the university must have been accredited professionally at the time of the award. The Board in its sole discretion will determine whether the university outside of the United States has met standards that are substantially the same as those established by the APA or CPA.

(6) I/O Training Requirements. I/O applicants who have either graduated from an I/O Psychology program which is listed in the Designated Doctoral Programs in Psychology published by ASPPB and the National Register, or who submit documentation showing they meet 15 of the 25 competencies set forth in Guidelines For Education and Training At the Doctoral Level In Industrial/Organizational Psychology (available at [www.apa.org](http://www.apa.org) Society for Industrial/Organizational Psychology (Division 14), 1999) will be deemed to have met the educational requirements. Documentation of the 15 competencies shall consist of a transcript showing graduate courses covering the competency as indicated by course title and/or outline, a thesis, a dissertation, refereed presentation(s) or publication(s), or a letter from a professor indicting the competency(s) in a given area.

(7) Mental Retardation/Development Disability Training Programs. A substantial program of study in Mental Retardation/Developmental Disability (MR/DD) psychology must include at least 18 semester hours (in addition to the 50 core hours) at the graduate level in course work in the specialized area of mental retardation or developmental disabilities psychology. Neither internship, practicum, nor thesis courses will be considered as qualifying course work hours. Students must successfully complete courses in each of the following areas:

(a) Developmental Aspects of Behavior, e.g., psychology of mental retardation, psychology of developmental disabilities, psychology of exceptional children, life-span developmental psychology, child psychology, cognitive development, social development, language development, human development.

(b) Cognitive Aspects of Behavior, e.g., learning, memory, visual attention, information processing, cognitive processes, cognitive psychology, cognitive neuro psychology, social cognition.

(c) Behavior Assessment and Intervention, e.g., applied behavioral analysis, behavior therapy, behavior modification, assessment of adaptive and maladaptive behaviors, behavioral psychopharmacology [assessment and programming].

(d) Assessment of Intelligence, e.g., individual intelligence testing, psychological assessment of intelligence, psycho educational assessment.

(8) Retraining is a process of additional education in which a person with an earned doctorate in scientific psychology undertakes additional training and fulfills requirements for licensure in an applied psychology field.

(a) Retraining programs must occur in APA or CPA accredited doctoral programs in applied psychology.

(b) All requirements of doctoral training in the new applied specialty must be met, giving due credit for previous relevant, successfully completed course work to be determined by the APA or CPA accredited doctoral program conducting the retraining.

(c) Applicants who complete such a program must present a certificate or letter from the doctoral program training director that verifies completion of the program and identifies the specialty area of applied psychology.

~~(9) Hour Conversion. For purposes of this Rule, 3 semester hours = 5 quarter hours in accordance with a conversion of 1 semester course of 3 hours accrues 6 hours of credit (2 courses) in an academic year (September thru June) and is equivalent to 1 quarter course of 5 which accrues 15 hours of credit (3 courses) in an academic year for a ratio of 3 semester hours equaling 5 quarter hours.~~

(9) For the “equivalent thereof” referenced in paragraph (d) above, the 540 hour requirement is derived as follows: a minimum course requirement is 12 hours per week times 15 weeks per semester equaling 180 hours per semester. Then, 180 hours times 3 semesters equal 540 hours.

**Authority: O.C.G.A. §§ 43-1-19; 43-1- 25; 43-39-1; 43-39-2; 43-39-5; 43-39-6; 43-39-8; 43-39-9, and 43-39-13.**

### **Rule 510-3-.02. Qualification of Applicants**

Endorsement may be granted to a psychologist who satisfies one of the alternatives delineated below. In the event the applicant cannot satisfy one of these alternatives, he/she may apply for licensure by examination.

(a) Alternative for a psychologist who has been licensed for less than 10 years:

1. The current overall licensure standards in the jurisdiction where the applicant is currently licensed must not be lower than those of Georgia including the requirements set forth in Board rules 510-2-.01, 510-2-.04, 510-2-.05 and 510-3-.02.

2. An information/verification form from the jurisdiction of licensure must be submitted to the Georgia Board. It must show that the applicant's license is current and that it is in good standing.

3. The applicant's original licensure must have been based on an earned doctoral degree in applied psychology which met the residency requirement as defined in 510-2-.04(4)(a). The program's internship must be verified by the internship supervisor.

4. The applicant must have attained a score on the national licensing examination equal to or greater than the standard passing score set by ASPPB. Applicants licensed in another state or jurisdiction on or after November 1, 2020, are required to have passed both the EPPP Part I (Knowledge) and the EPPP Part II (Skills).

5. The applicant must have obtained a passing score on the Georgia jurisprudence examination.

6. The applicant must have passed an oral examination based on a work sample, which was generated in the six months prior to the examination or within six months of the most recent professional practice.

7. The applicant must have completed a postdoctoral supervised work experience (SWE), as previously defined, or its equivalent. The postdoctoral supervised work experience (SWE) must be verified by the post-doctoral supervisor. For the purposes of this rule, equivalent work experience is deemed to be:

(i) Three years of full-time practice (at least 30 hours per week for 50 weeks per year), in an organized setting where supervision and collaboration were provided; or

(ii) Licensure as a psychologist in another jurisdiction for at least five years.

(b) Alternative for a Senior Psychologist (a person who has been licensed for 10 or more years):

1. The applicant must have been licensed for 10 years in a jurisdiction of the United States or Canada.

2. The applicant's original licensure must have been based on an earned doctoral degree in applied psychology which met the residency requirement as defined in 510-2-.04(4)(a).

3. An information/verification form from the jurisdiction of licensure must be submitted to the Georgia Board. It must show that the applicant's license is current and that it is in good standing.

4. The applicant must have obtained a passing score on the Georgia jurisprudence examination and, if it was required, a passing score on the EPPP in the jurisdiction the current license is held.

5. The applicant must have passed an oral examination based on a work sample which was generated in the six months prior to the examination or within six months of the most recent professional practice.

6. The applicant must have tendered the appropriate application and fees, as required by the rules and regulations of the Board.

(c) Alternative for a person who has an earned doctoral degree in Industrial/Organizational (I/O) Psychology or an I/O related doctoral degree in psychology:

1. The applicant must have five years of practiced Industrial/Organizational psychology.

2. The applicant must submit three references from psychologists, attesting to the nature of the applicant's expertise, work experience, and quality of their work. At least one reference must be from a licensed psychologist.

3. The applicant must have tendered the appropriate application fees, as required by the rules and regulations of the Board.

4. The applicant must have attained a score on the national licensing examination equal to or greater than the standard passing score set by ASPPB. Individuals licensed in another state or jurisdiction on or after November 1, 2020 are required to have passed both the EPPP Part I (Knowledge) and the EPPP Part II (Skills).

5. The applicant must have obtained a passing score on the Georgia jurisprudence examination.

6. The applicant must have passed an oral examination based on a work sample, which was generated in the six months prior to the examination or within six months of the most recent professional practice.

(d) Alternative for a person who holds the Certificate of Professional Qualification (CPQ) issued by ASPPB:

1. Any person holding a CPQ will be deemed as having met all requirements for licensure in Georgia provided the following conditions are met:

(i) An information/verification form from the jurisdiction of licensure must be submitted to the Georgia Board. It must show that the applicant's license is current and that it is in good standing.

(ii) The applicant must have obtained a passing score on the Georgia jurisprudence examination.

(iii) The applicant must have passed an oral examination based on a work sample, which was generated in the six months prior to the examination or within six months of the most recent professional practice.

2. The applicant must provide the Board with the entire CPQ file for consideration.

(e) Alternative for Military Spouses and Transitioning Service Members:

1. As used in this rule, the following terms shall mean:

(i) "Military" means the United States armed forces, including the National Guard.

(ii) "Military spouse" means a spouse of a service member or transitioning service member.

(iii) "Service member" means an active or reserve member of the armed forces, including the National Guard.

(iv) "Transitioning service member" means a member of the military on active duty status or on separation leave who is within 24 months of retirement or 12 months of separation.

2. A service member, transitioning service member, or military spouse may qualify for an expedited license by endorsement where the applicant:

(i) Holds a license in good standing from another state for which the training, experience, and testing substantially meet or exceeds the requirements to obtain a license as a Psychologist in Georgia;

(ii) Has submitted to the Board a verification of licensure from the appropriate licensing agency of another state showing that the applicant's active license is in good standing in that state;

(iii) Has submitted documentation satisfactory to the Board which verifies the applicant's status as a service member, transition service member, or military spouse as defined in O.C.G.A. § 43-1-34;

(iv) Has submitted a completed application for licensure by endorsement on a form approved by the Board, has paid the required fee.

(v) The applicant must have obtained a passing score on the Georgia jurisprudence examination.

(vi) The applicant must have passed ~~an~~ the Georgia Board administered oral examination based on a work sample, which was generated in the six months prior to the examination or within six months of the most recent professional practice.

~~3. Effective July 1, 2017, military spouses and transitioning service members may qualify for expedited processing of the license application for any license or permit issued by the Board by showing that the applicant is a military spouse or transitioning service member and that the applicant has paid the fee and meets the requirements for a license or permit under the laws and rules for the type of license for which the applicant has applied.~~



(f) The Board may in its discretion deny licensure to an applicant who has had disciplinary action taken against him or her by any licensing authority or professional organization, or whose record reflects any other matter that puts in question his or her competency to practice.

(g) The application process for endorsement applicants is the same as is outlined in 510-2-.01. The ASPPB PLUS application process described in 510-2-.01 will allow for the requirements listed above to be demonstrated for endorsement applicants.

**Authority: O.C.G.A. §§ 43-1-2, 43-1-7, 43-1-19, 43-1-25, 43-1-34, 43-1-35, 43-39-5, 43-39-8, 43-39-9, 43-39-10, 43-39-13, and 43-39-14.**

### **Rule 510-5-.07 ~~Representation of Services~~ Telepsychology**

(1) Possession of License/Authorization. The psychologist must possess a current, ~~valid,~~ active Georgia license or authorization from PSYPACT, as set forth below, to practice telepsychology.

(2) **Practicing Telepsychology via Electronic Transmission**. The provision of telepsychology ~~psychological services by electronic transmission (e.g. internet, telephone, computer.)~~ must meet the same legal and ethical standards as psychological services provided in person. This rule applies to both psychologists who are licensed in Georgia and to other psychologists residing elsewhere who are providing psychological services to clients/patients in Georgia who must meet the requirements of ~~section~~ rule 510-9-.03. The Georgia Board will report out of state psychologists to their respective licensing boards for practicing psychology via these means in the state of Georgia without a Georgia license or PSYPACT authorization.

(3) **PSYPACT**: Psychologists who hold a valid E. Passport issued by the Association of State and Provincial Psychology Boards (ASPPB) and an Authorization to Practice Interjurisdictional Telepsychology (APIT) issued by PSYPACT may practice telepsychology subject to applicable rules and law.

(~~3~~ 4) Psychologists do not exploit recipients of services or payers with respect to fees.

(4 ~~5~~) Telepsychology Practice.

#### **(a) Competence:**

1. Psychologists assume responsibility to continually assess both their professional and technical competence when providing telepsychology services. Psychologists have read and are regulated by the Georgia State Board of Examiners of Psychologists rules for the practice of Telepsychology.

2. Psychologists are encouraged to examine the available evidence to determine whether specific telecommunication technologies are suitable for a client/patient,

based on the current literature available, current outcomes research, best practice guidance, and client/patient preference.

(i) Psychologists understand the need to consider their client/patient's ability to engage in and fully understand the risks and benefits of the proposed intervention utilizing specific technologies.

(ii) Psychologists understand the manner in which cultural, linguistic, socioeconomic, and other individual characteristics (e.g. medical status, psychiatric stability, physical/cognitive disability, personal preferences) may impact effective use of telecommunication technologies in service delivery.

3. Psychologists identify and learn how to access relevant and appropriate emergency resources in the client/patients' local area such as emergency response contacts.

**(b) Standards of Care in Telepsychology Services:**

1. Psychologists delivering telepsychology services apply the same ethical and professional standards of care and practice that are required when providing in-person psychological services.

2. Psychologists who are providing telepsychology services conduct an initial assessment to determine the appropriateness of the telepsychology service to be provided for the client/patient which includes the examination of potential risks and benefits for the client/patients' particular needs, the multicultural and ethical issues that may arise, and a review of the most appropriate medium (e.g., video teleconference, text, e-mail).

3. Psychologists are aware of such other factors as geographic location, technological competence, diagnosis, use of substances, treatment history, and therapeutic needs relevant to appropriateness of telepsychology services.

4. Psychologists communicate any risks and benefits of the telepsychology services in relation to in-person services.

5. Psychologists assess carefully the remote environment in which services will be provided to determine what impact there might be on efficacy, privacy, or safety of the proposed intervention.

**(c) Informed Consent:**

1. Psychologists make efforts to offer a clear description of those telepsychology services they provide and they seek to obtain and document informed consent.

2. Psychologists document written informed consent from their clients/patients that specifically addresses the unique concerns relevant to services.
3. Psychologists make an effort to use language that is understandable by their clients/patients and to be aware of cultural linguistic and other issues.
4. Psychologists discuss the billing documents with client/patients.
5. Psychologists include in the informed consent the manner in which telecommunication will be used and the boundaries they will establish, and the procedures for responding to electronic communications.

**(d) Confidentiality of Data and Information:**

1. Psychologists protect and maintain the confidentiality of the data and information relating to their clients/patients and inform them of the potentially increased risks of loss of confidentiality inherent in the use of the telecommunication technologies.
2. Psychologists become knowledgeable about the potential risks to confidentiality before utilizing such technologies.
3. Psychologists understand and inform their clients /patients of the limits to confidentiality and the risks of possible access to or disclosure of confidential data and information.
4. Psychologists are cognizant of the ethical and practical implications of researching online personal information about their clients/patients.
5. Psychologists who use social networking sites for both personal and professional purposes educate themselves about the potential risks to privacy and confidentiality and to utilize available privacy settings to reduce these risks.

**(e) Security and Transmission of Data and Information:**

1. Psychologists take reasonable steps to ensure that security measures are in place to protect data and information related to their clients/patients from unintended access or disclosure.
2. When keeping records of e-mail, online messaging, and other work using telecommunication technologies, psychologists are cognizant that preserving the actual communication may be preferable to summarization.

**(f) Disposal of Data and Information and Technologies:**

1. Psychologists make reasonable efforts to dispose of data and information and the technologies used in a manner that facilitates protection from unauthorized access and accounts for safe and appropriate disposal.

**(g) Testing and Assessment:**

1. Psychologists are knowledgeable about the unique impact of tests, their suitability for diverse populations, and the limitations on test administration and on test and other data interpretations when these psychological tests and other assessment procedures are conducted via telepsychology.

2. Psychologists strive to maintain the integrity of the application of the testing and assessment process and procedures when using telecommunication technologies.

3. When a psychological test or other assessment procedure is conducted via telepsychology, psychologists are encouraged to ensure that the integrity of the psychometric properties of the test or assessment procedure and the conditions of administration indicated in the test manual are preserved when adapted for use with such technologies.

4. Psychologists are cognizant of the specific issues that may arise with diverse populations when providing telepsychology and to make appropriate arrangements to address those concerns (e.g., language or cultural issues, cognitive, physical, or sensory skills or impairments, or age may impact assessment).

5. Psychologies use test norms derived from telecommunication technologies administration if such are available.

6. Psychologists recognize the potential limitations of all assessment processes conducted via telepsychology and to be ready to address the limitations and potential impact of those procedures.

**Authority: O.C.G.A. §§ 43-1-19, 43-1-25, 43-39-5, 43-39-6, and 43-39-13.**

**Rule 510-5-.10 Aiding Illegal Practice**

(1) Providing Supervision.

(a) The psychologist shall exercise appropriate supervision over the supervisee, as set forth in the rules and regulations of the Board.

(b) A person licensed under this chapter may not supervise or employ ~~as an assistant, or~~ in any ~~other~~ capacity, an individual who has:

1. voluntarily surrendered his/her license to practice psychology in this or any other state;

2. been disciplined by this Board pursuant to O.C.G.A. Sec. 43-1-19 and/or 43-39-13;
3. been disciplined by any other lawful licensing authority; or
4. been convicted of a felony, and/or is under criminal probation.

(c) Rule 510-5-.10(1)(b) may be waived or modified by the Board, in its discretion, upon a showing of extraordinary circumstances.

(2) Psychologists shall cooperate in national investigations, proceedings, and resulting requirements of the Board or any affiliated state or national psychological associations to which they belong. In doing so, they make reasonable efforts to resolve any issues as to confidentiality. Failure to cooperate is itself a violation.

(3) Psychologists do not file or encourage the filing of complaints that are frivolous or maliciously intended.

**Authority: O.C.G.A. §§ 43-1-19, 43-1-25, 43-39-5, and 43-39-13.**

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**Rule 510-2-.01 Application for Licensure Effective November 1, 2020**

(1) Application.

The following requirements must be met to be licensed as a psychologist in this jurisdiction.

- (a) A doctoral degree from an American Psychological Association (APA) or Canadian Psychological Association (CPA) accredited doctoral program in applied psychology (as defined below under Education) or from an I/O or international program (as defined below under Education).
- (b) Successful completion of an APA or CPA accredited or Association of Psychology and Internship Centers (APPIC) member internship, or its equivalent (as defined below under Education).
  - 1. An applicant who was enrolled in a APA or CPA approved program prior to May of 2003, and who was a student in good standing, will be deemed to have met the above noted internship requirement, provided the applicant completed/graduated from the program within a seven (7) year period from the date of enrollment.
- (c) Successful completion of a 1500-hour postdoctoral supervised work (SWE) experience (as defined in Board Rule 510-2-.04 Education).

(d) Completed Application Initiation Form including all supporting documents and the fee made payable to the Georgia Board.

(e) Completed registration as required by the Board to cause the submission of a criminal background check as required by O.C.G.A. §§ 43-39-6 and 43-39-8(b)(6). The applicant shall be responsible for all fees associated with the performance of such background check (see instructions on how to register and complete the fingerprint check posted on the Board website, Application/Form Downloads link).

(f) Once registered with the Georgia Board, the Association of State and Provincial Psychology Boards (ASPPB) will notify applicants to register for participation in their Psychology Licensure Universal System (PLUS) program application process. Instructions on the PLUS program titled "General Instructions for Application by Examination or Endorsement" may be found on the Board website on the Application/Forms Downloads webpage.

(g) Once your application is completed and submitted for approval to the Georgia Board by ASPPB, and approval is granted by the Georgia Board, applicants will be notified to begin the examination process. Georgia Board approved applicants will be required to take and pass the following examinations, in the following order:

1. The first examination is a two-part national licensing exam developed and owned by the Association of State and Provincial Psychology Boards (ASPPB) designed to measure knowledge and skills of psychology relevant to practice. The Board will accept the standard passing score set by ASPPB for each administration of the Examination for the Professional Practice of Psychology (EPPP). This examination is administered online, and procedural information is available from the office of the State Board of Examiners of Psychologists.

A person must apply for licensure and be approved by the Board as a licensure candidate in order to take the national licensing exam. EPPP Part 1 is a computer-based examination that assesses the knowledge needed for entry level licensure. Part 1 may be taken after all course work has been completed (prior to internship and post-doctoral supervised work experience). EPPP Part 2 is a computer-based examination that assesses the skills needed for entry level licensure. Part 2 may be taken after all requirements for the doctoral degree including the internship have been completed.

- (i) After three unsuccessful attempts to pass either part of the two-part national examination, the applicant will be required to earn, in person, a minimum of 3 semester hours of Board approved graduate level coursework in psychology at a regionally accredited institution, or 15 hours of Board approved APA, CPA or GPA approved continuing education prior to retaking the failed examinations. Documentation of attendance must be by letter from the instructor or by official APA, CPA or GPA certificate. These 3 semester hours or 15 hours of

continuing education must be obtained prior to each retake for the fourth, fifth or sixth exam.

(ii) After six unsuccessful attempts to pass either part of the two-part national examination, the applicant will be required to earn, in person, a minimum of 9 semester hours of Board approved graduate level course work in psychology at a regionally accredited institution or 45 hours of Board approved APA, CPA or GPA approved continuing education prior to retaking the failed examinations. Documentation of attendance must be by letter from the instructor or by APA, CPA or GPA official certificate. These 9 semester hours or 45 hours of continuing education must be obtained prior to each retake of the failed examinations starting with the seventh attempt.

2. The second examination, prepared by the Georgia Board of Examiners of Psychologists, consists of a timed, multiple choice, closed book Jurisprudence Examination covering current law, rules and regulations, and general provisions. A licensure candidate can be scheduled to take this exam after the two-part national licensing exam has been passed and while the SWE is being completed. This information is available at the web site at [www.sos.state.ga.us](http://www.sos.state.ga.us). The Board shall set a passing score for this examination. Exam candidates who fail the Jurisprudence Examination must wait 30 days before they can register to retake the exam again.

3. The third examination is the oral exam given by the Georgia Board of Examiners or their representatives. The licensure candidate may be scheduled to take the oral exam after the licensure candidate has passed all examinations, and is within 2 months of satisfactorily completing the SWE. The Board reserves the right to re-administer the oral exam to individuals who do not satisfactorily complete the SWE.

(i) The licensure candidate must personally appear before a subcommittee of the Board for an oral examination which will be based on a work sample of material from their intended area of practice provided by the licensure candidate. The work sample must have been generated within six months preceding the oral examination or within six months of the most recent professional practice. Licensure candidates may be required to either provide a copy of their post-doctoral supervised work experience log (“SWE log”) to the Board in advance of the oral exam, or to bring the SWE log to the oral exam (see Board Rule 510-2-.05(5)(a)(5) and (7)).

(ii) The licensure candidate who fails the subcommittee-administered oral examination will be scheduled for a Full Board Exam. A Full Board oral examination is defined as an oral exam in which the majority of Board members are present.



(iii) The licensure candidate who fails the Full Board oral examination may take a second Full Board Exam after the expiration of a six-month period following the date on which the licensure candidate failed the Full Board oral examination.

(iv) The licensure candidate who fails the second Full Board oral examination will be denied licensure. Any consideration for subsequent licensure will require submission of a new application, fees and documentation. The applicant must meet all requirements that are in effect on the date on which the Board receives the new application.

(v) The licensure candidate who passes the subcommittee-administered oral examination and has successfully completed the SWE will be granted a license to practice psychology in the State of Georgia.

(2) Time and Place of Examinations.

(a) The Office of the Division Director, Professional Licensing Boards Division, designates the specific time and location where examinations are administered. The applicant will be notified in writing of the exact time and place of the examination. The applicant must appear in person for the examinations and bring government issued picture identification.

(3) Americans with Disabilities Act.

(a) The Board will provide reasonable accommodation to the qualified applicant with a disability in accordance with the Americans with Disabilities Act. The request for an accommodation by an individual with a disability must be made in writing on a form provided by the Board and received in the Board office by the application deadline along with the appropriate documentation, as indicated in the Request for Disability Guidelines.

(4) Application for Non-Renewable Provisional License.

(a) The Board may issue a non-renewable provisional license to an applicant who has passed the written examinations and who has completed all other requirements for licensure except the post-doctoral supervised work experience requirement and the oral examination. The applicant for provisional license shall:

1. Choose the additional license type of "Provisional License" on the same Application Initiation Form the applicant is submitting to apply for their two (2) year license to practice psychology.

2. The non-renewable provisional license is valid for up to two (2) years from date of issuance. An additional fee is required – see fee schedule.

(b) Denial of Provisional License Application.

1. If the applicant for provisional license is denied, the applicant may petition the Board, within 60 days of the date of the letter of denial, to reconsider the application. After 60 days the file will be closed.
2. If the Board requests additional information from the applicant, the applicant has 30 days to respond. Failure to respond will result in denial of the application and closing of the applicant's file.
3. A provisional license is subject to revocation if the Board determines that the requirements of the supervised work experience are not being satisfactorily met.
4. Revocation of a provisional license shall not be considered a contested case within the meaning of Chapter 13 of Title 50, the Georgia Administrative Procedure Act, but a holder of a provisional license shall have the right to appear before the Board for appeal.

(c) Scope of Provisional License. A Provisional license carries all the weight and privileges of licensure except for the requirement of continued supervision for all professional activities throughout the experience (See supervised work experience). A provisional license is non-renewable and will expire in 24 months unless the Board grants an exception.

(5) Denial of Application.

- (a) The applicant will be informed in writing of the Board's decision regarding denial of an application for licensure.
- (b) If the Board requests additional information from the applicant, the applicant has 30 days to respond.
- (c) Denied applicants may subsequently re-apply for licensure by submitting a new application, a non-refundable application fee, and all required documentation. Only official educational transcripts and official score reports are transferrable to the new application file.

(6) Fees.

- (a) Licensure application and processing fees are non-refundable. Fees are designated on a separate Fee Schedule. Fees may be reviewed and changed at the discretion of the Board. Indebtedness to the Board caused by a returned check will be handled in accordance with Code Section 16-9-20 of the Criminal Code of Georgia.

**Authority: O.C.G.A. §§ 43-1-2, 43-1-7, 43-1-19, 43-1-25, 43-39-5(d), 43-34-8(b)(4), 43-34-9, 43-34-10, and 43-34-13.**

## **Rule 510-2-.04 Education**

(1) Training Program Requirements. All applicants, with the exception of international and I/O applicants, must present official documentation that they have completed earned doctoral degree requirements from a regionally accredited professional training program in applied psychology that is also accredited by the American Psychological Association (APA) or Canadian Psychological Association (CPA) at the time the doctoral requirements were completed and that meets the basic psychology course requirements of the APA or CPA Commission on Accreditation and the Georgia Board residency rule.

(2) Curricula Requirements. Licensure requirements are consistent with APA or CPA Accreditation requirements in that APA or CPA Accredited programs include and implement a congruent and coherent curriculum design that provides for and enables all students to acquire and demonstrate competences in the required areas 1. Transcripts or curriculum plans of applicants for licensure must reflect competence in the following areas:

(a) The breadth of scientific psychology as evidenced through knowledge in 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 of professional psychology as demonstrated through knowledge in the following areas:

1. individual differences in behavior,
2. human development,
3. dysfunctional behavior or psychopathology, and
4. ethics and professional standards.

(c) Diagnosing or defining problems through psychological assessment and measurements well as formulating and implementing treatment and intervention strategies (such as training in empirically supported procedures). This competency should be evidenced through knowledge in the following areas:

1. theories and methods of assessment and diagnosis,

2. effective treatment and intervention,
3. consultation and supervision, and
4. evaluating the efficacy of treatments and interventions.

(d) Competence in understanding issues of cultural and individual diversity that are significant to the above curriculum requirements and the fostering of attitudes essential for life-long learning in scholarly inquiry and professional problem-solving.

(e) Adequate and appropriate practicum experiences are required through:

1. providing settings that are
  - (a) committed to training,
  - (b) assure an adequate number of professionals in supervisory roles, and
  - (c) include a breadth of training and educational experiences,
2. integrate the practicum experience with the context of the overall training experience,
3. ensure that the sequencing, duration, nature, and content of the practicum experience is appropriate for the programmatic goals, and
4. document the sufficiency and adequacy of the practicum experience in the context of internship preparation.

### (3) Supervision Requirements for Predoctoral Practicum.

(a) Supervisors of doctoral practicum students must hold a current psychology license that is in good standing in the state in which the training is taking place.

1. A person holding a provisional psychology license in the State of Georgia is qualified to supervise predoctoral training students under the condition that such supervision is part of the provisional licensee's supervised work experience and therefore under the supervision of the provisional licensee's supervisor.

b) The requirements for supervision of a doctoral practicum occur in regularly scheduled in person or remote meetings to review psychological services rendered by the student supervisee. Telesupervision is permitted if it is consistent with the APA Commission on Accreditation Standards (COA) and Implementation Regulations (<https://www.accreditation.apa.org>) unless a federal or state declaration of emergency is declared which would then take precedence.

(c) The Board expects that the APA or CPA accredited graduate program will determine the standards for doctoral practicum supervision (e.g. ratio of supervisees to supervisor, on site presence of supervisor, telesupervision, fee collection policies).

(d) The Board upholds the standards for adequate and appropriate practicum experiences promulgated by the APA or CPA Committee on Accreditation ( 510-2-.05(e) ).

(4) Time Requirements for Training. The Licensure requirements are consistent with the APA or CPA Accreditation requirements in that applicants for licensure should be able to demonstrate three full-time academic years of graduate study and additionally the completion of an internship prior to the attainment of the doctoral degree. Two of the three academic training years must be fulfilled at the doctoral degree granting institution and one year must be matriculated in continuous full-time residence or "equivalent thereof" at that same institution.

(a) Residency means continuous physical presence, in person, at the educational institution in a manner that facilitates acculturation in the profession, the full participation and integration of the individual in the educational and training experience, and includes faculty student interaction. Models that use face-to-face contact for shorter durations throughout a year or models that use video teleconferencing or other electronic means to meet the residency requirement are not acceptable.

(b) Length of Degree and Residency means the program has policies regarding program length and residency that permit faculty, training staff, supervisors, and administrators to execute their professional, ethical, and potentially legal obligations to promote student development, socialization and peer interaction, faculty role modeling and the development and assessment of student competencies. Residency provides students with mentoring and supervision regarding their development and socialization into the profession, as well as continuous monitoring and assessment of student development through live face-to-face, in-person interaction with faculty and students. These obligations cannot be met in programs that are substantially or completely online. At a minimum, the program must require that each student successfully complete:

1. A minimum of 3 full-time academic years of graduate study (or the equivalent thereof) plus an internship prior to receiving the doctoral degree.
2. At least 2 of the 3 academic training years (or the equivalent thereof) within the program from which the doctoral degree is granted.
3. 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 fulltime residency based on "the equivalent thereof" must demonstrate how the proposed equivalence achieves all the purposes of the residency requirement.

(c) As adopted from the Commission On Accreditation (COA) Standards of Accreditation for Health Service Psychology (effective January 1, 2017): Residency has two primary purposes: student development and socialization and student assessment.

1. With regard to student development, residency allows students

(i) To concentrate on course work, professional training, and scholarship.

(ii) To work closely with professors, supervisors and other students; and

(iii) To acquire the attitudes, values, habits, skills, and insights necessary for attaining a doctoral degree in psychology. Full-time residence provides students other opportunities, including obtaining fluency in the language and vocabulary of psychology as enhanced by frequent and close association with, apprenticing to, and role modeling by faculty members and other students; obtaining valuable experience by attending and participating in both formal and informal seminars: colloquia; discussions led by visiting specialist from other campuses, laboratories, or governmental research and/or practice organizations; and, obtaining support in thesis, dissertation, or doctoral project work through frequent consultation with advisors.

2. An equally important purpose of the residency requirement is to permit faculty, training staff, supervisors, and administrators to execute their professional, ethical, and potentially legal obligations to assess all elements of student competence. Executing these obligations is an essential aspect of assuring quality and protecting the public. These elements include not only student-trainees' knowledge and skills, but also their emotional stability and well-being, interpersonal competence professional development, and personal fitness for practice. Through such student assessment, accredited programs can ensure - insofar as possible - that their graduates are competent to manage relationships (e.g., client, collegial, professional, public, scholarly, supervisory, and teaching) in an effective and appropriate manner. This capacity for managing relationships represents one of the competencies that define professional expertise.

(d) Programs seeking to satisfy the requirement of one year of full-time residency based in "**the equivalent thereof**" must demonstrate a minimum of 540 hours of in-person course work and how the proposed equivalence achieves all of the purposes of the residency requirement, as articulated above. In evaluating whether the residency requirement is satisfied, the Board will consider processes and indicators related to the elements of student development and socialization and student assessment detailed in paragraph (c) of this implementing regulation. For the Board to evaluate whether the

residency requirement is satisfied, applicants shall supply the following documentation:

1. An affidavit from the doctoral program's training director verifying that:

(i) The applicant has attained all elements of student competence as defined in Board Rule 510-2-.04(4)(c)(2); and

(ii) The applicant's proposed equivalence achieves all of the purposes of the residency requirement in terms of its goals, content, and method of in-person interaction with the student, other than coursework, in order to meet the equivalency of the one-year residency requirement. Examples may include seminars, student colloquiums, etc.

(5) Matriculation Outside the United States. If a university outside the United States awarded the doctoral degree, the university must have been accredited professionally at the time of the award. The Board in its sole discretion will determine whether the university outside of the United States has met standards that are substantially the same as those established by the APA or CPA.

(6) I/O Training Requirements. I/O applicants who have either graduated from an I/O Psychology program which is listed in the Designated Doctoral Programs in Psychology published by ASPPB and the National Register, or who submit documentation showing they meet 15 of the 25 competencies set forth in Guidelines For Education and Training At the Doctoral Level In Industrial/Organizational Psychology (available at [www.apa.org](http://www.apa.org) Society for Industrial/Organizational Psychology (Division 14), 1999) will be deemed to have met the educational requirements. Documentation of the 15 competencies shall consist of a transcript showing graduate courses covering the competency as indicated by course title and/or outline, a thesis, a dissertation, refereed presentation(s) or publication(s), or a letter from a professor indicting the competency(s) in a given area.

(7) Mental Retardation/Development Disability Training Programs. A substantial program of study in Mental Retardation/Developmental Disability (MR/DD) psychology must include at least 18 semester hours (in addition to the 50 core hours) at the graduate level in course work in the specialized area of mental retardation or developmental disabilities psychology. Neither internship, practicum, nor thesis courses will be considered as qualifying course work hours. Students must successfully complete courses in each of the following areas:

(a) Developmental Aspects of Behavior, e.g., psychology of mental retardation, psychology of developmental disabilities, psychology of exceptional children, life-span developmental psychology, child psychology, cognitive development, social development, language development, human development.

(b) Cognitive Aspects of Behavior, e.g., learning, memory, visual attention, information processing, cognitive processes, cognitive psychology, cognitive neuro psychology, social cognition.

(c) Behavior Assessment and Intervention, e.g., applied behavioral analysis, behavior therapy, behavior modification, assessment of adaptive and maladaptive behaviors, behavioral psychopharmacology [assessment and programming].

(d) Assessment of Intelligence, e.g., individual intelligence testing, psychological assessment of intelligence, psycho educational assessment.

(8) Retraining is a process of additional education in which a person with an earned doctorate in scientific psychology undertakes additional training and fulfills requirements for licensure in an applied psychology field.

(a) Retraining programs must occur in APA or CPA accredited doctoral programs in applied psychology.

(b) All requirements of doctoral training in the new applied specialty must be met, giving due credit for previous relevant, successfully completed course work to be determined by the APA or CPA accredited doctoral program conducting the retraining.

(c) Applicants who complete such a program must present a certificate or letter from the doctoral program training director that verifies completion of the program and identifies the specialty area of applied psychology.

(9) For the “equivalent thereof” referenced in paragraph (d) above, the 540 hour requirement is derived as follows: a minimum course requirement is 12 hours per week times 15 weeks per semester equaling 180 hours per semester. Then, 180 hours times 3 semesters equal 540 hours.

**Authority: O.C.G.A. §§ 43-1-19; 43-1- 25; 43-39-1; 43-39-2; 43-39-5; 43-39-6; 43-39-8; 43-39-9, and 43-39-13.**



### **Rule 510-3-.02. Qualification of Applicants**

Endorsement may be granted to a psychologist who satisfies one of the alternatives delineated below. In the event the applicant cannot satisfy one of these alternatives, he/she may apply for licensure by examination.

(a) Alternative for a psychologist who has been licensed for less than 10 years:

1. The current overall licensure standards in the jurisdiction where the applicant is currently licensed must not be lower than those of Georgia including the requirements set forth in Board rules 510-2-.01, 510-2-.04, 510-2-.05 and 510-3-.02.

2. An information/verification form from the jurisdiction of licensure must be submitted to the Georgia Board. It must show that the applicant's license is current and that it is in good standing.

3. The applicant's original licensure must have been based on an earned doctoral degree in applied psychology which met the residency requirement as defined in 510-2-.04(4)(a). The program's internship must be verified by the internship supervisor.

4. The applicant must have attained a score on the national licensing examination equal to or greater than the standard passing score set by ASPPB. Applicants licensed in another state or jurisdiction on or after November 1, 2020, are required to have passed both the EPPP Part I (Knowledge) and the EPPP Part II (Skills).

5. The applicant must have obtained a passing score on the Georgia jurisprudence examination.

6. The applicant must have passed an oral examination based on a work sample, which was generated in the six months prior to the examination or within six months of the most recent professional practice.

7. The applicant must have completed a postdoctoral supervised work experience (SWE), as previously defined, or its equivalent. The postdoctoral supervised work experience (SWE) must be verified by the post-doctoral supervisor. For the purposes of this rule, equivalent work experience is deemed to be:

(i) Three years of full-time practice (at least 30 hours per week for 50 weeks per year), in an organized setting where supervision and collaboration were provided; or

(ii) Licensure as a psychologist in another jurisdiction for at least five years.

(b) Alternative for a Senior Psychologist (a person who has been licensed for 10 or more years):

1. The applicant must have been licensed for 10 years in a jurisdiction of the United States or Canada.

2. The applicant's original licensure must have been based on an earned doctoral degree in applied psychology which met the residency requirement as defined in 510-2-.04(4)(a).
3. An information/verification form from the jurisdiction of licensure must be submitted to the Georgia Board. It must show that the applicant's license is current and that it is in good standing.
4. The applicant must have obtained a passing score on the Georgia jurisprudence examination and, if it was required, a passing score on the EPPP in the jurisdiction the current license is held.
5. The applicant must have passed an oral examination based on a work sample which was generated in the six months prior to the examination or within six months of the most recent professional practice.
6. The applicant must have tendered the appropriate application and fees, as required by the rules and regulations of the Board.

(c) Alternative for a person who has an earned doctoral degree in Industrial/Organizational (I/O) Psychology or an I/O related doctoral degree in psychology:

1. The applicant must have five years of practiced Industrial/Organizational psychology.
2. The applicant must submit three references from psychologists, attesting to the nature of the applicant's expertise, work experience, and quality of their work. At least one reference must be from a licensed psychologist.
3. The applicant must have tendered the appropriate application fees, as required by the rules and regulations of the Board.
4. The applicant must have attained a score on the national licensing examination equal to or greater than the standard passing score set by ASPPB. Individuals licensed in another state or jurisdiction on or after November 1, 2020 are required to have passed both the EPPP Part I (Knowledge) and the EPPP Part II (Skills).
5. The applicant must have obtained a passing score on the Georgia jurisprudence examination.
6. The applicant must have passed an oral examination based on a work sample, which was generated in the six months prior to the examination or within six months of the most recent professional practice.

(d) Alternative for a person who holds the Certificate of Professional Qualification (CPQ) issued by ASPPB:

1. Any person holding a CPQ will be deemed as having met all requirements for licensure in Georgia provided the following conditions are met:

(i) An information/verification form from the jurisdiction of licensure must be submitted to the Georgia Board. It must show that the applicant's license is current and that it is in good standing.

(ii) The applicant must have obtained a passing score on the Georgia jurisprudence examination.

(iii) The applicant must have passed an oral examination based on a work sample, which was generated in the six months prior to the examination or within six months of the most recent professional practice.

2. The applicant must provide the Board with the entire CPQ file for consideration.

(e) Alternative for Military Spouses and Transitioning Service Members:

1. As used in this rule, the following terms shall mean:

(i) "Military" means the United States armed forces, including the National Guard.

(ii) "Military spouse" means a spouse of a service member or transitioning service member.

(iii) "Service member" means an active or reserve member of the armed forces, including the National Guard.

(iv) "Transitioning service member" means a member of the military on active duty status or on separation leave who is within 24 months of retirement or 12 months of separation.

2. A service member, transitioning service member, or military spouse may qualify for an expedited license by endorsement where the applicant:

(i) Holds a license in good standing from another state for which the training, experience, and testing substantially meet or exceeds the requirements to obtain a license as a Psychologist in Georgia.

(ii) Has submitted to the Board a verification of licensure from the appropriate licensing agency of another state showing that the applicant's active license is in good standing in that state.

(iii) Has submitted documentation satisfactory to the Board which verifies the applicant's status as a service member, transition service member, or military spouse as defined in O.C.G.A. § 43-1-34.

(iv) Has submitted a completed application for licensure by endorsement on a form approved by the Board, has paid the required fee.

(v) The applicant must have obtained a passing score on the Georgia jurisprudence examination.

(vi) The applicant must have passed the Georgia Board administered oral examination based on a work sample, which was generated in the six months prior to the examination or within six months of the most recent professional practice.

(f) The Board may in its discretion deny licensure to an applicant who has had disciplinary action taken against him or her by any licensing authority or professional organization, or whose record reflects any other matter that puts in question his or her competency to practice.

(g) The application process for endorsement applicants is the same as is outlined in 510-2-.01. The ASPPB PLUS application process described in 510-2-.01 will allow for the requirements listed above to be demonstrated for endorsement applicants.

**Authority: O.C.G.A. §§ 43-1-2, 43-1-7, 43-1-19, 43-1-25, 43-1-34, 43-1-35, 43-39-5, 43-39-8, 43-39-9, 43-39-10, 43-39-13, and 43-39-14.**

## **Rule 510-5-.07 Telepsychology**

(1) Possession of License/Authorization. The psychologist must possess a current, active Georgia license or authorization from PSYPACT, as set forth below, to practice telepsychology.

(2) **Practicing Telepsychology.** The provision of telepsychology must meet the same legal and ethical standards as psychological services provided in person. This rule applies to both psychologists who are licensed in Georgia and to other psychologists residing elsewhere who are providing psychological services to clients/patients in Georgia who must meet the requirements of rule 510-9-.03. The Georgia Board will report out of state psychologists to their respective licensing boards for practicing psychology via these means in the state of Georgia without a Georgia license or PSYPACT authorization.

(3) **PSYPACT:** Psychologists who hold a valid E. Passport issued by the Association of State and Provincial Psychology Boards (ASPPB) and an Authorization to Practice Interjurisdictional Telepsychology (APIT) issued by PSYPACT may practice telepsychology subject to applicable rules and law.

(4) Psychologists do not exploit recipients of services or payers with respect to fees.

(5) Telepsychology Practice.

(a) **Competence:**

1. Psychologists assume responsibility to continually assess both their professional and technical competence when providing telepsychology services. Psychologists have read and are regulated by the Georgia State Board of Examiners of Psychologists rules for the practice of Telepsychology.

2. Psychologists are encouraged to examine the available evidence to determine whether specific telecommunication technologies are suitable for a client/patient, based on the current literature available, current outcomes research, best practice guidance, and client/patient preference.

(i) Psychologists understand the need to consider their client/patient's ability to engage in and fully understand the risks and benefits of the proposed intervention utilizing specific technologies.

(ii) Psychologists understand the manner in which cultural, linguistic, socioeconomic, and other individual characteristics (e.g. medical status, psychiatric stability, physical/cognitive disability, personal preferences) may impact effective use of telecommunication technologies in service delivery.

3. Psychologists identify and learn how to access relevant and appropriate emergency resources in the client/patients' local area such as emergency response contacts.

**(b) Standards of Care in Telepsychology Services:**

1. Psychologists delivering telepsychology services apply the same ethical and professional standards of care and practice that are required when providing in - person psychological services.

2. Psychologists who are providing telepsychology services conduct an initial assessment to determine the appropriateness of the telepsychology service to be provided for the client/patient which includes the examination of potential risks and benefits for the client/patients' particular needs, the multicultural and ethical issues that may arise, and a review of the most appropriate medium (e.g., video teleconference, text, e-mail).

3. Psychologist are aware of such other factors as geographic location, technological competence, diagnosis, use of substances, treatment history, and therapeutic needs relevant to appropriateness of telepsychology services.

4. Psychologists communicate any risks and benefits of the telepsychology services in relation to in-person services.

5. Psychologists assess carefully the remote environment in which services will be provided to determine what impact there might be on efficacy, privacy, or safety of the proposed intervention.

**(c) Informed Consent:**

1. Psychologists make efforts to offer a clear description of those telepsychology services they provide and they seek to obtain and document informed consent.

2. Psychologists document written informed consent from their clients/patients that specifically addresses the unique concerns relevant to services.

3. Psychologists make an effort to use language that is understandable by their clients/patients and to be aware of cultural linguistic and other issues.

4. Psychologists discuss the billing documents with client/patients.

5. Psychologists include in the informed consent the manner in which telecommunication will be used and the boundaries they will establish, and the procedures for responding to electronic communications.

**(d) Confidentiality of Data and Information:**

1. Psychologists protect and maintain the confidentiality of the data and information relating to their clients/patients and inform them of the potentially increased risks of loss of confidentiality inherent in the use of the telecommunication technologies.
2. Psychologists become knowledgeable about the potential risks to confidentiality before utilizing such technologies.
3. Psychologists understand and inform their clients /patients of the limits to confidentiality and the risks of possible access to or disclosure of confidential data and information.
4. Psychologists are cognizant of the ethical and practical implications of researching online personal information about their clients/patients.
5. Psychologists who use social networking sites for both personal and professional purposes educate themselves about the potential risks to privacy and confidentiality and to utilize available privacy settings to reduce these risks.

**(e) Security and Transmission of Data and Information:**

1. Psychologists take reasonable steps to ensure that security measures are in place to protect data and information related to their clients/patients from unintended access or disclosure.
2. When keeping records of e-mail, online messaging, and other work using telecommunication technologies, psychologists are cognizant that preserving the actual communication may be preferable to summarization.

**(f) Disposal of Data and Information and Technologies:**

1. Psychologists make reasonable efforts to dispose of data and information and the technologies used in a manner that facilitates protection from unauthorized access and accounts for safe and appropriate disposal.

**(g) Testing and Assessment:**

1. Psychologists are knowledgeable about the unique impact of tests, their suitability for diverse populations, and the limitations on test administration and on test and other data interpretations when these psychological tests and other assessment procedures are conducted via telepsychology.
2. Psychologists strive to maintain the integrity of the application of the testing and assessment process and procedures when using telecommunication technologies.

3. When a psychological test or other assessment procedure is conducted via telepsychology, psychologists are encouraged to ensure that the integrity of the psychometric properties of the test or assessment procedure and the conditions of administration indicated in the test manual are preserved when adapted for use with such technologies.

4. Psychologists are cognizant of the specific issues that may arise with diverse populations when providing telepsychology and to make appropriate arrangements to address those concerns (e.g., language or cultural issues, cognitive, physical, or sensory skills or impairments, or age may impact assessment).

5. Psychologies use test norms derived from telecommunication technologies administration if such are available.

6. Psychologists recognize the potential limitations of all assessment processes conducted via telepsychology and to be ready to address the limitations and potential impact of those procedures.

**Authority: O.C.G.A. §§ 43-1-19, 43-1-25, 43-39-5, 43-39-6, and 43-39-13.**



**Rule 510-5-.10 Aiding Illegal Practice**

(1) Providing Supervision.

(a) The psychologist shall exercise appropriate supervision over the supervisee, as set forth in the rules and regulations of the Board.

(b) A person licensed under this chapter may not supervise or employ in any capacity, an individual who has:

1. voluntarily surrendered his/her license to practice psychology in this or any other state;
2. been disciplined by this Board pursuant to O.C.G.A. Sec. 43-1-19 and/or 43-39-13;
3. been disciplined by any other lawful licensing authority; or
4. been convicted of a felony, and/or is under criminal probation.

(c) Rule 510-5-.10(1)(b) may be waived or modified by the Board, in its discretion, upon a showing of extraordinary circumstances.

(2) Psychologists shall cooperate in national investigations, proceedings, and resulting requirements of the Board or any affiliated state or national psychological associations to which they belong. In doing so, they make reasonable efforts to resolve any issues as to confidentiality. Failure to cooperate is itself a violation.

(3) Psychologists do not file or encourage the filing of complaints that are frivolous or maliciously intended.

**Authority: O.C.G.A. §§ 43-1-19, 43-1-25, 43-39-5, and 43-39-13.**