

## TEACHING/RESEARCH EXPERIENCE ACCEPTED TOWARD ENTRANCE TO THE EPPP

This bulletin was prepared to provide information and clarification regarding what experiences can be applied to the maximum 540 hours [30% of 1800 hours] allowed in teaching and/or research (for each of the two years required for licensure).

The following administrative rules are at issue:

**1) OAC 4732-9-01(H)(6):** The supervised professional experiences shall be such that it occurs in the applied branch of one of the recognized areas of psychology. Teaching and research involving the professional practice of psychology in which client welfare is directly affected shall be acceptable under this rule.

- (a) The teaching of graduate courses and research components at the graduate level should relate to courses or investigations concerning the professional practice of psychology or school psychology. Credit for teaching any one course shall be limited to three terms.
- (b) The teaching and research components shall not exceed thirty per cent of the required eighteen hundred hours each year.
- (c) The teaching and research shall not count as a substitute for the direct client contact hours as described in paragraph (H)(3) of this rule.

Note: OAC 4732-9-01(H)(3) requires 375 hours in direct client contact for each of the required two years of supervision.

**2) OAC Rule 4732-3-01(I):** Direct effect on client welfare in teaching or research situations as specified in division (B) of 4732.01 of the Revised Code shall mean:

- (1) Classroom discussions and/or demonstrations which extend to the participation of students in therapy sessions based upon disclosure of the student's own personal experience and/or personality traits; and/or
- (2) Use in a classroom, practicum, or other instructional or research context by the instructor, the researcher, a student, or a research subject of any procedure that:
  - (a) Creates a likelihood of psychological and/or physical harm or danger, and/or
  - (b) Utilizes the manipulative distortion, delay, or withholding of information in a manner that may have damaging psychological consequences, and/or
  - (c) Intentionally elicits, without safeguards for anonymity, personal and confidential information that could have psychologically damaging consequences for the participant should it be acquired by others; and/or
- (3) Use or supervision by the instructor or the research in any context involving students, research subjects, or other, of any procedure defined in rule 4732-5-01 of the Administrative Code as creating a serious hazard to mental health and requiring professional expertise in psychology.

Note: ORC 4732.01(B) defines "The practice of psychology" including that "teaching or research shall not be regarded as the practice of psychology...provided it does not...involve the professional practice of psychology in which patient or client welfare is directly affected." OAC rule 4732-5-01(B) lists the 12 hazardous practices.

**CLARIFICATION:** Since the "practice of psychology" means "any service involving the application of psychological procedures," any teaching or research that involves utilizing the procedures listed in OAC rule 4732-5-01, effective July 15, 2000, quoted below, does affect client welfare:

- (B) ...the following psychological procedures are a serious hazard to mental health and require professional expertise in psychology:

- (1) Psychological and school psychological diagnosis
- (2) Psychological and school psychological prescription
- (3) Psychological and school psychological client supervision
- (4) Sensitivity training
- (5) Confrontation groups
- (6) Hypnotic techniques for diagnostic, treatment, or other psychotherapeutic purposes
- (7) Individual intelligence testing, assessment of cognitive processing, or determination of individual intelligence
- (8) Personality evaluation
- (9) Individual and group psychological psychotherapy
- (10) Psychological behavior psychotherapy such as, but not limited to, implosive therapy, aversive therapy, and desensitization
- (11) Couples and family psychological psychotherapy
- (12) Psychological psychotherapy for sexual dysfunctions or disorders.

Based on the above, the following are examples of **acceptable teaching**:

- |                                     |                            |
|-------------------------------------|----------------------------|
| (1) Psychological testing practicum | (4) Sensitivity training   |
| (2) Counseling/therapy practicum    | (5) Hypnosis seminar, etc. |
| (3) Group therapy                   |                            |

Examples of **non-acceptable teaching** would include:

- |                                      |                                   |
|--------------------------------------|-----------------------------------|
| 1) History and Systems of Psychology | 4) Law & Ethics of Psychology and |
| 2) Human Growth & Development        | 5) Theories of Counseling/Therapy |
| 3) I/O Psychology                    |                                   |

Examples of **acceptable research** would include:

- 1) Utilizing specific therapy techniques to reduce phobia behavior
- 2) Applying social role behaviors in simulated settings, al a Zimbardo's work,
- 3) Testing police applicants with the Rorschach with results reported to participants and comparing their performance to experienced police officers, and
- 4) Comparing work productivity of office workers before and after their participation in sensitivity training

Examples of **non-acceptable research** would include:

- 1) a correlation study of unidentified men who preferred Miller's Lite Beer and scored over 40 on the MMPI McAndrews Scale.
- 2) a multiple regression analysis identifying social/cultural factors of 16-year-old unmarried mothers with one 3-8-month-old child.
- 3) a Chi Square analysis of Cleveland citizens who were absent from work on October 7, 1997 and who attended the Cleveland Indians – New York Yankees game on October 6, 1997.
- 4) a longitudinal study of children popular with their age mates and who have taken piano lessons for five years compared to unpopular children without piano lessons, and
- 5) an extensive written narrative utilizing concepts of the DSM-IV of a case study reported in psychological literature over 5 years ago, al a "little Albert."

The last aspect of clarification is the supervisor for the teaching or research experience necessary for acceptance. The maximum 540 hours acceptable each year (either pre or post doctoral) must meet "training" supervision requirements. Accordingly, the standards have consistently noted that supervisors must be licensed or license eligible with all other conditions met including 5% of weekly client contact time being in individual, face-to-face supervision, as stated in OAC rule 4732-13-04(B)(22)(c), effective July 15, 2000.

The preceding paragraphs should inform and clarify regarding types of teaching and research experiences that will be acceptable for application toward entrance to the licensure exam.