

**WAC 246-924-046 Doctoral degree program.** To meet the education requirements of RCW 18.83.070, an applicant shall possess a doctoral degree from a regionally accredited institution.

(1) The doctoral degree program must encompass a minimum of three academic years of full-time graduate study or the equivalent and must include:

(a) At least 51 semester credits, or 85 quarter credits, of graduate courses in curriculum areas described in subsection (2) of this section.

(i) Master's and doctoral level graduate courses taken prior to the conferral of the doctoral degree may be accepted if they:

(A) Were completed at a regionally accredited graduate program in psychology;

(B) Are reflected on a transcript; and

(C) Align with the requirements in subsection (2) of this section.

(ii) Up to two graduate courses taken after the doctoral degree program is completed may be accepted if they:

(A) Were completed at a regionally accredited graduate program in psychology;

(B) Are reflected on a transcript; and

(C) Align with the requirements in subsection (2) of this section.

(iii) If more than two courses are needed to meet the requirements in subsection (2) of this section, they must be part of a respecialization program.

(b) An academic residency or educational meetings under WAC 246-924-048;

(c) Submission of an original dissertation which is psychological in nature and endorsed by the program; and

(d) An organized, sequential, and coordinated practicum and internship experience as described in WAC 246-924-052 and 246-924-056 or 246-924-057.

(2) The applicant must complete the content areas described in Table 1 - Curriculum Content Areas.

**Table 1 - Curriculum Content Areas**

<b>Unless otherwise indicated, applicant must complete three or more semester credits, or five or more quarter credits, of core study in each of the content areas.</b>	
<i>Category 1 - History of Systems of Psychology</i>	
a. History and Systems of Psychology <b>(this is the only content area that may be completed at the undergraduate-level)</b>	Includes the origins and development of major ideas in the discipline of psychology.
<i>Category 2 - Basic Content Areas in Scientific Psychology - for this category, a single class may count for two content areas if the syllabus is provided as documentation that both content areas were covered. In this case, the board reduces accordingly the total credit hours required under subsection (1) of this section.</i>	
b. Affective Aspects of Behavior	Includes topics such as affect, mood, and emotion. Psychopathology and mood disorders do not by themselves fulfill this category.
c. Biological Aspects of Behavior	Includes multiple biological underpinnings of behavior, such as neural, physiological, anatomical, and genetic aspects of behavior. Neuropsychological assessment and psychopharmacology do not, by themselves, fulfill this category.
d. Cognitive Aspects of Behavior	Includes topics such as learning, memory, thought processes, and decision-making. Cognitive testing and cognitive therapy do not, by themselves, fulfill this category.
e. Developmental Aspects of Behavior	Includes transitions, growth, and development across an individual's life. Coverage limited to one developmental period (e.g., infancy, childhood, adolescence, adulthood, or late life) is not sufficient.

<b>Unless otherwise indicated, applicant must complete three or more semester credits, or five or more quarter credits, of core study in each of the content areas.</b>	
f. Social Aspects of Behavior	Includes topics such as group processes, attributions, discrimination, and attitudes. Individual and cultural diversity and group or family therapy do not, by themselves, fulfill this category.
<i>Category 3 - Advanced Integrative Knowledge in Scientific Psychology</i>	
g. Advanced Integrative Knowledge of Basic Discipline - Specific Content Areas ( <b>minimum of two courses</b> )	Includes graduate-level scientific knowledge that entails integration of multiple basic discipline-specific content areas identified in Category 2 (i.e., integration of at least two of: Affective, biological, cognitive, social, or developmental aspects of behavior).
<i>Category 4 - Research Methods, Statistical Analysis, and Psychometrics</i>	
h. Research Methods	Includes topics such as strengths, limitations, interpretation, and technical aspects of rigorous case study; correlational, experimental, and other quantitative research designs; measurement techniques; sampling; replication; theory testing; qualitative methods; mixed methods; meta-analysis; and quasi-experimentation.
i. Statistical Analysis	Includes topics such as quantitative, mathematical modeling and analysis of psychological data; statistical description and inference; univariate and multivariate analysis; null hypothesis testing and its alternatives; power; and estimation.
j. Psychometrics	Includes topics such as theory and techniques of psychological measurement; scale and inventory construction; reliability; validity; evaluation of measurement quality; classical and contemporary measurement theory; and standardization.
<i>Category 5 - Profession-Wide Competencies</i>	
k. Psychological Assessment ( <b>minimum of two courses</b> )	Evidence-based assessment consistent with the scope of health service psychology. This includes applying empirically supported assessment methods; interpreting assessment results following current research and professional standards and guidelines; case conceptualization; classification; and recommendations.
l. Psychological Interventions ( <b>minimum of two courses</b> )	Evidence-based interventions including, but not limited to, psychotherapy, consistent with the scope of health service psychology. Interventions may be derived from a variety of theoretical orientations or approaches. The level of intervention may include those directed at an individual, a family, a group, an organization, a community, a population, or other systems.
m. Ethical and Legal Standards	Current ethical and legal standards of the field; relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and relevant professional standards and guidelines.
n. Special Population Issues ( <b>accessibility; disability; diversity; health equity; socio-economic, cultural, and linguistic differences</b> )	Includes courses that involve: Awareness of history, culture, attitudes, and biases; current theory and science as it relates to addressing diversity in psychological practice; applying a framework for effective psychological practice with diversity not previously encountered or which might create conflict with one's own worldview.

(3) A doctoral degree program accredited by the American Psychological Association, the Canadian Psychological Association, or the Psychological Clinical Science Accreditation System is recognized as having met the minimum education requirements.

[Statutory Authority: Chapter 18.83 RCW, RCW 18.83.050, 18.130.800, 2023 c 425, and 2024 c 371. WSR 25-15-068, s 246-924-046, filed 7/14/25, effective 8/14/25. Statutory Authority: RCW 18.83.050 and 18.83.170. WSR 16-16-026, § 246-924-046, filed 7/22/16, effective 8/22/16. Statutory Authority: RCW 18.83.50 [18.83.050]. WSR 07-24-093, § 246-924-046, filed 12/5/07, effective 9/1/09.]