

**Licensure Committee Meeting
Notice and Agenda**

Department of Consumer Affairs
1625 N. Market Blvd., Hearing Room #102
Sacramento, CA 95834
(916) 574-7720

Committee Members

Jacqueline Horn, PhD, Chairperson
Seyron Foo, Public Member
Mary Harb Sheets, PhD

Legal Counsel

Norine Marks

Board Staff

Antonette Sorrick, Executive Officer
Jeffrey Thomas, Assistant Executive Officer
Stephanie Cheung, Licensing Manager
Cherise Burns, Central Services Manager
Sandra Monterrubio, Enforcement Manager
Mai Xiong, Licensing and BreZze Coordinator
Liezal McCockran, Continuing Education and
Renewals Coordinator
Evan Gage, Special Project Analyst

The Committee plans to webcast this meeting on its website. Webcast availability cannot, however, be guaranteed due to limitations on resources or technical difficulties that may arise. If you wish to participate or to have a guaranteed opportunity to observe, please plan to attend at the physical location. Adjournment, if it is the only item that occurs after a closed session, may not be webcast. A link to the webcast will be available on the Board's Website at 9:30 a.m. on September 12, 2019, or you may access it at: <https://thedcapage.wordpress.com/webcasts/>. A link to agenda items with attachments is available at www.psychology.ca.gov prior to the meeting date.

The Committee welcomes and encourages public participation at its meetings. The public may take appropriate opportunities to comment on any issue before the Committee at the time the item is heard. If public comment is not specifically requested, members of the public should feel free to request an opportunity to comment.

Thursday, September 12, 2019

10:00 a.m. to 5:00 p.m., or until completion of business

1. Call to Order/Roll Call/Establishment of a Quorum

2. Public Comment(s) for Items not on the Agenda. Note: The Committee may not discuss or take action on any matter raised during this public comment section, except to decide whether to place the matter on the agenda of a future meeting [Government Code Sections 11125 and 11125.7(a)]
3. Informational Video for Supervisors: Stakeholders' Discussion and Recommendations for Content to be Included in the Video (Department of Consumer Affairs - SOLID)
 - a) Laws and Regulations
 - b) Frequently Asked Questions (FAQs)
 - c) Best Practices
4. Informational Video for Supervisors: Recommendations for Content to be Included (this item will continue to Friday if necessary)
 - a) Laws and Regulations
 - b) Frequently Asked Questions (FAQs)
 - c) Best Practices

Friday, September 13, 2019

10:00 a.m. to 5:00 p.m., or until completion of business

5. Call to Order/Roll Call/Establishment of a Quorum
6. Public Comment(s) for Items not on the Agenda. Note: The Committee may not discuss or take action on any matter raised during this public comment section, except to decide whether to place the matter on the agenda of a future meeting [Government Code Sections 11125 and 11125.7(a)]
7. Approval of the Licensure Committee Meeting Minutes: June 13, 2019
8. Pupil Personnel Services Credential: Presentation and Discussion by Commission on Teacher Credentialing (CTC) for a Credential with a Specialization in School Psychology
9. Update on the California Association of School Psychologists Regarding Written Statement to Clarify the Role of Licensed Educational Psychologists
10. Discussion and Consideration of How to Inform Consumers Regarding the Respective Roles of a Licensed Psychologist, Licensed Educational Psychologist, and Individuals Holding a Credential with a Specialization in School Psychology
11. Informational Video for Supervisors: Recommendations for Content to be Included (This item will only be discussed if it is being carried over from Thursday)

- a) Laws and Regulations
 - b) Frequently Asked Questions (FAQs)
 - c) Best Practices
12. Consideration of Renaming Registered Psychological Assistant
 13. Discussion and Consideration for Grievance Process: Options in Resolving a Discrepancy between Weekly Log and Verification of Experience
 14. Consideration of Seeking Statutory Change to Allow the Licensure Committee to Meet in Closed Session to Make Final Licensure Determinations
 15. Licensing Report
 16. Discussion and Consideration of Revisions to the Guidelines for the Review of Requests for Extension to the California Code of Regulations Sections 1391.1(b) and 1387(a)
 17. Continuing Education and Renewals Report
 18. Recommendations for Agenda Items for Future Licensure Committee Meetings.
Note: The Committee may not discuss or take action on any matter raised during this public comment section, except to decide whether to place the matter on the agenda of a future meeting [Government Code Sections 11125 and 11125.7(a)]

CLOSED SESSION

19. **Closed Session** – The Licensure Committee will meet in Closed Session pursuant to Government Code Section 11126(c)(2) to discuss and consider qualifications for licensure

RETURN TO OPEN SESSION

ADJOURNMENT

All times are approximate and subject to change. The meeting may be canceled or changed without notice. For verification, please check the Board's Web site at www.psychology.ca.gov, or call (916) 574-7720. Action may be taken on any item on the agenda. Items may be taken out of order, tabled or held over to a subsequent meeting, for convenience, to accommodate speakers, or to maintain a quorum.

In the event a quorum of the committee is unable to attend the meeting, or the committee is unable to maintain a quorum once the meeting is called to order, the President or Chair of the meeting may, at his or her discretion, continue to discuss items from the agenda and to vote to make recommendations to the full board at a future meeting.

Meetings of the Board of Psychology are open to the public except when specifically noticed otherwise in accordance with the Open Meeting Act. The public may take appropriate opportunities to comment on any issue before the Board or its committees, at the time the item is heard, but the President or Committee Chair may, at his or her discretion, apportion available time among those who wish to speak. Board members who are present who are not members of the Committee may observe, but may not participate or vote.

*The meeting is accessible to the physically disabled. A person who needs a disability-related accommodation or modification in order to participate in the meeting may make a request by contacting Antonette Sorrick, Executive Officer, at (916) 574-7720 or email bopmail@dca.ca.gov or send a written request addressed to **1625 N. Market Boulevard, Suite N-215, Sacramento, CA 95834**. Providing your request at least five (5) business days before the meeting will help ensure availability of the requested accommodation. Links to agenda items, with exhibits are available at www.psychology.ca.gov, prior to the meeting date.*

The goal of this committee is to create and maintain a clear and efficient framework for licensure, examination processes, and continuing professional development through the Board's statutes and regulations to ensure licensees meet the qualifications necessary to practice safely and ethically. The Committee communicates relevant information to its affected stakeholders.

MEMORANDUM

| | |
|----------------|--|
| DATE | August 26, 2019 |
| TO | Licensure Committee Members |
| FROM | Mai Xiong Licensing and BreEZe Coordinator |
| SUBJECT | Agenda Item 3 (a)-(c) Informational Video for Supervisors: Stakeholders' Discussion and Recommendations for Content to be Included in the Video (Facilitate by the Department of Consumer Affairs – SOLID) a) Laws and Regulations b) Frequently Asked Questions (FAQs) c) Best Practices |

Background:

At the October 25, 2018 Licensing Committee meeting, the Committee raised concerns that some current or potential supervisors are unclear about their roles and responsibilities in providing supervision to a trainee. The Committee agreed that an informational video would be an additional resource for current supervisors and may be used as a guiding tool to prepare a licensee who will assume the role as a supervisor in future.

At the January 11, 2019 Licensing Committee meeting, the Committee discussed and agreed that the supervision videos cover the following areas – regulations, best practices, and frequently asked questions (FAQ). The Committee expressed their intention at the June 13, 2019 meeting to seek stakeholder input relating to the content areas for best practices and FAQs on the first day of the September 12-13, 2019 meeting.

Staff collaborated with SOLID of the Department of Consumer Affairs to create an online survey questionnaire to solicit feedback on the informational video for supervisors. The survey questionnaire was sent to stakeholders on August 23, 2019. SOLID staff will attend the first day of the September 2019 meeting to facilitate and capture the discussion relating to stakeholders' input regarding the informational videos.

Attachments:

- A: Survey Questions
- B: Electronic Survey Results (Hand carry item)

Action Requested:

This item is for informational purposes only. No action is required.

Background:

At the Licensing Committee (Committee) meeting on October 25, 2018, concerns were raised that some current or potential supervisors are unclear about their roles and responsibilities in providing supervision to trainees. Given this, the Committee agreed that informational videos might be helpful tools. These videos will cover the following content areas: laws and regulations, supervision best practices, and frequently asked questions (FAQs). The Committee is going to dedicate the first day of its Committee meeting scheduled on September 12, 2019 for stakeholders to provide feedback in-person to the following questions. In the event you are unable to attend the meeting in person, your response to this survey will assist the Committee in the discussion and development of these videos. We appreciate your time and input on this important project.

Survey Questions:

1. Are you currently a supervisor or a trainee?
 - a. Supervisor
 - b. Trainee

2. Where do you provide or receive supervision? (Check all that apply.)
 - a. County with DMH Waiver
 - b. Exempt Setting – Academic Institutions
 - c. Exempt Setting – Government Agencies
 - d. Formal Pre-doctoral Internship Placement – APA, APPIC, CAPIC
 - e. Formal Post-doctoral Training Program – APA, APPIC, CAPIC
 - f. Non-profit community agency
 - g. Private practice
 - h. Other – please explain

3. Considering the pertinent laws and regulations regarding supervision and/or SPE, what areas do you find the most confusing? Please explain.

4. After consulting with the following document ([Best Practices: Supervised Professional Experience \(SPE\)](#)) on the Board's website, is there any information that you would want to add or change? If so, please explain.

5. What specifically would you would find helpful to be included in a frequently asked questions (FAQs) video? Please explain.

MEMORANDUM

| | |
|----------------|--|
| DATE | August 26, 2019 |
| TO | Licensure Committee Members |
| FROM | Mai Xiong Licensing and BreEZe Coordinator |
| SUBJECT | Agenda Item 4(a) Informational Video for Supervisors: Recommendations for Content to be Included in the Laws and Regulations Video |

Background:

At the October 25, 2018 Licensing Committee meeting, the Committee raised concerns that some current or potential supervisors are unclear about their roles and responsibilities in providing supervision to a trainee. The Committee agreed that an informational video would be an additional resource for current supervisors and may be used as a guiding tool to prepare a licensee who will assume the role as a supervisor in future.

During the following Committee meeting on January 11, 2019, the Committee suggested for Board staff to work with legal staff on the content for the video(s) on legal requirements and report it to the Committee for review and discussion. Subsequently, staff presented the proposed content areas for the laws and regulations informational video(s) at the June 13, 2019 meeting for the Committee's consideration.

The Committee will receive stakeholders' input on the content areas for the videos at its meeting on September 12, 2019.

Attachments:

- A: Draft content areas for laws and regulations informational video(s)
- B: Draft content areas for laws and regulations informational video(s) flowchart

Action Requested:

Review and discuss the draft content areas for the laws and regulations informational video(s). Rectify stakeholders' input and provide recommendation on the development of the informational video(s).

Content Areas for Laws and Regulations Informational Videos

Business and Professions Code (BPC):

§2903 – Definition of Practice of Psychology

1. Define practice of psychology and psychotherapy

§2909.5 – Provisions to Allow Registered Psychologist to Practice Psychology

§2910 – Exempt Settings

1. Criteria to practice psychology by certain salaried employees of academic institutions, public schools, or governmental agencies.
2. Time limitation for employed individuals working at an exempt setting.

§2911 – Internships for Graduate Student or Psychological Interns

1. Training programs overseen by the American Psychological Association (APA), the Association of Psychology Postdoctoral and Internship Centers (APPIC), or the California Psychology Internship Council (CAPIC).

§2913 – Services by Psychological Assistants

1. Provisions to allow psychological assistant to practice psychology

§2914 – Applicant Requirements

1. Possess a doctorate degree
 - a. Qualify degrees: psychology, educational psychology, or education with the field of specialization in counseling psychology or education psychology.
 - b. On or after January 1, 2020, doctorate degree must be obtained from an institution that is accredited by a regional accrediting agency recognized by the United States Department of Education.
2. Requirements for applicants who are from outside of the United States or Canada.
3. Accrued at least 3000 supervised professional experience (SPE) hours, of which 1500 must be accrued after being awarded the doctorate in psychology.
4. Pass the required examinations
 - a. Examination for Professional Practice in Psychology (EPPP)
 - b. California Psychology Laws and Ethics Examination (CPLEE)
5. Completed the required trainings and coursework

California Code of Regulations (CCR):

§1381.1 – Withdrawal of Applications (Licensure)

§§1382, 1382.3, 1382.4, 1382.5, and 1382.6 – Coursework

1. Human Sexuality Training - CCR §1382; BPC §25
2. Substance Abuse Detection and Treatment - CCR §1382.3; BPC §2914(f)
3. Child Abuse Assessment - CCR §1382.4; BPC §28
4. Spousal or Partner Abuse, Assessment, Detection, and Intervention - CCR §1382.5; BPC §2914(g)
5. Aging and Long-Term Care Training - CCR §1382.6; BPC §2915.5
6. Suicide Prevention and Assessment Training (Effective January 1, 2020)

§1387 – Supervised Professional Experience (SPE)

1. Requirements for SPE
 - a. Different settings where SPE can be accrued
 - b. Must complete the Supervision Agreement Form with an approved supervision plan prior to accruing SPE
2. Specific time limitation for accruing predoctoral and postdoctoral SPE
3. Must have supervision for 10% of the total time worked each week
4. A maximum of 44 hours of SPE per week can be accredited
5. Supervision that involves monetary payment from the psychological assistant cannot be counted for SPE
6. Provide an overview of delegated supervision requirements

§1387.1 – Qualifications and responsibilities of Primary Supervisor

1. Requirements to qualify as a supervisor
2. Supervisors' roles and responsibilities - CCR §1387.1(b) through (n)
3. Board-certified psychiatrist may be primary supervisor but only a maximum of 750 hours of experience can be counted toward the required 3000 SPE

§1387.2 – Qualifications and Responsibilities of Delegated Supervisors

§1387.3 – Alternate Plan for Supervised Professional Experience in Non-Mental Health Services

1. Requirements for non-mental health SPE

§1387.5 – SPE Log

1. Trainee should maintain a written weekly log of accrued SPE toward licensure
2. The log should be available upon request from the Board

§1388.6 – Waiver of Examination

1. Certificate of Professional Qualification (CPQ) - CCR §1388.6(c)
2. Health Service Provider in Psychology by the National Register of Health Service Providers in Psychology (NRHSPP) - CCR §1388.6(d)
3. American Board of Professional Psychology (ABPP) - CCR §1388.6(e)
4. Applicant who has an examination waiver are still required to complete all licensing requirements and take and pass the CPLEE.

1. §1390.3 – Requirements for Registered Psychologists Provide psychological services under supervision at a non-profit community agency that received at least 25% of its funding from a governmental source
2. The registration period is for a period of 30 months from the date of issuance and cannot be renewed and the registrant cannot re-register as a registered psychologist to the same agency

§1390.2 and §1391.2 – Withdrawal of Applications (Registrations)

1. Application for psychological assistant registration which are not completed within 90 days after additional information has been requested will be withdrawn.

§1391.1 – Limitation of Registration Period (72 months)

1. A psychological assistant registration is limited to a cumulative total of six years / 72 months.
2. Psychological assistant may request for an extension if the psychological assistant exceeds the 72-month limitation to his/her registration.

§1391.5 – Supervision Requirements

1. Supervisors are required to provide a minimum of one hour per week of individual supervision to the psychological assistant.

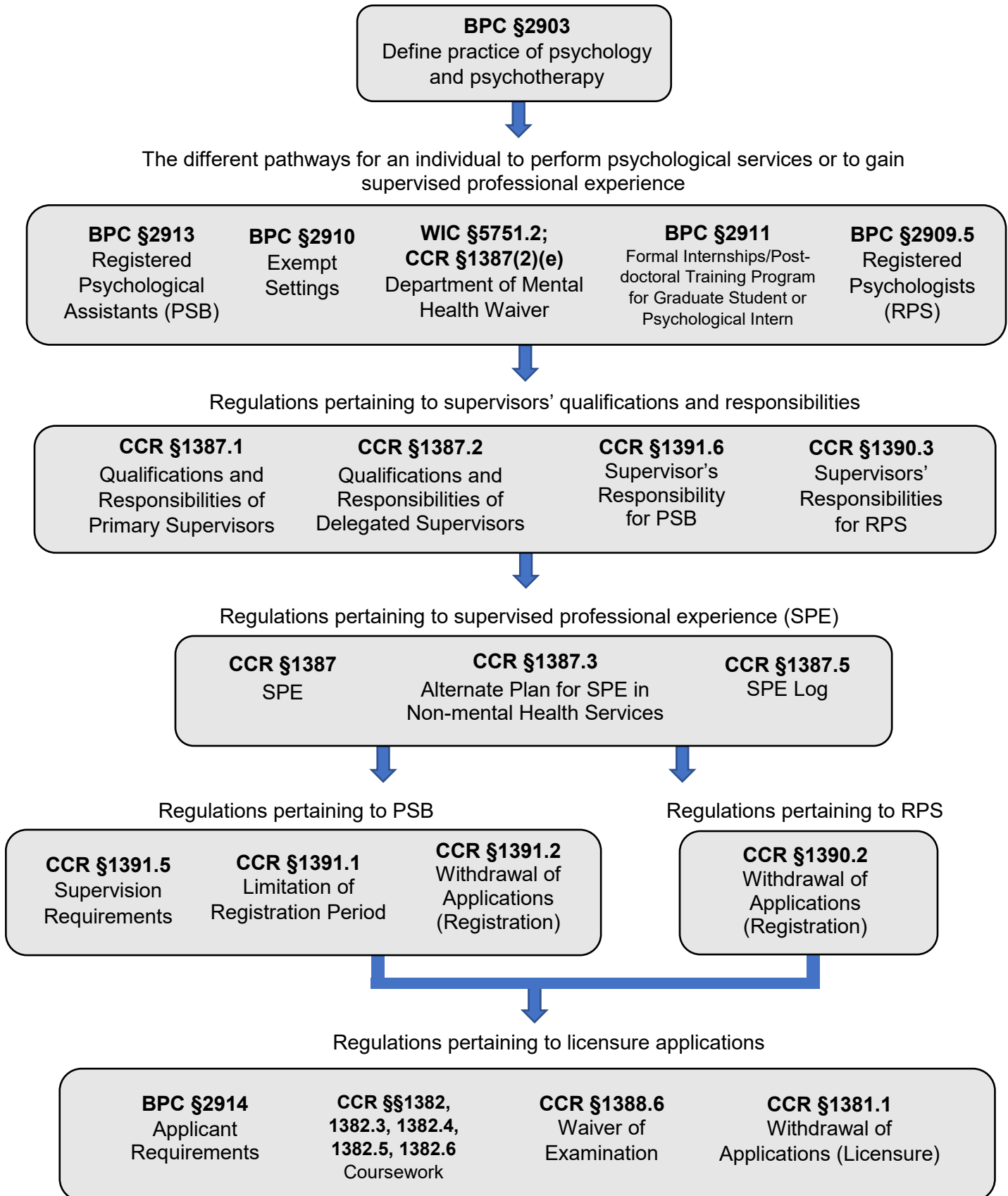
§1391.6 – Supervisor's Responsibility

Welfare and Institutions Code (WIC):

WIC §5751.2 / §1387(2)(e) – Department of Mental Health (DMH) Waiver

1. Registration with the Board is not required if an individual possesses a DMH waiver

Content Areas for Laws and Regulations Informational Video for Supervisor Flowchart



MEMORANDUM

| | |
|----------------|---|
| DATE | August 26, 2019 |
| TO | Licensure Committee Members |
| FROM | Mai Xiong Licensing and BreEZe Coordinator |
| SUBJECT | Agenda Item 4(b) Informational Video for Supervisors: Recommendations for Content to be Included in the Frequently Asked Questions (FAQs) Video |

Background:

At the January 11, 2019 Licensing Committee meeting, the Committee discussed the various informational video contents to aid supervisors or potential supervisors of their role as a supervisor. Dr. Elizabeth Winkelman from the California Psychological Association (CPA) suggested that it would be beneficial to develop informational videos directed toward both supervisors and trainees. She also suggested that there should be an informational video developed to cover FAQs on supervision.

At the June 13, 2019 meeting, the Committee was provided preliminary information of an existing psychological assistant FAQs document that is available on the Board's website for possible content that may be incorporated into the video. Dr. Elizabeth Winkelman provided a supervision FAQs comprised of a collection of inquiries received by CPA for the Committee's consideration at the September meeting.

The Committee will receive stakeholders' input on the content areas for the videos at its meeting on September 12, 2019.

Attachments:

- A: Psychological Assistant Registration FAQs
- B: Supervision FAQs from CPA

Action Requested:

Review the attachments and discuss the draft content areas for the FAQs informational video(s). Rectify stakeholders' input and provide recommendation on the development of the informational video(s).

Psychological Assistant Registration FAQ's

APPLICATION**1. Who can apply to be registered as a psychological assistant?**

Answer: Any person who meets the requirements of section 2913 of the Business and Professions Code (B&P) may apply to be registered as a psychological assistant using application form PSB 100 (rev. 10/16).

2. How long can a psychological assistant hold a registration?

Answer: A registration is limited to a cumulative total of six-years (72-months). [Title 16, California Code of Regulations (CCR) § 1391.1(b)]

PLEASE NOTE: Unless the registration is cancelled, the registration period will continue to count towards the 72-month limit.

3. How do I cancel my registration?

Answer: To cancel a registration, email the Board at BOPlicensing@dca.ca.gov with the following information:

- Name and registration number of psychological assistant
- Effective date of cancellation
- Name and license number of primary supervisor(s)

4. Who is responsible for notifying the Board of an addition or deletion of a primary supervisor?

Answer: The psychological assistant is responsible to complete and submit the "Notification to Add or Change Supervisor or Service Location for a Psychological Assistant" form PSB 101 (rev. 11/16). The form must be completed and signed by both the psychological assistant and new primary supervisor. There is no fee to add or change a supervisor.

PLEASE NOTE: It is considered unlicensed practice if the psychological assistant begins providing services before receiving approval from the Board.

If the psychological assistant is accruing supervised professional experience for psychology licensure, a new supervision agreement and plan must be completed and signed by the psychological assistant and new primary supervisor prior to the commencement of the supervised professional experience.

5. Does the Board charge a fee to change a primary supervisor or service location?

Answer: No.

Psychological Assistant Registration FAQ's

6. What address should be listed with the Board as the Address of Record?

Answer: A psychological assistant must provide a valid address as the Address of Record (AOR) to the Board for all correspondence (e.g., renewal applications, updates, etc.). The AOR is public information and is available to anyone who asks over the phone, in writing, or via the Board's website. If the AOR is a PO Box, or a mail drop location, the psychological assistant is required to provide a confidential physical business or residential address which will not be made available to the public [16 CCR § 1380.5]. Any address change must be reported within 30 days to the Board.

7. Is an applicant required to provide an email address to the Board?

Answer: A psychological assistant must provide a valid email address to the Board for all correspondence pursuant to 16 CCR § 1380.5(b). An applicant's email address is not public information. Any address change must be reported within 30 days to the Board [16 CCR § 1380.5(c)].

8. What is the fee for the psychological assistant application?

Answer: The application fee for registration as a psychological assistant is \$40.00. [16 CCR §1392.1(a)]

PRIMARY AND DELEGATED SUPERVISORS**9. Who can serve as the primary supervisor of a psychological assistant?**

Answer: Only licensed psychologists and board-certified psychiatrists can serve as the primary supervisor of a psychological assistant. [16 CCR § 1391.5(a)]

10. Must the primary supervisor complete a six-hour course in supervision?

Answer: A licensed psychologist must complete a six-hour course in supervision every two years to qualify to supervise a psychological assistant. A board-certified psychiatrist is not required to complete this course. [16 CCR § 1387.1(b)]

11. Whose responsibility is it to notify patients, prior to the rendering of psychological services by a psychological assistant that the assistant is unlicensed and is under the direction and supervision of a licensed psychologist?

Answer: The primary supervisor shall inform each client or patient, prior to the rendering of services by the psychological assistant that the assistant is unlicensed and is under the direction and supervision of the supervisor. [16 CCR § 1391.6(b)]

Psychological Assistant Registration FAQ's

12. Does the primary supervisor have to be employed in the same setting that the psychological assistant is employed?

Answer: Yes. A psychological assistant must be under the direction and supervision of a licensed psychologist or board-certified psychiatrist who is employed in the same setting as the psychological assistant. [16 CCR § 1391.5(a)]

13. What percentage of time must the supervisor be available when the psychological assistant is rendering professional services?

Answer: The supervisor must be available to the assistant 100% of the time the assistant is rendering professional services. The availability can be in-person, by telephone, by pager or by other appropriate technology. [16 CCR § 1391.6(c)]

14. What is the maximum number of psychological assistants that can be supervised by a licensed psychologist or board-certified psychiatrist at any given time?

Answer: Both licensed psychologist and board-certified psychiatrist can supervise no more than three (3) psychological assistants at any given time. [B&P section 2913(c)(2)]

SUPERVISED PROFESSIONAL EXPERIENCE (SPE)**15. Is a supervision agreement form required?**

Answer: A supervision agreement form is required if it is the intention of the psychological assistant to count the hours worked as a psychological assistant as SPE toward the psychology licensure requirements. The Board also recommends that a supervision agreement form be completed even if the hours are not being accrued towards licensure. [16 CCR § 1387(b)(10)].

16. Is a psychological assistant who is accruing hours of supervised professional experience required to keep a written log to document the hours of supervised experience?

Answer: Yes. All psychological assistants must maintain a written, weekly log of all hours of supervised professional experience gained toward licensure that meets the requirements of 16 CCR § 1387.5.

17. How many hours of supervised professional experience can be credited toward the SPE required for licensure?

Answer: A maximum of forty-four (44) hours per week can be credited toward meeting the supervised professional experience requirements. This includes the required 10% supervision. [16 CCR § 1387(b)(5)]

Psychological Assistant Registration FAQ's

18. What is the minimum amount of direct, individual, face-to-face supervision that must be provided by the supervisor to a psychological assistant?

Answer: The supervisor must provide a minimum of one (1) hour per week of direct, individual, face-to-face supervision to the psychological assistant. However, the psychological assistant must be provided with supervision for 10% of the total time worked each week in order for the hours to meet the licensing requirements. [16 CCR § 1387(b)(4) and 1391.5(b)]

19. Can a psychological assistant be supervised by a family member or business associate?

Answer: No. Primary supervisors cannot have any familial, intimate, business or other relationship with the psychological assistant. [16 CCR § 1387.1(j)]

LAW AND ETHICS**20. Can a psychological assistant rent office space?**

Answer: No. Psychological assistants cannot rent, lease, sublease, or lease-purchase office space from the supervisor, employer or any entity for the purposes of functioning as a psychological assistant. [16 CCR § 1391.8(c)]

21. Can a psychological assistant provide psychological services prior to being registered by the Board?

Answer: No. The unlicensed/unregistered practice of psychology is prohibited. A registration is not valid until approved and issued by the Board [B&P section 2913]

22. Is it acceptable to supervise a psychological assistant who is a current or former client?

Answer: No. A primary supervisor cannot supervise a psychological assistant who is, or has been, a psychotherapy client of the supervisor. [16 CCR § 1387.1(k)]

23. Can a psychological assistant pay a fee for supervision?

Answer: No. A psychological assistant cannot pay a fee, monetary or otherwise, for supervision. [16 CCR § 1391.8(a)]

24. Can a psychological assistant be required to supply provisions necessary to practice?

Answer: No. The supervisor must supply all provisions necessary to function as a psych assistant [16 CCR § 1391.8(a)]

Psychological Assistant Registration FAQ's

25. Can a psychological assistant advertise or have a website?

Answer: No. A psychological assistant is not licensed to practice independently. The supervisor can list the psychological assistant on advertisements and/or websites as long as it is clear that the person is registered as a psychological assistant, provides the registration number, and the name and license number of the supervisor. [16 CCR § 1396.4 and § 1397]

RENEWAL**26. When does a psychological assistant registration become delinquent?**

Answer: If a registration is not renewed by the expiration date, it becomes delinquent the following day. [16 CCR § 1391.12(b)]
A registration that is not renewed within 60 days after its expiration date becomes cancelled and a new application for registration must be submitted. [16 CCR § 1391.12(e)]

PLEASE NOTE: Providing psychological services while the registration is delinquent or cancelled is unlicensed/unregistered practice of psychology. [B&P section 2913]

27. Can a psychological assistant practice while his/her registration is expired or delinquent?

Answer: No. A registration that is not renewed by its expiration date is delinquent. Practicing with a delinquent or an expired registration is prohibited and considered the unlicensed practice of psychology. [16 CCR § 1391.12(c)]

28. What kind of information must be reported to the Board on an annual basis by the psychological assistant's supervisor?

Answer: Every supervisor of a psychological assistant must submit to the Board an update that is completed by the supervisor and signed by both the supervisor and the psychological assistant.

The update must be submitted on or before the expiration of the registration for the preceding calendar year showing:

- Name and license number of all primary supervisors
- Address of all locations where psychological services are currently being provided
- The location, type, extent and amount of supervision
- An attestation from all current primary supervisors that the psychological assistant has demonstrated an overall performance at or above the level of competence expected for his or her level of education, training and experience.

Psychological Assistant Registration FAQ's

This information is required to be reported on the registration renewal form. [16 CCR § 1391.10]

Supervision – FAQ's

CPA suggestions

7-11-19

Please consider using the drop down answer format with links to relevant laws/regs/forms/etc. as in your Psych Assistant FAQs https://www.psychology.ca.gov/applicants/psych_asst_faq.shtml. It's a user-friendly way to convey a lot of information.

You may also want to update this Checklist https://www.psychology.ca.gov/applicants/sup_checklist.pdf and then provide a link to it in the Supervision FAQs. This may be the easiest way to differentiate the requirements for the categories of supervisees.

Please note that some of the questions below are based on your Psych Assistant FAQs.

SUPERVISION – OVERVIEW

- What are the different categories of supervisees?
- How do the requirements differ between the different categories of supervisees (Pre- and post-doctoral Interns, Psychological Assistants, Exempt Setting Employees, Registered Psychologists and Waivered Psychologists)?
- How many hours of Supervised Professional Experience (SPE) are required for licensure?
- How do the supervision requirements differ between supervisees who are gaining SPE towards licensure and supervisees who have completed the required 3,000 hours of SPE but are not yet licensed?
- Do supervisees need to register with the Board of Psychology?
- Is a supervision agreement form required? *Please include in the answer when it must be signed, when it must be turned in to the Board, and who is responsible for maintaining and turning in the form.*
- Is a written supervision log required? *Please include in the answer when it must be signed, when/if it must be turned in to the Board, and who is responsible for maintaining and turning in the log. Explain any formatting requirements. (I don't believe there are any templates).*
- Do supervisors need to sign the supervision log? How frequently?
- Is a verification of experience form required? *Please include in the answer when it must be signed, when it must be turned in to the Board, and who is responsible for maintaining and turning in the form.*
- Can a supervisee work in more than one setting during the same time period (e.g., two concurrent half-time placements)?

PRIMARY AND DELEGATED SUPERVISORS

- Who can serve as a primary supervisor? Are primary supervisor requirements different for different categories of supervisees?
- Who can serve as a delegated supervisor? Are delegated supervisor requirements different for different categories of supervisees?
- Must all primary and delegated supervisors complete a six-hour course in supervision every two years?

- Can I have more than one primary supervisor? Can I have more than one delegated supervisor? *Please clarify in the answer how this works if the supervisee is in only one setting or is in two different settings.*
- Whose responsibility is it to notify patients, prior to the rendering of psychological services by a supervisee, that the supervisee is unlicensed and is under the direction and supervision of a licensed professional?
- Does the primary supervisor have to be employed in the same setting that the supervisee is employed? May the primary supervisor be an independent contractor?
- Does a delegated supervisor have to be employed in the same setting that the supervisee is employed? May a delegated supervisor be an independent contractor?
- What percentage of time must the primary supervisor be available when the supervisee is rendering professional services?
- What percentage of time must a delegated supervisor be available when the supervisee is rendering professional services?
- What is the maximum number of supervisees that an individual supervisor can supervise at any given time? *Please address how this applies to both primary and delegated supervisors.*
- What is the minimum amount of direct, individual, face-to-face supervision that must be provided? What is the total minimum amount of supervision that must be provided? How much of this supervision must be provided by the primary supervisor? How much can be provided by a delegated supervisor?
- Does supervision provided by an audio-visual platform count as “face-to-face” supervision?
- What kind of feedback is a supervisor required to provide to a supervisee? How frequently must feedback be provided?

LAW AND ETHICS

- Can a supervisee be supervised by a family member or business associate?
- Can a supervisee be supervised by their current or former therapist?
- Can a supervisee rent office space?
- Can a supervisee pay a fee for supervision?
- Can a supervisee be required to supply provisions necessary to practice?
- Can a supervisee advertise or have a website?

SUPERVISED PROFESSIONAL EXPERIENCE (SPE)

- What is the maximum number of hours per week that can be credited toward the SPE required for licensure? Do those hours include the time spent in supervision?
- Can all the usual activities of a typical workday for a clinician count towards the SPE required for licensure?
- What types of activities can and cannot be counted towards the SPE hours required for licensure? *Please address whether the following activities are acceptable: recordkeeping for clinical work; other administrative work (e.g., billing for sessions, maintaining supervision log); reading articles/books on psychological topics; lectures or other training activities; discussions with colleagues of issues relating to the practice of psychology.*

MISCELLANEOUS

- Can a supervisee function under another mental health license (e.g., MFT) while gaining SPE towards licensure?
- Can supervisees provide psychological services when their supervisor is unavailable due to vacation, illness or some other reason? *Please address both primary and delegated supervisor absences – e.g., What if the primary is unavailable but a delegated is available? What if neither a primary nor delegated supervisor is available? Can a temporary supervisor be assigned and how would this be done?*
- What happens if a supervisor completes a VOE form indicating that the supervisee’s performance is below the level of competence expected for the supervisee’s current level of training? *Please note in the answer if there is any way for any of these hours to count (e.g., Can partial credit be given? Can a supervisee submit information as to why some/all hours should count?)*
- Must a VOE form indicating the supervisee’s performance is below the expected level of competence be turned in to the Board? Or can the supervisee withhold it and re-do the hours?
- What if a supervisee has a complaint about a supervisor?

MEMORANDUM

| | |
|----------------|--|
| DATE | August 26, 2019 |
| TO | Licensure Committee Members |
| FROM | Mai Xiong Licensing and BreEZe Coordinator |
| SUBJECT | Agenda Item 4(c) Informational Video for Supervisors: Recommendations for Content to be Included in the Best Practices Video |

Background:

At the October 25, 2018 Licensing Committee meeting, the Committee raised concerns that some current or potential supervisors are unclear about their roles and responsibilities in providing supervision to a trainee. The Committee agreed that an informational video would be an additional resource for current supervisors and may be used as a guiding tool to prepare a licensee who will assume the role as a supervisor in future.

At the January 11, 2019 Licensing Committee meeting, the Committee discussed and agreed that the supervision videos cover the following areas – regulations, best practices, and frequently asked questions (FAQ). Dr. Harb Sheets, Committee Member, advised that the San Diego campus of Alliant International University, recently completed a study on supervisors and supervisees (see Attachments) that could provide valuable information in developing the best practices informational video(s).

The Committee will receive stakeholders’ input on the content areas for the videos at its meeting on September 12, 2019.

Attachments:

- A: Supervision Characteristics Related to the Supervisory Working Alliance as Rated by Doctoral-Level Supervisees Article
- B: Overview of a Comparison of Supervisory Characteristics Across Accrediting Bodies and Level of Training

Action Requested:

Review the attachments and discuss the draft content areas for the best practices informational video(s). Rectify stakeholders’ input and provide recommendation on the development of the informational video(s).

4(c) Informational Video for Supervisors – Attachment A

A hardcopy of this document will be made available at the meeting or upon request. Requests may be emailed to boplicensing@dca.ca.gov.

4(c) Informational Video for Supervisors – Attachment B

A hardcopy of this document will be made available at the meeting or upon request. Requests may be emailed to boplicensing@dca.ca.gov.

MEMORANDUM

| | |
|----------------|--|
| DATE | August 21, 2019 |
| TO | Licensure Committee Members |
| FROM | Mary Lynn Ferreira Licensing Analyst |
| SUBJECT | Agenda Item 7 Approval of the Licensing Committee Meeting Minutes: June 13, 2019 |

Attachment:

Draft minutes of the June 13, 2019 Licensing Committee meeting.

Action Requested:

Review and approve the attached June 13, 2019 Licensing Committee Meeting minutes.

1 **Licensing Committee Meeting Minutes**

2
3 **Department of Consumer Affairs**
4 **1747 N. Market Blvd., HQ2 Hearing Room #186**
5 **Sacramento, CA 95834**
6 **(916) 574-7720**

7
8 **Thursday June 13, 2019**

9
10 **Agenda Item #1: Call to Order/Roll Call/Establishment of Quorum**

11
12 Jacqueline Horn, PhD, Committee Chairperson, called the meeting to order at 10:00 a.m.

13
14 A quorum was present and due notice had been sent to all interested parties.

15
16 **Members Present**

17 Jacqueline Horn, PhD, Chairperson
18 Seyron Foo, Public Member
19 Mary Harb Sheets, PhD

20
21 **Others Present**

22 Antonette Sorrick, Executive Officer
23 Jeffrey Thomas, Assistant Executive Officer
24 Norine Marks, DCA Legal Counsel
25 Stephanie Cheung, Licensing Manager
26 Cherise Burns, Central Services Manager
27 Sandra Monterrubio, Enforcement Program Manager
28 Mai Xiong, Breeze/Licensing Coordinator
29 Liesel McCockran, Continuing Education/Renewals Coordinator
30 Mary Lynn Ferreira, Licensing Analyst

31
32 **Agenda Item #2: Public Comment(s) for Items not on the Agenda**

33
34 There was no public comment.

35
36 **Agenda Item #3: Approval of the Licensing Committee Meeting Minutes:**
37 **January 11, 2019** ([2:10](#) / 2:37:52)

38
39 Dr. Horn asked if there were any additions or corrections to the January 11, 2019,
40 minutes, in addition to non-substantive ones previously provided to staff.

41
42 It was M(Foo)/S(Harb Sheets)/C to approve the minutes as amended.

43
44 There was no public comment.

45
46 Vote: 3-0 (Aye: Foo, Harb Sheets, Horn)

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Agenda Item #4: Licensed Educational Psychologist (LEP): Presentation by Board of Behavioral Sciences Regarding LEP Functions for Discussion ([3:20](#) / 2:37:52)

Dr. Horn explained that because there has been public confusion regarding the scope of practice of a Licensed Educational Psychologist (LEP), staff invited the Board of Behavioral Sciences (BBS) to address the matter.

Ms. Kim Madsen, BBS Executive Officer, presented an overview of the licensure requirements for LEPs. She explained that the BBS has had the regulatory responsibility of LEPs since 1970. Ms. Madsen described an LEP as a mental health professional licensed by the BBS to provide services within the scope of practice mandated in section 4989.14 of the Business and Professions Code. She reviewed the licensure requirements and enforcement and explained that all LEPs are or were school psychologists and may practice in a clinical or educational setting.

Ms. Elizabeth Betty Connolly, LEP, and BBS Board Chair, answered questions relating to the scope of practice and roles of LEPs.

Dr. Harb Sheets asked if an LEP provides broad psychological counseling or is it identified as specific to the issues the LEP is addressing. Ms. Connolly explained that an LEP's counseling to families is very focused. It must deal with a student's ability to access education. LEPs do not consider their scope of practice as psychotherapy, instead refer to it as educational counseling.

Dr. Horn asked if, when individuals practice in a school setting, are they called school psychologists or LEPs. Ms. Connolly explained that if LEPs work at a school setting, they are typically called school psychologists because school psychologists are credentialed to work in schools. LEPs are licensed to practice in private practice. Many LEPs contract with the schools. They may do that to fulfill tasks, jobs or needs when the school psychologist does not have the resources to do so.

Dr. Horn asked if Ms. Connolly ever experiences confusion by the public regarding whether LEPs are licensed psychologists and their scope of practice. Ms. Connolly responded that LEPs are required to be very clear about their scope of practice which is focusing on barriers to access education. Dr. Horn asked how the two boards could help the public understand the differences between licenses. Ms. Connolly explained it may present more challenges by doing this. This does not present a problem to her licensing population. If a client goes to an LEP with a problem that is not within the scope of practice, the client would be referred to an appropriate provider. Dr. Horn stated she is not sure if it is a problem for psychologists, but she is concerned about the confusion between the role of a licensed psychologist and an LEP as perceived by the public. Dr. Horn stated that she is not interested in creating a problem that does not exist. Ms. Madsen and Ms. Connolly agreed that the confusion might be addressed through Frequently Asked Questions, pamphlets, and websites.

Ms. Connolly further stated that there have been enforcement actions against LEPs but does not recall any for violation of practice outside their scope in the seven years she has been a BBS Board Member.

96 Mr. Foo asked how often enforcement issues were referred to the BOP by the BBS and
97 vice versa. Ms. Madsen said the two boards partner very well and share information as
98 appropriate.
99

100 Dr. Harb Sheets questioned how many licensees have degrees higher than a master's
101 degree. Ms. Connolly could not give a number, but she did not think it was a large
102 number.
103

104 Dr. Horn thanked Ms. Madsen and Ms. Connolly for the presentation and stated that
105 she thinks the two boards have a good and collaborative working relationship.
106

107 Ms. Cheung stated that the California Commission on Teacher Credentialing has been
108 invited to discuss the Pupil Personnel Services Credentials at the Committee meeting
109 scheduled in September.
110

111 Public Comments:
112

113 Cynthia Root, PhD, Staff Psychologist at the Alta California Regional Center (ACRC),
114 shared confusion regarding LEPs and scope of practice. She stated that in the field,
115 there is tremendous confusion regarding the boundaries between clinical psychologists
116 and LEPs, particularly in autism diagnosis. She has researched the boundaries question
117 extensively and received conflicting information. After discussion, Ms. Connolly
118 explained that anything beyond educational scope cannot be done by LEPs for ACRC.
119 Ms. Connolly offered to approach representatives of the Association of School
120 Psychologists and suggested that a formal, written statement be drafted. Ms. Connolly
121 stated that she does not feel that the BBS will be revising its scope of practice at this
122 time. Ms. Madsen stated that she thinks there is value from both professions and most
123 operate within their scope of practice. She believes there is plenty of room for everyone
124 in California to work together to develop the best approach to help a child with
125 educational needs. She also pointed out that the scope of practice has not changed
126 since its inception in 1970.
127

128 Dr. Horn thanked Dr. Root for her input.
129

130 Mr. Foo questioned how many disciplinary actions against LEPs involve confusion by
131 the public regarding the scope of practice. Ms. Madsen stated that the BBS receives
132 very few complaints against LEPs, none of which were because the public was
133 confused about the scope of practice.
134

135 Elizabeth Winkelman, PhD, California Psychological Association (CPA), thanked Ms.
136 Madsen and Ms. Connolly for the clarifying presentation. She questioned whether LEPs
137 in school settings or in private practice give other types of diagnosis according to the
138 DSM, such as anxiety or depression. Ms. Connolly stated generally not.
139

140 Dr. Horn thanked Dr. Winkelman for her input.
141

142 **Agenda Item #5: Foreign Degree Evaluation Services: Discuss Possible**
143 **Amendments to Business and Professions Code Section 2914** ([42:40](#) / 2:37:52)
144

145 At the January 11, 2019, Licensing Committee meeting, the National Association of
146 Credential Evaluation Services (NACES) and the National Register of Health Service
147 Psychologists (NRHSP) presented their foreign degree evaluation processes. The
148 Committee directed staff to provide background information on the foreign degree
149 evaluation requirements and to draft amendments to Business and Professions (B&P)
150 Code section 2914(c)(4) to add NRHSP as an approved foreign degree evaluation
151 provider and specify what is to be included in an evaluation. The Committee reviewed
152 the material.

153
154 It was M(Foo)/S(Harb Sheets)/C to approve the following amendments to B&P Code
155 section 2914(c)(4) and to recommend the Board to approve the language and seek
156 legislation.

157
158 Each applicant for licensure shall comply with all of the following requirements:

- 159
160 (a) Is not subject to denial of licensure under Division 1.5 (commencing with Section 475).
161
162 (b) Possess an earned doctorate degree (1) in psychology, (2) in educational psychology, or
163 (3) in education with the field of specialization in counseling psychology or educational
164 psychology. Except as provided in subdivision (h), this degree or training shall be obtained
165 from an accredited university, college, or professional school. The board shall make the final
166 determination as to whether a degree meets the requirements of this section.
167
168 (c) (1) On or after January 1, 2020, possess an earned doctorate degree in psychology, in
169 educational psychology, or in education with the field of specialization in counseling
170 psychology or educational psychology from a college or institution of higher education that
171 is accredited by a regional accrediting agency recognized by the United States Department
172 of Education. Until January 1, 2020, the board may accept an applicant who possesses a
173 doctorate degree in psychology, educational psychology, or in education with the field of
174 specialization in counseling psychology or educational psychology from an institution that is
175 not accredited by an accrediting agency recognized by the United States Department of
176 Education, but is approved to operate in this state by the Bureau for Private Postsecondary
177 Education.
178
179 (2) Paragraph (1) does not apply to any student who was enrolled in a doctoral program in
180 psychology, educational psychology, or in education with the field of specialization in
181 counseling psychology or educational psychology at a nationally accredited or approved
182 institution as of December 31, 2016.
183
184 (3) No educational institution shall be denied recognition as an accredited academic
185 institution solely because its program is not accredited by any professional organization of
186 psychologists, and nothing in this chapter or in the administration of this chapter shall
187 require the registration with the board by educational institutions of their departments of
188 psychology or their doctoral programs in psychology.
189
190 (4) An applicant for licensure trained in an educational institution outside the United States
191 or Canada shall demonstrate to the satisfaction of the board that he or she possesses a
192 doctorate degree in psychology that is equivalent to a degree earned from a regionally
193 accredited university in the United States or Canada. ~~These applicants shall provide the~~
194 ~~board with a comprehensive evaluation of t~~The degree performed shall be evaluated by a

195 foreign credential evaluation service that is a member of the National Association of
196 Credential Evaluation Services (NACES), or by the National Register of Health Services
197 Psychologists (NRHSP). The evaluation shall:
198 i) Provide a transcript of the degree used to qualify for licensure in English
199 ii) Indicate that the degree used to qualify for licensure is verified using primary sources;
200 iii) Determine that the degree is equivalent to a degree that qualifies for licensure pursuant
201 to subsections (b) and (c)(1) through (3); and
202 iv) Be submitted directly to the board by a member of the NACES or NRHSP.
203 The applicant shall provide and any other documentation the board deems necessary.
204

205 (d) (1) Have engaged for at least two years in supervised professional experience under the
206 direction of a licensed psychologist, the specific requirements of which shall be defined by
207 the board in its regulations, or under suitable alternative supervision as determined by the
208 board in regulations duly adopted under this chapter, at least one year of which shall be
209 after being awarded the doctorate in psychology. The supervisor shall submit verification of
210 the experience required by this subdivision to the trainee in a manner prescribed by the
211 board. If the supervising licensed psychologist fails to provide verification to the trainee in a
212 timely manner, the board may establish alternative procedures for obtaining the necessary
213 documentation. Absent good cause, the failure of a supervising licensed psychologist to
214 provide the verification to the board upon request shall constitute unprofessional conduct.
215

216 (2) The board shall establish qualifications by regulation for supervising psychologists.
217

218 (e) Take and pass the examination required by Section 2941 unless otherwise exempted by
219 the board under this chapter.
220

221 (f) Show by evidence satisfactory to the board that he or she has completed training in the
222 detection and treatment of alcohol and other chemical substance dependency. This
223 requirement applies only to applicants who matriculate on or after September 1, 1985.
224

225 (g) (1) Show by evidence satisfactory to the board that he or she has completed coursework
226 in spousal or partner abuse assessment, detection, and intervention. This requirement
227 applies to applicants who began graduate training during the period commencing on
228 January 1, 1995, and ending on December 31, 2003.
229

230 (2) An applicant who began graduate training on or after January 1, 2004, shall show by
231 evidence satisfactory to the board that he or she has completed a minimum of 15 contact
232 hours of coursework in spousal or partner abuse assessment, detection, and intervention
233 strategies, including knowledge of community resources, cultural factors, and same gender
234 abuse dynamics. An applicant may request an exemption from this requirement if he or she
235 intends to practice in an area that does not include the direct provision of mental health
236 services.
237

238 (3) Coursework required under this subdivision may be satisfactory if taken either in
239 fulfillment of other educational requirements for licensure or in a separate course. This
240 requirement for coursework shall be satisfied by, and the board shall accept in satisfaction
241 of the requirement, a certification from the chief academic officer of the educational
242 institution from which the applicant graduated that the required coursework is included
243 within the institution's required curriculum for graduation.
244

245 (h) Until January 1, 2020, an applicant holding a doctoral degree in psychology from an
246 approved institution is deemed to meet the requirements of this section if both of the
247 following are true:

- 248
- 249 (1) The approved institution offered a doctoral degree in psychology designed to prepare
250 students for a license to practice psychology and was approved by the former Bureau for
251 Private Postsecondary and Vocational Education on or before July 1, 1999.
- 252
- 253 (2) The approved institution has not, since July 1, 1999, had a new location, as described in
254 Section 94823.5 of the Education Code.

255
256 *(Amended by Stats. 2016, Ch. 484, Sec. 3. (SB 1193) Effective January 1, 2017.)*

257
258 Public Comment:

259
260 Marilyn Immoos, PhD, California Department of Corrections and Rehabilitation (CDCR),
261 stated that she is not speaking on behalf of CDCR but as a private person and licensed
262 psychologist. She gave a brief description of the education in Austria and Switzerland
263 and how difficult or impossible it is to make comparisons with other educational
264 requirements. She stated that professionals are necessary to perform foreign degree
265 evaluations.

266
267 Vote: 3-0 (Aye: Foo, Harb Sheets, Horn)

268
269 **Agenda Item #6: Informational Video for Supervisors: Discussion and**
270 **Recommendations for Content to be Included in the Video** ([59:20](#) / 2:37:52)

271 **a) Laws and Regulations**

272 **b) Frequently Asked Questions (FAQs)**

273
274 Ms. Xiong explained that at the October 25, 2018, meeting, the Committee raised
275 concerns that some current or potential supervisors are unclear about their roles and
276 responsibilities in providing supervision. The Committee agreed that an informational
277 video would be an additional resource for supervisors. During the January 11, 2019,
278 meeting, the Committee requested Board staff to work with legal counsel to propose
279 content on legal requirement video(s).

280
281 Staff presented draft content areas for the video(s) and a flowchart.

282
283 Dr. Horn stated that there is going to be a stakeholder meeting at the September
284 Committee meeting regarding the content of supervisor videos. Staff's draft content
285 areas will be available at that meeting. Ms. Sorrick will reach out to the Department of
286 Consumer Affairs' (DCA) SOLID unit to see if they are available to help facilitate the
287 conversation among stakeholders in soliciting their input.

288
289 The Committee discussed possible content and noted that it should address
290 problematic areas and especially those that are detrimental to individuals seeking
291 licensure. They will solicit input from the stakeholders regarding problems they have
292 observed.

293

294 Ms. Cheung asked the Committee members to provide any suggestions regarding the
295 organization of the presentation for the stakeholders meeting and any other items that
296 should be included.

297
298 Mr. Foo questioned if other interested Board members can participate in the
299 stakeholders meeting. Ms. Marks explained that since the meeting is noticed as a
300 Committee meeting, Board members can observe but not participate. Ms. Burns
301 suggested that the meeting be webcasted, and Dr. Horn agreed.

302
303 Dr. Harb Sheets will contact CPA to find out what it has on the subject because Biola
304 University has been working on the same thing for its Ethics Committee.

305
306 Mr. Foo questioned if there are funds in the Board's budget for production of the videos.
307 Ms. Sorrick explained that it is covered by the pro rata the Board pays to DCA.

308
309 Public Comments:

310
311 Elizabeth Winkelman, PhD, CPA, stated she is very pleased with the creation of the
312 videos and asked if Frequently Asked Questions (FAQ) will be posted on the website.
313 Ms. Cheung explained that existing FAQs on the website are being updated. Ms.
314 Cheung stated that if anyone feels it is appropriate, FAQs can be included in the
315 materials at the September stakeholder meeting. Dr. Winkelman requested that the
316 Board create an FAQ specifically addressing supervision. Ms. Cheung asked Dr.
317 Winkelman to provide any specific questions that she has encountered relating to
318 supervision, so they may be considered at the stakeholder meeting. Dr. Winkelman
319 stated she will be happy to do that and will try to attend the stakeholder meeting.

320
321 Marilyn Immoos, PhD, CDCR, thanked the Committee for creating the videos since she
322 feels that they will be very valuable and offered CDCR's support in any way possible.
323 She stated she receives many questions regarding supervision. Mr. Foo inquired if
324 CDCR has supervision guidelines; and if so, would CDCR be willing to share them with
325 the Board. Dr. Immoos explained that CDCR does not have general supervision
326 guidelines because each local facility has its own operating procedures for its trainees.
327 Dr. Immoos will collect supervision questions and information from various institutions
328 and provide them to Ms. Cheung.

329
330 **Agenda Item #7: Discussion and Consideration for Grievance Process: How to**
331 **Resolve a Discrepancy Between Weekly Log and Verification of Experience**
332 **(1:19:40 / 2:37:52)**

333
334 Ms. Cheung explained that at the January 11, 2019, Committee meeting, there was a
335 public comment regarding the Board's policy on considering weekly logs when there is a
336 discrepancy of hours between what is stated on the weekly logs and that reported by
337 the primary supervisor on the Verification of Experience (VOE) form. The member of the
338 public also asked if the Committee would consider a grievance process when such a
339 discrepancy occurs.

340
341 The Committee was provided with current California Code of Regulations (CCR)
342 Sections 1387 and 1387.5 and B&P Code section 2914 and the previous version of
343 B&P Code section 2914.

344
345 Ms. Cheung answered questions from Mr. Foo and Dr. Horn regarding circumstances
346 when there are discrepancies.

347
348 Ms. Sorrick stated that this is not a big issue; however, when an issue arises, there is
349 not a process in place that allows the Board to address it. She explained that when B&P
350 Code section 2914 was amended in 2014, the portion setting forth a process for
351 discrepancies was removed. Ms. Sorrick suggested that if the Committee would agree
352 to have a process be created in the Board's governing statutes and/or regulations, for
353 example, B&P Code section 2914, staff could work with legal counsel to draft language
354 that will provide a process when there are discrepancies of number of hours being
355 reported on the VOE form and weekly logs.

356
357 It was M(Harb Sheets)/S(Foo)/C to reinstate a process in regulations where a
358 supervisee has an option to address a discrepancy between hours and weekly logs or
359 when a supervisor is no longer available to verify hours.

360
361 Ms. Sorrick stated that staff will work with legal counsel to draft appropriate language for
362 Committee's consideration at its September meeting.

363
364 Public Comment:

365
366 Kristin Kaminski, PsyD, stated she addressed the Committee at its last meeting
367 regarding this issue. She pointed out that she does not hear the Committee addressing
368 the burden of proof on both sides of the conflict. Supervisors who are not going to verify
369 hours must have to provide documentation. Dr. Kaminski wants the Committee to
370 consider the power the supervisor has by not signing the VOE until the end.

371
372 Dr. Horn shared that she attended a conference that addressed sexual harassment by
373 supervisors to their supervisees. It happens often and is reported infrequently because
374 supervisees feel it could jeopardize licensure. Because the issue that Dr. Kaminski
375 brought up is a larger issue and not specifically on this agenda, it will be on a future
376 Committee agenda.

377
378 Vote: 3-0 (Aye: Foo, Harb Sheets, Horn)

379
380 **Agenda Item #8: Review and Consideration or Revisions to the Goal of the**
381 **Licensing Committee for the Strategic Plan: Recommendations to the Board**
382 **(2:00:57 / 2:37:52)**

383
384 Dr. Horn explained that each Board committee is reviewing its goal for the Strategic
385 Plan and recommending any changes to the Board at its next meeting.

386
387 Committee members discussed the current goal and suggested revisions.

388
389 Public Comment:

390
391 Elizabeth Winkelman, PhD, CPA, suggested that practice standards are too broad. She
392 also suggested that the name could be changed to Licensure Committee.

393

394 The Committee took a brief break to allow staff to draft a revised goal.

395

396 When the Committee meeting resumed, Ms. Xiong presented the revised goal as
397 follows:

398

399 The Licensure Committee

400

401 The goal of this Committee is to create and maintain a clear and efficient framework for
402 licensure, examination processes, and continuing professional development through the
403 Board's statutes and regulations to ensure licensees meet the qualifications necessary
404 to practice safely and ethically. The committee communicates relevant information to its
405 affected stakeholders.

406

407 It was M(Foo)/S(Harb Sheets)/C to recommend to the Board to adopt the name change
408 of this Committee to the Licensure Committee and to adopt the Committee goal as
409 presented by staff.

410

411 Vote: 3-0 (Aye: Foo, Harb Sheets, Horn)

412

413 **Agenda Item #9: Licensing Report** ([2:27:37](#) / 2:37:52)

414

415 Ms. Xiong referred the Committee to the Licensing Population Report provided, pointing
416 out that the licensing populations of the Licensed Psychologists and Registered
417 Psychological Assistants are increasing, and the Registered Psychologists category is
418 decreasing slightly. She highlighted that for April 2019, the Psychologist applications for
419 licensure skyrocketed due to enhancements to the BreEZe system that can now capture
420 applications that have already expired and those applications that require a new
421 submission in order to sit for the EPPP.

422

423 The Board currently has 18,644 Licensed Psychologists, 1,145 Registered
424 Psychological Assistants and 131 Registered Psychologists, for a total of 20,186
425 current, active licensees.

426

427 Mr. Foo questioned if there is a time during the year that applicants score better on
428 tests. Dr. Horn responded "no" and explained that it should make no difference since
429 forms of the EPPP are equated.

430

431 **Agenda Item #10: Continuing Education and Renewals Report** ([1:48:36](#) / 2:37:52)

432

433 Liezel McCockran, Continuing Education and Renewals Coordinator, provided
434 Continuing Education (CE) and Audit/Renewals statistics for Licensed Psychologists
435 and Registered Psychological Assistants.

436

437 CE audits are completed for January 2017 through June 2017. To date, the pass rate is
438 73 percent with 13 percent of audits still pending review.

439

440 For January 2019 through May 2019, an average of 763 renewal applications were
441 processed per month with an average of 599 Psychologists renewing as active and 108
442 renewing as inactive. There is a higher percentage of licensees renewing online.

443

444 Mr. Foo asked if the percentage of licensees passing audits is getting higher. Ms.
445 McCockran stated she has noticed this trend and attributes it to licensees consulting
446 with other licensees on how to store their CE certificates and how to provide them to the
447 Board.

448
449 Dr. Horn asked for a timeline on becoming current with the audits. Ms. McCockran
450 explained that she just completed the audits for 2017 and is going to start the audits for
451 2018. She hopes to be current within six months to a year. She is considering the idea
452 of doing audits every two months instead of waiting until one audit period is complete.
453 She will be discussing this with Ms. Burns, her manager.

454
455 Ms. McCockran answered questions regarding the citation and abatement processes
456 and concerns regarding the number of non-responses.

457
458 Dr. Horn commended and thanked the licensing and CE staff on the lengths they go to
459 help licensees and applicants.

460
461 There was no public comment.

462
463 **Agenda Item #11: Recommendations for Agenda Items for Future Licensing**
464 **Committee Meetings**

465
466 Ms. Sorrick advised it was discovered through another DCA board that there is a way to
467 add statutory authority to delegate to the Licensing Committee the ability to make
468 certain licensing decisions without bringing them back to the full Board. This would be
469 helpful for efficiency purposes that the Board could look to the Licensing Committee to
470 make final determinations on some issues such as degree equivalency or extension
471 requests. Staff plan to bring the following to the August Board meeting for the Board's
472 general guidance:

- 473
474 1. FAQs on supervision requirements
475 2. California Commission on Teacher Credentialing presentation
476 3. Sexual harassment by supervisors to supervisees

477
478 Public Comment:

479
480 Dr. Winkelman requested that the Board not limit the supervision FAQ to just sexual
481 harassment but address any types of complaints regarding supervisors. Dr. Horn
482 agreed with Dr. Winkelman's request.

483
484 **CLOSED SESSION**

485
486 The Committee met in closed session pursuant to Government Code Section
487 11126(c)(2) to discuss and consider qualifications for licensure at 2:14 p.m.

488
489 **RETURN TO OPEN SESSION**

490
491 The Committee returned to open session at 3:20 p.m.

492
493 **ADJOURNMENT**

494
495 The Committee adjourned at 3:20 p.m.

496
497

498 Committee Chairperson Date

MEMORANDUM

| | |
|----------------|---|
| DATE | August 23, 2019 |
| TO | Licensure Committee Members |
| FROM | Stephanie Cheung Licensing Manager |
| SUBJECT | Agenda Item 8 Pupil Personnel Services Credential: Presentation and Discussion by Commission on Teacher Credentialing (CTC) for a Credential with a Specialization in School Psychology |

Background:

In an effort to provide the necessary material for the Licensing Committee's consideration, staff has invited the Commission on Teacher Credentialing (CTC) to present information relating to the scope of practice and roles of Individuals holding a Credential with a Specialization in School Psychology.

Staff would like to thank CTC for accepting this invitation and their valuable time for the presentation.

Action Requested:

This item is for informational purposes only. No action is required.

MEMORANDUM

| | |
|----------------|--|
| DATE | August 23, 2019 |
| TO | Licensure Committee Members |
| FROM | Stephanie Cheung Licensing Manager |
| SUBJECT | Agenda Item 9 Update on the California Association of School Psychologists Regarding Written Statement to Clarify the Role of Licensed Educational Psychologists |

Background:

At the June 13, 2019 Licensure Committee meeting, the Board of Behavioral Sciences (BBS) representatives, Ms. Kim Madsen, Executive Officer, and Ms. Betty Connolly, LEP and Board Chair, provided an overview of the licensure requirements and answered questions relating to the scope of practice and roles of LEPs. We appreciate their valuable time and contributions to the discussion at the meeting.

At the Board members' request during their meeting on August 16, 2019, staff reached out to BBS regarding whether there is any update on a formal, written statement that would clarify the role of LEPs by the Association of School Psychologists as a result of the discussion. BBS shared that the scope of practice and the role of a LEP is specified in the Business and Professions Code section 4989.14, which has greater weight in terms of consumer protection and ethical practice than a formal statement. BBS believes that this governing statute and Ms. Connolly's testimony is sufficient.

Action Requested:

This item is for informational purposes only. No action is required.

MEMORANDUM

| | |
|----------------|---|
| DATE | August 26, 2019 |
| TO | Licensure Committee Members |
| FROM | Stephanie Cheung Licensing Manager |
| SUBJECT | Agenda Item 10 Discussion and Consideration of How to Inform Consumers Regarding the Respective Roles of a Licensed Psychologist, Licensed Educational Psychologist, and Individuals Holding a Credential with a Specialization in School Psychology |

Background:

The Committee was provided information regarding the requirements, scope of practice, and the role of Licensed Educational Psychologists by the Board of Behavioral Sciences (BBS) at the June 13, 2019 meeting. The Commission on Teacher Credentialing (CTC) will be presenting information relating to credentialing with a specialization in school psychology at the September 13, 2019 meeting.

Considering the information provided, the Committee is going to discuss and consider how to inform consumers regarding the respective roles of licensed Psychologists, Licensed Educational Psychologists, and individuals holding a credential with a specialization in school psychology, with the goal of addressing public confusion regarding their scope of practice.

Action Requested:

Recommend that the Board of Behavioral Sciences, the Commission on Teachers Credentialing, and the Board to co-host a stakeholder meeting in 2020 to solicit input on how to best inform consumers regarding the respective roles of the three professions.

MEMORANDUM

| | |
|----------------|---|
| DATE | August 28, 2019 |
| TO | Licensure Committee Members |
| FROM | Mai Xiong Licensing and BreEZe Coordinator |
| SUBJECT | Agenda Item 11 Informational Video for Supervisors: Recommendations for Content to be Included (This item will only be discussed if it is being carried over from Thursday) a) Laws and Regulations b) Frequently Asked Questions (FAQs) c) Best Practices |

Background:

If this item is being carried from Thursday, please refer to the memo and attachments on Agenda Item 4 for reference.

MEMORANDUM

| | |
|----------------|---|
| DATE | August 27, 2019 |
| TO | Licensure Committee Members |
| FROM | Jeffrey Thomas Assistant Executive Officer |
| SUBJECT | Agenda Item 12 Consideration of Renaming Registered Psychological Assistant |

Background:

The statutory and regulatory proposed amendments relating to Pathways to Licensure were reviewed and approved by the Board at its November 16, 2018 meeting. One of the approved proposed amendments was to rename “Psychological Assistant” to “Psychological Associate”.

It was brought to staff’s attention that, a title that includes the word “Associate”, could be categorized as an independent practitioner for reimbursement purpose. This perception could potentially mislead the public to believe that “Psychological Associates” are independent practitioners while, in actuality, they are required to be under the immediate supervision of a qualified primary supervisor in order to perform any psychological functions pursuant to Business and Professions Code, section 2913, which provides in part:

“(c)(1) The psychological assistant is at all times under the immediate supervision, as defined in regulations adopted by the board, of a licensed psychologist, or a licensed physician and surgeon who is certified in psychiatry by the American Board of Psychiatry and Neurology or the American College of Osteopathic Board of Neurology and Psychiatry, who shall be responsible for insuring that the extent, kind, and quality of the psychological services that the psychological assistant performs are consistent with his or her training and experience and be responsible for the psychological assistant’s compliance with this chapter and regulations.”

At the August 16, 2019 Board meeting, the Board discussed this matter and requested staff to research to determine if and how the terms “psychological assistant” and “psychological associate” are used in other jurisdictions.

Attachment:

Training Categories (Hand-carry Item)

Actions Requested:

Review the attached Training Categories document and discuss and consider whether psychological assistants should retain the current name or be renamed. If a new name is determined, delegate to staff to make this change in the proposed amendments in both statutory and regulatory language relating to Pathways to Licensure for review by the full Board.

MEMORANDUM

| | |
|----------------|---|
| DATE | August 26, 2019 |
| TO | Licensure Committee Members |
| FROM | Stephanie Cheung Licensing Manager |
| SUBJECT | Agenda Item 13 Discussion and Consideration for Grievance Process: Options in Resolving a Discrepancy between Weekly Log and Verification of Experience |

Background:

At the January 11, 2019 meeting, a trainee questioned the policy of the Board regarding considering weekly logs if there is a discrepancy on the supervised professional experience (SPE) reported by the primary supervisor on the Verification of Experience (VOE) form. The trainee also asked if the Committee would consider any grievance process when such a discrepancy occurs.

California Code of Regulations (CCR), section 1387(b)(11), provides:

(11) Once the SPE outlined in the agreement has been completed, the primary supervisor shall submit to the supervisee both the agreement, unless previously submitted to the Board pursuant to Section 1387(b)(10), and a verification of experience form signed by the primary supervisor under penalty of perjury, in a sealed envelope, signed across the seal for submission to the Board by the supervisee along with his or her application. The verification shall certify to completion of the hours consistent with the terms of the agreement. The supervisor must indicate, in his or her best professional judgment, whether the supervisee demonstrated an overall performance at or above the level of competence expected for the supervisee's level of education, training and experience. When SPE is accrued in a formal pre-doctoral internship or postdoctoral training program, the program's training director shall be authorized to perform the verification and rating duties of the primary supervisor provided that the internship training director is a licensed psychologist who possesses a valid, active license free of any disciplinary action.

If the SPE is not consistent with the terms of the agreement, or if the supervisee did not demonstrate an overall performance at or above the level of competence expected for the supervisee's level of education, training and experience, then the hours accrued will not count toward the licensure requirements.

Pursuant to CCR section 1387(b)(11), the Board is unable to accept SPE toward licensure requirements when the primary supervisor states on the Verification of Experience form that the trainee did not demonstrate an overall performance at or above the level of competence expected. The SPE weekly log is required to be maintained by the trainee and provided to the Board upon request pursuant to CCR section 1387.5; however, it is not required as part of the licensure application.

At the June 13, 2019 Committee meeting, the Committee tasked staff to work with legal counsel to draft appropriate language to create a process when there are discrepancies in the number of hours being reported on the verification of experience form(s) and weekly logs.

Legal counsel and staff met and discussed possible processes with the goal to address these types of discrepancies, including circumstances when supervisors indicate on the VOE forms that the SPE accrued was not performed satisfactorily. Below are three proposed options for the Committee's consideration:

1. Amend the California Code of Regulations section 1387.5 to require the submission of weekly log with the VOE forms.

Proposed amendments would be drafted based on the Committee's policy guidance on the specifics for the relevant regulation section(s). For example, if the SPE is deemed unsatisfactory for the week, would any of the SPE (e.g., supervision hours) be counted towards licensure? Would electronic records of the log and electronic signatures be allowed? Would documentation be required to be kept by both primary supervisor and trainee for consistency?

2. Amend the California Code of Regulations sections 1387 to mandate the completion of the weekly log as a component of the required face-to-face supervision.

Proposed amendments would be drafted based on the Committee's policy guidance relating to the practicability of this requirement.

3. Present the case to the Committee for review and consideration as a licensure qualification issue on a case-by-case basis during closed session at its meeting.

This option provides the Committee the opportunity to conduct a comprehensive review of the all the necessary information relevant to the SPE. The Committee would also be able to identify any gaps in the communication between the supervisor and trainee through the review of the weekly log and discussion during face-to-face supervision. This is also the option recommended by staff.

Action Requested:

Adopt option 3 to resolve discrepancy identified between weekly log and verification of experience and recommend this option to the full Board for consideration.

MEMORANDUM

| | |
|----------------|--|
| DATE | August 27, 2019 |
| TO | Licensure Committee Members |
| FROM | Stephanie Cheung Licensing Manager |
| SUBJECT | Agenda Item 14 Consideration of Seeking Statutory Change to Allow the Licensure Committee to Meet in Closed Session to Make Final Licensure Determinations |

Background:

The Committee reviews different types of requests for licensure purposes in closed session of its meetings. The two most common types of requests received are from registered psychological assistant for an extension to renew the registration when the registration is approaching or has met the 72-month registration limitation set forth by the Board's regulation, and requests from applicants seeking permission to accrue the experience required for licensure outside the timeframe as stated in the Board's regulations.

Because of the nature of the requests and the privacy interests involved in those requests, the Committee discusses them in closed session. The Open Meeting Act, however, only permits discussions on licensing issues by an advisory body (such as the Committee), which may constitute an unwarranted invasion of privacy, in closed session where there is no quorum of the Board present. (Gov. Code section 11126(c)(2).) Accordingly, once the Committee arrives at a recommendation whether to grant or deny such requests, the Committee must provide its recommendations to the full Board for a vote at the next Board meeting. An applicant or registrant must wait for the outcome determined by the full Board prior to making the necessary plans to continue accruing hours necessary for licensure. This process often takes an average of four to six months to be completed depending on the quality and quantity of requests received.

With the goal to provide a more streamlined process in determining the outcome of these requests, staff has proposed seeking a statutory change to allow the Committee to make final licensure determinations in closed session, rather than to act as an advisory body for these purposes. Legal counsel provided the proposed statutory amendments that are included in the attachments for the Committee's consideration.

Attachment:

A: Proposed statutory amendments to Business and Professions Code

B: Example of statutory language – Dental Practice Act
C: Government Code Section 11126(c)

Action Requested:

Review and approve the proposed amendments and recommend to the Board to seek legislation.

Business and Professions Code Section XXXX

Notwithstanding the provisions of Article 9 (commencing with Section 11120) of Chapter 1 of Part 1 of Division 3 of Title 2 of the Government Code, relating to public meetings, a committee of the board formed to address issues relating to licensure, and to which the board delegates authority to consider and decide requests from any applicant or licentiate pertaining to their qualifications for licensure, may convene in closed session to decide such requests. The committee shall only convene in closed session to the extent that it is necessary to protect the privacy of such an applicant or licentiate.

Business and Professions Code Section [111696](#)

Notwithstanding the provisions of Article 9 (commencing with Section 11120) of Chapter 1 of Part 1 of Division 3 of Title 2 of the Government Code, relating to public meetings, a committee may convene in closed session to consider reports pertaining to any licentiate requesting or participating in a diversion program. A committee shall only convene in closed session to the extent that it is necessary to protect the privacy of such a licentiate.

(Amended by Stats. 1993, Ch. 589, Sec. 2. Effective January 1, 1994.)

Government Code Section [11126\(c\)](#) provides in part:

(c) Nothing in this article shall be construed to do any of the following:

[...]

(2) Prevent an advisory body of a state body that administers the licensing of persons engaged in businesses or professions from conducting a closed session to discuss matters that the advisory body has found would constitute an unwarranted invasion of the privacy of an individual licensee or applicant if discussed in an open meeting, provided the advisory body does not include a quorum of the members of the state body it advises. Those matters may include review of an applicant's qualifications for licensure and an inquiry specifically related to the state body's enforcement program concerning an individual licensee or applicant where the inquiry occurs prior to the filing of a civil, criminal, or administrative disciplinary action against the licensee or applicant by the state body.

[...]

(Amended by Stats. 2019, Ch. 40, Sec. 15. (AB 97) Effective July 1, 2019.)

MEMORANDUM

| | |
|----------------|--|
| DATE | August 26, 2019 |
| TO | Licensure Committee Members |
| FROM | Mai Xiong Licensing and BreZE Coordinator |
| SUBJECT | Agenda Item 15 Licensing Report |

License/Registration Data by Fiscal Year:

| License & Registration | 10/11 | 11/12 | 12/13 | 13/14 | 14/15 | 15/16 | 16/17 | 17/18 | 18/19 | 19/20** |
|--------------------------------|--------|--------|--------|-------|--------|--------|--------|--------|--------|---------|
| Psychologist* | 21,527 | 22,020 | 22,688 | *** | 20,575 | 20,227 | 20,024 | 20,580 | 21,116 | 21,755 |
| Psychological Assistant | 1,507 | 1,635 | 1,727 | *** | 1,701 | 1,580 | 1,446 | 1,446 | 1,361 | 1,377 |
| Registered Psychologist | 312 | 320 | 349 | *** | 280 | 272 | 278 | 250 | 129 | 127 |

*Current and Current Inactive

**As of August 26, 2019

***Statistics unavailable

Please refer to the Licensing Population Report (Attachment A) for statistics on the different license statuses across the three types of license and registration.

Application Workload Reports:

The attached reports provide statistics on the application status by month for each of the license and registration types (see Attachment B). Recently, the data parameter has been updated to capture applications that were opened as early as January 1, 2013. Previously, the data include applications that were opened for only a year from the reporting date. By expanding the date range for applications that were opened since January 1, 2013, the reports reflect more accurate data on the application workload by showing the number of applications that were updated or approved within the past six months. On each report, the type of transaction is indicated on the x-axis of the graphs. The different types of transactions and the meaning of the transaction status are explained below for the Board's reference.

Psychologist Application Workload Report

“Exam Eligible for EPPP” (Examination for Professional Practice in Psychology) is the first step towards licensure. In this step, an applicant has applied to take the EPPP. An application with an “open” status means it is deficient or pending initial review.

“Exam Eligible for CPLEE” (California Psychology Law and Ethics Exam) is the second step towards licensure. In this step, the applicant has successfully passed the EPPP

and has applied to take the CPLEE. An application with an “open” status means it is deficient or pending review.

“CPLEE Retake Transaction” is a process for applicants who need to retake the CPLEE due to an unsuccessful attempt. This process is also created for licensees who are required to take the CPLEE due to probation. An application with an “open” status means it is deficient, pending review, or an applicant is waiting for approval to re-take the examination when the new form becomes available in the next quarter.

“Initial App for Psychology Licensure” is the last step of licensure. This transaction captures the number of licenses that are issued if the status is “approved” or pending additional information when it has an “open” status.

Psychological Assistant Application Workload Report

Psychological Assistant registration application is a single-step process. The “Initial Application” transaction provides information regarding the number of registrations issued as indicated by an “approved” status, and any pending application that is deficient or pending initial review is indicated by an “open” status.

Since all psychological assistants hold a single registration number, an additional mechanism, the “Change of Supervisor” transaction, is created to facilitate the process for psychological assistants who wishes to practice with more than one primary supervisor or to change primary supervisors. A change is processed when all information is received, thus there is no open status for this transaction type.

Registered Psychologist Application Workload Report

Registered Psychologist registration application is also a single-step process. The “Initial Application” transaction provides information regarding the number of registrations issued as indicated by an “approved” status, and any pending application that is deficient or pending initial review is indicated by an “open” status.

Attachments:

- A. Licensing Population Report as of August 22, 2019
- B. Application Workload Reports as of August 26, 2019
- C. Applications Received August 2018 – July 2019 as of August 26, 2019
- D. Examination Statistics August 2018 – July 2019

Action:

This item is for informational purposes only. No action is required.



STATE DEPARTMENT OF CONSUMER AFFAIRS
BREEZE SYSTEM

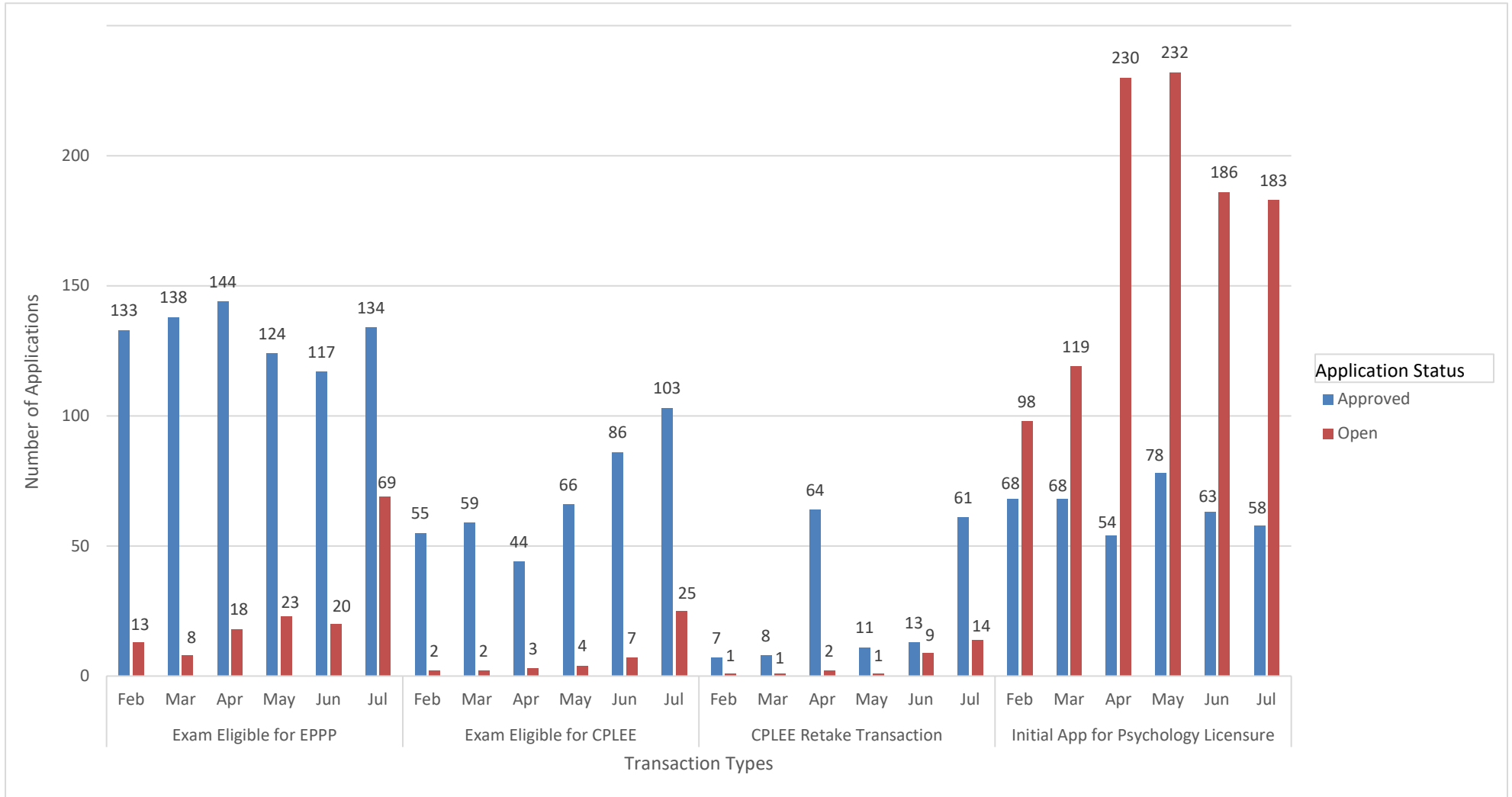


LICENSING POPULATION REPORT
BOARD OF PSYCHOLOGY
AS OF 8/22/2019

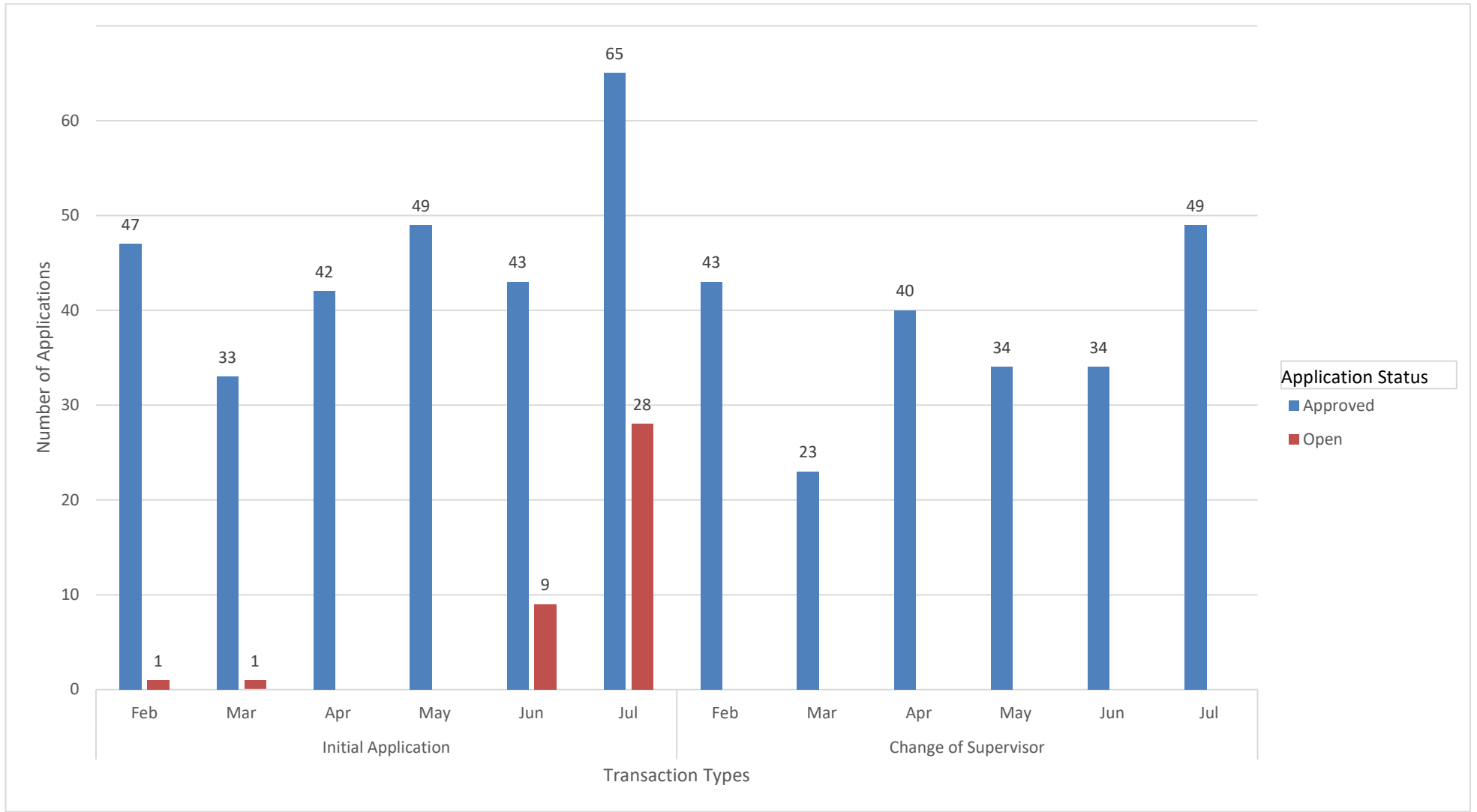
| License Type | STATUS CODES | | | | | | | | Total |
|-------------------------|---------------|--------------|--------------|---------------|--------------|-------------|------------|------------|---------------|
| | Licensing | | | | | Enforcement | | | |
| | 20 | 21 | 45 | 50 | 85 | 48 | 63 | 65 | |
| Psychologist | 18,804 | 2,935 | 1,130 | 6,203 | 996 | 0 | 220 | 146 | 30,434 |
| Psychological Assistant | 1,382 | 0 | 96 | 21,326 | 8 | 0 | 8 | 7 | 22,827 |
| Registered Psychologist | 126 | 0 | 0 | 4,505 | 1 | 0 | 0 | 0 | 4,632 |
| Total | 20,312 | 2,935 | 1,226 | 32,034 | 1,005 | 0 | 228 | 153 | 57,893 |

| | | |
|---------------------|-------------|----------------|
| 20 Current | 85 Deceased | 48 Suspension |
| 21 Current/Inactive | | 63 Surrendered |
| 45 Delinquent | | 65 Revoked |
| 50 Cancelled | | |

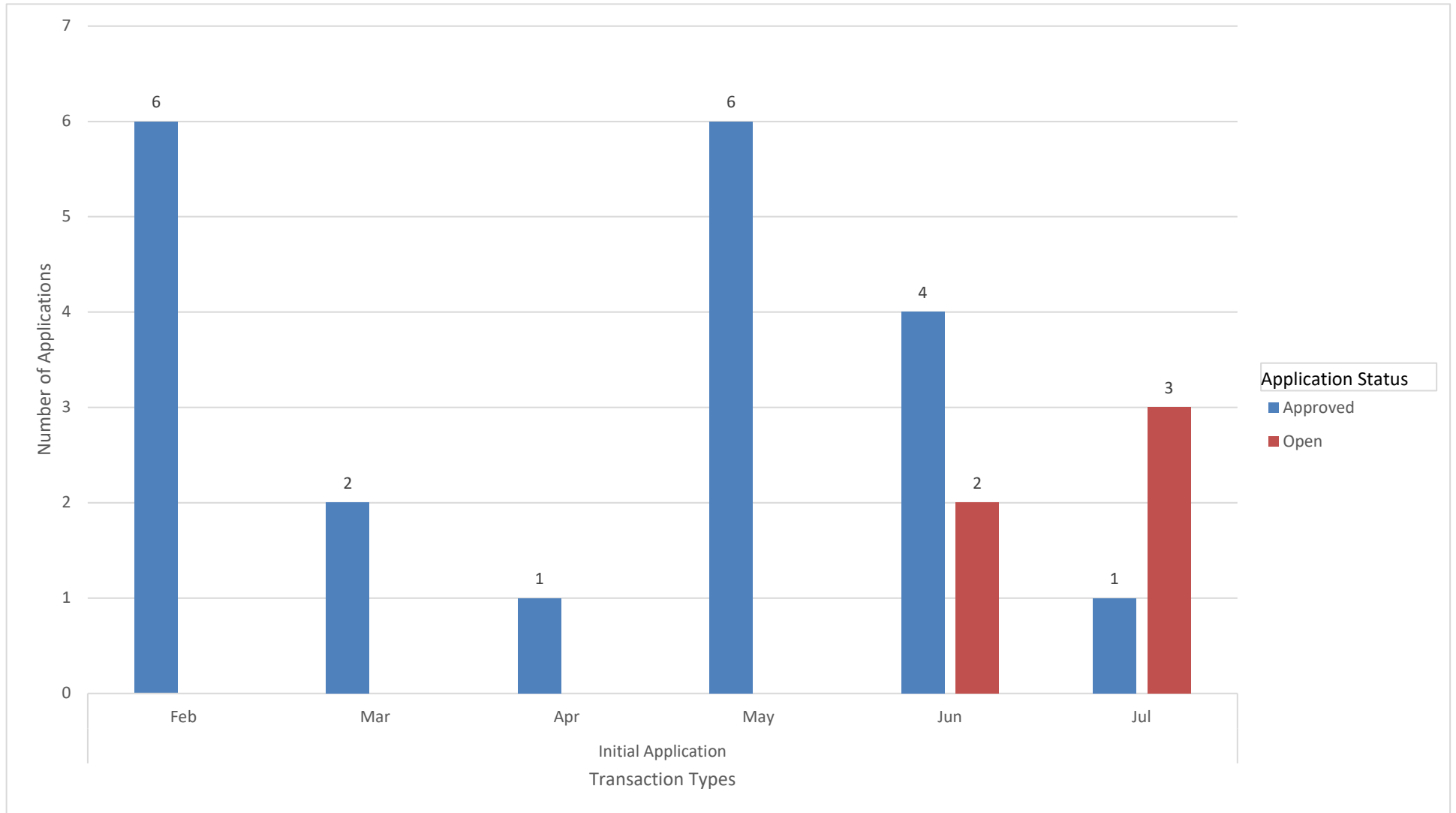
Psychologist Application Workload Report February 1, 2019 to July 31, 2019



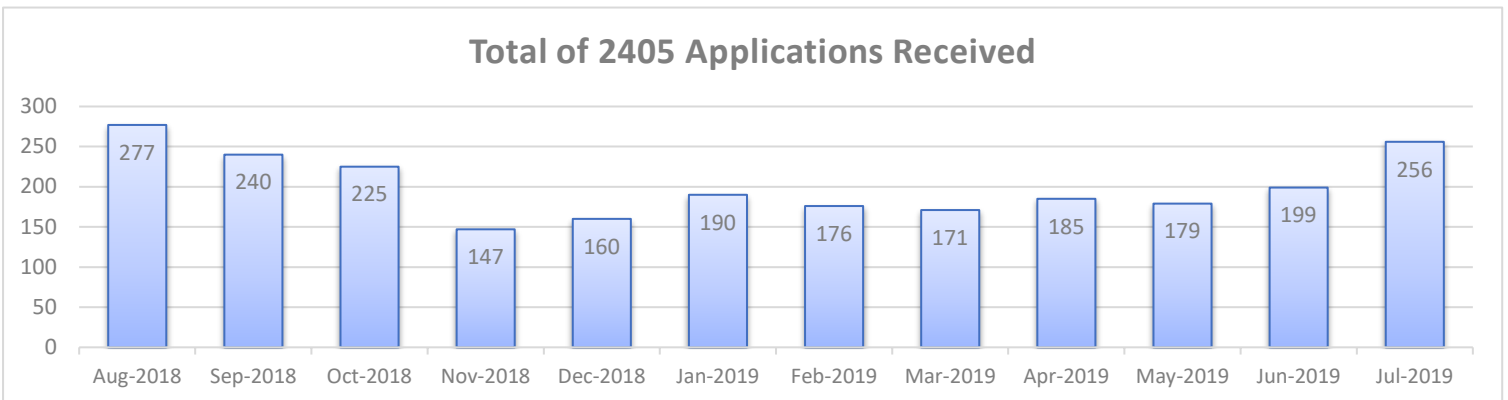
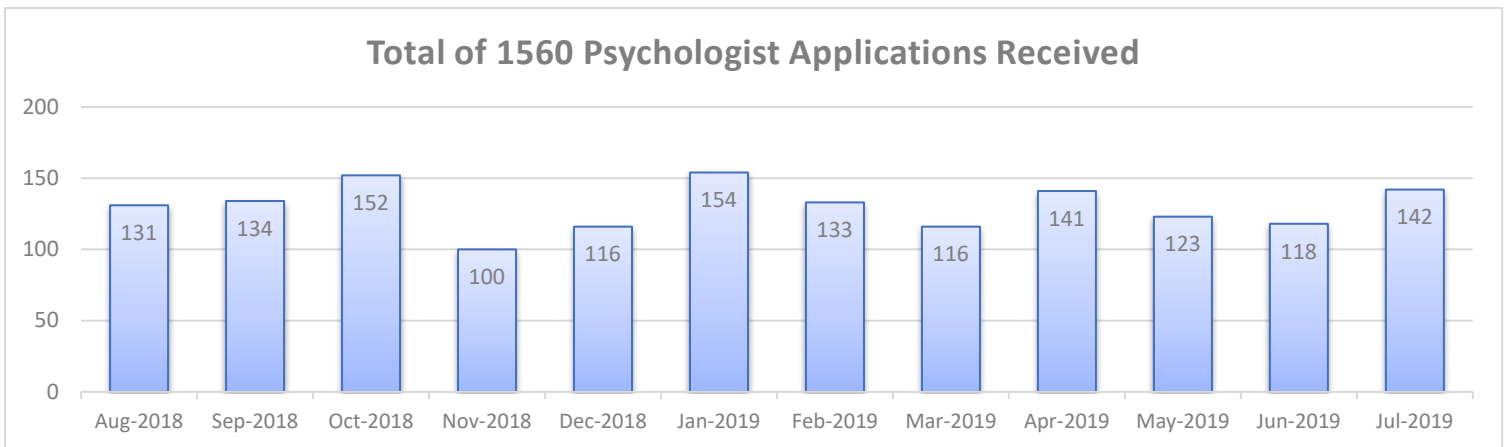
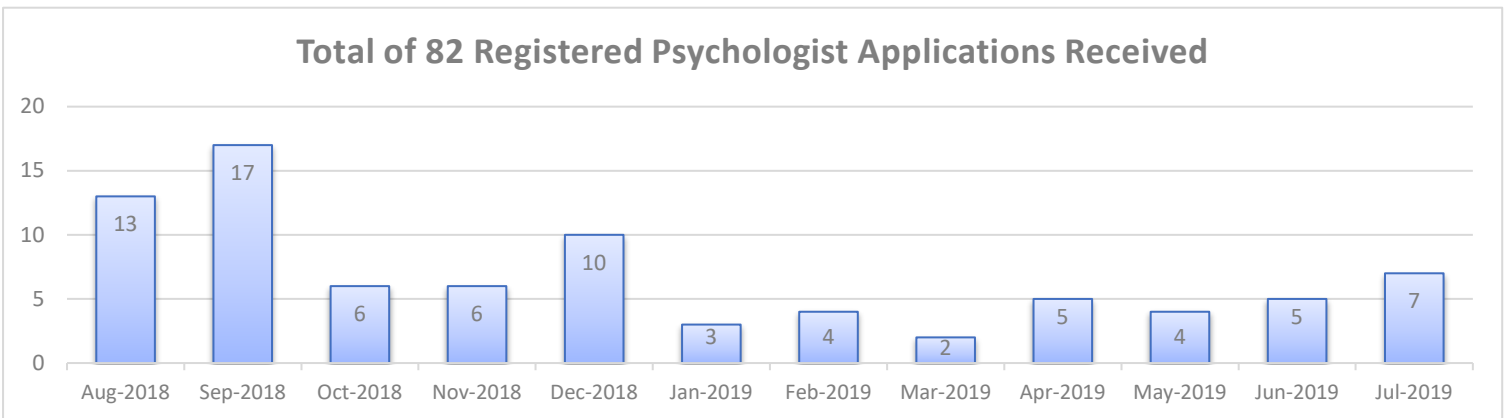
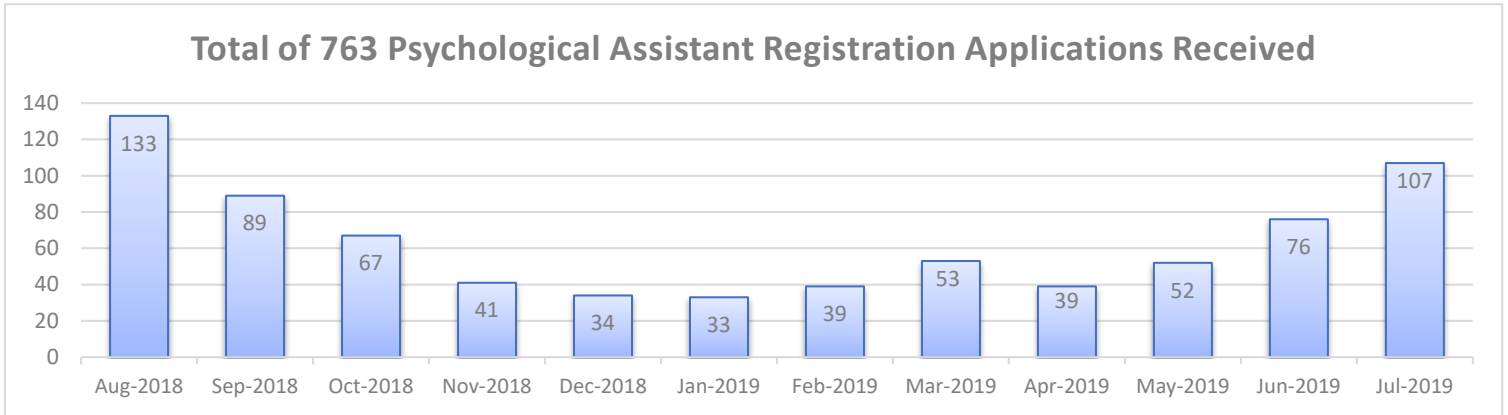
Psychological Assistant Application Workload Report February 1, 2019 to July 31, 2019



Registered Psychologist Application Workload Report February 1, 2019 to July 31, 2019



Applications Received August 2018 to July 2019
As of August 26, 2019



**Examination Statistics August 2018 - July 2019
As of August 22, 2019**

2018/2019 Monthly EPPP Examination Statistics

| Month | # of Candidates | # Passed | % Passed | Total First Timers | First Time Passed | % First Time Passed |
|----------------|------------------------|-----------------|-----------------|---------------------------|--------------------------|----------------------------|
| August 2018 | 137 | 66 | 48.18 | 74 | 50 | 67.57 |
| September 2018 | 83 | 38 | 45.78 | 41 | 26 | 63.41 |
| October 2018 | 147 | 78 | 53.06 | 66 | 47 | 71.21 |
| November 2018 | 107 | 53 | 49.53 | 56 | 35 | 62.5 |
| December 2018 | 126 | 61 | 48.41 | 63 | 42 | 66.67 |
| January 2019 | 56 | 25 | 44.64 | 31 | 20 | 64.52 |
| February 2019 | 110 | 59 | 53.64 | 62 | 41 | 66.13 |
| March 2019 | 157 | 84 | 53.5 | 89 | 67 | 75.28 |
| April 2019 | 174 | 94 | 54.02 | 96 | 74 | 77.08 |
| May 2019 | 173 | 84 | 48.55 | 95 | 66 | 69.47 |
| June 2019 | 148 | 69 | 46.62 | 83 | 56 | 67.47 |
| July 2019 | 171 | 58 | 33.92 | 90 | 55 | 61.11 |
| Total | 1589 | 769 | 48.32 | 846 | 579 | 67.70 |

2018/2019 Monthly CPLEE Examination Statistics

| Month | # of Candidates | # Passed | % Passed | Total First Timers | First Time Passed | % First Time Passed |
|----------------|------------------------|-----------------|-----------------|---------------------------|--------------------------|----------------------------|
| August 2018 | 137 | 92 | 67.15 | 117 | 78 | 66.67 |
| September 2018 | 132 | 76 | 57.58 | 115 | 69 | 60 |
| October 2018 | 134 | 105 | 78.36 | 72 | 53 | 73.61 |
| November 2018 | 106 | 86 | 81.13 | 70 | 56 | 80 |
| December 2018 | 112 | 88 | 78.57 | 89 | 70 | 78.65 |
| January 2019 | 86 | 60 | 69.77 | 50 | 35 | 70 |
| February 2019 | 83 | 60 | 72.29 | 62 | 43 | 69.35 |
| March 2019 | 105 | 75 | 71.43 | 87 | 68 | 78.16 |
| April 2019 | 89 | 59 | 66.29 | 47 | 32 | 68.09 |
| May 2019 | 79 | 60 | 75.95 | 53 | 38 | 71.7 |
| June 2019 | 114 | 78 | 68.42 | 92 | 65 | 70.65 |
| July 2019 | 106 | 84 | 79.25 | 76 | 60 | 78.95 |
| Total | 1283 | 923 | 72.18 | 930 | 667 | 72.15 |

MEMORANDUM

| | |
|----------------|--|
| DATE | August 27, 2019 |
| TO | Licensure Committee Members |
| FROM | Stephanie Cheung Licensing Manager |
| SUBJECT | Agenda Item 16 Discussion and Consideration of Revisions to the Guidelines for the Review of Requests for Extension to the California Code of Regulations Sections 1391.1(b) and 1387(a) |

Background:

At the Board meeting on May 20, 2016, the Board approved the current guidelines and delegated the authority to staff to review and approve straightforward extension requests.

Staff has revised the guidelines to include instruction on how to submit an extension request and updated the review portion to include succinct information relating to the purpose of the guidelines.

Attachment:

- A: Existing Guidelines for Reviewing Extension Requests
- B: Revised Guidelines for Reviewing Extension Requests

Action Requested:

Review, approve, and recommend the Board to adopt the revised guidelines as written.

GUIDELINES FOR REVIEW OF REQUESTS FOR EXTENSION TO THE CALIFORNIA CODE OF REGULATIONS SECTIONS 1391.1(b) AND 1387(a)

The following are guidelines to assist Board staff in the review of requests for extensions to the 72 cumulative month limitation for psychological assistant registration and for the 30 consecutive month limit to accrue 1,500 hours of pre or post-doctoral supervised professional experience (SPE).

| 72 Month Limitation for a Psychological Assistant Registration | | | | |
|--|---|---------|---------------------|----------------|
| Reason for Extension | Parameters | Approve | Length of Extension | Bring to Board |
| Disability under the ADA | Impact ability to practice. Medical form | | 1-year or less | |
| Care of family member | Impact ability to practice. Medical form, documentation | | 1-year or less | |
| Injury or accident | Impact ability to practice. Medical form | | 1-year or less | |
| Parental leave | Impact ability to practice. Medical form, documentation | | 1-year or less | |

| 30 consecutive Month Limit to Accrue 1,500 Hours of SPE | | | | |
|---|---|---------|---------------------|----------------|
| Reason for Extension | Parameters | Approve | Length of Extension | Bring to Board |
| Disability under the ADA | Impact ability to practice. Medical form | | 1-year or less | |
| Care of family member | Impact ability to practice. Medical form, documentation | | 1-year or less | |
| Injury or accident | Impact ability to practice. Medical form | | 1-year or less | |
| Parental leave | Impact ability to practice. Medical form, documentation | | 1-year or less | |

Submission and Review Guidelines for Extension Requests

Requests may be submitted to extend the following time limitation pursuant to the California Code of Regulations Sections 1391.1(b) and 1387(a):

- 72-month limitation for psychological assistant registration;
- 30-month limit to accrue 1,500 hours of pre or post-doctoral supervised professional experience (SPE); or
- 60-month limit to accrue 3,000 hours of post-doctoral SPE.

Submission Guidelines

To submit an extension request, please provide the following information to the Board for review via email at boplicensing@dca.ca.gov:

- In the subject line, indicate the type of extension request by stating whether it is for an extension to the 72-month registration limitation period of a psychological assistant registration or the 30- or 60-month time limitation in accruing SPE.
- The length of the extension.
- The reason for the extension request.
- Attach any documents (e.g., medical letter, birth/death certificates, timeline, etc.) that support the stated reason(s) for the extension request.

Review Guidelines

The following information serves as guidelines to assist Board staff in the preliminary review of straightforward requests for extension. Please note that requests made based on the following listed reason(s) do not indicate an automatic approval as they will be reviewed on a case-by-case basis. Requests submitted may still be subject to the review of the Licensure Committee at its future scheduled meeting prior to a final determination is made.

| Reasons for Extension | Parameters | Length of Extension |
|---------------------------------|--------------------|----------------------------|
| Disability under the ADA | Unable to practice | 1-year or less |
| Care of family member | | |
| Injury or accident | | |
| Parental leave | | |

For your information, the intent for a psychological assistant registration is one of the avenues to allow an individual to accrue the necessary SPE required for licensure as a psychologist. An extension to a registration beyond the 72-month limitation is unnecessary if the individual has successfully accrued all required experience.

MEMORANDUM

| | |
|----------------|---|
| DATE | August 28, 2019 |
| TO | Board of Psychology |
| FROM | Liezel McCockran Continuing Education and Renewals Coordinator |
| SUBJECT | Agenda Item #17 – Continuing Education/Renewals Report |

Attached please find the following Continuing Education (CE) Audit/Renewals statistics for Psychologists and Psychological Assistants:

- A. CE Audit
- B. Reasons for Not Passing CE Audit
- C. Psychologist and Psychological Assistant Renewal Applications Processed:
January 2019 – August 2019
- D. Online vs. Mailed In Renewals Processed
- E. Pass and Fail Rate 2014-2017
- F. Pass and Fail Rates for 2nd Audits

CE audits have been sent out for the months of January 2017 through December 2017. To date, the pass rate is 81 percent with 11 percent of audits still pending review. Audits for January, February and March of 2018 were sent out on August 12, 2019. The due date for those audits are October 12, 2019.

For January 2019 through August 2019, an average of 889 renewal applications were processed per month, with an average of 690 Psychologists renewing as Active and 122 renewing as Inactive. Approximately 592 Psychologists and Psychological Assistants renewed their license online per month and an average of 297 Psychologists and Psychological Assistants mailed in their renewals.

The Continuing Professional Development (CPD) goal from the Strategic Plan 2019-2023 to implement licensed Board member CPD audits each license renewal cycle for transparency purposes will begin with the January 1, 2019 audit cycle.

Action Requested:

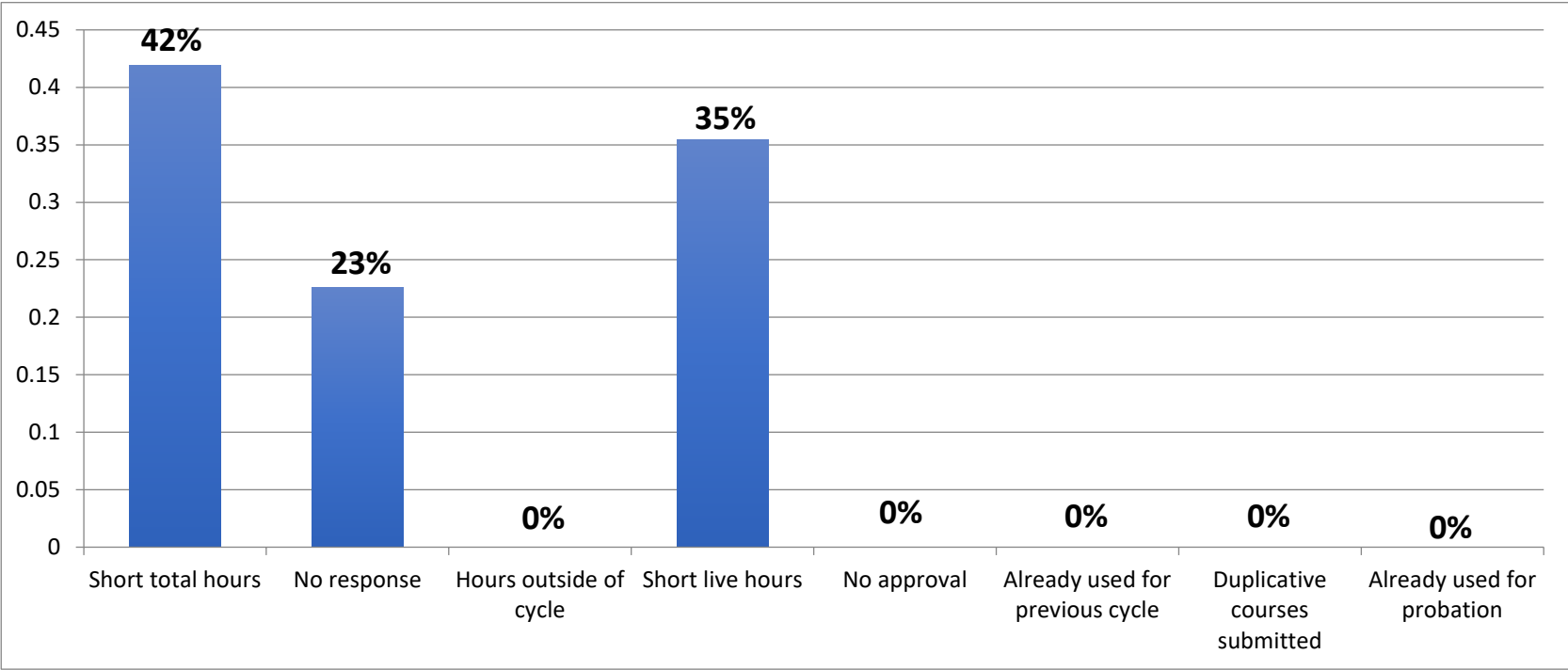
These items are for information purposes only. No action requested.

Continuing Education Audits January 2017 - December 2017

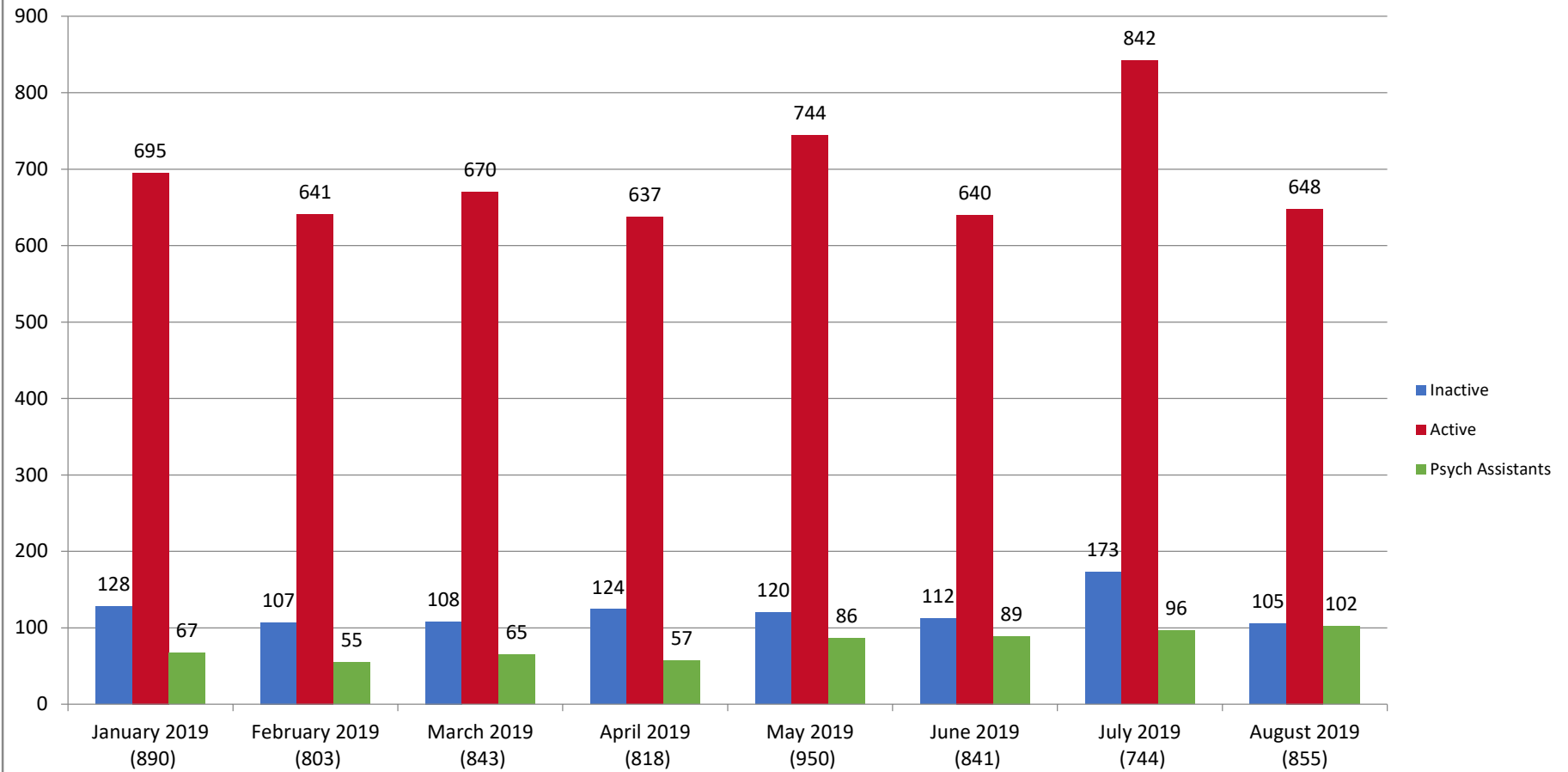
| Month | Total # of Licensees Selected for Audit: | # Passed: | % Passed: | # Pending: | % Pending: | # Failed: (Referred to Citation & Fine Program) | % Failed: |
|----------------|--|------------|------------|------------|------------|--|-----------|
| January | 33 | 31 | 94% | 0 | 0% | 2 | 6% |
| February | 29 | 25 | 86% | 0 | 0% | 4 | 14% |
| March | 35 | 26 | 74% | 2 | 6% | 7 | 20% |
| April | 28 | 26 | 93% | 0 | 0% | 2 | 7% |
| May | 30 | 25 | 83% | 1 | 3% | 4 | 13% |
| June | 32 | 24 | 75% | 0 | 0% | 8 | 25% |
| July | 30 | 25 | 83% | 5 | 17% | 0 | 0% |
| August | 36 | 26 | 72% | 9 | 25% | 1 | 3% |
| September | 34 | 28 | 82% | 4 | 12% | 2 | 6% |
| October | 28 | 23 | 82% | 5 | 18% | 0 | 0% |
| November | 32 | 25 | 78% | 6 | 19% | 1 | 3% |
| December | 32 | 24 | 75% | 8 | 25% | 0 | 0% |
| Totals: | 379 | 308 | 81% | 40 | 11% | 31 | 8% |

| Total Audited | Total Passed | Total Failed | Total Pending | Total Upheld |
|---------------|--------------|--------------|---------------|--------------|
| 379 | 308 | 31 | 40 | 0 |
| | 81% | 8% | 11% | 0% |

Reasons for Not Passing CE Audit January 2017 - December 2017



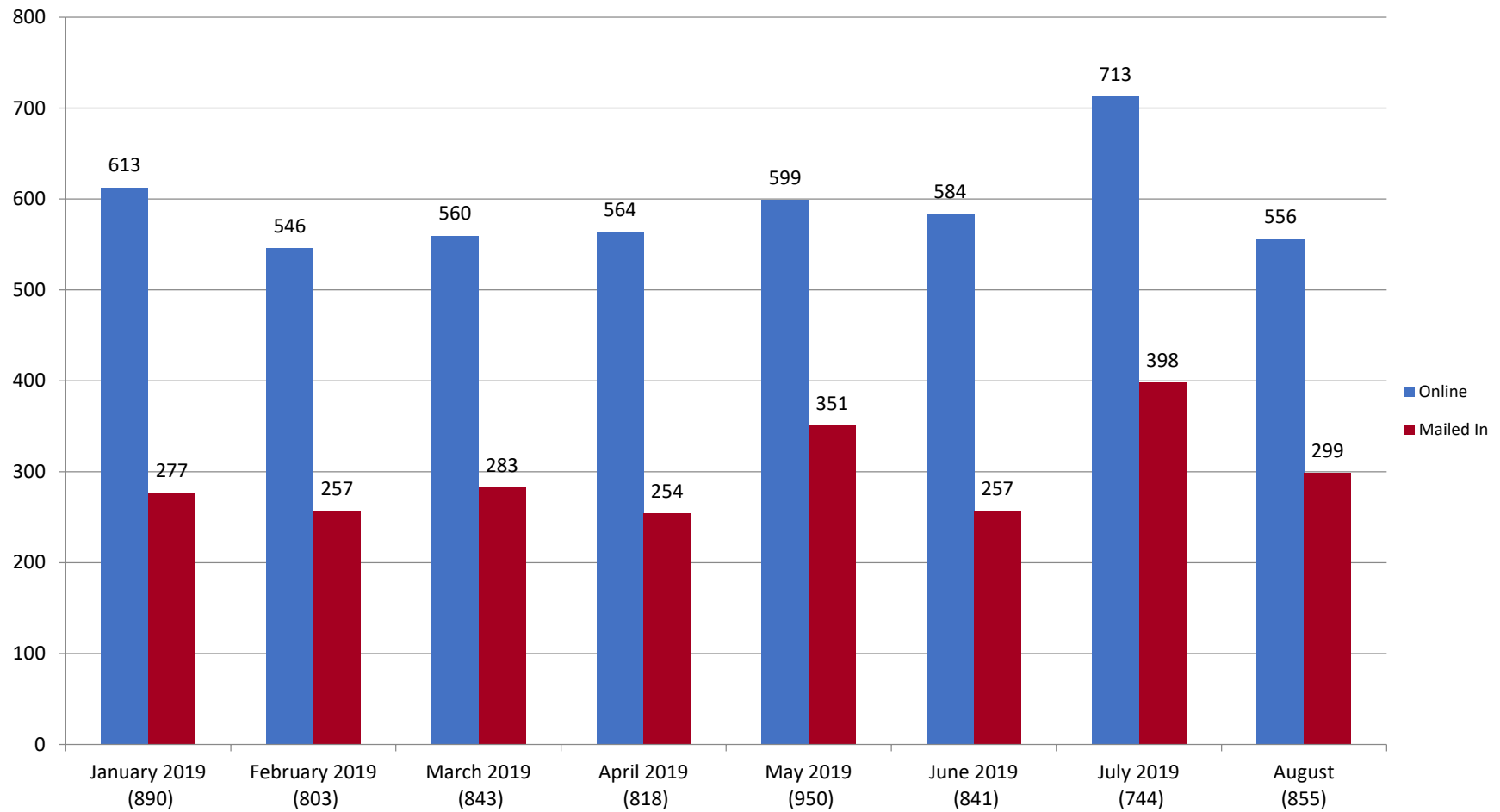
Psychologist and Psychological Assistant Renewal Applications Processed January 2019 - August 2019



An average of 889 renewal applications were processed each month, with an average of 690 Psychologists renewing as Active, and an average of 122 Psychologists renewing as Inactive. Additionally, an average of 77 Psychological Assistant renewal applications were processed each month.

As of August 27, 2019

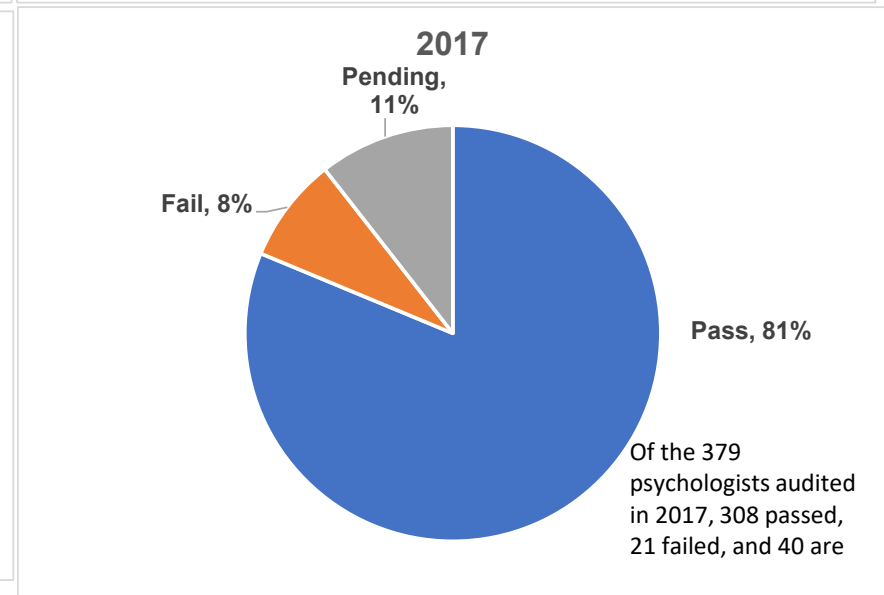
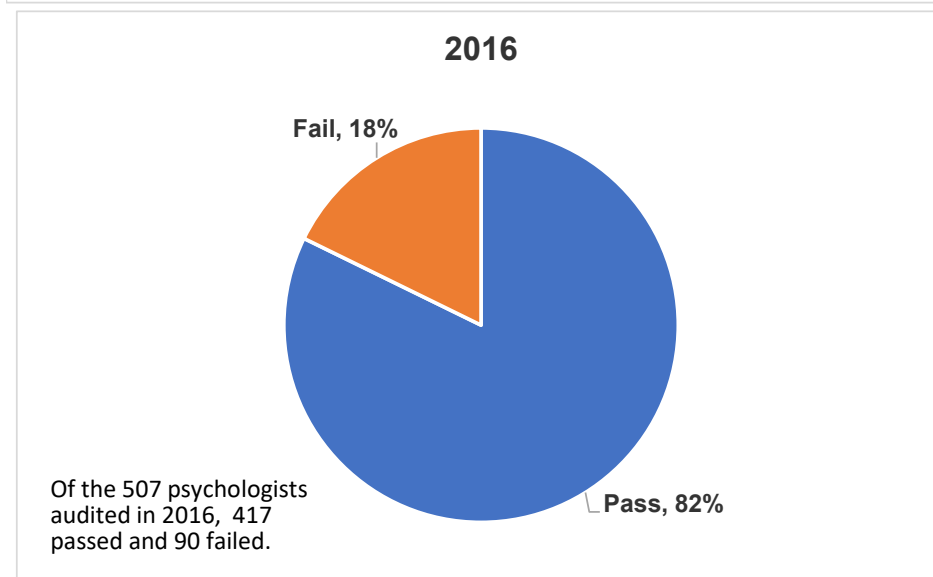
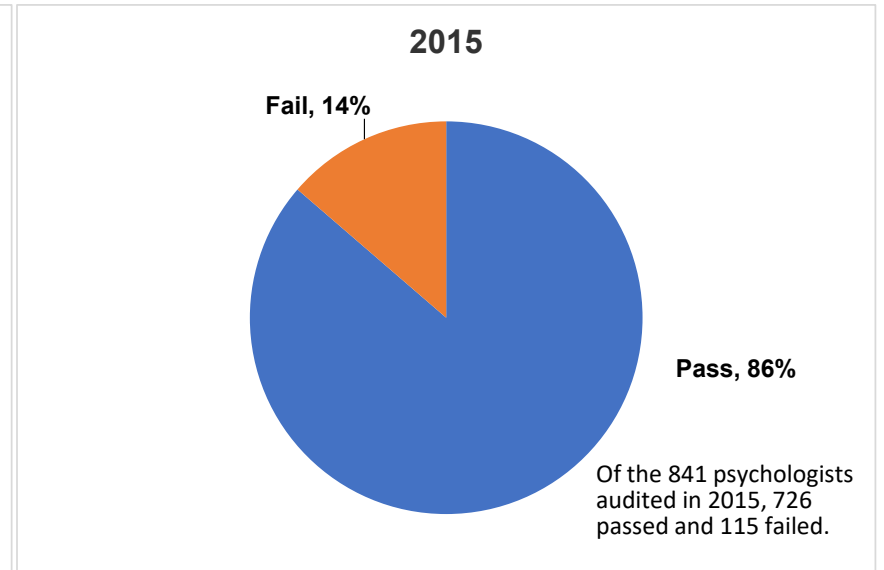
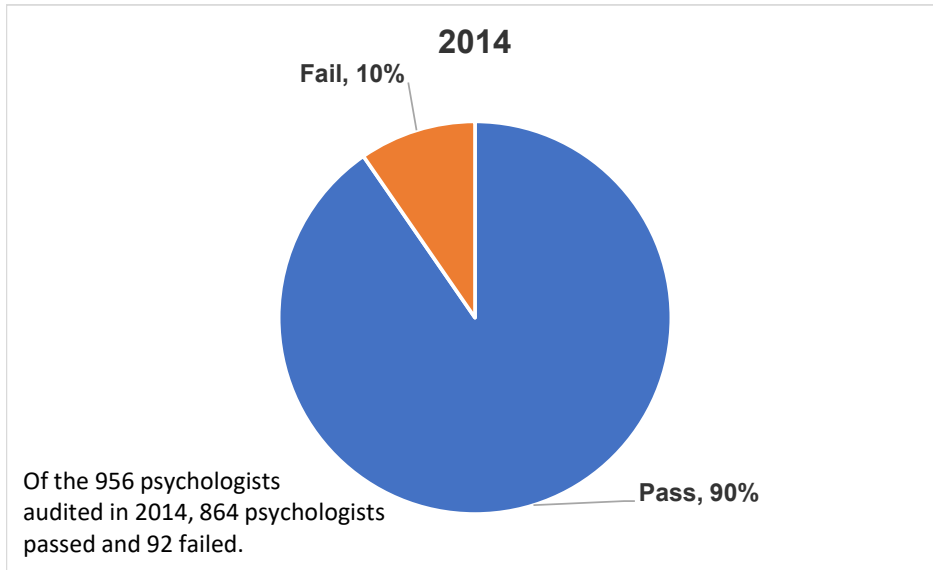
Online vs. Mailed In Renewals Processed January 2019 - August 2019



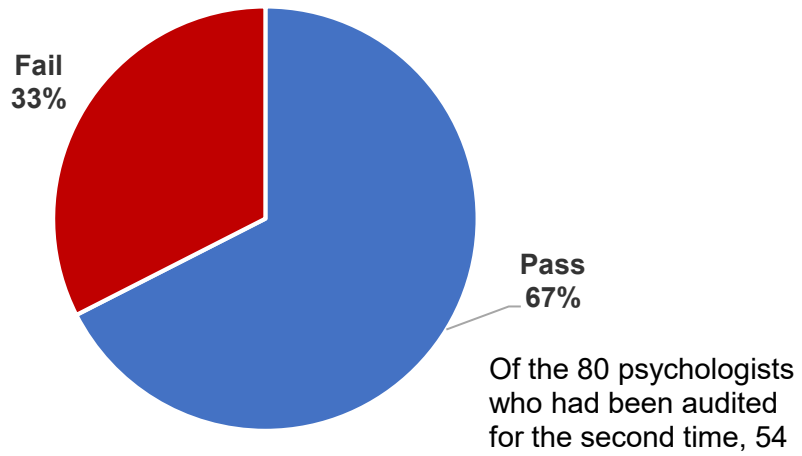
On average, 592 renewals were renewed online using BreEZe and an average 297 renewals were mailed in.

As of August 27, 2019

Pass and Fail Rate 2014 - 2017



Pass and Fail Rate for 2nd Audits 2016



Pass and Fail Rates for 2nd Audits January 2017 - June 2017

