California Board of PSYCHOLOGY

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MEMORANDUM

DATE	May 5, 2016
TO	Board Members
FROM	Antonette Sorrick Executive Officer
SUBJECT	**Update on Newsletter: Agenda Item 18**

Background:

Attached is the Board's Winter Journal. The next newsletter will go out in June, 2016.

Action Requested:

This item is for informational purposes only.

California Board of PSYCHOLOGY

ISSUE NO. 8
WINTER 2016

WINTER

Journal

***** The California Department of Consumer Affairs, Board of Psychology Newsletter *****

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President's Message

Stephen Phillips, JD, Psy.D., Board of Psychology

Welcome to the Winter 2016 edition of the *California Board of Psychology Journal*!

The mission of the Board of Psychology (Board) is to advance quality psychological services for Californians by ensuring ethical and legal practice and supporting the evolution of the profession. Our values are transparency, integrity, consumer protection, inclusiveness, excellence, and accountability.

It is my honor to have recently been elected President of the Board for 2016. I will be aided in my work by an exceedingly astute, capable, and engaged Board member, Ms. Nicole J. Jones, the Vice President of the Board for 2016, and the diverse talents and perspectives of the Board members. Despite my excitement and cognizance of the serious responsibilities I have assumed, my brief column would be incomplete without acknowledging the outstanding leadership of Dr. Michael Erickson, our immediate past President. He ably helmed the Board through a variety of challenging transitions. Dr. Erickson, staff, and all of the Board members were instrumental in bringing the Board squarely into the 21st century relative to communications, outreach, revamped licensing and enforcement processes, and the Herculean efforts necessary for reducing licensing and registration backlogs, a problem that had long plagued the Board in an era of governmental austerity and fiscal responsibility. The objective was and is making the Board more responsive to the needs of consumers of psychological services and our licensees and registrants.

The effectiveness with which the Board discharges its licensing and other regulatory functions is dependent on our hardworking staff under the capable and farsighted leadership of the Board's Executive Officer, Ms. Antonette Sorrick, and its Assistant Executive Officer, Mr. Jeffrey Thomas. With recent changes in the leadership and staff in Central Services, Licensing and Enforcement, and with dedicated employees from the past, I am confident that we have assembled

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Licensing Subject Matter Experts Needed for the California Psychology Laws and Ethics Examination

By Lavinia Snyder, BreEZe and Examinations Coordinator, Board of Psychology

The Board of Psychology (Board) is looking for licensees as subject matter experts who can assist the Board in developing the California Psychology Laws and Ethics Examination (CPLEE). The profession of psychology is constantly evolving and we need licensee participation to keep the CPLEE up to date and current.

We conduct four different workshops every year:

- **ITEM WRITING WORKSHOP**—The purpose of this workshop is to develop items for the CPLEE. Participants will receive training in item writing principles and will work in conjunction with a testing specialist to develop clinical vignette-based questions as well as standard multiple choice questions for the examination.
- **ITEM REVIEW WORKSHOP**—The purposes of this workshop are 1) to review newly developed items (e.g., standard multiple-choice items) for clarity, relevance, and technical accuracy; and 2) to evaluate previously used items based on item statistics, candidate comments, etc. Participants will work as a group to ensure that potential items are acceptable for inclusion on future examination forms.
- **EXAM CONSTRUCTION WORKSHOP**—The purpose of this workshop is to select potential items based on the examination plan of the CPLEE. Participants will evaluate items for each content area included in the examination and select those that best represent the knowledge required for entry into the profession.
- **PASSING SCORE WORKSHOP**—The purpose of this workshop is to establish the passing score for the CPLEE. Under the facilitation of a testing specialist, participants will apply minimum competence standards to establish a criterion-referenced passing score.

The two-day workshops are held in Sacramento at the Department of Consumer Affairs, Office of Professional Examination Services. Licensees who agree to participate will be credited a total of 16 continuing education hours for both days of each workshop attended. Lodging and travel accommodations will be reimbursed by the Board and you will receive compensation of $300 per day.

If interested, please send an e-mail to the Board's Examination Coordinator, Lavinia Snyder, at **lavinia.snyder@dca.ca.gov**.

President's Message (continued from page 1)

some first-class talent throughout the ranks dedicated to excellence in the Board's functioning and responsiveness to our various constituencies. It is heartening to see the intelligence and enthusiasm of staff and management in discharging their duties and in identifying needed improvements to Board operations.

My personal objective is to continue the work of those who have gone before as well as current Board members and staff in rationalizing and clarifying the complex regulatory scheme which lies at the heart of the Board's activities. The Board is highly cognizant of the impact of the regulatory process on its licensees and registrants, as well as its primary role in the protection of consumers of psychological services. Clarity of expression and thoughtful deliberation is essential to formulating and communicating our expectations and procedures.

I look forward to the year ahead and hope to meet many of you as the year unfolds.

Board of Psychology Expert Reviewer Program

By Joana Castillo, Enforcement Technician, Board of Psychology

Do you have an interest in serving your community as one of the Board of Psychology's (Board's) subject matter experts? Would you enjoy reviewing case materials, providing your written opinion, and testifying at administrative hearings?

The Board's Enforcement Program is currently recruiting qualified psychologists to serve as expert reviewers. You will be paid $100–$150 per hour, plus expenses, depending upon the services rendered.

Applications are encouraged from psychologists with expertise in all fields of practice; however, we have an immediate need for those with expertise in the following fields:

- CHILD CUSTODY
- DISABILITY/INSURANCE EVALUATIONS
- FORENSIC
- NEUROPSYCHOLOGICAL EVALUATIONS
- PSYCHOLOGICAL EVALUATIONS
- SUPERVISED PROFESSIONAL EXPERIENCE
- WORKERS' COMPENSATION EVALUATIONS

If you are interested in applying, you must meet the following requirements:

- ❖ Possess a current California psychology license in good standing.
- ❖ Have an active practice, defined as at least 80 hours per month in direct patient care, clinical activity, psychometric testing, and/or teaching. However, at least 40 hours must be in direct patient care.
- ❖ Have five or more years of experience and expertise in specific areas of practice.
- ❖ Have no prior or current charges or disciplinary actions related to any healing arts license, registration, certificate, or credential to practice psychology or any other profession or occupation in any state in the United States or foreign country.
- ❖ Have no criminal convictions, including any that were expunged or dismissed.

If you meet the requirements and are interested in becoming an expert reviewer, please send the following documentation to the Board at the address below:

- ❖ A cover letter describing your current practice, work setting, forensic experience, and why you are interested in serving as an expert reviewer.
- ❖ A completed Expert Reviewer Application (**www.psychology.ca.gov/licensees/expertrev.shtml**).
- ❖ A current curriculum vitae.

Board of Psychology
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Certifying Continuing Education Hours on a License Renewal Application

By Jacquelin Everhart, Continuing Education and Renewals Coordinator, Board of Psychology

The Board of Psychology (Board) requires licensed psychologists to accrue 36 hours of continuing education (or the prorated amount for first-time renewals) for the renewal of an active license. At the time of completing a renewal application, the licensee must certify the amount of hours they have obtained in the preceding two years. If it is less than 36 hours (or the required amount of hours for a first-time renewal), the Board cannot renew the license.

A common misconception about renewing a license is that psychologists can submit the renewal application prior to accruing all of the 36 hours as long as they have plans to accrue those hours or have scheduled classes before the license actually expires. Psychologists need to accumulate the hours they certify on their renewal before they submit their application to the Board. Failure to do so can result in a referral to the Board's Enforcement Unit. For more information on renewals and continuing education, please visit the Board's website at **www.psychology.ca.gov**.

Important Notice to Psychological Assistants and Their Supervisors

By Jeffrey Thomas, Assistant Executive Officer, Board of Psychology

On October 23, 2010, a change in the Psychological Assistant Regulations became effective that limits the amount of time an individual can be registered as a psychological assistant. Specifically, Section 1391.1 of the California Code of Regulations (Title 16) was amended to limit registration as a psychological assistant to a cumulative total of 72 months (six years). For any psychological assistant registered prior to October 23, 2010, the limitation begins the date of the psychological assistant's next registration or renewal after the effective date, whichever first occurs.

We are fast approaching six years from the implementation date of this limitation. As of October 23, 2016, this change will have been in effect for six years. This means that psychological assistants who became registered or who renewed an existing registration on or after October 23, 2010, and who have been continually registered since, will no longer be eligible to be registered as a psychological assistant and must cease practicing once their last registration expires. Please note that the limitation is a cumulative total, not consecutive. Therefore, if a psychological assistant had a break between registrations, that period does not count toward the 72-month limitation.

This reminder is being provided to ensure that psychological assistants and their supervisors are aware of this limitation so that they are prepared for the termination of the psychological assistant registration and that they have a plan in place for the transition for both the psychological assistants and the clients they see. Any questions regarding this limitation can be directed to the Board's Licensing Unit by calling (916) 574-7720, extension 2, or by e-mailing **bopmail@dca.ca.gov**.

Changing Training Paradigm for a More Resilient Police Force

By Luann Pannell, Director, Police Training and Education, Los Angeles Police Department

For leaders and operators in dangerous contexts, the demands of safety, complex ethical responsibilities, and the consequences of action or inaction must be simultaneously weighed in a very short, high-intensity timeframe. In order to cultivate a culture of sound leadership for such contexts, one must examine the role of training. Training becomes the premium vehicle for not only promoting organizational change but also inculcating those changes into values and beliefs to influence the overall operation. Essentially, it is the training of an organization's most valued assets—its people—that ultimately determines how human beings think, feel, and act while facing critical situations. How an organization trains will determine the degree to which its members will internalize the mission, vision, and values of the organization when facing real-life situations.

It is within this framework that the Los Angeles Police Department (LAPD) began to examine traditional models of police training. As a practical matter, the LAPD anticipated that policing must shift and adjust if its force were to adequately address the demands of future generations. Such a shift—both mental and cultural—is easier said than done, particularly within the rich, tradition-based environment of policing. It is not sufficient to just add more training, it must be training that will shift the thought process so that different questions are being asked and answered. While the transformation of the LAPD training paradigm continues to evolve, and is being applied to the development of all training, this article will narrow the focus on the process of redesigning police academy training.

Most police departments can identify numerous initiatives that were moved to implementation with only moderate levels of success. The inability of the organization to accept change is often due to the failure to adequately assess the cultures impacted by the change. The formidable social forces of formal and informal cultures and subcultures have derailed many good ideas from becoming successful.

In the case of the LAPD police academy, the following six cultures or subcultures were assessed:

(1) Current culture of the department.

(2) Culture of the community being served.

(3) Culture of the recruit.

(4) Culture of the training instructors.

(5) Culture of field training officers.

(6) Envisioned future culture.

The academy as previously designed met the needs of a different recruit, a different community, and a different environment—all with different policies and procedures. The LAPD had to thoroughly evaluate what training—and culture—needed to change in order to ensure success for the next generation of officers in a media-driven world of high-expectations, incessant scrutiny, and constant demands. While an exhaustive review of the six cultures noted above is beyond the scope of this article, what follows is a brief discussion of the analysis required to change the culture of training within the LAPD police academy. As the new training paradigm is outlined below, interview responses from recruits, field training officers, and captains are included to convey the response to the change in training.

Initial assessments occurred through focus groups and discussions with key stakeholders. Investigation revealed a myriad of issues that had to be accounted for in order to adequately address a redesigned training model. Generational differences between recruits and senior officers proved significant. In contrast to their trainers, millenials tend to have a more selective attention span and operate with the expectation that information should be accessed quickly and immediately. They tend to scrutinize their leaders and expect ranking officers to lead by example. Millenials have formidable electronic communication skills and are extremely comfortable

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Changing Training Paradigm for a More Resilient Police Force (continued from page 5)

with technology while generally needing more development on interpersonal skills and conflict resolution. Tending towards nonconfrontation, millenials are nonetheless "joiners" who want to be a part of something larger than themselves. Given that this segment of the general population represents the bulk of new trainees entering the LAPD police academy, two questions arise: How do they learn and how are they motivated?

Drawn from the military, traditional police training has typically emphasized pride, discipline, and performance. Based on traditional classroom structures, police recruits sat in rows at attention with minimal class discussion. Formal and informal investigation—including recruit-to-recruit blogs and Internet sites—revealed the perspective that recruits should sit still, learn the material, and, if questioned, give the textbook response. The overall emphasis was "don't draw attention to yourself, don't be noticed." In essence, the mindset required to succeed in the police academy was antithetical to the expectation of engagement held by the community and the officers in the field once they left the academy.

Though training covered the topics dictated through State mandates, the LAPD police academy aspired to do more than simply pass required State tests. It was determined that the tradition of strong tactical skill training must continue; however, it became obvious that improvements had to be made to maximize critical thinking and capitalize on initiative and human potential. Training had to evolve such that new officers could be confident in their abilities to "think through" and master emergent, in extremis future scenarios. Additionally, it would not be enough just to respond with the proper answer; to succeed, officers also needed to be able to clearly articulate the reasoning behind their response. The new goal was to complement tactical strengths by developing officers who were also self-motivated, interdependent, community oriented, critical thinking, and problem solvers. This revised goal demanded a new training paradigm—and a new culture.

PART I: THE PERSON: PEAK PERFORMANCE BY TRAINING THE WHOLE PERSON

Figure 1

As shown in Figure 1, training the whole person means that all elements of the human condition must be considered. Ideally, an officer's response or lack of a response should consistently incorporate all three domains, the psychomotor domain (physical), what one knows to be true from their cognitive domain (mental), and one's motivation to do the right thing based on the affective domain (emotional). Training must mimic real life, where often one domain may be more dominant than another. Though simplistic, the model emphasizes that one element is not more critical than another, and that a balanced response is necessary in every scenario.

Though representative of a cultural shift for the law enforcement training community, these concepts are not new to those who study peak performance and sports psychology. It is important to note that the LAPD police academy hires from the general population and does not have the advantage of complete classes filled with highly disciplined, gifted athletes. The aspiration is to get exceptional response capability out of average people. This is where the potential of human motivation needs to be accessed the most—and represents a significant contrast from the traditional, previously discussed police academy classroom. Often average people with strong motivations make the most difference. This is the hidden resource the LAPD police academy sought to cultivate.

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Changing Training Paradigm for a More Resilient Police Force (continued from page 6)

Older models for police training were focused primarily on training a skill set—typically represented by cognitive or psychomotor learning domains—without much crossover and generally no discussion of how an individual's affective state would influence either. There had to be a shift in the approach for dealing with the affective domain. Rather than ignoring or suppressing emotion, the new paradigm sought to master the affective domain. The police academy wanted trained officers who were not only confident in their ability to assess and understand the role of emotion in human conflict, but also be aware of how to leverage it for optimal outcomes. One of the easiest areas for immediate improvement is expanding the discussion of the whole person during debriefs. It stands to reason, that if only tactical operations are debriefed, only tactical operations will be improved. Leadership for in extremis events requires attention on all facets of an operation and to address all three sides of the triangle for the complexity of the people involved.

RECRUIT:
I went through 18 weeks of the Academy, the way it was before, when I got injured. This is my second time through and this is so much better. It's such a better way to learn. Before, I didn't know what I was doing or why; I was just trying to get through and not be noticed. I was passing the tests but I was getting worried 'cause I didn't know how to put it all together. I was almost through to graduation but I didn't feel confident. The way the training is now, I understand our Use of Force Policy, when to use force, and why. It took me longer, but I'm glad I got to go through this Academy. I know you still want to make some changes, but don't ever go back to the way you were training before.

FIELD TRAINING OFFICER:
He handled himself very well, physically handled himself. He wasn't afraid; he did everything he was supposed to do. Right off the bat, he was thrown into something within two weeks that was a pretty crazy situation and he handled himself very, very well. A week later, he and I got into a foot pursuit of three, GTA (grand theft auto) suspects. He put out the information, he broadcast where we were, we caught one of the suspects, we set up a perimeter. So, these are things that, that you know, a brand new probationer usually doesn't get involved in during their first few weeks, and he did and he handled himself very well

I would say that probationers for the most part are better; their training now is better than it was five years ago or however long ago it was that they made the change. I've noticed the difference. I've been a training officer for 14 years or something like that, and I think they are better than they were before.

CAPTAIN:
I don't think we have the same loss of probationers; before, they were dropping like flies. Before, we lost 6-8. Motivation seems pretty high and their hands-on skills are good. It seems like there aren't a lot of unsatisfactory ratings.

There is a lot more to learn about policing than when I was in the Academy. In my opinion, we are now putting out in the field the best recruits we've ever had.

When I observed the recruits in the simulator, I saw that they were locked in on how to apply the Use of Force Policy. They were able to articulate why they did what they did. That piece is solid in terms of tactics; they have been good.

PART II: THE TEAM: TRAINED IN A TEAM, BY A TEAM, TO BE A TEAM

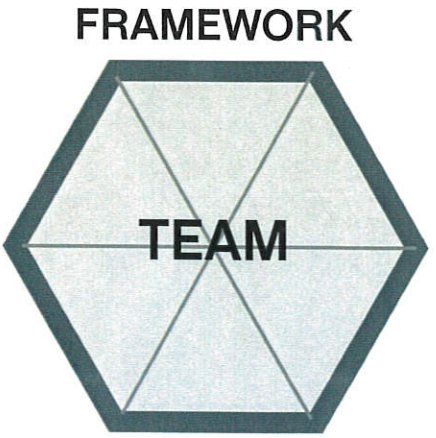

Figure 2

(continued on page 8)

Changing Training Paradigm for a More Resilient Police Force (continued from page 7)

At this point in the LAPD's history, and as depicted in Figure 2, the team concept is critical for training to lead in dangerous contexts. Not trivial is that the police academy's emphasis on team flies in the face of American society in general, which stresses and values individualism. Even the notion of "the American Dream" reinforces individuality by noting that America is a "land in which life should be better and richer and fuller for every man, with opportunity for each according to ability or achievement." The embedded nature of individuality points to the challenge and struggle of inculcating the value of teams in police academy training. This represents a foundational clash of underlying values and cultures.

Returning to the discussion of in extremis events, it is uncommon for a single person to act alone or intervene unilaterally with successful results. Solutions for extreme situations are more commonly team-based and involve a coordinated, collective action. In a police force's most dangerous situations, the most elite teams are called upon to intervene. Though respected for their individual skills, these teams are best known for their well-coordinated, synchronized efforts and movements. These highly capable teams are cross-trained for full awareness and appreciation of the complexity of each person's role. They are distinguished in their abilities as a team because they do extensive team training followed by individual development and remediation, and then back to team development. The cycle is continuous between the team and the individual.

By de-emphasizing individual grades and skill acquisition in the LAPD police academy, we leverage the powerful social environment to create a different, more astute, more team-based officer. The vision is that the organization will succeed or fail based on the understanding that the whole organization is a compellation of coordinated teams. The intent is to create the building blocks for team collaboration, roles, and responsibilities early in one's development as a police officer. This is the culture the LAPD police academy seeks to create, maintain, and reinforce.

Figure 3 illustrates the interconnected, interdependent organization which values teams, training in teams, and conducted by teams. Having an officer train in a team creates ownership, responsibility, and a better awareness of how the response of one team fits within the larger operational context. Further, people recognize that the impact of their action or inaction is connected to others. This creates a more resilient workforce. Research suggests that resiliency is increased when those exposed to life-threatening, in extremis environments feel an affinity for and social connection to colleagues in meaningful ways.

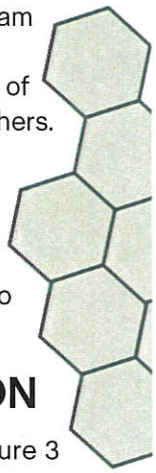

Figure 3

RECRUIT:

I want to say something about the teamteaching. It was really great how they have different instructors team-teaching together. It helped us to see that there a lot of different ways of doing things in policing and if you couldn't quite get the concept from one instructor, usually the other could find a way to get the point across. The team assigned to our class worked really well together. I don't know if that was by design or by accident, but it also inspired us as a class to be like them as officers and make them proud.

With the team of instructors we had with us every day, they knew all of our strengths and weaknesses, and if you were stuck, there was always someone there to help. But man, they knew everything about us; we couldn't get away with anything!

Figure 4

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Changing Training Paradigm for a More Resilient Police Force (continued from page 8)

PART III: THE CONTEXT: TRAINING THROUGH AN EVENT, NOT TO IT

The last part of the LAPD training paradigm requires that the fluid and dynamic development of both the individual and the team can only occur within an experiential learning environment. This requires that officers actually train "through" an event and not to it. Training through an event includes training for the skills needed in a crisis, but also training for what happens following the crisis and preceding the next crisis. Laudably, the law enforcement community tends to spend significant training dollars preparing for in extremis events meant to test certain psychomotor capacities and capabilities. Often minimized, however, are the other key domains, both cognitive and affective. As a result, law enforcement generally does very well responding to a crisis, but may be judged severely by the communities they serve on the follow-through after a crisis. Understanding the context and ensuring follow-through with key stakeholders both internal (officers at the next roll-call, command staff) and external (community members, city officials, media) will often determine the response of those stakeholders to the next critical event.

RECRUIT:
I don't think I've ever gone through any training for anything that has been so well designed and laid-out. It was incredible how one thing just kept building on another. I can't tell you how many times I'd have an "ah-hah," a breakthrough, where I'd see how something we started in the first month made sense in the fourth month, and I could see how there was a thread through the training that they were building on. I was always challenged and excited to see where it would go or tie-in next. This was a great experience.

FIELD TRAINING OFFICER:
They seem to be more able to apply what they learned in the Academy to actual situations in the street than they used to be before these changes were made. They do seem to have a better grasp of the MDC (and the) radio, and the forms and stuff like that. So, you know, maybe with the 20 years on I should be more cynical or whatever, but I think it's an improvement. It's definitely an improvement.

Overview of Fingerprint Procedures—From the Licensing Desk

By Karen Johnson, Licensing Coordinator, Board of Psychology

The Board of Psychology (Board) requires both a Department of Justice (DOJ) and Federal Bureau of Investigation (FBI) criminal history background check on all licensees and applicants for licensure or registration using the Live Scan system for the electronic submission of fingerprints. This process requires applicants and licensees who have not been printed using the Live Scan system to go to a Live Scan site for fingerprint services.

Once scanned, DOJ submits fingerprint information electronically to the Board using the ORI Code specific to the Board. Due to confidentiality laws, fingerprint information cannot be shared even between boards and bureaus within the Department of Consumer Affairs. The applicant or licensee is required to submit a copy of the completed Live Scan form to the Board, which will assist the Board in locating unmatched fingerprint information.

When the Board receives a fingerprints rejection, this usually occurs when the Live Scan form is incomplete or the fingerprint quality is too low to be used. The applicant or licensee will need to be reprinted at the same Live Scan site and should not be charged for the rescan. The Board can submit a Request for Applicant Name Check Form to the DOJ if the fingerprints are rejected twice for the same

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Public Expectations of Regulatory Boards

By David Swankin, President and CEO of the Citizen Advocacy Center

At the 2015 ASPPB Annual Meeting of Delegates, as President and CEO of the Citizen Advocacy Center (CAC), I delivered a talk entitled "Public Expectations of Regulatory Boards." I focused on four topics: (1) the public's assumption that professionals are required to demonstrate current competence in clinical practice; (2) telehealth; (3) the consequences of the U.S. Supreme Court's 2015 decision in *North Carolina Board of Dental Examiners* v. *Federal Trade Commission* (135 S.Ct. 1101); and (4) the need for improved public awareness about the roles played by psychologists.

Regarding current competence, I noted that CAC's November 12-13, 2015, annual meeting was entitled "Demonstrating Current Competence: Where Are We? Where Are We Headed?" In calling this meeting, CAC returned to a familiar theme to take a look at promising ideas and trends that will influence how healthcare professions will measure and demonstrate competence in the near future. I emphasized that effective continuing education courses are one important element in lifelong learning programs, but they are not, in and of themselves, a surrogate for current competence. Professions and their regulatory boards should require healthcare professionals to show not only that they know the subject matter, but that they actually apply that knowledge in clinical practice.

Regarding telehealth, I praised ASPPB for developing its new PSYPACT program, which facilitates the provision of psychological health services across state lines. It makes little sense to try to slow down the growth of telehealth, which will improve consumer access to care. The theme for CAC's 2016 annual meeting is "Modernizing the Regulatory Framework for Telehealthcare Delivery." The meeting will be co-hosted by CLEAR and will be held in conjunction with CLEAR's annual meeting in Portland, Oregon, in September. More information about the conference will be on CAC's website (**www.cacenter.org**) in early 2016.

Turning to the Supreme Court's "teeth whitening" case, I announced CAC's plan to publish a white paper exploring the consequences of the decision in that case. (This paper, entitled *Addressing the Supreme Court's North Carolina Dental Decision:* Options for the States, is now available at **www.cacenter.org/files/NCdwp.pdf.**) The goal of the CAC white paper is to explore eight approaches state legislatures might take to retain immunity from federal anti-trust liability. The discussions in the white paper reflect the views of state officials, including state attorneys general, who have grappled with the ramifications of the court decision. The authors' intent is to be informative, educational, and instructive to the stakeholders involved in state-based occupational and professional licensing. The white paper does not advocate for any particular approach. CAC has opinions about the most promising ways to reform state laws, but has decided to leave advocacy for another time.

Lastly, regarding the need for better consumer information and education regarding psychology and the regulatory system, I urged all boards to review their websites and their use of social media. How many people know the difference between a psychologist and a psychiatrist? Between an occupational therapist and a physical therapist? Between an RN and an LPN? Between licensing boards and professional associations? It is in a licensing board's self-interest to embark upon effective consumer information programs. If they don't know about you, how can you expect them to support your activities when you seek additional appropriations or legislative improvements to your practice acts?

CAC has been serving the public interest since 1987 by enhancing the effectiveness and accountability of health professional oversight bodies. CAC offers training, research, and networking opportunities for citizen (public) board members and for the healthcare regulatory, credentialing, and governing boards on which they serve.

Disciplinary Actions: October 1 to December 31, 2015

Kenneth Burton Kaisch, Ph.D. (Psychologist PSY 10635), Fullerton, CA

Action: License revoked, revocation stayed, and placed on 5 years' probation

Stipulated Decision effective 10/8/2015

Business and Professions (B&P) Code section 2960 (i): Violation of Rules of Professional Conduct

B&P Code section 2960 (j): Gross Negligence

B&P Code section 2960 (r): Repeated Negligent Acts

B&P Code section 2960 (o): Unprofessional Conduct

Jennifer A. Vaughan, Ph.D. (Registered Psychologist RPS 2012578), Portola Valley, CA

Action: Registration granted, revoked, revocation stayed, and placed on 5 years' probation

Stipulated Decision effective 10/8/2015

B&P Code section 2963: Conviction of Crime Substantially Related to the Qualifications, Functions or Duties of a Psychologist

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Helena Edith Weil, Ph.D. (Psychologist PSY 16259), Kensington, CA

Action: License revoked, revocation stayed, and placed on 5 years' probation

Stipulated Decision effective 10/13/2015

B&P Code sections 2960; 2963: Conviction of Crime Substantially Related to the Qualifications, Functions, or Duties of a Psychologist

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Stacey L. Hoyt, Ph.D. (Psychologist PSY 16717), San Diego, CA

Action: License revoked, revocation stayed, and placed on 3 years' probation

Stipulated Decision effective 10/18/2015

B&P Code sections 2960 (i); 2936: Violation of Rules of Professional Conduct

B&P Code section 2960 (j): Gross Negligence

B&P Code section 2960 (k): Violation of a Provision of the Psychology Licensing Act

B&P Code sections 2960 (l); 2903; 2913 (c), (d): Aiding and Abetting the Unlicensed Practice of Psychology

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Arnold Nerenberg, Ph.D. (Psychologist PSY 4234), Whittier, CA

Action: Licensed issued, revoked, revocation stayed, and placed on 5 years' probation

Stipulated Decision effective 10/23/2015

B&P Code sections 490; 2960 (a): Conviction of Crime Substantially Related to the Qualifications, Functions or Duties of a Psychologist

B&P Code section 2960: Unprofessional Conduct

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Disciplinary Actions (continued from page 11)

Brian M. Couey, Registered Psych Assistant (PSB 94022000), Tarzana, CA

Action: Registration granted, revoked, revocation stayed, and placed on 5 years' probation

Stipulated Decision effective 10/28/2015

B&P Code sections 475 (a)(2); 480 (a)(1); 492; 2963: Conviction of Crimes Substantially Related to the Qualifications, Functions or Duties of a Psychologist

B&P Code sections 475 (a)(4); 480 (a)(3): Commission of Any Acts Which Would be Grounds for Suspension or Revocation

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Theodore Geoffrey Sneed, Ph.D. (Psychologist PSY 17786), Sacramento, CA

Action: License surrendered, Stipulated Surrender effective 11/4/2015

B&P code section 2960: Unprofessional Conduct (Billing Practices)

B&P Code section 2960 (j): Gross Negligence (Billing Practices)

B&P Code section 2960 (n): Dishonest, Corrupt or Fraudulent Acts (Billing Practices)

B&P Code sections 2960 (r): Repeated Negligent Acts (Employment Practices)

Joshua L. Mirmelli, Psy.D. (Registered Psych Assistant PSB 94022138), Los Angeles, CA

Action: Registration granted, revoked, revocation stayed, and placed on 3 1/2 years' probation

Stipulated Decision effective 11/7/2015

B&P Code sections 475 (a)(4); 480 (a)(3); 2960: Commission of Any Acts Which Would be Grounds for Suspension or Revocation

B&P Code section 2960 (b): Dangerous Use of Drugs and Alcohol

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Christina Margaret Wendel, Ph.D. (Registered Psych Assistant PSB 4641), San Francisco, CA

Action: License surrendered

Stipulated Surrender effective 11/13/2015

B&P Code section 725: Excessive Treatment

B&P Code section 2960 (j): Gross Negligence

B&P Code section 2960 (k): Violation of a Provision of the Psychology Licensing Act

B&P Code section 2960 (r): Repeated Negligent Acts

B&P Code section 2936: Violation of APA Code of Ethics

Richard D. West, Ph.D. (Registered Psych Assistant PSB 34160), San Diego, CA

Action: License surrendered

Stipulated Surrender effective 11/13/2015

Failure to Comply With Terms and Conditions of Probation (Specifically, Required Biological Fluid Testing; Pay Probation Monitoring Costs; Submit Required Quarterly Declarations; Comply with Practice Monitoring Requirement; Notify Employer; Obey All Laws)

B&P Code section 2903: Unlicensed Practice of Psychology

B&P Code section 2960 (k): Violation of a Provision of the Psychology Licensing Act

B&P Code section 2960 (n): Dishonest, Corrupt or Fraudulent Acts

(continued on page 13)

Disciplinary Actions (continued from page 12)

David J. Jimenez, Ph.D. (Psychologist PSY 10629), Los Angeles, CA

Action: License revoked, revocation stayed, and placed on 3 years' probation

Stipulated Decision effective 11/18/2015

B&P Code section 2960 (r): Repeated Negligent Acts

Patricia J. Weiss, Ph.D. (Psychologist PSY 17863), San Francisco, CA

Action: 5 years' probation

Decision After Remand effective 11/20/2015

B&P Code section 2960 (n): Dishonest, Corrupt, or Fraudulent Acts

B&P Code section 2960 (p): Functioning Outside Field of Competence

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David V. Daleo, Psy.D. (Psychologist PSY 18066), Beverly Hills, CA

Action: License revoked, revocation stayed, and placed on 3 1/2 years' probation

Stipulated Decision effective 11/21/15

B&P Code section 2960 (j): Gross Negligence

B&P Code section 2960 (n): Dishonest, Corrupt, or Fraudulent Acts

B&P Code section 2960 (r): Repeated Negligent Acts

Roxanna L. Rutter, Ph.D. (Psychologist PSY 12812), Wayzata, MN

Action: License surrendered

Stipulated Surrender effective 11/27/2015

B&P Code sections 141; 2960 (m); 2960.6 (a): Revocation, Suspension or Other Disciplinary Action Imposed by Another State

B&P Code section 2960 (k): Violation of a Provision of the Psychology Licensing Act

B&P Code section 2960 (n): Dishonest, Corrupt or Fraudulent Acts

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Edward T. Armstrong, Psy.D. (Psychologist PSY 22958), Inglewood, CA

Action: License revoked, revocation stayed, and placed on 5 years' probation

Stipulated Decision effective 12/24/2015

B&P Code section 2960 (i): Violation of Rules of Professional Conduct

B&P Code section 2960 (j): Gross Negligence

B&P Code section 2960 (o): Sexual Misconduct

Regina Granados, Psy.D. (Psychologist PSY 21246), Irvine, CA

Action: License surrendered

Stipulated Surrender effective 12/24/2015

B&P Code section 2960 (j): Gross Negligence

B&P Code section 2906 (n): Dishonest, Corrupt, or Fraudulent Acts

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Legislative and Regulatory Update

By Jason Glasspiegel, Central Services Coordinator, Board of Psychology

Legislative Update

AB 796 (Nazarian)

Health Care Coverage: Autism: Pervasive Disorders

Summary: This bill would expand the eligibility for a person to be a qualified autism service professional to include a person who possesses a bachelor of arts or science degree and meets other specified requirements, a registered psychological assistant, a registered psychologist, or an associate clinical social worker. The bill would also expand the eligibility for a person to be a qualified autism service paraprofessional to include a person with a high school diploma or equivalent and, among other things, six months experience working with persons with developmental disabilities. The bill would require the Board of Psychology, no later than December 31, 2017, and thereafter as necessary, to convene a committee to create a list of evidence-based treatment modalities for purposes of behavioral health treatment for pervasive developmental disorder or autism, and to post the list on the department's website no later than January 1, 2019.

This bill was sent to the Senate Committees on Health and Human Services on 2/4/16.

http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB796

AB 1715 (Holden)

Healing Arts: Behavior Analysis: Licensing

Summary: Increases the number of members that constitute a quorum of the Board of Psychology. Establishes the Behavior Analyst Act. Requires a person to obtain a license from the Board to engage in the practice of either a behavior analyst or an assistant behavior analyst. Provides the procedures necessary to obtain such license. Provides the requirements for persons to be employed behavior analysis technicians. Relates to medical records procedures. Provides a violation is a misdemeanor.

This bill was introduced on 1/27/16.

http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB1715

Regulatory Update

Uniform Standards Related to Substance Abuse and Disciplinary Guidelines

Title 16, California Code of Regulations (CCR), section 1397.12

The current Disciplinary Guidelines are being amended to be made consistent with current law. The proposal incorporates the Uniform Standards Related to Substance Abusing Licensees to describe the mandatory conditions that apply to a substance abusing applicant or licensee, updates the standard and optional terms and conditions of probation, and adopts uniform and specific standards that the Board must use in dealing with substance-abusing licensees, registrants, or applicants to increase consumer protection.

The Uniform Standards that are being incorporated into the Board's existing Disciplinary Guidelines are mandated by Senate Bill 1441 (Ridley-Thomas, Chapter 548, Statutes of 2008).

The hearing took place on August 22, 2014, at the Board meeting. The Board issued a 15-Day Notice of modified text for newly amended language that was submitted to the Board for approval at the November Board meeting. The Board approved the language and the Final Rulemaking File was submitted to DCA for review. The following areas were identified to be amended:

- Language relating to suspending licenses when the Board has the authority to order a respondent to cease practice.
- Under the Major and Minor Violations, the Board was asked by the Legislative and Regulatory Review Unit to include five consequences of minor violations, when the Uniform Standards call for six; "Required re-evaluation and/or testing" was added to the minor violations.
- Several grammatical and consistency issues have been fixed.

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Legislative and Regulatory Update (continued from page 14)

The Board received no negative comments and approved the amended language. The Rulemaking File was submitted to DCA for approval in June, and was filed with the Office of Administrative Law (OAL) on September 25, 2015. On November 6, 2015, OAL disapproved the Rulemaking File, citing clarity and consistency issues for the disapproval. On February 12, 2016, the board issued a third 15-Day Notice of modified text for newly amended language. The Board will be presented with this language at its February 25-26, 2016 meeting. Once the language has been ratified by the Board, and all comments are received, the rulemaking file will be submitted to the Department of Consumer Affairs for review before final submission to the OAL.

Filing of Addresses

Title 16, CCR, sections 1380.5

Current regulations require licensees to provide their proper and current mailing address. The Board is seeking to amend the regulations to allow a licensee to additionally provide an address of record that differs from this address. The Board is also seeking to require a licensee report his or her e-mail address. Within 30 days of any change to the address of record, alternate address, or e-mail address, the applicant or licensee must notify the Board.

At its November 2014 Board meeting, the Board agreed there was a need to amend the regulation to require licensees to report an e-mail address with the Board, and to allow licensees to report an address other than an address of record. The Board considered proposed language at its February and May 2015 meetings. A public hearing was held on August 14, 2015, at which time the Board approved specific language be amended. The Rulemaking File has been reviewed by the Department of Consumer Affairs, the Business Consumer Services and Housing Agency, and Department of Finance. The final step is to submit the file to OAL for its review and decision.

Overview of Fingerprint Procedures (continued from page 9)

reason. This form must be submitted within 75 days from the second rejection, and it can take up to 45 days for the DOJ to respond.

There have been instances when the Board fails to receive any fingerprint information. The most common reason for non-submission to the Board is when the applicant or licensee's name in BreEZe does not match exactly what is written on the Live Scan form. Board staff will perform a thorough search in BreEZe if the fingerprint information is missing and will manually update the system when it is located. Another reason is when the Live Scan operator entered the information incorrectly during the scanning process, or the Live Scan form had incorrect information (e.g., DOB, SSN, name, etc.). If this happens, the applicant or licensee will need to follow-up with the Live Scan agency and have the information corrected and resubmitted to the Board.

Board staff can submit an Applicant Fingerprint Transaction Follow-Up Request Form to the DOJ when the fingerprint information is not received or located and a reason cannot be determined. A follow-up request can take up to 45 days.

When the Board receives conviction information from the DOJ or FBI, the applicant or licensee is required to complete the Board's Conviction/License Disciplinary Action Form and submit certified copies of the conviction and disposition of the case and any other documentation related to the conviction(s). The conviction documentation is then reviewed by the Board's Enforcement Unit.

Please note that the Board is unable to speak to anyone at the DOJ or FBI to inquire about any missing or rejected fingerprint information. The Board, applicant, or licensee can call the DOJ at (916) 227-2720 to obtain an electronic update using the ATI number located at the bottom of the Live Scan form. This ATI number is entered by the Live Scan operator at the time the fingerprints are scanned. However, this update will only state whether the fingerprint information has been transmitted to the reporting agency.

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Miguel Gallardo, Psy.D.

Andrew Harlem, Ph.D.

Jacqueline Horn, Ph.D.

Linda L. Starr

Board Meeting Calendar

MAY 19–20, 2016 (Los Angeles)

AUGUST 18–19, 2016 (Bay Area)

NOVEMBER 17–18, 2016 (San Diego)

California Board of PSYCHOLOGY

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