

## NOTICE OF BOARD MEETING

**September 13, 2024**

**9:30 a.m. – 12:00 p.m. or until Completion of Business**

To access the Webex event, attendees will need to click the following link and enter their first name, last name, email, and the event password listed below:

<https://dca-meetings.webex.com/dca-meetings/j.php?MTID=m97ef984e8a39fdd88d158bb8ec2aebd9>

Webinar number: 2499 389 5827

Webinar password: BOP913

*If joining by phone*

+1-415-655-0001 US Toll

Access code: 2499 389 5827

Passcode: 267913

The Board of Psychology will hold a Board Meeting via WebEx as noted above, and via telephone conference at the following locations:

Primary Location (members/staff):

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

Teleconference Locations / Additional Locations at Which the Public May Observe or Address the Board:

8920 Wilshire Blvd., Ste. 334  
Beverly Hills, CA 90211  
(310) 275-4194

2888 Eureka Way, Ste. 200  
Redding, CA 96001  
(530) 225-8710

Elihu Harris (Bond) State Building  
1515 Clay Street, Room 14  
Oakland, CA 94612  
(510) 622-2564

Due to potential technical difficulties, please consider submitting written comments by September 6, 2024, to [bopmail@dca.ca.gov](mailto:bopmail@dca.ca.gov) for consideration.

**Board Members**

Lea Tate, PsyD, President  
Shacunda Rodgers, PhD, Vice President  
Sheryll Casuga, PsyD, CMPC  
Seyron Foo  
Stephen Phillips, JD, PsyD  
Ana Rescate

**Board Staff**

Jonathan Burke, Acting Executive Officer  
Sandra Monterrubio, Enforcement Program Manager  
Stephanie Cheung, Licensing Manager  
Cynthia Whitney, Central Services Manager  
Cecilia Voon, Board Liaison  
Troy Polk, Legislative and Regulatory Affairs Analyst  
Anthony Pane, Board Counsel  
Sam Singh, Regulatory Counsel

Friday, September 13, 2024

**9:30 a.m. – 12:00 p.m. or until Completion of Business**

**AGENDA**

**Action may be taken on any item on the agenda.**

Unless noticed for a specific time, items may be heard at any time during the period of the Board meeting.

The Board welcomes and encourages public participation at its meetings. The public may take appropriate opportunities to comment on any issue before the Board 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.

1. Call to Order/Roll Call/Establishment of a Quorum
2. Public Comment for Items Not on the Agenda. Note: The Board 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. Executive Officer (EO) Recruitment and Selection Process
  - a) Presentation from Department of Consumer Affairs (DCA), Office of Human Resources on EO Recruitment and Selection Process
  - b) Discuss and Possible Action on Process for Recruitment and Selection of an EO

- c) Review and Possible Action on Revised EO Duty Statement and Recruitment Announcement
- d) Discuss and Possible Action on Appointment of an EO Selection Committee

### **CLOSED SESSION**

- 4. The Board Will Meet in Closed Session Pursuant to Government Code Section 11126(c)(3) to Discuss and Take Possible Action on the Selection Process and Appointment of an “Acting” or “Interim” EO.
- 5. The Board will Meet in Closed Session Pursuant to Government Code Section 11126(c)(3) to Discuss Disciplinary Matters Including Petitions for Reinstatement, Modification, or Early Termination, Proposed Decisions, Stipulations, Petitions for Reconsideration, and Remands.

### **OPEN SESSION**

- 6. Report on Actions Taken During Closed Session Regarding Acting or Interim EO Appointment
- 7. Consideration of, and Possible Action on Comment(s) Received (if any) During the 15-Day Comment Period for the Modified Proposed Text to Amend Title 16 CCR sections 1391.13, and 1391.14 – Inactive Psychological Associates Registration and Reactivating a Psychological Associate Registration.

### **ADJOURNMENT**

Action may be taken on any item on the agenda. Items may be taken out of order or held over to a subsequent meeting, for convenience, to accommodate speakers, or to maintain a quorum. Meetings of the Board of Psychology are open to the public except when specifically noticed otherwise, in accordance with the Open Meeting Act.

In the event that a quorum of the Board is unavailable, the president may, at their discretion, continue to discuss items from the agenda and to vote to make recommendations to the full board at a future meeting [Government Code section 11125(c)].

The meeting is accessible to the physically disabled. To request disability-related accommodations, use the contact information below. Please submit your request at least five (5) business days before the meeting to help ensure availability of the accommodation.

You may access this agenda and the meeting materials at [www.psychology.ca.gov](http://www.psychology.ca.gov). The meeting may be canceled without notice. To confirm a specific meeting, please contact the Board.

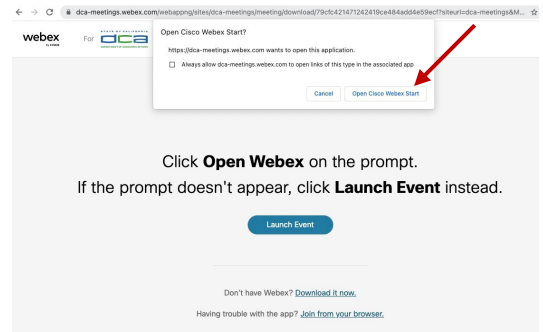
Contact Person: Jonathan Burke  
1625 N. Market Boulevard, Suite N-215

Sacramento, CA 95834  
(916) 574-7720  
bopmail@dca.ca.gov

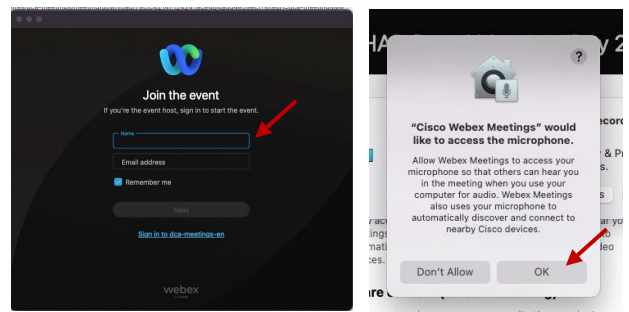
*The Board of Psychology protects consumers of psychological services by licensing psychologists and associated professionals, regulating the practice of psychology, and supporting the ethical evolution of the profession.*

## If joining using the meeting link

- 1 Click on the meeting link. This can be found in the meeting notice you received.
- 2 If you have not previously used Webex on your device, your web browser may ask if you want to open Webex. Click "Open Cisco Webex Start" or "Open Webex", whichever option is presented. DO NOT click "Join from your browser", as you will not be able to participate during the meeting.



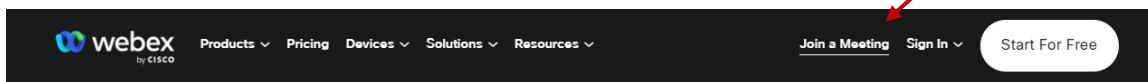
- 3 Enter your name and email address. Click "Join as a guest". Accept any request for permission to use your microphone and/or camera.



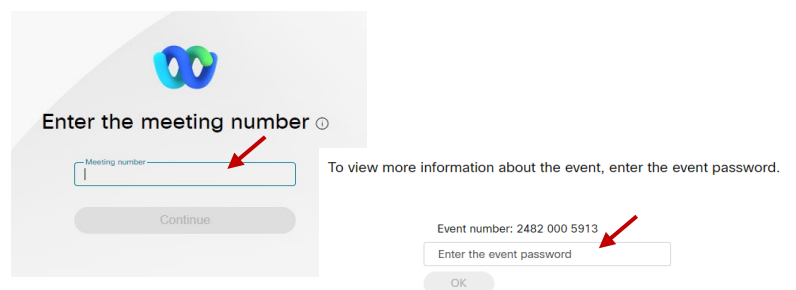
OR

## If joining from Webex.com

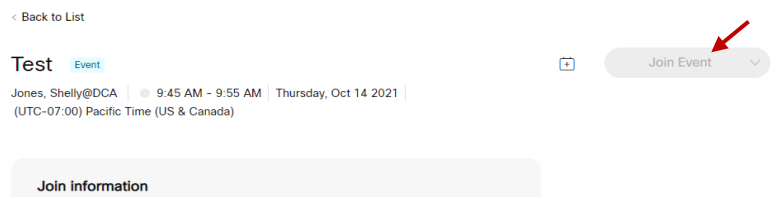
- 1 Click on "Join a Meeting" at the top of the Webex window.



- 2 Enter the meeting/event number and click "Continue". Enter the event password and click "OK". This can be found in the meeting notice you received.



- 3 The meeting information will be displayed. Click "Join Event".



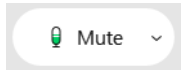
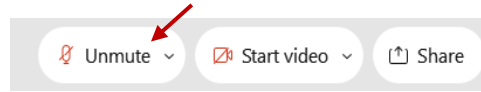
OR

## Connect via telephone\*:

You may also join the meeting by calling in using the phone number, access code, and passcode provided in the meeting notice.

### Microphone

Microphone control (mute/unmute button) is located on the command row.

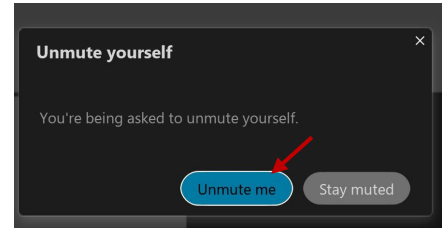


Green microphone = Unmuted: People in the meeting can hear you.



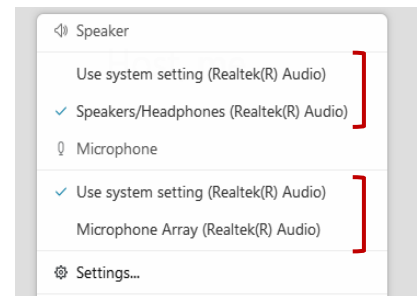
Red microphone = Muted: No one in the meeting can hear you.

*Note: Only panelists can mute/unmute their own microphones. Attendees will remain muted unless the moderator enables their microphone at which time the attendee will be provided the ability to unmute their microphone by clicking on "Unmute Me".*



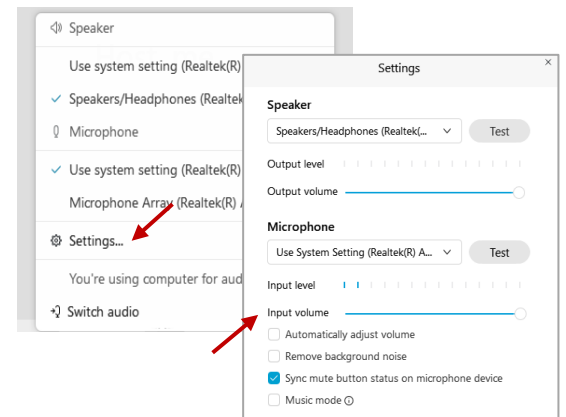
### If you cannot hear or be heard

- 1 Click on the bottom facing arrow located on the Mute/Unmute button.
- 2 From the pop-up window, select a different:
  - Microphone option if participants can't hear you.
  - Speaker option if you can't hear participants.



### If your microphone volume is too low or too high

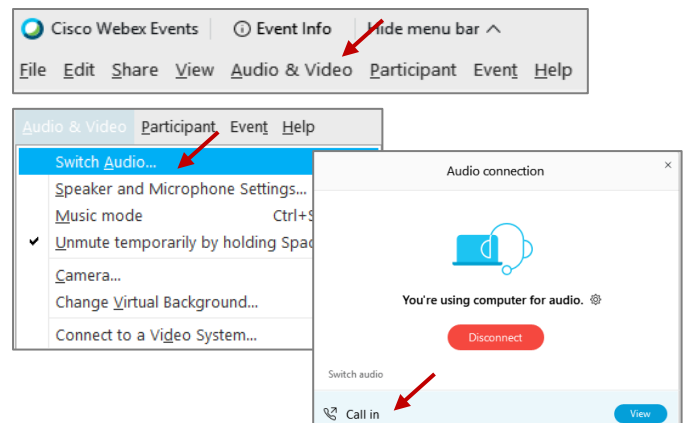
- 1 Locate the command row – click on the bottom facing arrow located on the Mute/Unmute button.
- 2 From the pop-up window:
  - Click on "Settings...":
  - Drag the "Input Volume" located under microphone settings to adjust your volume.



### Audio Connectivity Issues

If you are connected by computer or tablet and you have audio issues or no microphone/speakers, you can link your phone through Webex. Your phone will then become your audio source during the meeting.

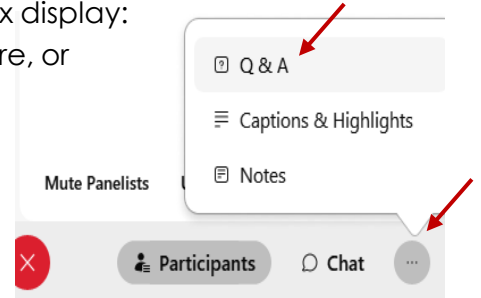
- 1 Click on "Audio & Video" from the menu bar.
- 2 Select "Switch Audio" from the drop-down menu.
- 3 Select the "Call In" option and following the directions.



The question-and-answer feature (Q&A) is utilized for questions or comments. Upon direction of the meeting facilitator, the moderator will open the Q&A panel for meeting participants to submit questions or comments. *NOTE: This feature is not accessible to those joining the meeting via telephone.*

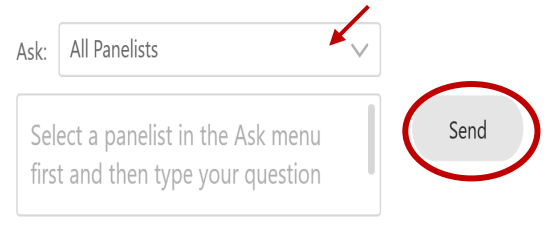
1 Access the Q&A panel at the bottom right of the Webex display:

- Click on the icon that looks like a “?” inside of a square, or
- Click on the 3 dots and select “Q&A”.



2 In the text box:

- Select “All Panelists” in the dropdown menu,
- Type your question/comment into the text box, and
- Click “Send”.



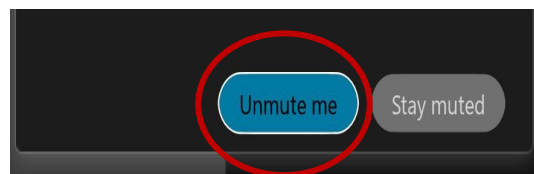
OR

If connected via telephone:

- Utilize the raise hand feature by pressing \*6 to raise your hand.
- Repeat this process to lower your hand.

3 The moderator will call you by name and indicate a request has been sent to unmute your microphone. Upon hearing this prompt:

- Click the **Unmute me** button on the pop-up box that appears.

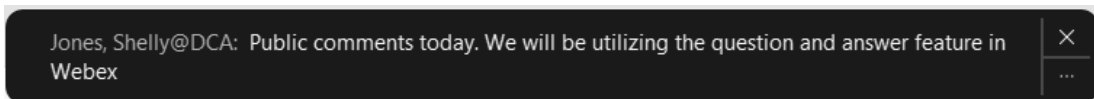


OR

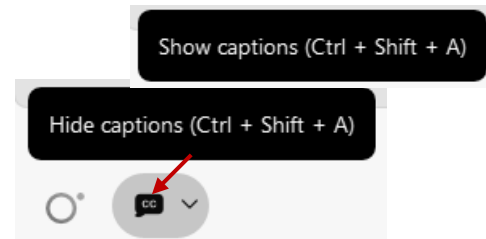
If connected via telephone:

- Press \*3 to unmute your microphone.

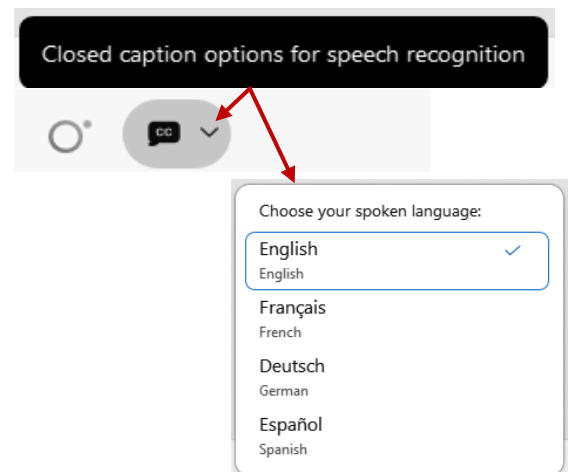
Webex provides real-time closed captioning displayed in a dialog box on your screen. The captioning box can be moved by clicking on the box and dragging it to another location on your screen.



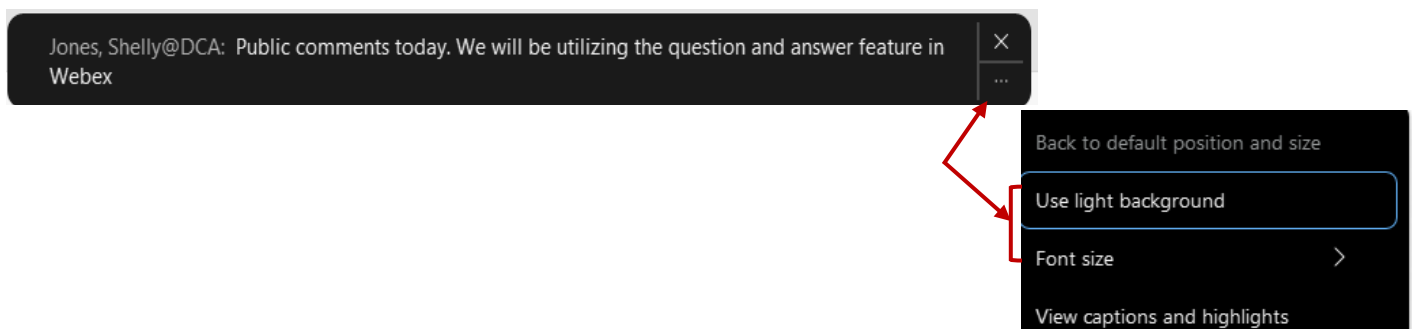
The closed captioning can be hidden from view by clicking on the closed captioning icon. You can repeat this action to unhide the dialog box.



You can select the language to be displayed by clicking the drop-down arrow next to the closed captioning icon.



You can view the closed captioning dialog box with a light or dark background or change the font size by clicking the 3 dots on the right side of the dialog box.





Hello, my name is Dr. Marisol Yáñez and I am writing to the board to express my concern regarding the EPPP (Part 1-Knowledge) pass rates and the impending addition of the EPPP (Part 2-Skills) in January 2026. To date, there is documented evidence that strongly suggests a racial disparity in the pass rates of Black/African American and Hispanic/Latinx test takers compared to their White counterparts (Saldaña, Callahan, & Cox, 2024; Sharpless, 2019; Sharpless, 2021). ASPPB has made the claim that there is no racial bias in the EPPP but lacks adequate data to counter what has been uncovered in the literature thus far. Personal anecdotes from individuals within these communities who have been expressing their frustrations for years also indicate the need for a deeper investigation into this matter. For instance, I have taken the EPPP Part 1 six times and have been unsuccessful in passing. In addition to the issues with Part 1, there are also concerns about the impact that Part 2 will have on the licensing process. ASPPB continues to disregard the multitude of problems Part 2 will inevitably cause as well as the insufficient justification that an additional exam would resolve concerns associated with skills-based competency.

Because of these serious concerns, I am requesting that the board investigate how the current Part 1 cutoff score is contributing to the dearth in representation of BIPOC psychologists in California and implement appropriate strategies to address this concern, which includes considering lowering the cutoff score. Additionally, I am asking that the California state board take a firm stance against EPPP (Part 2-Skills) and follow the Texas State Board of Examiners of Psychologists' lead in submitting a request to ASPPB to consider amending the bylaws so that Part 2 can be put to a vote for member jurisdictions. As an advocate for advancing the psychology profession for all psychologists of diverse backgrounds, it's important to ensure transparency and accountability to reduce the gap in service delivery and systematic barriers experienced by ethnic minority psychologists. Now is the time to take corrective action that can not only positively impact the lives of individuals pursuing a license but also ensure more access to qualified and capable clinicians for community members across California. Thank you for your consideration.

Best,  
Marisol Yáñez

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Hi

I wanted to submit a public comment regarding the EPPP. I wanted to propose for there to be a discussion that the passing score should be lowered to 400. This due to the extreme difficulty with passing the exam.

Thank you

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Hello, my name is Dr. *Krista Edwards* and I am writing to the board to express my concern regarding the EPPP (Part 1-Knowledge) pass rates and the impending addition of the EPPP (Part 2-Skills) in January 2026. To date, there is documented evidence that strongly suggests a racial disparity in the pass rates of Black/African American and Hispanic/Latinx test takers compared to their White counterparts (Saldaña, Callahan, & Cox, 2024; Sharpless, 2019; Sharpless, 2021). ASPPB has made the claim that there is no racial bias in the EPPP but lacks adequate data to counter what has been uncovered in the literature thus far. Personal anecdotes from individuals within these communities who have been expressing their frustrations for years also indicate the need for a deeper investigation into this matter. I myself have taken the test twice and failed both times with a score between 480-495. I am excited to give back to the community and went to an APA accredited university and completed an APPIC internship, graduating with a 3.9 GPA. As a psychologist who is currently studying for this exam to retake again, I have identified many problematic aspects of the test which I will share a few below. It is infuriating to be encouraged to practice from a social justice lens while also being forced to study information that is racist, homophobic and outdated.

**Please see some of my notes below:**

*There is virtually nothing about same sex parenting in regard to child rearing or development*

*Queer/trans children are grossly overlooked.*

*Sex/gender are used interchangeably which is incorrect usage of the terms (which I am sure I do not need to explain)*

*The EPPP definition of Bilingualism referred to as someone who speaks English and another language which centers English, another perspective that is rooted in white supremacy*

*The EPPP definition of code-switching is based on a **linguistics** definition in which many of us know as culturally responsive practitioners there is a completely different definition in the **psychology** field (<https://www.psychologytoday.com/us/blog/achieving-health-equity/202012/what-is-code-switching>). However EPPP fails to acknowledge this.*

*Lastly, I was appalled at how outdated racist theories remain in the study material and for what reason? Not only does the EPPP grossly ignore any nonwestern psychological theories and ideas, it further perpetuates anti-xyz (you name it), we are forced to learn this information to prove we are competent enough to practice. One of the disgusting theories of development was Khlobergs 1966 gender identity model which perpetuates gender stereotypes and completely ignored gender queer, fluid, trans, and questioning people.*

Because of these serious concerns, I am requesting that the board investigate how the current Part 1 cutoff score is contributing to the dearth in representation of BIPOC psychologists and implement appropriate strategies to address this concern, which includes considering changing the cutoff score to align with the data. Additionally, I am asking that you all take a firm stance against EPPP (Part 2-Skills) and follow the Texas State Board of Examiners of Psychologists' lead in submitting a request to ASPPB and support the bylaws amendment vote which takes place at the meeting on October 31 to November 2 in Dallas Texas.

As an advocate for advancing the psychology profession for all psychologists of diverse backgrounds, it's important to ensure transparency and accountability to reduce the gap in service delivery and systematic barriers experienced by ethnic minority and Black psychologists.

Now is the time to take corrective action that can not only positively impact the lives of individuals pursuing a license but also ensure more access to qualified and capable clinicians for community members. Thank you for your consideration. I could go on and on but as I study for this flawed test, I am reminded by unethical gatekeeping like this needs to end now. Given these few examples of the flawed and problematic content that is used to justify autonomous practice, I am urging the board to oppose EPPP- 2 and change the pass score for EPPP-1 until a new, revised test is developed.

Krista Edwards, PhD (she/her) [what's this?](#)  
Co-founder and Director of Programming and Community Outreach  
The Black School Psychologists Network, Inc.  
[Krista@bspninc.com](mailto:Krista@bspninc.com)

Attachment

## **Explanation of Texas-proposed ASPPB Bylaw Amendment**

To all ASPPB member jurisdictions:

After months of dialog and sharing of concerns together, Texas remains opposed to the ASPPB board's decision to mandate adoption of the EPPP "Part 2" skills exam. Yet it is not our desire or preference to cease using the original EPPP or to disrupt the interstate mobility our jurisdictions have created through PSYPACT. In hopes of deescalating the current brinksmanship and finding a reasonable path forward, today Texas has filed a proposed amendment to the ASPPB bylaws that would return us to the status quo, before the board announced their mandate.

### **What is the purpose of the proposed amendment?**

We propose amending our bylaws to ensure each member jurisdiction will continue to have the freedom to choose which ASPPB services and programs to receive. In doing so, the amendment reaffirms the role of each member jurisdiction to set the regulatory standards appropriate for its citizens. As a member-driven institution, ASPPB exists to support and provide services to us, the member jurisdictions that voluntarily form it, pay dues, and elect board representatives. Our proposal seeks to establish the principle that every jurisdiction retains its sovereign authority and cannot be required by fellow jurisdictions or by ASPPB to change its regulatory standards.

The amendment also attempts to further clarify the definition of an exam to address ASPPB's need to call the new EPPP an exam in two parts. Because several states have written into their statute that applicants must take the specifically-named EPPP, the new skills exam was called EPPP Part 2 so that those states will not have to enact a statutory change to use the skills exam. Recognizing the desire to accommodate those states, the proposed amendment is meant to ensure that states wishing to utilize only the original EPPP can continue to do so regardless of how the two exams are named.

### **Did the member jurisdictions ask for this mandate?**

No. While the history of the development of the EPPP Part 2 is now the subject of some debate, it is clear that the member jurisdictions supported ASPPB's efforts to develop a skills exam. However, the jurisdictions never supported or requested the ASPPB board issue a mandate that all jurisdictions be required to adopt the new skills exam. The clear evidence is the opposite, as the member jurisdictions have vigorously objected to a mandate, both in 2017 when ASPPB first announced and then retracted such a mandate, and again in 2022 when the board announced (without any approval or endorsement from the membership) the current mandate.

### **What's wrong with adopting the EPPP Part 2? What are Texas' concerns?**

Absolutely nothing is wrong with a jurisdiction choosing to adopt the EPPP Part 2, if that's what is right for that jurisdiction. The creation of a skills exam was born out of member discussions that having such a tool could be valuable once many jurisdictions retired their oral exams. Texas has no objections to applicants or current license holders taking the EPPP Part 2 in order to seek licensure in a jurisdiction that requires it.

Mandating that every jurisdiction must adopt the new exam, however, carries significant concerns. First, and primarily, it takes away each jurisdiction's authority to decide what regulatory standards are best for its citizens, given its unique workforce, educational programs, and mental health care needs. Second, regardless of how well intentioned or well constructed, introducing a new test requirement increases the barrier of entry into the psychology profession. Applicants will have to

pay more, both in test fees and study materials, expending more time and effort before becoming licensed. And, with initial pass rates lower than the original EPPP, fewer applicants will ultimately go on to hold a license, reducing the potential workforce at a time when the nation already faces a provider shortage. Each jurisdiction must balance the potential benefits created by the EPPP Part 2 with these potential drawbacks, before concluding whether the EPPP Part 2 is right for it.

**Won't this approach hurt mobility and the opportunity for a national common standard?**

No, because adoption of this amendment would maintain the status quo. As of this moment, some jurisdictions have chosen to adopt the EPPP Part 2, while others have not. Jurisdictions have numerous other regulatory differences – from degree requirements to post-doctoral supervised experience. Yet, the interstate mobility offered by PsyPact and other reciprocity agreements is thriving. In fact, continued pursuit of a mandate that all jurisdictions adopt the EPPP Part 2 poses the greater risk to national mobility, as the infringement on jurisdictional sovereignty has led some jurisdictions, like Texas, to consider alternatives to the EPPP, threatening to shatter the unity that we have thus far achieved.

**But isn't Texas pursuing creating its own licensing exam, and hasn't Texas filed a complaint about the EPPP Part 2 with the Federal Trade Commission?**

In the face of ASPPB's continued commitment to the forced adoption of the EPPP Part 2, and given the short (in regulatory terms) time before the January 2026 deadline, Texas is pursuing every avenue available – including pursuing the development of an alternative exam and asking the Federal Trade Commission to investigate the legality of the Part 2 mandate. But Texas continues to advocate for and would readily accept returning to the status quo that existed before the mandate was announced in the fall of 2022. That is the goal of the proposed bylaw amendments – to enable those jurisdictions that wish to adopt the EPPP Part 2 to continue to do so, while allowing other jurisdictions to continue to use the original EPPP as they have for the past five decades.

**How can we support this bylaw amendment?**

Per ASPPB's existing bylaws, this proposed amendment is being offered for a vote at the ASPPB annual meeting on October 30-November 3 in Dallas, Texas. Each jurisdiction will have one vote and the amendment must garner support from two-thirds of the jurisdictions present and voting. We highly encourage your jurisdiction to attend this annual meeting. If your jurisdiction is unable to send a representative, please consider contacting us to discuss ways your jurisdiction might still designate a representative for this important vote. Finally, if you have any questions or would like a Texas representative to speak with your board or staff, please do not hesitate to reach out.

Sincerely,



Darrel Spinks

Executive Director

Texas Behavioral Health Executive Council

[darrel.spinks@bhec.texas.gov](mailto:darrel.spinks@bhec.texas.gov)

7/29/2024

Hello, my name is Dr. Allana Robinson and I am writing to the board to express my concern regarding the EPPP (Part 1-Knowledge) pass rates and the impending addition of the EPPP (Part 2-Skills) in January 2026. To date, there is documented evidence that strongly suggests a racial disparity in the pass rates of Black/African American and Hispanic/Latinx test takers compared to their White counterparts (Saldaña, Callahan, & Cox, 2024; Sharpless, 2019; Sharpless, 2021). ASPPB has made the claim that there is no racial bias in the EPPP but lacks adequate data to counter what has been uncovered in the literature thus far. Personal anecdotes from individuals within these communities who have been expressing their frustrations for years also indicate the need for a deeper investigation into this matter. Personally, as a California psychological associate who graduated from an APA-accredited program, completed an APA accredited internship and postdoctoral training program, I did not expect for my licensure process to include 4 attempts. My postdoctoral training program provided study time and offered reimbursement for study materials, and my first attempt garnered a score of 480. I tirelessly studied from March 2023 – March 2024 and took the exam four times between July 2023 and March 2024. In that time, I was hired on as a staff health psychology associate and was supported by my team, which spoke to my clinical strength in a way that this exam failed to. Throughout my journey, a multitude of stories of “brilliant psychologists” who did not pass the EPPP on their first attempt were shared with me, which further indicates that something is amiss with this exam. In addition to the issues with Part 1, there are also concerns about the impact that Part 2 will have on the licensing process. ASPPB continues to disregard the multitude of problems Part 2 will inevitably cause as well as the insufficient justification that an additional exam would resolve concerns associated with skills-based competency.

Because of these serious concerns, I am requesting that the board investigate how the current Part 1 cutoff score is contributing to the dearth in representation of BIPOC psychologists in California and implement appropriate strategies to address this concern, which includes considering lowering the cutoff score. Additionally, I am asking that the California state board take a firm stance against EPPP (Part 2-Skills) and follow the California State Board of Examiners of Psychologists’ lead in submitting a request to ASPPB to consider amending the bylaws so that Part 2 can be put to a vote for member jurisdictions. As an advocate for advancing the psychology profession for all psychologists of diverse backgrounds, it’s important to ensure transparency and accountability to reduce the gap in service delivery and systematic barriers experienced by ethnic minority and Black psychologists. Now is the time to take corrective action that can not only positively impact the lives of individuals pursuing a license but also ensure more access to qualified and capable clinicians for community members across California. Thank you for your consideration.

A handwritten signature in black ink, appearing to read 'AR', followed by a long horizontal line extending to the right.

## MEMORANDUM

<b>DATE</b>	September 13, 2024
<b>TO</b>	Psychology Board Members
<b>FROM</b>	Troy Polk, Legislative and Regulatory Analyst
<b>SUBJECT</b>	Agenda Item 7 – 16 CCR sections 1391.13 and 1391.14 – Inactive Psychological Associates Registration and Reactivating a Psychological Associate Registration

### **Background**

This package is in the Final Stage. Revised proposed regulatory language was adopted at the May 19, 2023, Board Meeting. At the August 18, 2023, Board Meeting the Board resolved additional issues regarding the inactive timeframe and voted to adopt the proposed regulatory language as amended. On December 15, 2023, the DCA Budget Office completed the fiscal impact of this rulemaking.

On January 18, 2024, Board Staff submitted the regulation package to the Regulations Coordinator to be submitted for review by the DCA Director and the Business Consumer Services and Housing Agency (Agency).

On January 28, 2024, the regulation package was approved by the DCA Director, and on January 30, 2024, the regulations package was submitted to Agency.

On March 21, 2024, the regulatory package was approved by Agency and sent to OAL for approval of publishing. The regulatory package was approved for publishing by OAL.

The 45-public comment period started on April 5th and was completed on May 21, 2024. Board Staff in working with Regulatory Counsel submitted the final documents to the Regulations Coordinator. The Package was submitted to OAL for final review and approval on June 27, 2024.

In discussions with OAL, there was questions and concerns regarding the proposed language. Staff in working with Regulatory Counsel withdrew the regulatory package to modifying the language to make it clearer and more concise for registrants based on specific advice received from OAL.

On August 16, 2024, the Board approved the modified text and directed staff to take all steps necessary to complete the rulemaking process, including preparing modified text for an additional 15-day comment period.

On August 27, 2024, the 15-day public comment period began and concluded on September 11, 2024.

**Action Requested**

Review public comments received (if any), and if needed address the concerns presented in the comments. In the case no comments are received, this will be an informational item only and no action is required.

Attachment #1: Revised Regulatory Language



**Title 16. California Board of Psychology  
Department of Consumer Affairs**

**Order of Adoption**

Newly proposed language is shown as underlined.  
Newly proposed deletions are shown as ~~stricken~~.

**1. Adopt Section 1391.13 of Article 5.1 of Division 13.1 of Title 16 of the California Code of Regulations to read:**

**§1391.13. Inactive Status of Psychological Associate Registration.**

(a) A psychological associate holding a valid registration may request in writing that the Board place their registration on inactive status as follows:

(1) Submit a notification to remove a primary supervisor pursuant to section 1391.11(b). Separate notification is necessary if a registration is associated with more than one primary supervisor; or,

(2) If no primary supervisor is associated with a registration, submit a written request to the Board that includes the following:

(A) Psychological associate name and registration number,

(B) Last primary supervisor(s) name(s) and license number(s), and

(C) Last date of the supervision period, which shall not be a date after the submission of the written request.

(b) The Board or its Designee will approve the notification or written request pursuant to sections (a)(1) or (a)(2). Approval of the request by the Board or its designee for inactive status shall result in all primary supervisors, as defined in section 1387.1, if any, associated with the registration being disassociated. The inactive status will be effective as of the last date of the supervision period provided in the written request.

(c) A psychological associate registration shall be placed on inactive status if the psychological associate does not have a primary supervisor.

(d) A psychological associate registration on inactive status shall retain the same annual renewal date, and to remain valid, shall be renewed annually and there shall not be a fee charged.

(e) A psychological associate shall not provide psychological services while their psychological associate registration is on inactive status.

(f) Time periods during which a psychological associate registration is on inactive status shall not apply toward the limitation of registration period set forth in section 1391.1(b). Accrual of supervised professional experience shall occur within the time limitations set forth in section 1387(a).

(g) A psychological associate registration shall not remain on inactive status cumulatively for more than thirty (30) months.

(h) If a notification to add a primary supervisor pursuant to section 1391.11(a) is not submitted by the registered psychological associate on or before the thirty (30) month end date, the registration shall be cancelled.

**Note: Authority cited:** Sections 2913 and 2930, Business and Professions Code.

**Reference:** Sections 2913 and 2914, Business and Professions Code.

## **2. Adopt Section 1391.14 of Article 5.1 of Division 13.1 of Title 16 of the California Code of Regulations to read:**

### **§1391.14. Reactivating a Psychological Associate Registration.**

(a) A psychological associate registration that has been placed on inactive status pursuant to section 1391.13 will be returned to active status upon approval by the Board or its designee of a notification to add a primary supervisor pursuant to section 1391.11(a).

(b) Primary supervisor(s) shall meet all requirements pursuant to section 1387.1

**Note: Authority cited:** Sections 2913 and 2930, Business and Professions Code.

**Reference:** Section 2913, Business and Professions Code