

## NOTICE OF LICENSURE COMMITTEE TELECONFERENCE MEETING

Friday, January 31, 2025  
10:00 a.m. – 3:00 p.m. or until Completion of Business

<https://dca-meetings.webex.com/dca-meetings/j.php?MTID=mcd7b42b058ccc1702351717014155f81>

*If joining using the link above*

Webinar number: 2482 830 1410  
Webinar password: BOP131

*If joining by phone*

+1-415-655-0001 US Toll  
Access code: 2482 830 1410  
Passcode: 267131

The Licensure Committee will hold the Committee Meeting via WebEx, as noted above, and via teleconference at the following locations:

Primary Location (members/staff):

Department of Consumer Affairs  
1625 N. Market Blvd., El Dorado Room  
Sacramento, CA 95834

Teleconference Locations / Additional Locations at Which  
the Public May Observe or Address the Board and Where Members will be Present:

12803 Pimpernel Way  
San Diego, CA 92129

2888 Eureka Way, Suite 200  
Redding, CA 96001

To avoid potential technical difficulties, submit any written comments by January 24, 2025, to [bopmail@dca.ca.gov](mailto:bopmail@dca.ca.gov).

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

### **Committee Members**

Mary Harb Sheets, PhD, Chairperson  
Julie Nystrom  
Lea Tate, PsyD

### **Board Staff**

Jonathan Burke, Interim Executive Officer  
Stephanie Cheung, Licensing Manager  
Cynthia Whitney, Central Services Manager  
Sandra Monterrubio, Enforcement Program Manager  
Mai Xiong, Licensing/BreEZe Coordinator  
Troy Polk, CPD/Renewals Coordinator  
Susan Hansen, Examination Coordinator  
Anthony Pane, Board Counsel

**Friday, January 31, 2025**

### **10:00 a.m. – OPEN SESSION**

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. Chairperson’s Welcome and Opening Remarks
4. Review and Possible Approval of the Licensure Committee Meeting Minutes: July 19, 2024
5. Staff Reports
  - a. Licensing Report (M. Xiong)
  - b. Continuing Education/Professional Development and Renewals Report (T. Polk)
  - c. Examination Report (S. Hansen)
6. Barriers to Telehealth Survey Follow-Up: Review Telehealth Best Practice – Reference Document
7. NACES Presentation on Foreign Degree Evaluation
8. Stakeholder Meeting Preparation: Discussion
9. Recommendations for Agenda Items for Future Licensure Committee Meetings

## **CLOSED SESSION**

10. Closed Session – The Licensure Committee will Meet in Closed Session Pursuant to Government Code Section 11126(c)(2) and Business and Professions Code Section 2949 to Discuss and Consider Qualifications for Licensure.

## **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.

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.

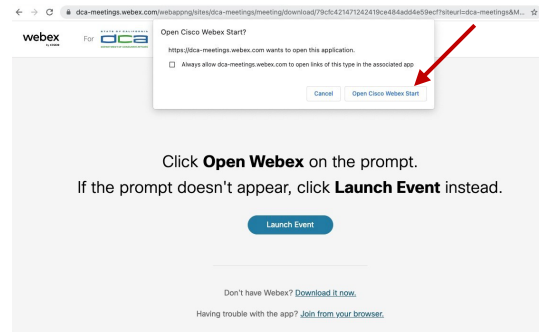
You may access this agenda and the meeting materials at [www.psychology.ca.gov](http://www.psychology.ca.gov). The meeting may be canceled without notice. To confirm a specific meeting, please contact the Board.

Contact Person: Jonathan Burke  
1625 N. Market Boulevard, Suite N-215  
Sacramento, CA 95834  
(916) 574-7720  
[bopmail@dca.ca.gov](mailto:bopmail@dca.ca.gov)

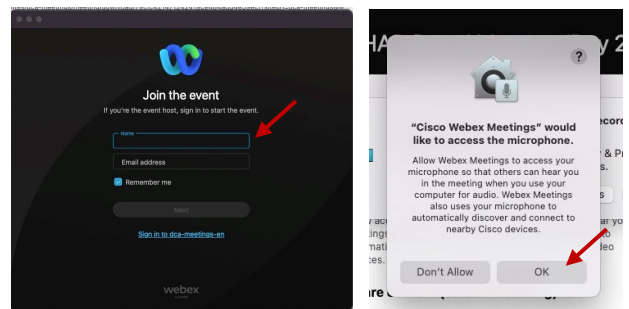
*The goal of this committee is to create and maintain a clear and efficient framework for licensure, examination processes, and continuing professional development through the Board's statutes and regulations to ensure licensees meet the qualifications necessary to practice safely and ethically. The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

## 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.



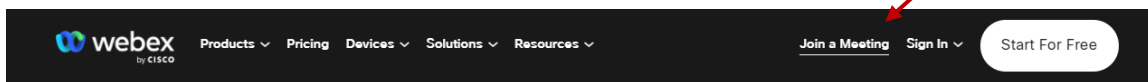
- 3 Enter your name and email address. Click "Join as a guest". Accept any request for permission to use your microphone and/or camera.



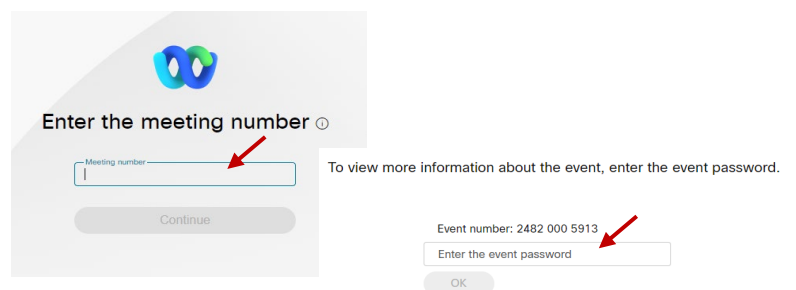
OR

## If joining from Webex.com

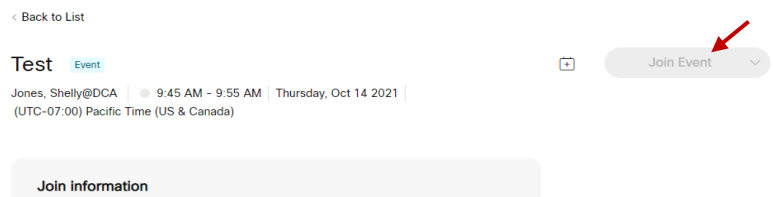
- 1 Click on "Join a Meeting" at the top of the Webex window.



- 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".



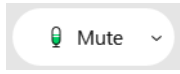
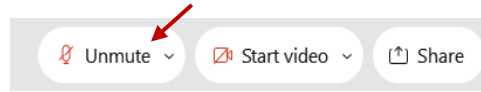
OR

## Connect via telephone\*:

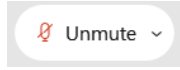
You may also join the meeting by calling in using the phone number, access code, and passcode provided in the meeting notice.

## Microphone

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

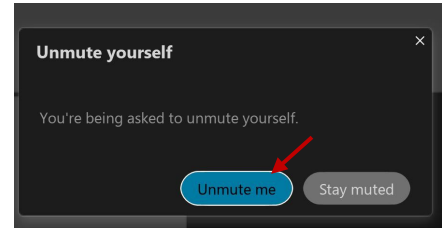


Green microphone = Unmuted: People in the meeting can hear you.



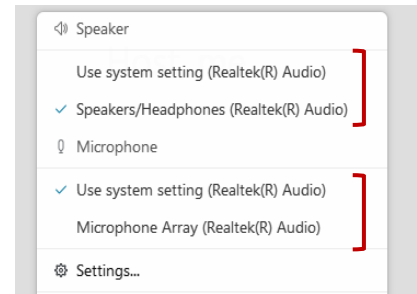
Red microphone = Muted: No one in the meeting can hear you.

*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".*



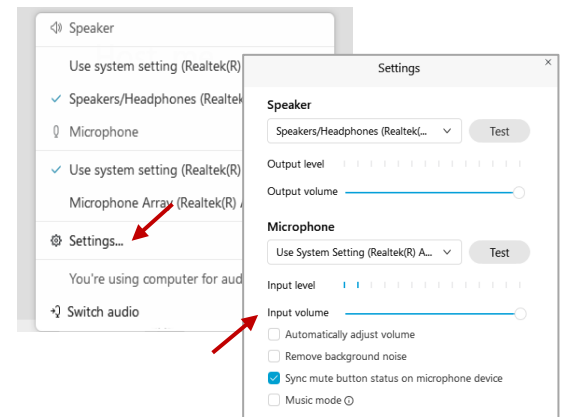
## If you cannot hear or be heard

- 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

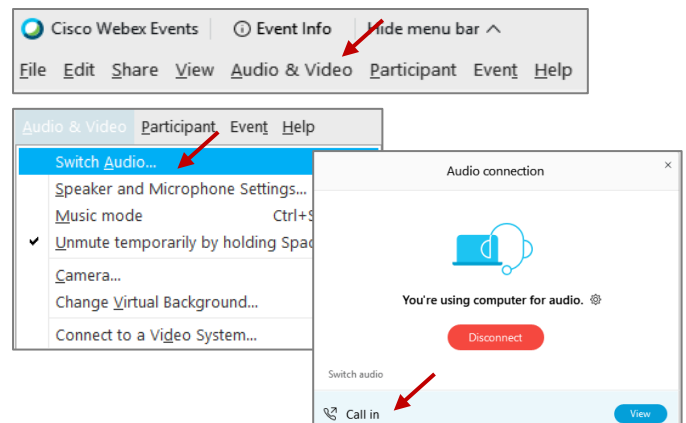
- 1 Locate the command row – click on the bottom facing arrow located on the Mute/Unmute button.
- 2 From the pop-up window:
  - Click on "Settings...":
  - Drag the "Input Volume" located under microphone settings to adjust your volume.



## 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.

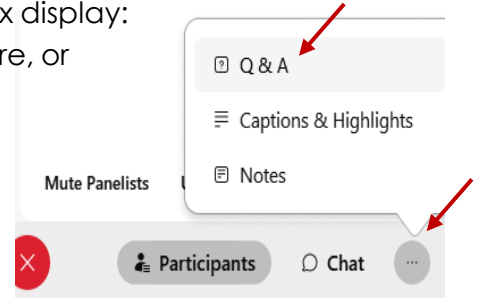
- 1 Click on "Audio & Video" from the menu bar.
- 2 Select "Switch Audio" from the drop-down menu.
- 3 Select the "Call In" option and following the directions.



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.*

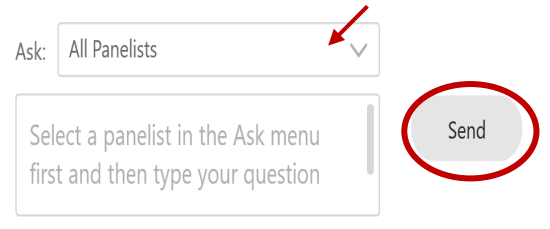
1 Access the Q&A panel at the bottom right of the Webex display:

- 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”.



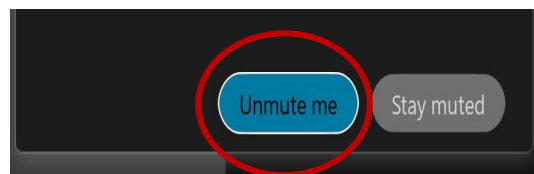
OR

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.

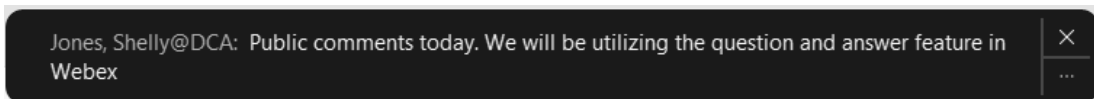


OR

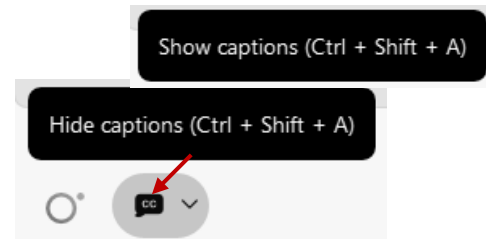
If connected via telephone:

- Press \*3 to unmute your microphone.

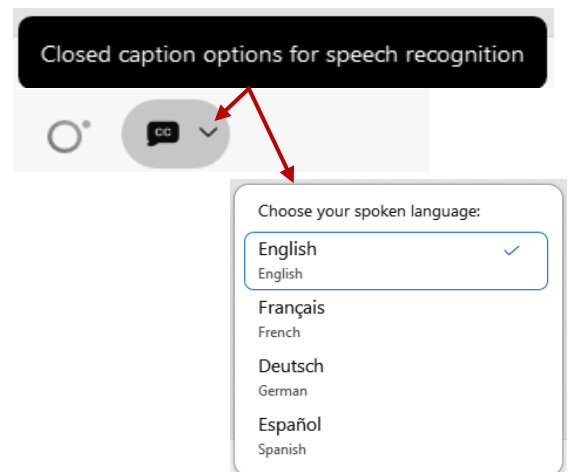
Webex provides real-time closed captioning displayed in a dialog box on your screen. The captioning box can be moved by clicking on the box and dragging it to another location on your screen.



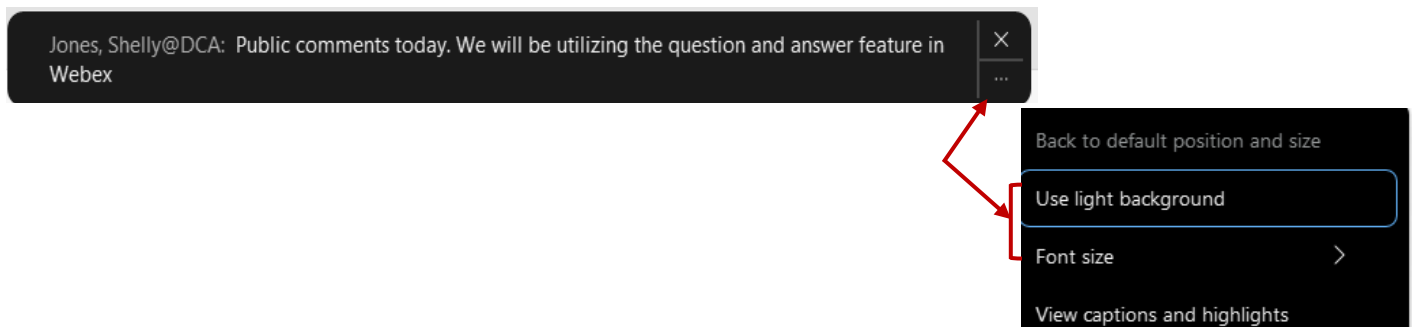
The closed captioning can be hidden from view by clicking on the closed captioning icon. You can repeat this action to unhide the dialog box.



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.



## MEMORANDUM

<b>DATE</b>	January 2, 2025
<b>TO</b>	Licensure Committee Members
<b>FROM</b>	Cynthia Whitney Central Services Manager
<b>SUBJECT</b>	Agenda Item # 4 – Discussion and Possible Approval of the Licensure Committee Meeting Minutes: July 19, 2024

**Background:**

Attached are the draft minutes of the July 19, 2024, Licensure Committee Meeting.

**Action Requested:**

Review and approve the minutes of the July 19, 2024, Licensure Committee Meeting.



1 MINUTES OF LICENSURE COMMITTEE MEETING  
2 JULY 19, 2024  
3

4 **Primary Location (Members/Staff):**

5 Department of Consumer Affairs  
6 1625 N. Market Blvd., El Dorado Room  
7 Sacramento, CA 95834  
8

9 **Teleconference Locations / Additional Locations at Which the Public Could**  
10 **Observe or Address the Committee and Where Members Were Present:**

11 12803 Pimperl Way  
12 San Diego, CA 92129  
13

14 2888 Eureka Way, Ste. 200  
15 Redding, CA 96001  
16

17 **Committee Members**

18 Mary Harb Sheets, PhD, Chairperson  
19 Julie Nystrom  
20 Lea Tate, PsyD  
21

22 **Committee Members Absent**

23 None  
24

25 **Board Staff**

26 Antonette Sorrick, Executive Officer  
27 Jonathan Burke, Assistant Executive Officer  
28 Stephanie Cheung, Licensing Program Manager  
29 Cynthia Whitney, Central Services Manager  
30 Sandra Monterrubio, Enforcement Program Manager  
31 Sarah Proteau, CPD/Renewals Coordinator  
32 Mai Xiong, Licensing/BreEZe Coordinator  
33 Susan Hansen, Examination Coordinator  
34 Evan Gage, Special Projects Analyst  
35 Anthony Pane, Board Counsel  
36

37 **Agenda Item #1: Call to Order/Roll Call/Establishment of a Quorum**  
38

39 Dr. Harb Sheets called the meeting to order at 10:00 am. A quorum was present and  
40 due notice had been sent to all interested parties.  
41

42 Ms. Proteau provided information related to Continuing Professional Development  
43 (CPD).  
44

45 **Agenda Item #2: Public Comment for Items Not on the Agenda. Note: The Board**  
46 **May Not Discuss or Take Action on Any Matter Raised During this Public**  
47 **Comment Section, Except to Decide Whether to Place the Matter on the Agenda**  
48 **of a Future Meeting [Government Code sections 11125 and 11125.7(a)].**  
49

50 Dr. Harb Sheets called for public comment.

51  
52 Public comments received via email prior to the start time of the meeting are entered  
53 into the record in the form they were received:

54  
55 **Messages Received Via Email Prior to the July 19, 2024 Licensure Committee Meeting**  
56

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

71  
72 Because of these serious concerns, I am requesting that the board investigate how the  
73 current Part 1 cutoff score is contributing to the dearth in representation of BIPOC  
74 psychologists in California and implement appropriate strategies to address this  
75 concern, which includes considering lowering the cutoff score. Additionally, I am asking  
76 that the California state board take a firm stance against EPPP (Part 2-Skills) and follow  
77 the Texas State Board of Examiners of Psychologists' lead in submitting a request to  
78 ASPPB to consider amending the bylaws so that Part 2 can be put to a vote for member  
79 jurisdictions. As an advocate for advancing the psychology profession for all  
80 psychologists of diverse backgrounds, it's important to ensure transparency and  
81 accountability to reduce the gap in service delivery and systematic barriers experienced  
82 by ethnic minority and Black psychologists. Now is the time to take corrective action that  
83 can not only positively impact the lives of individuals pursuing a license but also ensure  
84 more access to qualified and capable clinicians for community members across  
85 California. Thank you for your consideration.

86  
87 --

88 Jonalyn Blaha, Psy.D.  
89

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91 Hello, my name is Dr. *Krista Edwards* and I am writing to the board to express my  
92 concern regarding the EPPP (Part 1-Knowledge) pass rates and the impending addition  
93 of the EPPP (Part 2-Skills) in January 2026. To date, there is documented evidence that  
94 strongly suggests a racial disparity in the pass rates of Black/African American and  
95 Hispanic/Latinx test takers compared to their White counterparts (Saldaña, Callahan, &  
96 Cox, 2024; Sharpless, 2019; Sharpless, 2021). ASPPB has made the claim that there is  
97 no racial bias in the EPPP but lacks adequate data to counter what has been uncovered  
98 in the literature thus far. Personal anecdotes from individuals within these communities  
99 who have been expressing their frustrations for years also indicate the need for a  
100 deeper investigation into this matter. I myself have taken the test twice and failed both  
101 times with a score between 480-495. I am excited to give back to the community and  
102 went to an APA accredited university and completed an APPIC internship, graduating  
103 with a 3.9 GPA. This test continues to be a barrier for people like me who are more than  
104 qualified to do the work. In addition to the issues with Part 1, there are also concerns  
105 about the impact that Part 2 will have on the licensing process. ASPPB continues to  
106 disregard the multitude of problems Part 2 will inevitably cause as well as the  
107 insufficient justification that an additional exam would resolve concerns associated with  
108 skills-based competency.

109  
110 Because of these serious concerns, I am requesting that the board investigate how the  
111 current Part 1 cutoff score is contributing to the dearth in representation of BIPOC  
112 psychologists in California and implement appropriate strategies to address this  
113 concern, which includes considering lowering the cutoff score. Additionally, I am asking  
114 that the California state board take a firm stance against EPPP (Part 2-Skills) and follow  
115 the Texas State Board of Examiners of Psychologists' lead in submitting a request to  
116 ASPPB to consider a bylaws change so that Part 2 can be put to a vote for member  
117 jurisdictions. As an advocate for advancing the psychology profession for all  
118 psychologists of diverse backgrounds, it's important to ensure transparency and  
119 accountability to reduce the gap in service delivery and systematic barriers experienced  
120 by ethnic minoritized, disable, and Black psychologists. Now is the time to take  
121 corrective action that can not only positively impact the lives of individuals pursuing a  
122 license but also ensure more access to qualified and capable clinicians for community  
123 members across California. Thank you for your consideration.

124  
125 Krista Edwards, PhD  
126

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127  
128 I am a Licensed Clinical Psychologist writing to the board to express my ethical  
129 concerns about the implementation of the EPPP Part 2, particularly while the EPPP Part  
130 1's documented racial disparities persist unaddressed and unacknowledged by ASPPB  
131 (Saldaña, Callahan, & Cox, 2024; Sharpless, 2019; Sharpless, 2021) BIPOC emerging  
132 psychologists deserve equitable access to professional, financial, and personal stability,  
133 yet ASPPB's actions appear to contradict that fundamental professional value we share  
134 as psychologists.  
135

136 The dearth of BIPOC psychologists negatively impacts my personal and professional  
137 communities daily. During my doctoral coursework and internship, multiple of my Black  
138 female colleagues were disproportionately impacted by unaccommodating academic  
139 barriers, as well as unfounded allegations against their professionalism and  
140 competency, and many of my BIPOC loved ones experience a harmful lack of  
141 competent psychological care.

142  
143 Because of these serious concerns, I am requesting that the board investigate how the  
144 current Part 1 cutoff score is contributing to the dearth in representation of BIPOC  
145 psychologists in California and implement appropriate strategies to address this  
146 concern, which includes considering lowering the cutoff score. Additionally, I am asking  
147 that the California state board take a firm stance against EPPP Part 2 and follow the  
148 Texas State Board of Examiners of Psychologists' lead in submitting a request to  
149 ASPPB to consider amending the bylaws so that Part 2 can be put to a vote for member  
150 jurisdictions.

151  
152 Moving forward with Part 2 without meaningfully addressing the concerns about its  
153 implementation and without holding ASPPB accountable to Part 1's racial biases would  
154 be a significant step backwards at a time when we have the knowledge and skill to do  
155 otherwise, both as psychologists and as community members who deserve a diverse  
156 community of health care providers.

157  
158 Thank you.

159  
160 Warm regards,

161 --  
162 Jasper Jacques Privat, Psy.D.

163  
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165  
166  
167 I am a doctoral candidate in an APA-accredited program in clinical science actively  
168 preparing to apply to internship and post-doctoral training sites across the State of  
169 California, among other states, in the coming months.

170  
171 I would appreciate if this entire e-mail correspondence could be publicly read and  
172 formally documented as part of the Board's record for the upcoming meeting today, July  
173 19th at 09:00AM CST.

174  
175 As a soon-to-be licensed psychologist, my correspondence serves to communicate and  
176 raise two (2) primary areas of concern to the Board:

177  
178 1) The lack of readily available and accessible data for the general public on the  
179 California Board of Psychology's website as to the racial, ethnic and disability  
180 composition and demographic background of its licensed psychologists across the State

181

182 2) The lack of available data for the general public on the California Board of  
183 Psychology's website as to the racial, ethnic and disability composition and  
184 demographic background of all its Licensee applicants who have attempted the EPPP,  
185 including information as to its pass and failure rates.

186  
187 Relatedly: I have severe concerns regarding the EPPP (Part 1-Knowledge) pass rates  
188 and the impending addition of the EPPP (Part 2-Skills) in January 2026. As all may be  
189 clearly aware, there is growing, documented evidence that strongly suggests a racial  
190 disparity in the pass rates of Black/African American and Latine test takers compared to  
191 White applicants. As a result of serious litigation initiated by the State of Texas over the  
192 past year against the ASPPB as to EPPP-2, ASPPB has made baseless claims that  
193 there is "no racial bias in the EPPP". Numerous psychology students, applicants,  
194 fellows and psychologists over the past year have provided contradicting evidence as to  
195 these baseless claims, and we continue to express growing frustrations as to the  
196 ASPPB's lack of accountability as to this severe matter. In addition to structural,  
197 systemic racial disparities with the EPPP with Part 1, there are also concerns, severe  
198 concerns about the impact that Part 2 will have on the licensing process for applicants  
199 within the State of California. ASPPB remains dismissive as to these concerns,  
200 especially the multitude of problems Part 2 will inevitably cause as well as the  
201 insufficient justification that an additional exam would resolve concerns associated with  
202 skills-based competency.

203  
204 I am requesting that the board investigate how the current EPPP Part 1 cutoff score is  
205 contributing to the dearth in representation of Black, Indigenous, Latine and other  
206 racially minoritized psychologists in the State of California and implement appropriate  
207 strategies to address this concern, which includes considering lowering the "cutoff"  
208 score to meet licensure requirements. Additionally, I am asking that the State of  
209 California Psychology Board take a firm stance against EPPP (Part 2-Skills) and follow  
210 the Texas State Board of Examiners of Psychologists' lead and litigation against ASPPB  
211 in submitting a request to ASPPB to consider amending the bylaws so that Part 2 can  
212 be put to a vote for member jurisdictions.

213  
214 As an advocate for advancing the psychology profession for all psychologists of diverse  
215 backgrounds, it's important to ensure transparency and accountability to reduce the gap  
216 in service delivery and systematic barriers experienced by racially and ethnically  
217 minoritized Psychologists, especially Black and Latine psychologists in your state. Now  
218 is the time to take corrective action that can not only positively impact the lives of  
219 individuals pursuing a license but also ensure more access to qualified and capable  
220 clinicians for community members across the State of California.

221  
222 Ultimately, to attract competent licensed psychologists, competitive talent, and,  
223 dramatically increase the availability of culturally-responsive providers and clinical  
224 scientists to serve the general public across the State of California, I strongly believe the  
225 Board should take meaningful, timely steps to address the above areas of concern.

226

227 I sincerely look forward to my correspondence being recorded and directly addressed  
228 by the State of California's Board of Psychology, as well as learning as to what timely  
229 action-plans will be taken by its leadership to address the above matters.

230

231 Respectfully submitted,

232

233 --

234 P. Karima

235 Doctoral Candidate, Clinical Science

236

237

238

239 To fellow member jurisdictions of ASPPB:

240

241 After many months of engaging with each other on the questions surrounding adoption  
242 of the new skills exam (EPPP Part 2), Texas plans to submit the attached proposed  
243 bylaw amendment to ASPPB for a vote by membership during the upcoming annual  
244 meeting in October. It is essentially the proposed language we shared with you in late  
245 June designed to remove the mandate that jurisdictions adopt EPPP Part 2. This is not  
246 a confidential or private document. We are sharing this with all the jurisdictional emails  
247 we have been able to collect – and we would welcome you sharing with all interested  
248 parties. Should any jurisdiction have feedback on the attached language, or wish to co-  
249 sponsor this amendment when we file, we would welcome your reply by next Friday,  
250 July 26th to provide sufficient time to respond. We must file the amendment by July 29th  
251 in order to meet a 90-day notice requirement before the annual meeting.

252

253 Whether before or after the amendment is filed, though, we welcome your jurisdiction's  
254 support of this effort and request you share this proposed amendment and the  
255 discussion below with your boards. If we can be of help to answer any questions about  
256 the intention and scope of this amendment, we are happy to meet with you or appear  
257 before your board. We also hope you will each be able to send a delegate to the annual  
258 meeting to vote on this matter. If you are interested in supporting the amendment, but  
259 are uncertain about your ability to send a delegate, please reach out to me. We believe  
260 there is an option available for proxy voting that we would be happy to discuss.

261

262 Again, we appreciate your jurisdiction's consideration of the proposal and welcome any  
263 discussion, questions, or feedback you have. We look forward to welcoming you all to  
264 Dallas in the fall for the annual meeting and bringing this discussion before the full  
265 membership.

266

267 Thanks y'all,

268

269 Robert Romig

270 Deputy Executive Director

271 Texas Behavioral Health Executive Council

272

273 [END OF EMAILED COMMENTS]

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Ted Scholz, PhD, Vice President of Academic Affairs at the Chicago School of Psychology commented on specific graduation requirements relating to B&P 2914 and was referred back to board staff for further discussion.

Michelle Watson asked whether it was possible for applicants who were denied licensure to learn the reasons why; she was referred back to board staff for assistance.

**Agenda Item #3: Chairperson’s Welcome and Opening Remarks**

Dr. Harb Sheets offered opening remarks and welcomed all participants.

There was no Committee or public comment offered.

**Agenda Item #4: Review and Possible Approval of Licensure Committee Meeting Minutes: February 2, 2024**

It was (M)Nystrom/(S)Tate/(C) to adopt the February 2, 2024, Licensure Committee meeting minutes.

There was no committee or public comment offered.

Votes

3 ayes (Harb Sheets, Nystrom, Tate), 0 noes

**Agenda Item #5: Staff Reports**

**a. Licensing Report (M. Xiong)**

Ms. Xiong provided the Licensing Unit report, starting on page 13 of the meeting materials. She commented that the application has been updated to include the Skill Bridge question to allow eligible applicants to have their applications expedited.

Dr. Harb Sheets called for Committee comment.

Ms. Nystrom asked whether there were currently any glitches or delays in the application process for psychological testing technicians. Ms. Cheung replied that there were no such issues and that the process was going smoothly.

No further Committee comment was offered.

Dr. Harb Sheets called for public comment.

No public comment was offered.

320 b. Continuing Education/Professional Development and Renewals Report (S. Proteau)

321

322 Ms. Proteau provided the update on this item, starting on page 22 of the meeting  
323 materials.

324

325 Dr. Harb Sheets called for Committee comments.

326

327 Dr. Tate asked about the relative speed of renewing via BreEZe as opposed to  
328 renewing via regular mail. Ms. Proteau commented that the difference is starkly in favor  
329 of renewing via BreEZe, which usually completes within 24-48 hours, as opposed to the  
330 matter of weeks it might take for a paper renewal to be processed.

331

332 No further Committee comment was offered.

333

334 Dr. Harb Sheets called for public comment.

335

336 Dr. Elizabeth Winkelman of California Psychological Association (CPA) asked about the  
337 relatively low pass rate for audits, especially as to the types of deficiencies pointing to  
338 this trend. Ms. Proteau replied that the numbers reflected in the pass rate are an  
339 average and do not take into account the as-yet uncompleted audits.

340

341 Ms. Whitney commented that further explanation could be made at the next Board  
342 meeting.

343

344 No further public comment was offered.

345

346 c. Examination Report (S. Hansen)

347

348 Ms. Hansen provided the update on this item, starting on page 26 of the meeting  
349 materials.

350

351 Dr. Harb Sheets called for Committee comment.

352

353 No Committee comment was offered.

354

355 Dr. Harb Sheets called for public comment.

356

357 No public comment was offered.

358

359 **Agenda Item #6: Barriers to Telehealth Survey Follow-Up: Discuss the Content**  
360 **Relating to the Development of a Telehealth Best Practice Guideline**

361

362 Dr. Harb Sheets presented this item, starting on page 28 of the meeting materials.

363

364 Ms. Nystrom commented that the APA Telehealth Guidelines were updated in June  
365 2024 and that the Board should be using this most current version.

366



367 Dr. Harb Sheets commented that there are potential resources that might be available  
368 to help licensees identify best practices, and that it would not be a good use of the  
369 Committee's time to try to craft guidelines of its own.

370  
371 Committee discussion ensued.

372  
373 Dr. Tate asked Ms. Sorricks to produce a digest of the APA and CPA Telehealth  
374 Guidelines for the benefit of the Committee. Dr. Tate commented that the Enforcement  
375 Unit would no doubt be looking at these same Guidelines from the enforcement angle  
376 as well.

377  
378 Ms. Sorricks suggested that the Board could create a Fact Sheet that would educate  
379 licensees on the outcome of the Survey, while also indicating that the Board had tasked  
380 itself with providing licensees with resources that would help them to identify guidelines  
381 for best practices for themselves. This information could then be linked back to the  
382 Board's website for easy review at any time. Further, she confirmed that the  
383 Enforcement Committee had the previous day reviewed statutes and regulations  
384 relating to telehealth.

385  
386 Dr. Harb Sheets asked Mr. Pane whether a vote would be necessary to make the  
387 recommendation to the Board to create this one-page digest.

388  
389 Mr. Pane commented that it would be appropriate to vote on this matter in order to  
390 move it out of Committee.

391  
392 It was (M)Harb Sheets/(S)Tate/(C) that in response to the Board's direction to come up  
393 with telehealth best practices, the Committee shall develop a document that includes  
394 various resources to which licensees may refer for telehealth guidance, including a fact  
395 sheet regarding the Survey.

396  
397 Dr. Harb Sheets called for public comment.

398  
399 Dr. Winkelman commented that CPA does not have its own telehealth guidelines, but  
400 instead refers people to the APA telepsychology guidelines. She expressed support for  
401 the placement of resources on the Board's website to ensure that people have access  
402 to consistent and correct information.

403  
404 Sheila J. Henderson commented that the APA IT Telehealth Competencies Credential  
405 courses provide a lot of good information, and she provided the link in the meeting's  
406 chat.

407  
408 Kamal Freiha commented that he believed that the adoption of this modality would be  
409 harmful to the field and to the quality of services provided. He commented that the  
410 Board should view the client's side of the situation as far as accessing in-person  
411 service, and that it should not be up to practitioners to determine the trajectory of  
412 psychotherapy while the legitimacy of telehealth was still being assessed.

413

414 Damon Wood commented on the interface between teletherapy and high tech, with a  
415 number of high-tech and equity firms entering the field to provide service without any  
416 safeguards in place for therapists or clients if the firm should cease operations, as had  
417 happened in his own experience.

418  
419 Christine Gerchow commented that in the San Francisco Bay Area, among the client  
420 population she works with, there is a lot of stigma related to seeking therapy to deal with  
421 the stresses of childrearing or caring for the aged, and that beyond these there is a real  
422 lack of transportation for clients to access care in person. For these populations,  
423 teletherapy has provided an opportunity to seek services when the obstacles of stigma  
424 or local access might otherwise prove too daunting.

425  
426 Karen Williams commented that telehealth could be more appropriate for some  
427 situations more than others, such as when the client has difficulty accessing local  
428 services, while telehealth could be less appropriate for marital counseling, for example,  
429 or with a child or teenager. She commented that telehealth may be a good alternative  
430 option, but that it should not be applied all the time in every situation.

431  
432 Dr. Trista Carr commented that telehealth is a highly effective way of providing service  
433 when working with individuals who might otherwise have difficulty accessing services,  
434 and she agreed that there should be protection in situations such as mentioned  
435 previously with firms closing abruptly with no communication to clients nor transition of  
436 care. She commented that this is something that needs to be monitored, but not at the  
437 expense of making it more difficult for clinicians to provide service via telehealth.

438  
439 Mark Loesch commented that he has found it helpful being able to provide services both  
440 in person and via telehealth. He commented that the Board should not limit one method  
441 or the other, but rather should consider that the relationship between the therapist and  
442 the client is the most important thing.

443  
444 No further public comment was offered.

445  
446 Dr. Harb Sheets commented that the purpose of this agenda item was not whether or  
447 not to cancel the opportunity for providers to offer telehealth services, but rather to  
448 develop written guidelines and resources to help California providers in providing ethical  
449 telehealth services.

450  
451 Dr. Harb Sheets called for Committee comments.

452  
453 No further Committee comments were offered.

454  
455 Votes

456 3 ayes (Harb Sheets, Nystrom, Tate), 0 noes

457  
458 **Agenda Item #7: Review Proposed Changes to the Extension Request Guidelines**

459

460 Ms. Cheung provided the update on this item, starting on page 29 of the meeting  
461 materials.

462

463 Ms. Cheung commented that the purpose of the proposed revision is to clarify that,  
464 without good cause, the Board will not approve an extension beyond the current 72-  
465 month limit.

466

467 Dr. Harb Sheets commented that the Board already has a 30-month limitation on  
468 accruing the required 1,500 hours, and asked whether it is sufficient to say there is a  
469 72-month limitation on the registration.

470

471 Ms. Cheung commented that this conversation is about the 72-month registration.

472

473 Dr. Harb Sheets called for Committee comment.

474

475 It was (M)Tate/(S)Harb Sheets/(C) to approve and recommend to the Board the  
476 proposed changes to the extension request guidelines.

477

478 Ms. Nystrom asked Ms. Sorrick whether it might be helpful to registrants and applicants  
479 to include this information under the FAQs tab on the Board's website.

480

481 Ms. Sorrick asked Ms. Cheung to comment on where that information could currently be  
482 found on the Board's website.

483

484 Ms. Cheung commented that this information is currently on the Applicants tab.

485

486 Dr. Harb Sheets called for Committee comment.

487

488 No further Committee comment was offered.

489

490 Dr. Harb Sheets called for public comment.

491

492 No public comment was offered.

493

494 Votes

495 3 ayes (Harb Sheets, Nystrom, Tate), 0 noes

496

497 **Agenda Item #8: Review a Courtesy Document: Weekly Log for Supervised**  
498 **Professional Experience**

499

500 Ms. Cheung provided the update on this item, and the materials were available as a  
501 hand-carry.

502

503 Staff consulted with Publications to draft a courtesy log to assist registrants in tracking  
504 their weekly supervised professional experience, and the Committee is being asked to  
505 review the draft.

506

507 Dr. Harb Sheets called for Committee comments.

508

509 It was (M)Tate/(S)Nystrom/(C) to approve and recommend to the Board to direct staff to  
510 finalize and post the courtesy weekly log on the Board's website to be utilized as a  
511 resource.

512

513 On Mr. Pane's recommendation, the motion was modified to be a recommendation from  
514 the Committee that the Board approve the courtesy weekly log and direct staff to finalize  
515 and post it on the Board's website to be utilized as a resource.

516

517 Dr. Harb Sheets called for public comment.

518

519 Dr. Winkelman commented that when this log is posted to the website, that it be clearly  
520 described as being a courtesy document and not required. She asked whether a trainee  
521 had the option to withhold a log entry that reflects unsatisfactory performance for that  
522 week.

523

524 Ms. Cheung answered that typically when a supervisor checks the box for  
525 unsatisfactory performance of a trainee, the supervisor would go on to explain the  
526 deficiencies. Staff could then ask the next question, to further clarify the negative report.  
527 She explained that trainees are not required to turn in the log unless staff requested it.

528

529 Anita Pedersen commented that many times she sees MFT trainees struggling to  
530 understand what is covered under "Other Duties" on the form and suggested finding a  
531 place between the definitions being too vague or overly specific.

532

533 Dr. Harb Sheets asked Ms. Cheung whether the items on the supervision agreement  
534 would be listed in this category list of psychological duties performed, and Ms. Cheung  
535 confirmed that this was the case.

536

537 Dr. Joy Marquez commented that there is language at the top of the courtesy document  
538 indicating that it is a recommended form, rather than just an additional resource for  
539 tracking supervised hours. As an early-career licensee, she could imagine how a trainee  
540 might mistake this courtesy log for the required log.

541

542 Anita Pedersen commented further that the Committee might do well to tie the courtesy  
543 log back to regulations with more care, because supervisors and trainees may not fully  
544 understand what is being asked for on the form and might, for example, list  
545 administrative duties, which would be disqualified under regulation. She suggested that  
546 citing the applicable regulations would allow supervisors and trainees to quickly refer  
547 back to make sure the duties are being accurately recorded and that hours are being  
548 creditably logged.

549

550 Dr. Winkelman commented further that the log lists not only "individual supervision" and  
551 "group supervision", but also "other supervision", and asked for clarification on this third

552 type. She commented further that, based on the comments heard earlier from other  
553 supervisors, that overall maybe the log could be streamlined, maybe even to remove  
554 the list of duties, since those are already outlined in the supervision agreement.  
555

556 Dr. Harb Sheets asked Ms. Cheung for an instance in which the “other supervision” type  
557 might be applicable. Ms. Cheung deferred to Ms. Hansen, who commented that the use  
558 of this category was more an effort to avoid dictating exactly what would count and what  
559 would not for the purposes of logging supervision hours.  
560

561 Ms. Nystrom questioned whether the “other supervision” category could simply be  
562 removed.  
563

564 Dr. Harb Sheets directed the question to Ms. Cheung, since there were no clear  
565 examples of when this category might apply.  
566

567 Ms. Cheung replied that this category was available in an attempt to be all-inclusive, but  
568 that it would be no problem to remove it, since supervision would fall either under  
569 individual or group, as far as the Committee could determine it.  
570

571 Dr. Harb Sheets asked what would happen if a trainee wrote “as per supervision  
572 agreement” but did not provide detail on the duties actually performed that week. Would  
573 that log be acceptable?  
574

575 Ms. Cheung commented that this potential situation had not been considered as part of  
576 creating this courtesy document. The intent behind creating the log was to help people  
577 keep track of their hours in a more convenient way.  
578

579 Dr. Winkelman commented that since it is not required in regulations that the list of  
580 duties be included in the log, this could be a reason to omit the list altogether. By  
581 leaving the list in there, it could create another situation where staff would have to  
582 review the duties for compliance. The more information that is requested on the form,  
583 the more confusion there could be for staff, the supervisors, and the trainees.  
584

585 Dr. Harb Sheets asked Ms. Cheung to confirm that staff did not regularly request these  
586 logs, and so the additional burden on staff to review the duties reported on the log  
587 would not be an issue. Ms. Cheung affirmed Dr. Harb Sheets comment.  
588

589 Dr. Joy Marquez commented further that by removing the list of duties performed, the  
590 form would only account for supervision, and would not indicate what type of patient  
591 interactions were being credited. She commented that arranging the log around a  
592 regular Monday-Friday workweek might streamline the log and better reflect the hours  
593 most trainees work under supervision.  
594

595 No further public comment was offered.  
596

597 Dr. Harb Sheets called for further Committee comment.  
598

599 Discussion followed as to whether the motion needed to be modified, with the purpose  
600 of further streamlining the log to make it more intelligible, or leaving the duties list intact  
601 to head off issues before they resulted in closed session discussion. The vote  
602 proceeded with no modification to the motion.

603  
604 Votes

605 3 ayes (Harb Sheets, Nystrom, Tate), 0 noes  
606

607 **Agenda Item #9: Discuss the Content and Propose a Date to Convene a**  
608 **Stakeholder Meeting Relating to the Role between a Licensed Psychologist, a**  
609 **Licensed Educational Psychologist, and Individuals with a Pupil Personnel**  
610 **Services Credential**

611  
612 Ms. Cheung provided the update on this item, starting on page 31 of the meeting  
613 materials.

614  
615 Dr. Harb Sheets called for Committee comment.

616  
617 Dr. Tate commented about the next windows for Licensure Committee to meet in 2025  
618 will likely be January / February, or July / August, and that the Committee could conduct  
619 its business in the morning and hold the stakeholder meeting in the afternoon.

620  
621 Dr. Harb Sheets addressed Ms. Nystrom, since Ms. Nystrom was not on the Licensure  
622 Committee when this discussion began in 2019.

623  
624 Dr. Harb Sheets deferred to Ms. Sorrick to provide Ms. Nystrom some background on  
625 the initiative to hold a stakeholder meeting due to consumer confusion about what  
626 services were being provided by a particular provider who held a particular credential.

627  
628 Dr. Harb Sheets commented that one of the biggest concerns the Committee had was  
629 the considerable overlap between which credentials were allowed to provide which  
630 services, which led to confusion among consumers.

631  
632 Ms. Nystrom commented that one thing the Committee might come up with out of the  
633 stakeholder meeting would be a fact sheet that spelled out for consumers exactly who  
634 could provide the service they were seeking.

635  
636 Dr. Harb Sheets called for a discussion on the content of the stakeholders meeting.

637  
638 Dr. Tate commented that some of the previous presentations could be excerpted to  
639 provide a little history to orient new stakeholders to the discussion and bring the earlier  
640 audience up to speed, so that everyone would understand the differences and grasp the  
641 goal the Committee is trying to achieve, which is to provide clarification and clear up the  
642 confusion about which credentials would allow which services to be provided. She  
643 commented that if the meeting were to be held in the latter half of 2025, that perhaps  
644 there would be time to conduct a stakeholder survey to gather data that might inform the  
645 discussion at the meeting.

646  
647 Ms. Nystrom asked whether the Board of Behavioral Sciences and the Commission of  
648 Teacher Credentialing might already have made this information available publicly, and  
649 whether the Committee might want to gather that data to be used together with the  
650 Board's own brochure to showcase the delineations between license types.

651  
652 It was (M)Nystrom/(S)Tate/(C) to schedule the stakeholder meeting for the second  
653 Licensure Committee meeting of 2025.

654  
655 Dr. Harb Sheets called for public comment.

656  
657 Diane Harris Wilson commented that since there is a high degree of intersectionality  
658 between all the various professions providing related services, she recommended the  
659 Committee broaden its definition of who is a stakeholder to include trainers.

660  
661 Robert Hardy appreciated the Committee's attempts to clarify where there may be  
662 overlap that might be confusing to consumers. He commented that there are potentially  
663 licensed psychologists going into schools with no background in learning disabilities,  
664 who are there for financial gain. He expressed support for the Committee conducting a  
665 survey ahead of the proposed meeting in 2025.

666  
667 Dr. Winkelman requested that CPA be represented at the stakeholder meeting, and that  
668 it includes a licensed psychologist who has expertise in this area.

669  
670 No further public comment offered.

671  
672 Votes  
673 3 ayes (Harb Sheets, Nystrom, Tate), 0 noes

674  
675 **Agenda Item #10: Recommendations for Agenda Items for Future Licensure**  
676 **Committee Meetings**

677  
678 Dr. Harb Sheets called for Committee comment.

679  
680 Dr. Tate commented that the courtesy document could be discussed further in 2025, at  
681 which point Ms. Cheung could suggest whether any changes to the document are  
682 needed.

683  
684 No further Committee comment offered.

685  
686 Dr. Harb Sheets called for public comment.

687  
688 Michelle Watson requested an agenda item be added to discuss what objective criteria  
689 are used by the Board to determine whether a specialization is one that meets Part C of  
690 BPC 2914.

691

692 A question was raised by Kim, about the vote on PsyPact that went to the Senate. She  
693 questioned when an update might be provided on that, and commented that the  
694 Committee might discuss it in 2025.

695  
696 No further public comment was offered.

697  
698 Dr. Harb Sheets adjourned Open Session.

699  
700 Dr. Harb Sheets asked Ms. Proteau to provide the amount of CPD credit for attending  
701 this meeting.

702  
703 Ms. Proteau commented that attendance at the meeting provided two (2) hours of CPD  
704 credit under Category 1.

705  
706 **CLOSED SESSION**

707  
708 12:09 p.m. – closed session commenced.

709  
710 **ADJOURNMENT**

711  
712  
713



## MEMORANDUM

<b>DATE</b>	January 10, 2025
<b>TO</b>	Licensure Committee Members
<b>FROM</b>	Mai Xiong Licensing/BreEZe Coordinator
<b>SUBJECT</b>	<b>Agenda Item 5a</b> Licensing Report

### License/Registration Data by Fiscal Year:

License & Registrations	15/16	16/17	17/18	18/19	19/20	20/21	21/22	22/23	23/24	24/25**
<b>Psychologist*</b>	20,227	20,024	20,580	21,116	22,005	22,218	22,289	22,611	22,744	23,369
<b>Psychological Associate***</b>	1,580	1,446	1,446	1,361	1,344	1,348	1,450	1,744	1,827	1,862
<b>Psychological Testing Technician****</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	24	75
<b>Research Psychoanalyst*****</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	72
<b>Student Research Psychoanalyst*****</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	21

\*Includes licensees who are in Current, Inactive, Retired, Military Inactive, and Military Active status

\*\*As of January 10, 2025

\*\*\*Includes registrants who are in Current and Inactive status

\*\*\*\*The psychological testing technician registration category became effective 1/1/2024, thus there are no data prior to 1/1/2024.

\*\*\*\*\*The research psychoanalyst and student research psychoanalyst were transferred from the Medical Board of California (MBC) to the Board of Psychology (Board) as of 1/1/2025 pursuant to SB 815.

### SB 815 – Research Psychoanalyst and Student Research Psychoanalyst:

Effective January 1, 2025, Senate Bill (SB) 815 transfers the administration and enforcement duties relating to the registration of research psychoanalyst and student research psychoanalyst from the Medical Board of California (MBC) to the Board. Board staff are manually transferring the research psychoanalyst and student research psychoanalyst data from the MBC to the Board's system. The manual data conversion is about 80% completed. There are approximately 40 remaining records (including both research psychoanalysts and student research psychoanalysts) in cancelled status that are in queue to be transferred to the Board's system.

As of January 10, 2025, the Board has not received any new application for the research psychoanalyst and student research psychoanalyst. The research psychoanalyst and student research psychoanalyst's population data are included in Attachment A (Licensing Population Report). Board staff will include additional data such as workload and processing times as appropriate for the research psychoanalyst and student research psychoanalyst initial applications in upcoming Licensing reports.

## **Licensing Population Report:**

As of January 10, 2025, there are 23,369 licensed psychologists, 1,862 registered psychological associates, 72 registered psychological testing technicians, 72 research psychoanalysts, and 21 student research psychoanalysts that are overseen by the Board. The Licensing Population Report (Attachment A) provides a snapshot of the number of psychologists, psychological associates, psychological testing technicians, research psychoanalysts, and student research psychoanalysts in each status at the time it was generated.

## **Application Workload Reports:**

The attached reports provide statistics from July 2024 through December 2024 on the application status by month for psychologist license and psychological associate registration (see Attachment B). 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 Committee'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 Examination) 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. Since applicants/licensees are eligible to take the CPLEE only once each quarter, the trend includes a significant increase of approved CPLEE Retake transactions in the following months: January, April, July, and October.

“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 Associate Application Workload Report**

Psychological associate 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 associates hold a single registration number, an additional mechanism, the “Change of Supervisor” transaction, is created to facilitate the process for psychological associates who wish to practice with more than one primary supervisor or to change primary supervisor.

### Psychological Testing Technician Application Workload Report

The “Psychological Testing Tech Initial” 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.

The “Change of Supervisor” transaction for the Psychological Testing Technician is created to allow a psychological testing technician to practice with more than one supervisor or to request to remove a supervisor who the psychological testing technician is no longer providing services under. This transaction captures the number of approved notifications to add, change or remove a supervisor if the status is “approved” or pending additional information or initial review when it has an “open” status.

### Applications and Notifications Received

Attachment C provides the number of new applications and notifications received in the last 12-month period. In comparison to the same 12-month period in 2023, there is a decrease of 97 psychologist applications, 109 psychological associate applications, and 77 psychological associate notifications.

### Average Application Processing Timeframes

The Board reviews and processes applications based on a first-come, first-served basis. This includes, but not limited to, all applications, supporting materials, and responses to application deficiencies, are reviewed according to the date they are received.

Attachment D (Average Application Processing Timeframes) provides a 6-month overview of average application processing timeframes in business days. The processing timeframes are collected and posted on the Board’s website approximately every two weeks. The monthly average application processing timeframes provided on Attachment D are based on the first set of data collected for that month.

### Attachments:

- A. Licensing Population Report as of January 10, 2025
- B. Application Workload Reports July 2024 – December 2024 as of January 10, 2025
- C. Applications and Notifications Received January 2024 – December 2024 as of January 9, 2025

D. Average Application Processing Timeframes – August 2024 to January 2025 as of January 10, 2025

**Action:**

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



STATE DEPARTMENT OF CONSUMER AFFAIRS  
BREEZE SYSTEM

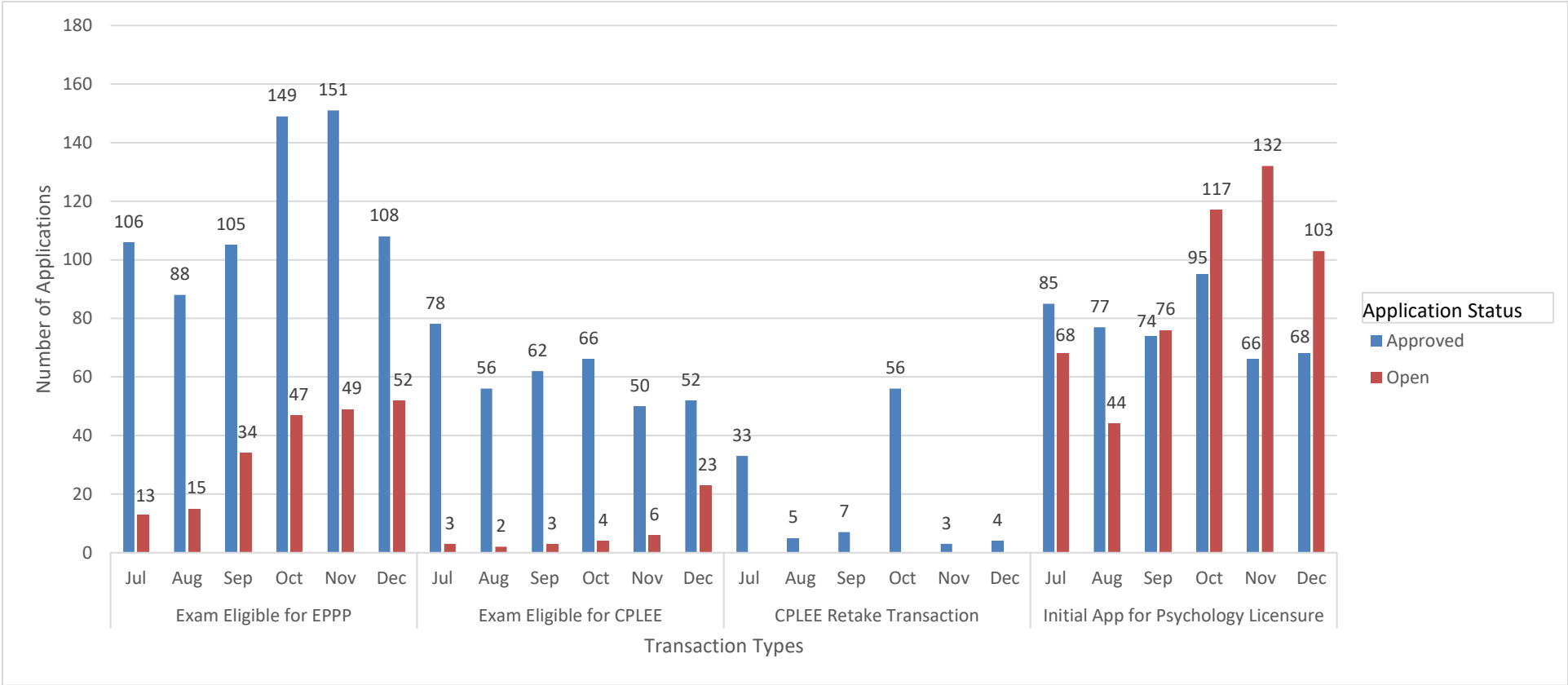


LICENSING POPULATION REPORT  
BOARD OF PSYCHOLOGY  
AS OF 1/10/2025

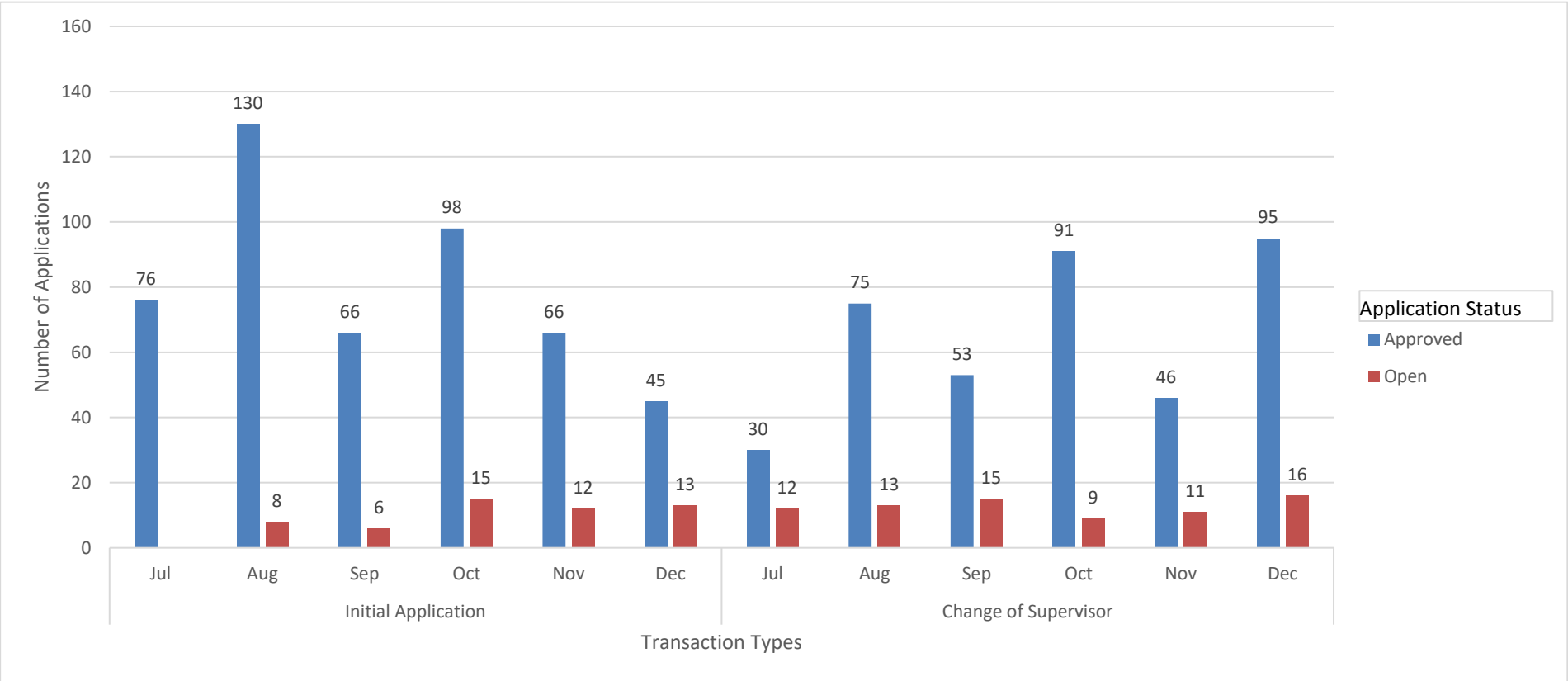
License Type	License Status											Total
	Licensing								Enforcement			
	Current	Inactive	Military Inactive	Military Active	Delinquent	Cancelled	Retired	Deceased	Surrendered	Revoked	Revoked, Stayed, Probation	
Psychologist	20,731	2,007	2	1	1,543	8,426	628	1,096	271	165	127	34,997
Psychological Associate	1,860	2	0	0	64	24,702	0	8	15	8	19	26,678
Psychological Testing Technician	75	0	0	0	0	0	0	0	0	0	0	75
Research Psychoanalyst	72	0	0	0	16	13*	0	6	0	1	0	95
Student Research Psychoanalyst	21	0	0	0	5	16*	0	0	0	0	0	26
<b>Total</b>	<b>22,759</b>	<b>2,009</b>	<b>2</b>	<b>1</b>	<b>1,628</b>	<b>33,128</b>	<b>628</b>	<b>1,110</b>	<b>286</b>	<b>174</b>	<b>146</b>	<b>61,871</b>

\*The manual data conversion for the research psychoanalyst and student research psychoanalyst registrations in "cancelled" status is still in-progress.

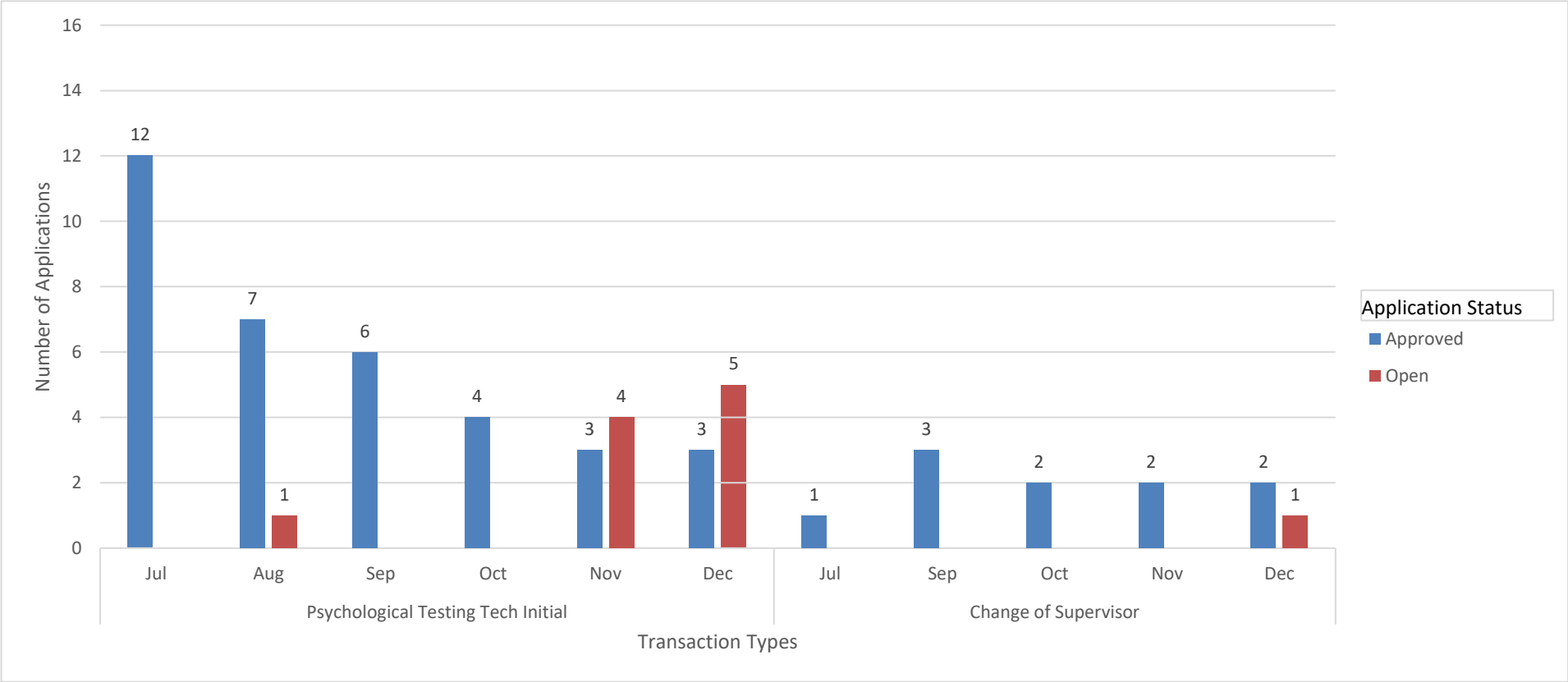
Psychologist Application Workload Report  
July 1, 2024 to December 31, 2024  
As of January 10, 2025



Psychological Associate Application Workload Report  
July 1, 2024 to December 31, 2024  
As of January 10, 2025

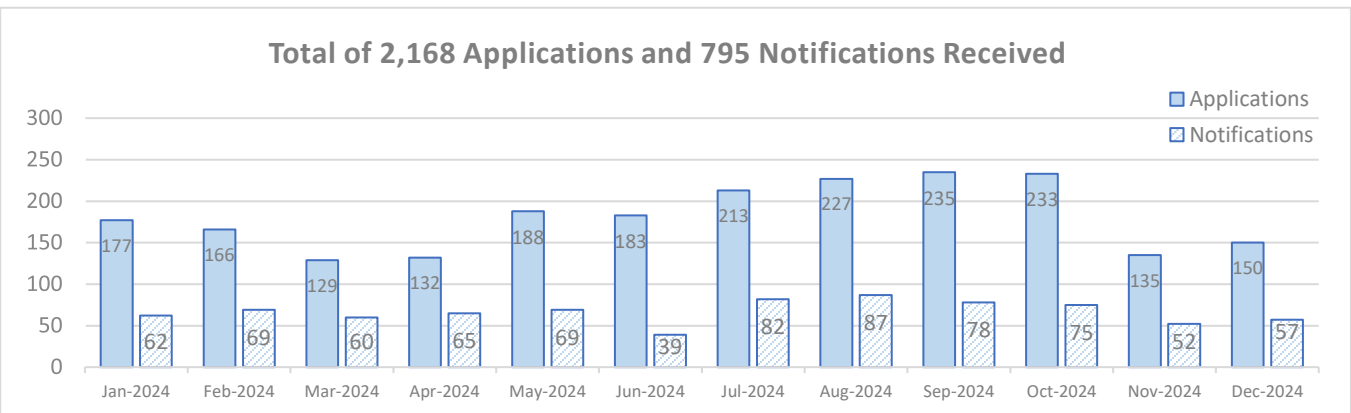
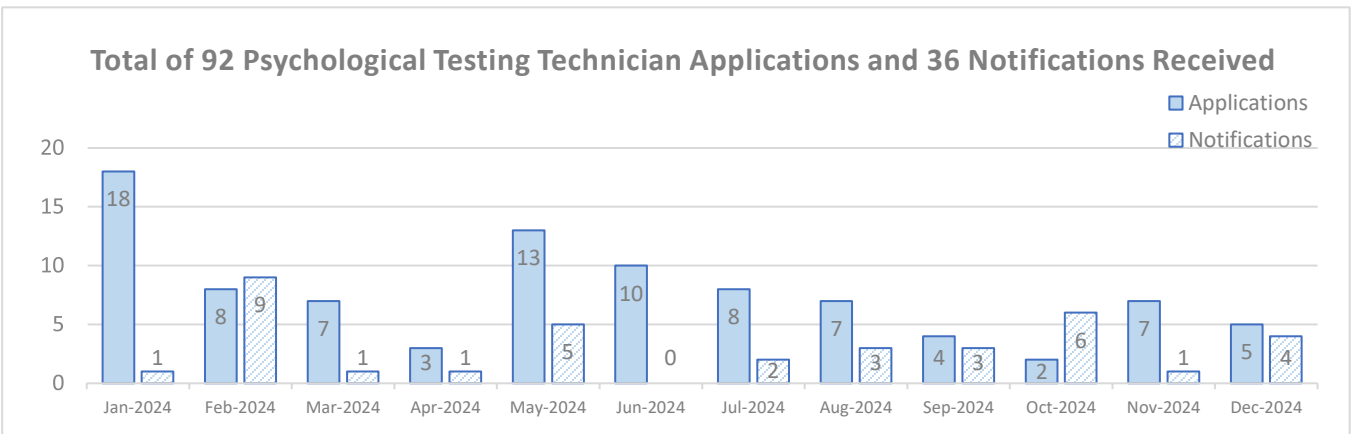
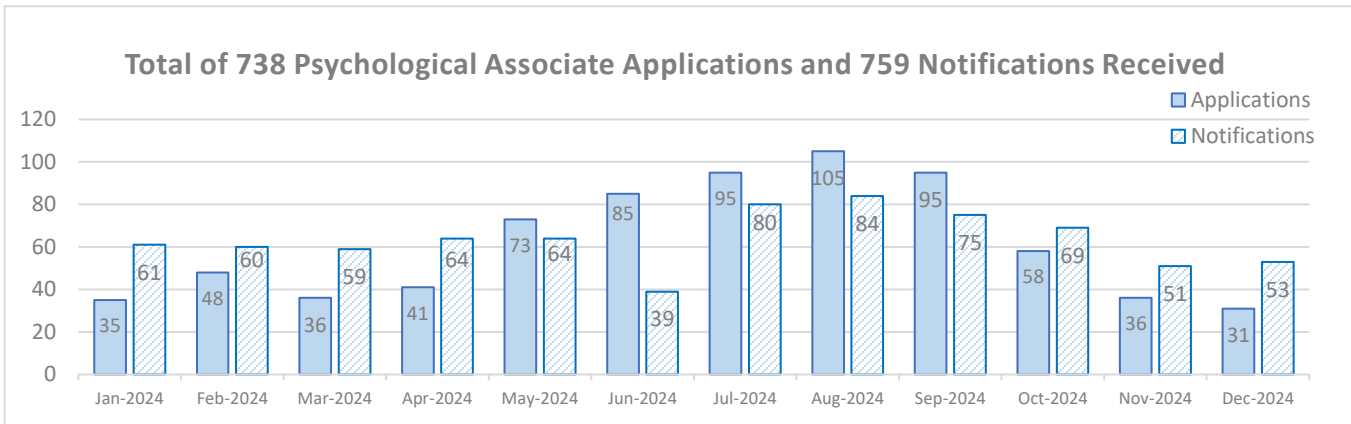
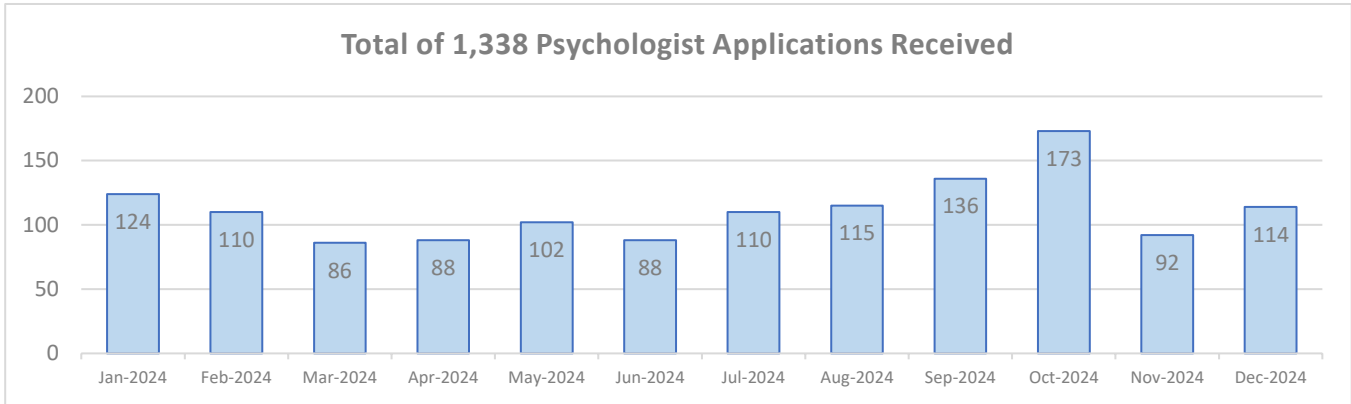


Psychological Testing Technician Application Workload Report  
July 1, 2024 to December 31, 2024  
As of January 10, 2025

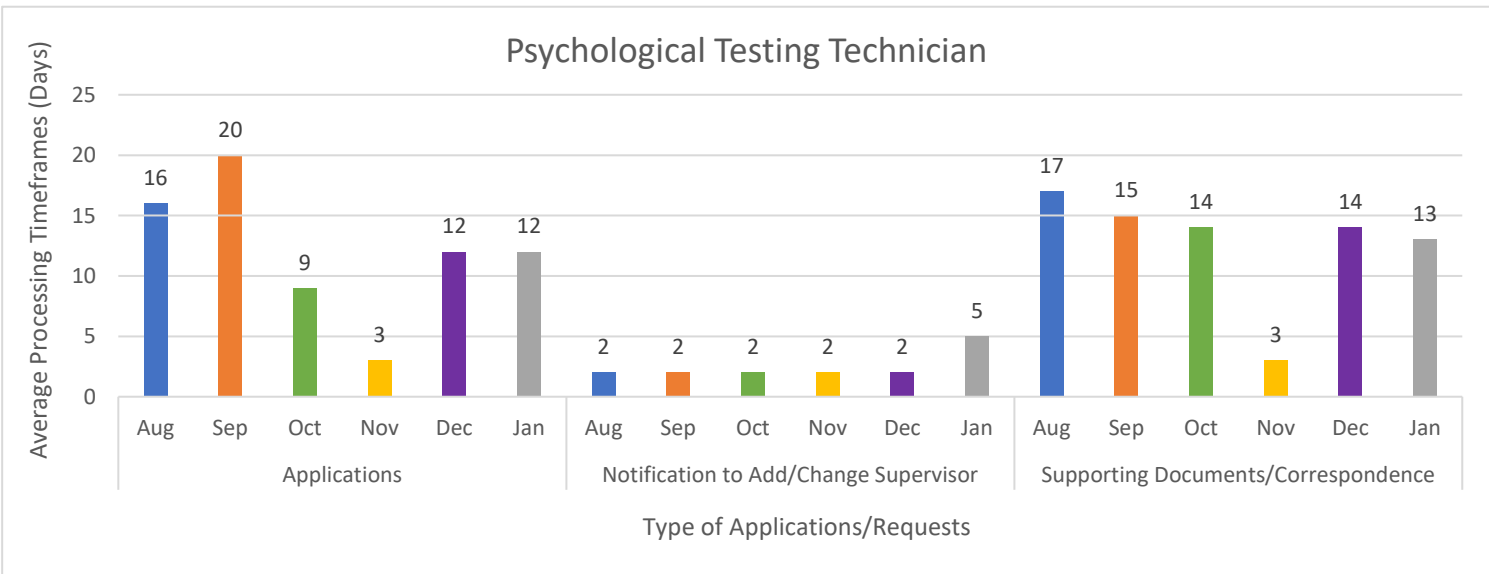
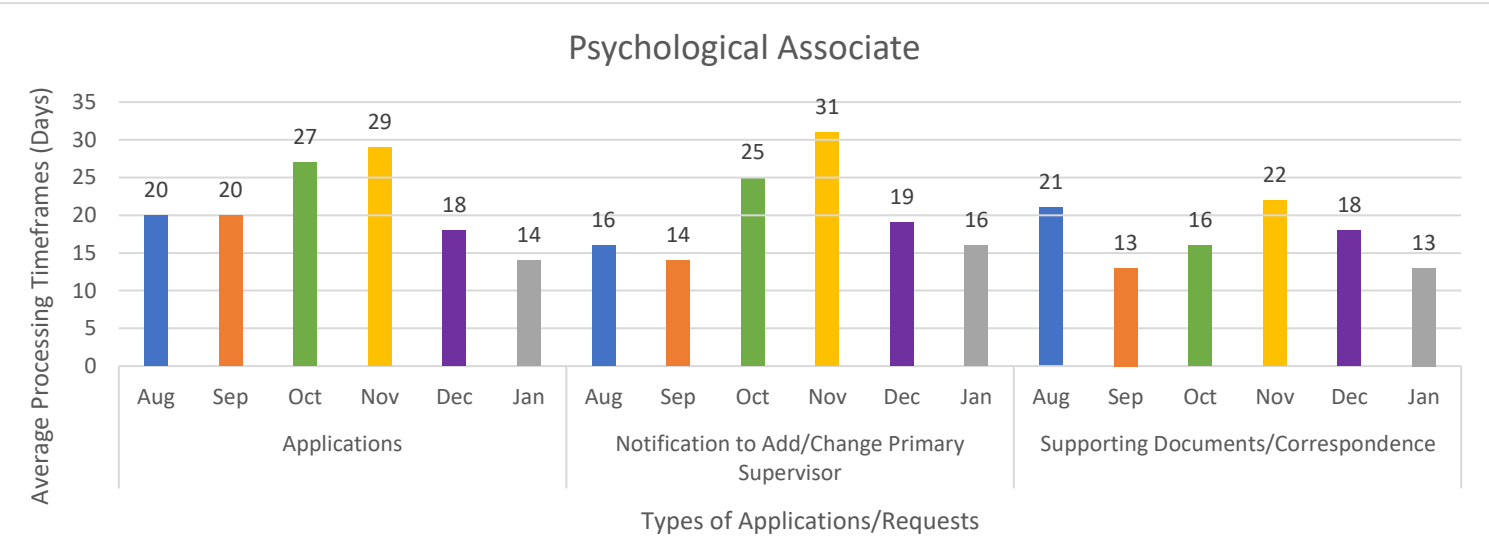
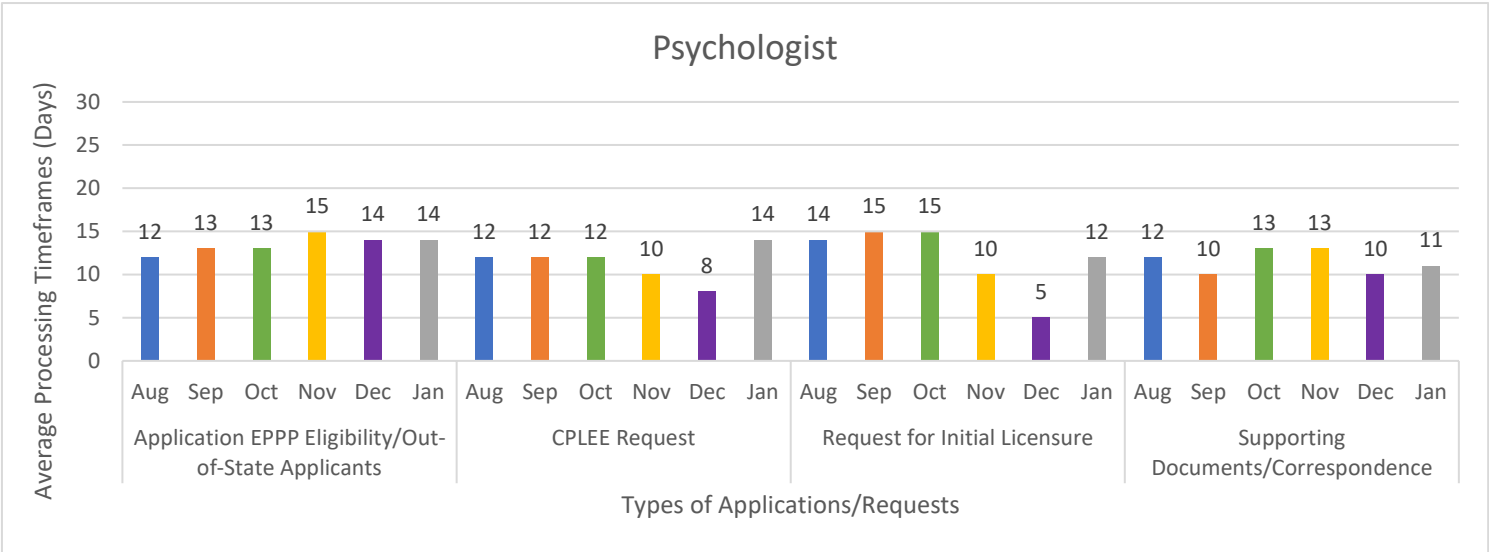




Applications and Notifications Received from January 2024 to December 2024  
As of January 9, 2025



Average Application Processing Timeframes from August 2024 to January 2025  
As of January 10, 2025



## MEMORANDUM

<b>DATE</b>	January 31, 2025
<b>TO</b>	Licensure Committee Members
<b>FROM</b>	Troy Polk, CPD/Renewals Coordinator
<b>SUBJECT</b>	Agenda Item 5(b) – Continuing Professional Development and Renewals Report

Between January 2024 through December 2024, 78 percent of Psychologists renewed as Active. The retirements count for approximately 3 percent of the monthly applications processed. Psychological Associates account for 13 percent of the monthly applications. Approximately 96 percent of Psychologists and Psychological Associates renewed their license online using BreEZe per month.

CE/CPD audits were sent out for June 2023 through January 2024. The pass rate stands as 89%. Audits were put on hold due to the CPD Coordinator vacancy, and the position was filled in May. The CPD Coordinator position became vacant again and was filled in September 2024. Board staff is projecting to continue with audits in early 2025.

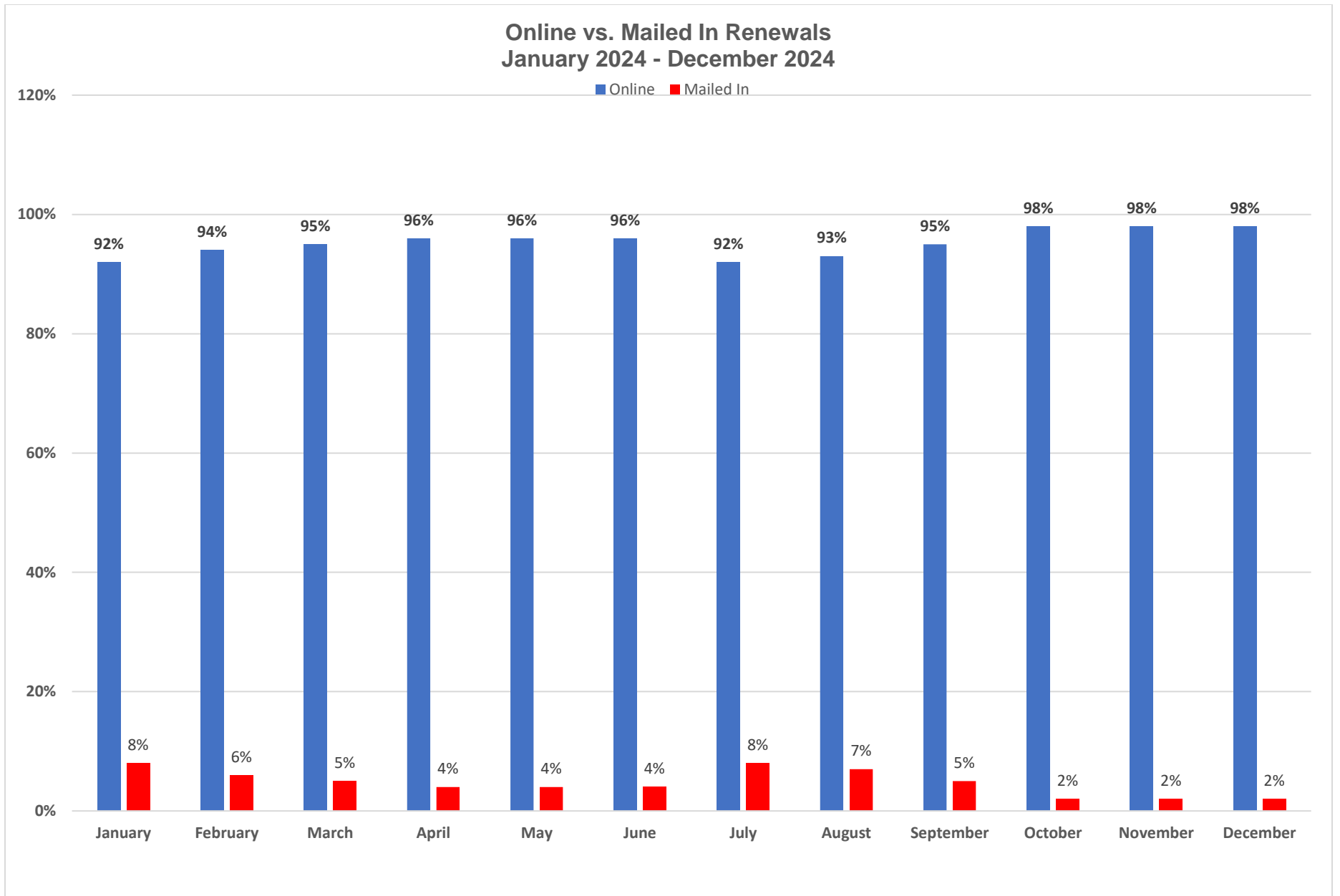
### **Action Requested**

This item is for informational purposes only. There is no action required at this time.

Attachment A: Online vs. Mailed in Renewals Processed (January 2024 – December 2024)

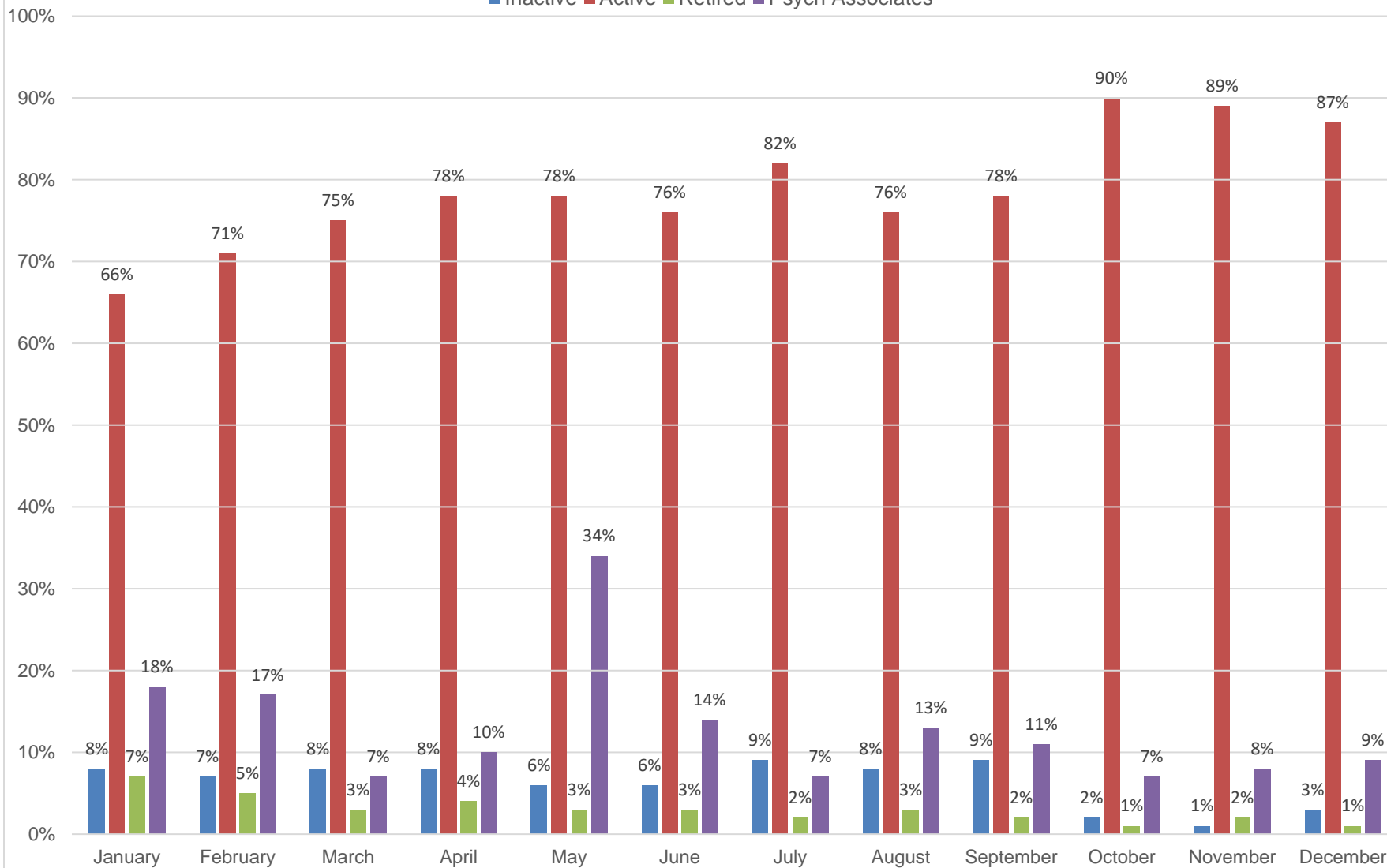
Attachment B: Psychologist and Psychological Associate Renewal Applications Processed: January – December 2024

Attachment C: CE/CPD Audits: June 2023 – January 2024



### Renewal Applications Processed January 2024 - December 2024

■ Inactive ■ Active ■ Retired ■ Psych Associates



## Continuing Education Audits

Month	Total # of Licensees Selected for Audit:	% Passed:	% Deficient	% Not Yet Received:	% Failed:
June	18	89%	0%	0%	11%
July	24	96%	0%	0%	4%
August	20	90%	0%	0%	10%
September	25	96%	0%	0%	4%
October	25	96%	0%	0%	4%
November	25	100%	0%	0%	0%
December	20	85%	5%	0%	0%
January 2024	26	61%	38%	0%	1%
<b>Totals:</b>	<b>183</b>	<b>89%</b>	<b>22%</b>	<b>0%</b>	<b>5%</b>

Of the total of 183 audits sent out, the current pass rate is 89%. For November through January 2024, the number might not add up to 100% because the audit documentation may have been recieved but not yet reviewed.

## MEMORANDUM

<b>DATE</b>	January 10, 2025
<b>TO</b>	Licensure Committee Meeting
<b>FROM</b>	Susan Hansen Examinations Coordinator
<b>SUBJECT</b>	<b>Agenda Item 5c</b> Examinations Report

### Examination Statistics

#### EPPP Monthly Examination Statistics for January through December 2024

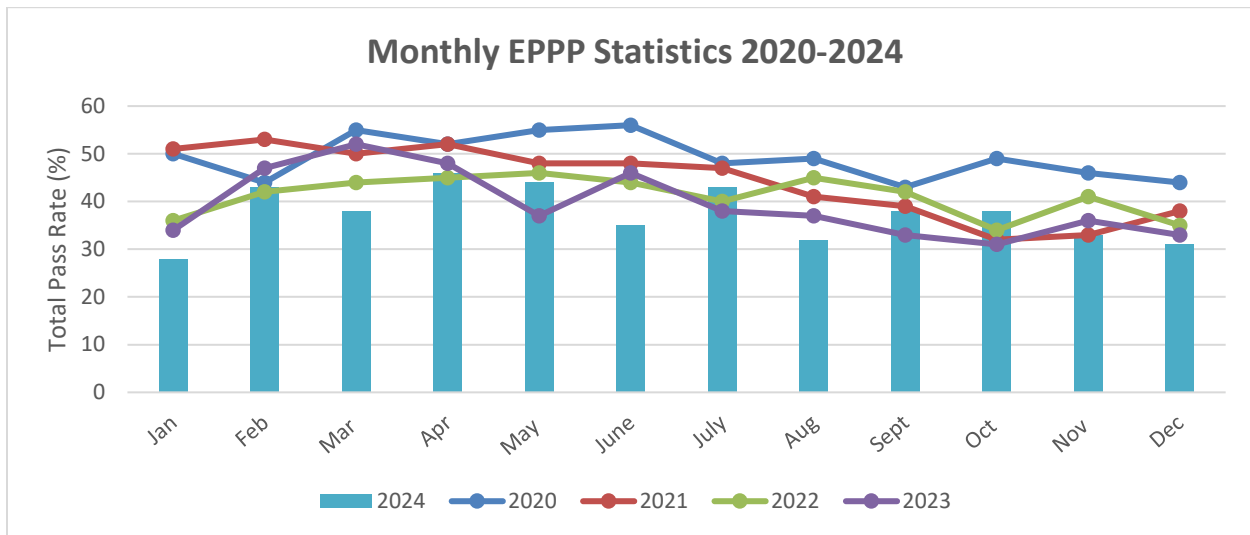
The Examination from Professional Practice in Psychology (EPPP) is the national exam developed by the Association for Provincial and Psychology Boards (ASPPB) and administered by Pearson Vue. The exam tests candidates' general knowledge in psychology. EPPP is one of the required exams for licensure in CA.

Pass rates averaged 37.61% in 2024, with an overall first-time pass rate of 60.43%. First time pass rates tend to be higher than overall pass rates.

#### **Monthly EPPP Examination Statistics 2024**

Month	# of Candidates	# Passed	% Passed	Total First Timers	First Time Passed	% First Time Passed
January	109	31	28.44%	49	21	42.86%
February	101	43	42.57%	54	31	57.41%
March	171	65	38.01%	81	51	62.96%
April	180	82	45.56%	82	59	71.95%
May	151	67	44.37%	75	54	72.00%
June	188	65	34.57%	80	48	60.00%
July	158	68	43.04%	71	47	66.20%
August	152	48	31.58%	49	25	51.02%
September	143	55	38.46%	53	29	54.72%
October	155	59	38.06%	51	34	66.67%
November	119	39	32.77%	42	20	47.62%
December	152	47	30.92%	61	33	54.10%
<b>EPPP - Total</b>	<b>1,779</b>	<b>669</b>	<b>37.61%</b>	<b>748</b>	<b>452</b>	<b>60.43%</b>

The chart below depicts pass rate statistics of the EPPP for the past four years compared with the statistics for January through December 2024.



### CPLEE Monthly Examination Statistics for January through December 2024

The California Psychology Laws and Ethics Exam (CPLEE) is a state-owned exam developed by the Department of Consumer Affairs, Office of Professional Examination Services (OPES) and administered by PSI, Inc. The exam tests candidates on their knowledge of APA Code of Conduct and the Board’s laws and regulations.

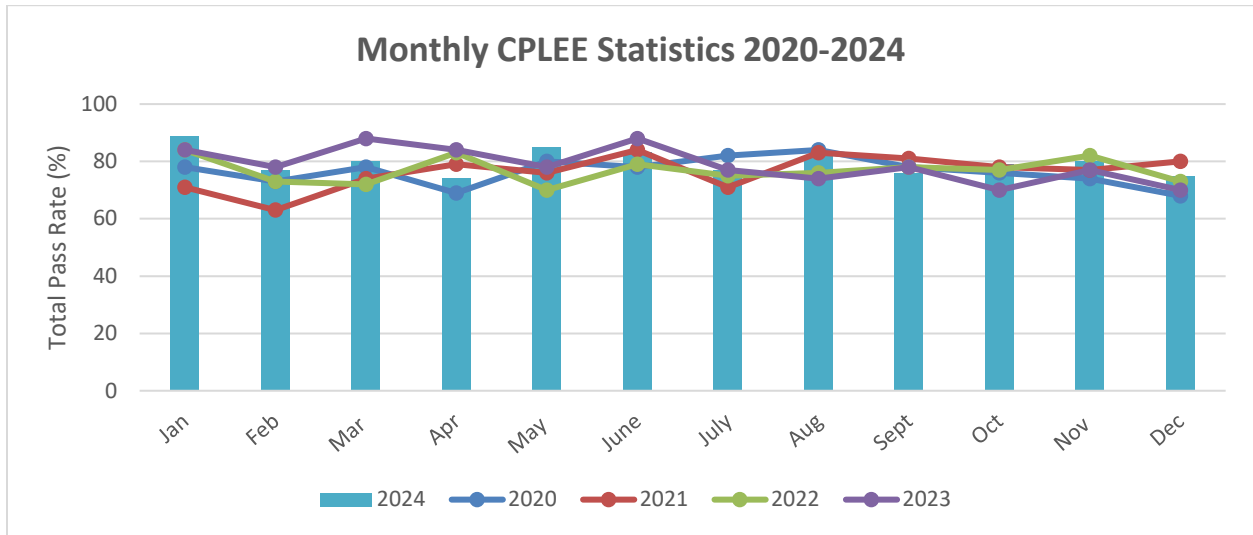
Pass rates averaged 80.06% in 2024, with the overall first-time pass rate of 80.13%.

### Monthly CPLEE Examination Statistics 2024

Month	# of Candidates	# Passed	% Passed	Total First Timers	First Time Passed	% First Time Passed
January	74	66	89.19%	55	49	89.09%
February	74	57	77.03%	47	35	74.47%
March	75	60	80.00%	61	48	78.69%
April	43	32	74.42%	28	22	78.57%
May	84	71	84.52%	65	53	81.54%
June	106	88	83.02%	91	75	82.42%
July	85	66	77.65%	71	56	78.87%
August	115	95	82.61%	92	75	81.52%
September	102	78	76.47%	89	69	77.53%
October	75	59	78.67%	47	38	80.85%
November	80	64	80.00%	63	52	82.54%
December	100	75	75.00%	86	65	75.58%
<b>CPLEE Total</b>	<b>1,013</b>	<b>811</b>	<b>80.06%</b>	<b>795</b>	<b>637</b>	<b>80.13%</b>



The chart below depicts pass rate statistics of the CPLEE for the past four years compared with the statistics for January through December 2024. The CPLEE pass rate in 2024 was consistent with no noticeable deviation.



**Action:**

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

## MEMORANDUM

<b>DATE</b>	December 27, 2024
<b>TO</b>	Committee Members
<b>FROM</b>	Stephanie Cheung Licensing Manager
<b>SUBJECT</b>	<b>Agenda Item 6</b> Barriers to Telehealth Survey Follow-Up: Review Telehealth Best Practice – Reference Document

**Background:**

At the 2023 November Board meeting, the Board voted to assign to the Licensure Committee the task of reviewing competency requirements for doctoral programs, training settings, and supervised experience within the context of the Barriers to Telehealth Survey results.

Please find the survey results within the [meeting materials](#) for the 2023 November Board meeting from page 161 thru 611 for reference if needed.

The Licensure Committee met and discussed the item at their February and July meetings in 2024 and recommended to create a one-page reference document that would include the background of the Barriers to Telehealth Survey, follow-up actions taken, and a link to the APA telehealth guidelines. The recommendation was adopted by the full Board at their 2024 August meeting.

**Attachment:**

Telehealth Best Practice – Reference Document

**Action Requested:**

Review the telehealth best practice reference document and recommend it to the full Board for review.

## Board of Psychology Telehealth Best Practice – Reference Document

### **Background**

In 2020, a pandemic and nationwide protests regarding racial inequities have highlighted the need for the Board of Psychology to consider how it conducts business and how that impacts the profession of psychology and access to psychological services. As such, then Board President Seyron Foo and Outreach and Communications Committee Chair Dr. Lea Tate agreed on several areas of focus as follow-up items. One of the areas relates to “Digital Divide” that the Board would like to find out “How Does the Digital Divide Impact Access to Telehealth”.

### **Follow-up Actions**

On June 26, 2023, the Board conducted a Barriers to Telehealth survey to gather information relating to “How Does the Digital Divide Impact Access to Telehealth”. The surveys were sent to 30,000 consumers and providers of telehealth. The survey was closed on July 24, 2023. Survey results can be found within the [meeting materials](#) for the 2023 November Board meeting from page 161 thru 611. The initial goal of the survey was to share the survey results to an organization that would write a white paper which would include policy recommendations based on the survey results. The Board reached out to both the University of California and the Little Hoover Commission. To date, no interest in a white paper has been expressed by either organization.

At the 2023 November Board meeting, the Board voted to assign to the Licensure Committee the tasks of reviewing competency requirements for doctoral programs, training settings, and supervised experience within the context of the Barriers to Telehealth Survey results.

The Licensure Committee met and discussed the item at their February and July meetings in 2024 and recommended to create a one-page reference document that would include the background of the Barriers to Telehealth Survey, follow-up actions taken, and a link to the APA telehealth guidelines. The Board voted to adopt the Committee’s recommendation at their 2024 August meeting.

### **Link**

[APA Guidelines for the Practice of Telepsychology](#)

## MEMORANDUM

<b>DATE</b>	January 10, 2025
<b>TO</b>	Committee Members
<b>FROM</b>	Stephanie Cheung Licensing Manager
<b>SUBJECT</b>	<b>Agenda Item 8</b> Stakeholder Meeting Preparation: Discussion

### **Background:**

At the Board meeting on October 4, 2019, the Board voted to co-host a stakeholder meeting in the future to solicit input on how to best inform consumers regarding the respective roles of the three professions with the Board of Behavioral Sciences, the Commission on Teachers Credentialing, and other relevant stakeholders. This plan was postponed due to the COVID-19 State of Emergency.

The Licensure Committee met in January and July of 2024 and recommended to the Board to convene this stakeholder meeting in the afternoon of their July meeting in 2025. The Board voted to adopt this recommendation at their 2024 August meeting.

In preparation of the stakeholder meeting, the Committee plans to discuss the following at their 2025 January meeting:

- As a follow up to the discussion at the 2024 July meeting, develop survey questions to seek stakeholder input regarding the confusion that they experienced.
- Identify stakeholders to participate in the meeting.

### **Action Requested:**

Discuss items as identified above in preparation for the stakeholder meeting and recommend them to the Board for approval.